Seneca Falls Central School District
Strategic Plan 2022—2024

"Educating the Whole Child"

"Pride & Opportunity"

Seneca Falls Schools District Mission Statement

The mission of the district is to provide quality educational opportunities and experiences for all students in a safe and positive environment that promotes academic excellence.

Frank Knight Elementary School

In recognizing that ALL children are unique, the responsibility of the community, parents and staff of Frank Knight School is to create; A literate environment making language meaningful to ALL children in order to develop accurate communicators. An academic environment allowing ALL children to grow and develop to their highest potential. A nurturing environment fostering success and self-confidence for ALL children.

Elizabeth Cady Stanton Elementary School

The Elizabeth Cady Stanton community is dedicated to developing academic excellence, independence and self-esteem in each child.

Seneca Falls Middle School

To provide an education in a positive, safe, secure school environment which meets the needs of the whole child during early adolescent years.

Mynderse Academy

To provide equitable educational opportunities and experiences for all students which will ensure academic excellence and develop responsible citizens.

Seneca Falls CSD Profile of a Graduate

The Seneca Falls Central School District students will be...

    1. Life-long Learners Who...
- demonstrate college-career readiness by learning new content & enhancing academic and life skills.
- reflect on and connect experiences to new learning.
- are motivated to continue learning in all aspects of their lives.
- take risks to initiate new tasks.
- see failure as an opportunity to learn.

    2. Effective Communicators Who...
- effectively read, write, listen, speak, reflect, critique and present confidently.
- collaborate with others, build relationships, are willing to be flexible, listen, share and negotiate.

    3. Resilient & Responsible Individuals Who...
- respond positively to changes, successes and failures by being adaptable.
- make healthy choices while challenging themselves to take measured, calculated risks.
- maintain physical and mental well-being.
- incorporate a strong work ethic and utilize time management skills.
- demonstrate confidence and self-advocacy.

    4. Digitally Responsive Contributors Who...
- adapt to changing technologies to further their learning.
- think critically when using technology to evaluate, organize, produce, and share information.
- are responsible with their digital presence.

    5. Socially Responsible Community Members Who...
- accept and respect others and differing points of view.
- engage with the community and respect the environment.
- are compassionate, empathetic, and informed

Strategic Action Plans

The Seneca Falls Central School District Steering Committee, which was comprised of school administrators, teachers, students, parents, and community members (guests from the work force and higher education), was charged with revising the District Strategic Plan. The committee reviewed action plan accomplishments and areas that needed further investigation. The committee also referenced BOE goals, School Improvement Plans, and student achievement data. This document outlines the three main action plans, with goals and action items for each.

The Superintendent presents the revised and completed Strategic Plan to the Board of Education annually. The plan will be distributed to school district staff and community members following Board of Education approval.

The District Steering Committee will meet a minimum of four times a year to monitor the Strategic Plan, review and record progress, and make necessary revisions to the plan.

Engaged & Empowered Lifelong Learners

Preface: District stakeholders believe that the best way to promote lifelong learners is to implement instructional practices, which include cultural and linguistic responsiveness, that promote and embed Student Engagement and Empowerment practices. The District Steering Committee has identified two components of the Action Plan: an Instructional Component and a Social/Emotional Component.

Strategy: It is recommended that the Seneca Falls CSD continue to promote and implement Student Engagement and Empowerment strategies to develop "Engaged Lifelong Learners." It is understood that blended learning, data-informed decision-making and intervention through the Multi-Tiered Systems of Supports (MTSS) framework, targeted instruction, project/problem based learning, and use of digital tools and content are embedded throughout this initiative continuum.

Goal: Instructional Component: To move from traditional learning to Student Engagement andStudent Empowerment Practices in daily teaching, learning experiences and assessments. Social/Emotional Component: To develop a better understanding of mental health needs and to create a trauma-sensitive learning environment that allow students to be "Engaged & Empowered Lifelong Learners."

Action Items:
Instructional Component:
- Build capacity for staff to share and promote "best & next" engagement/empowerment strategies within district and at regional/state meetings/conferences
- Provide professional development to meet the individual and varied needs of all students through engagement and empowerment strategies
- Provide professional development to meet the individual and varied needs of all students to ensure equity through all instructional experiences.
- Ensure college and career readiness through development of reading, writing, listening and speaking skills allowing each student to excel in any chosen path.
- Improve literacy instruction based on the plan developed in response to the K-8 literacy program review.

Social/Emotional Component:
- Create greater awareness of student mental health needs and trauma-informed instructional practices.
- Increase awareness of equity and its impact on students' learning and well-being.
- Access regional/state resources, grant funding, and partnerships to increase awareness and alignment to enhance our systems of support for all.
- Integrate social emotional learning and support into classroom curriculum. Investigate ways to support students prior to kindergarten.
- Provide professional development to create a culturally responsive learning environment that meets the individual and varied needs of all students.

Data-Informed Decision Making

Preface: The use of data allows Seneca Falls CSD to make informed instructional decisions for every student's academic and social/emotional learning. Screening assessments identify areas for growth. Review of formative, interim, and summative assessments provides information about students' strengths and areas for growth. Data-informed decisions allow instruction to be targeted, differentiated, and personalized to meet individual student's academic and social emotional needs.

Strategy: It is recommended that SFCSD staff be aware of, review, analyze, and utilize student assessment and achievement data to make instructional decisions that are specific for each student.

Goal: SFCSD students will be provided with targeted, differentiated, and personalized instruction, where applicable and appropriate, to achieve growth.

Action Items:
MTSS
- Evaluate, monitor and adjust tier 1 interventions
- Increase the number of tier 2 & tier 3 interventions
- Increase use of Panorama to track, provide and monitor academic, attendance, behavioral, and social-emotional interventions
- Provide professional development on data-informed academic, behavioral and social emotional instructional strategies

Use of Student Achievement Data to Revise Instructional Practices and Decision Making
- Analyze students' assessment results to generate revisions to curriculum/instructional planning (writing portfolios, benchmark assessments, state testing, regents' exams, etc…)
- Implementation of AIS process and supports based on students' needs
- Use digital diagnostic tools or assessments to assess student strengths & deficiencies in order to implement research-based interventions
- Implement credit recovery options to keep students on track to graduate with cohorts
- Provide learning opportunities that meet individual student needs (accelerated courses, AP and Gemini courses, New Visions, FLTCC programs, after-school clubs, etc...)
- Analyze annual graduation data

School/Community Connections

Preface: SFCSD values its partnerships with local area businesses, industries, community agencies, and colleges. SFCSD will continue to maintain and enhance those partnerships to benefit educational opportunities for students.

Strategy: It is recommended that the District Steering Committee keep School/Community Connections as a priority. It is further recommended that each school continue to promote this action plan and incorporate it, as appropriate, in annual plans and initiatives.

Goal: SFCSD will highlight, promote, and enhance partnerships to benefit educational opportunities for students, staff, and community by working together to create collaborative and socially/culturally responsive citizens.

Action Items:

Physical and Mental Health
- Increase access to community services within our schools
- Expand counseling services within and outside of school day (e.g. Seneca County Community Counseling, Glovehouse School-Based Program, Global Organizations)
- Develop a Parent Resource Center (within schools, website, links, etc.)
- Use of Effective Practice Teams (community counselors, probation, agencies, district personnel, etc.) to support the whole child.
- Increase awareness of Substance Abuse and its impact on students to staff, parents, and community
- Work with the school community (school staff and parents) and community partners to address health concerns and identify education and prevention strategies.
- Create an equitable, inclusive, and diverse learning environment and curriculum for all students and staff.

Career Exploration and Planning
- Develop awareness and connections to careers/jobs
- Integrate and align skills within the curriculum as identified in the SFCSD Profile of a Graduate
- Expand STEAM (Science-Technology-Engineering-Arts-Math) programming with an emphasis on interdisciplinary skills
- Develop communication skills to include: public speaking, presenting to others, and the ability to collaborate

Media Presence
- Provide accessible and accurate information for students, staff, parents and community members regarding the use and monitoring of social media.
- Incorporate media literacy into instructional programming
- Promote positive, appropriate and responsible use through Digital Citizenship

BOE Adopted 06/23/2022