

- Required**
- Local**
- Notice**

MISSION STATEMENT AND VISION

The District’s Mission and Vision are enduring guides to the Board of Education and the staff as they develop policy and regulations. In order for the mission and vision to be meaningful, they must not stand alone, but must be the foundation upon which we build specific strategies and action steps. These strategies and action steps must be consistent with the District’s Mission and Vision. The Hewlett-Woodmere Public Schools vision of empowering the next generation for success in life is supported by our mission to provide an engaging curriculum in a caring, student-centered learning environment that is designed to maximize individual potential, cultivate character, and celebrate success.

SHARED VISION AND CORE VALUES

Hewlett-Woodmere Public Schools is a caring learning community dedicated to empowering the next generation for success in life. The Core Values of Hewlett-Woodmere Public Schools are:

- We believe that student learning occurs best in a safe, supportive, and nurturing environment where diversity and inclusion are valued.
- We aim to create equitable learning and work environments that encourage compassion and respect for ourselves, one another, and our individual differences.
- We value innovation in teaching and learning that supports and promotes student wellness: social, emotional, and intellectual well-being.
- We honor our commitment to the Hewlett-Woodmere community to create opportunities for students to fulfill their potential and achieve personal success.
- We believe that meaningful collaboration with parents, community members, staff, and students builds strong relationships and increases parental involvement.

The School District’s primary mission is to provide an engaging curriculum in a caring, student-centered learning environment that is designed to maximize individual potential, cultivate character, and celebrate success. This mission is the foundation for the School District’s four pillars, and their associated goals, as identified by the Hewlett-Woodmere 2025 Strategic Plan:

- Student-centered curriculum
 - Goal: Ensure high quality and innovative curriculum, instruction, and learning
- Culture for success
 - Goal: Provide a network of student support to meet the needs of the whole child
- Collaboration and partnership
 - Goal: Strengthen family, school, and community partnerships to support student growth

- Stewardship and efficiency
 - Goal: Provide efficient and cost-effective operations, systems, and services

Legal Reference: New York State Education Law, Section 1709

Old Policy 6121

Policy Adopted

11/14/85

New Policy 0001

Adopted March 17, 2010

Policy Amended: March 20, 2019

In order for the Board of Education to effectively implement the District's Shared Vision and Mission in Policy 0001, the following strategies and action steps are to guide work with students in grades Pre-Kindergarten through grade 12. These strategies and action steps, developed by the various stakeholders who collaboratively created the Hewlett-Woodmere 2025 Strategic Plan are aligned with the goals, mission and vision of the School District.

Pillar: Student-Centered Curriculum

Strategy 1: Assess and enhance a meaningful curriculum with real world applications for all students.

- Action 1: Develop a working definition of meaningful curriculum and real world applications
- Action 2: Review and assess existing scope and sequence of all subjects
- Action 3: Survey students, teachers, and parents to gather feedback on curriculum and instruction
- Action 4: Research external and internal curriculum resources
- Action 5: Review and align current curriculum lessons and units to standards
- Action 6: Align curricula vertically for all subjects K–12
- Action 7: Design and develop effective lessons, units of study, and assessments
- Action 8: Provide course selections and support for all students to pursue their interests and ambitions, which may include higher education, vocational education, military service, and workforce development

Strategy 2: Design and create flexible assessment opportunities for and with all students that are aligned to the curriculum.

- Action 1: Develop options for students to choose how to demonstrate their learning (ex.: project-based learning portfolio assessment, problem-based learning online courses, independent study, curriculum-based assessment)
- Action 2: Develop rubrics in collaboration with staff and students
- Action 3: Incorporate peer review in assessment process
- Action 4: Create a variety of performance assessments across all curricula
- Action 5: Use assessments and data to make informed instructional decisions

Strategy 3: Develop and adopt a common repertoire of highly effective instructional practices with a multidisciplinary focus.

- Action 1: Research highly effective teaching practices
- Action 2: Develop, share, and implement a District-wide set of research-based, highly effective practices
- Action 3: Define and develop multidisciplinary lessons and units
- Action 4: Identify knowledgeable staff members to develop and share professional development
- Action 5: Offer a variety of professional development options

- Action 6: Increase professional development hours on campus during non-class days

Strategy 4: Establish District-wide expectations to implement, integrate, and monitor the use of technology to support and enhance teaching and learning.

- Action 1: Evaluate technology currently in use
- Action 2: Assess best practices in other districts
- Action 3: Determine expectations for post-secondary technology proficiency
- Action 4: Develop a skill orientation for students and teachers
- Action 5: Provide professional development for instructional staff
- Action 6: Determine expectations for teacher technology use
- Action 7: Implement technology plan developed by in-house IT department
- Action 8: Implement consistent practices and expectations with District technology assignments

Pillar: Culture for Success

Strategy 1: Create a learning environment where students advocate for their own success and are provided with the tools to succeed.

- Action 1: Incorporate public speaking skills into all subject areas
- Action 2: Encourage student led Individual Education Plan meetings
- Action 3: Expand student council to include more students and more diversity
- Action 4: Survey all students about how they learn, student voice, and their comfort level speaking up for themselves

Strategy 2: Enrich learning and cultivate personal growth for all students through experiences beyond the classroom.

- Action 1: Increase opportunities for participation in arts and music, sports, clubs, and extracurriculars
- Action 2: Increase District-wide events (PreK–12) that involve community
- Action 3: Promote learning of life skills
- Action 4: Implement independent study and work-study programs
- Action 5: Showcase course offerings to students prior to scheduling
- Action 6: Encourage community involvement in service hours

Strategy 3: Incorporate elements of social and emotional learning (SEL) into the instructional program.

- Action 1: Take inventory of resources available for SEL, internal and external
- Action 2: Examine current programs and curricula for SEL components already in place
- Action 3: Identify and evaluate effectiveness of SEL using surveys
- Action 4: Research innovative techniques for SEL

Strategy 4: Promote and utilize a network of internal and external student supports and services that foster individual success.

- Action 1: Evaluate existing programs
- Action 2: Examine sources counselors are using for information and resources to guide students beyond high school
- Action 3: Re-evaluate college relationships with respect to college credit courses
- Action 4: Evaluate existing resources and create an updated list of outside resources for parents

Strategy 5: Establish a District-wide program for identifying and supporting the mental and physical wellness of staff and students.

- Action 1: Raise awareness of mental health concerns and ways to seek help
- Action 2: Identify current programs, internal and external
- Action 3: Provide professional development for staff members to establish procedures to address mental health

Pillar: Collaboration and Partnership

Strategy 1: Expand and enrich active partnerships between the District, residents, businesses, and community and civic organizations.

- Action 1: Utilize innovative practices to be at the forefront of technology and facility design to maximize student success
- Action 2: Develop an annual Open House for business owners, residents, and organizations to tour facilities and learn about the District
- Action 3: Expand opportunities for students to explore local businesses through job sharing, internships, and community service
- Action 4: Explore communication tools and efforts to communicate with community members not directly affiliated with the District
- Action 5: Distribute monthly calendar invite
- Action 6: Create a “What’s in your community” event—a day to showcase information

Strategy 2: Engage and support the use of multiple communication methods among and between parents, students, and District staff.

- Action 1: Utilize various methods of communication
- Action 2: Ensure communication materials reach the most people (translations available; options for visually impaired, hearing impaired)
- Action 3: Survey the community to determine best methods to distribute District information
- Action 4: Formalize outreach to community service groups

Strategy 3: Enhance opportunities to reach more parent groups and community organizations.

- Action 1: Reach parent and community groups who are not involved
- Action 2: Identify local resources
- Action 3: Expand parent connections and increase interactions between residents and new residents to the District
- Action 4: Involve community associations in conversations about increasing engagement and two-way communication
- Action 5: Expand multicultural sharing opportunities
- Action 6: Develop communications with academic institutions

Strategy 4: Establish strong student mentoring and internship programs.

- Action 1: Expand peer-to-peer tutoring
- Action 2: Develop a local internship program
- Action 3: Develop a teacher-student mentoring program

Pillar: Stewardship and Efficiency

Strategy 1: Adapt facilities and infrastructure to meet emerging needs to support both the learning and work environments.

- Action 1: Ensure innovative practices are at the forefront of technology and facility design to facilitate student success
- Action 2: Assess facility, service, and technology needs for all buildings
- Action 3: Streamline technology
- Action 4: Survey staff at each building to determine future needs

Strategy 2: Develop and implement a hiring program to recruit and retain high quality staff.

- Action 1: Ensure all stakeholder groups are represented during entire interview process
- Action 2: Create relationships with local colleges to entice recent college graduates to apply to work in the District
- Action 3: Create opportunities for teachers and District administration to meet outside of observation activities
- Action 4: Maintain mentoring program for teachers and staff

Strategy 3: Streamline District organization processes and procedures to enhance efficiency and effectiveness.

- Action 1: Define efficiency and effectiveness
- Action 2: Measure effectiveness of every program
- Action 3: Develop ongoing reviews of programs to evaluate effectiveness and remove inefficient programs
- Action 4: Examine current costs
- Action 5: Identify and include interdisciplinary staff and administrators to evaluate efficiency

- Action 6: Set goals and outcomes before placing new systems in each department
- Action 7: Determine process to get a waiver that allows the District to provide transportation to students in a cost-effective manner
- Action 8: Advocate for legislative changes to allow transportation cost sharing with local districts

Strategy 4: Evaluate emergency plans and procedures to exceed New York State guidelines and improve perceptions of safety.

- Action 1: Evaluate emergency plans and procedures
- Action 2: Develop an alert or app to keep students aware of emergencies in school
- Action 3: Create an identification-based school entry system to make students feel safer

Regulation Added: June 27, 2012

Regulation Amended: December 19, 2018, March 20, 2019