Chappaqua Central School District
Strategic Planning Results Overview

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Thanks to those who did all the work...

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Our Planning Goal...

...is to prepare every Chappaqua student for life, learning and work beyond school.

Building Off the Success of the 2018 Strategic Plan

CHAPPAQUA
Central School District

Phase I - What do we know?
- Identify planning team representation and participation
- Confirm planning purpose and process
- Refine District Mission, Vision and critical student learning goals
- Agree on internal and external data collection targets
- Execute data collection process

Phase II - So what does it mean?
- Analyze and synthesize the collected data
- Explore the implications through the lens of challenges and opportunities
- Final confirmation of foundational assumptions
- Prioritize findings for future action

Phase III - Now what do we do?
- Determine scope, scale, required resources and sequence of proposed actions
- Plan out 6-12 months of actionable tasks
- Create benchmark of success
- Plan and commit to future status reporting and alignment mtgs

Operational/Leadership Dashboard Measures
(To be explored and reported as strengths and weaknesses)

Goal/systems alignment and focus indicators
- Coherence and goal alignment
- Focus on how well, not how much
- Systems orientation
- Other

Management Indicators
- Equity indicators
- Current improvement and past goal performance
- Financial indicators
- Community engagement and communications indicators
- Other

Instructional Support Indicators
- Professional learning and support indicators
- Student engagement indicators
- Systems and priorities alignment
- Other

Learning Indicators (student/professional)
- Alignment of measures and priorities
- Balance of formative and summative measures
- Consistency of assessment philosophy and application
- Other

External Factors

(These to be explored as trends/implications and challenges/opportunities)

Mandates and Legislation (federal and state)
- What general trends or specific legislative changes have been enacted over the last two years or that are anticipated and how do we see them impacting how we achieve our mission and learning goals?
- NYS Computer Science & Digital Fluency Standards.

Economics and Demographics
- What changes do we anticipate in District funding or to the general characteristics of the constituents we serve and how might that impact our planning for future capacity and needs?

Ongoing impacts of a digital age and the post pandemic era
- How will the changes anticipated by the 5G revolution and post-pandemic attitudes impact how we plan to meet the needs of our constituents in the future?
- What new expectations do colleges, workplaces, and communities have for our students and schools?

General challenges and opportunities that are anticipated over the next 5 years
- What other changes do you see or predict in your external environment that might have an impact on the District's ability to fulfill its mission?
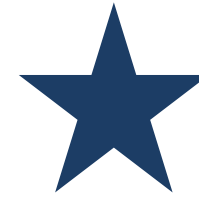
Data Collection Point (ThoughtExchange)

1,329 Participants

954 Thoughts

47,440 Ratings

Percentage	Responses	Demographic
63%	(729)	Parent / Guardian / Caregiver
18%	(213)	Educator / Staff
9%	(101)	Community Member
10%	(118)	Student

Data Collection Point (ThoughtExchange)

What are the most important improvement priorities the district should focus on over the next five years?

Top 3 Thoughts

Ensure that feedback received through this survey is heard given due consideration.
Too often, the district asks for feedback and then ignores what is doesn't want to hear. It's unhealthy and leading to bad outcomes.

☹ Neutral
👤 62

★★★★☆ 4.3
5 ★
4 ★
3 ★
2 ★
1 ★

Make learning exciting. Foster curiosity. Teach critical thinking / problem solving skills
Give kids a broad and well-rounded experience and encourage them to pursue unique interests. Learn how to learn, and instill a love of learning

☹ Neutral
👤 66

★★★★☆ 4.2
5 ★
4 ★
3 ★
2 ★
1 ★

make academics our #1 priority again. budget should be spent on more teachers/smaller classrooms.
CCSD's #1 priority should be teaching our kids the academics FIRST and FOREMOST.

☹ Neutral
👤 65

★★★★☆ 4.2
5 ★
4 ★
3 ★
2 ★
1 ★

Data Collection Point (ThoughtExchange)

What are the most important improvement priorities the district should focus on over the next five years?

Top Thoughts (4-6)

| stronger academics | ☺ Neutral | ★★★★☆ |
| It is the core mission of the district | 👤 64 | 4.2 |

| Curriculum | ☺ Positive | ★★★★☆ |
| A well rounded education is important to me. | 👤 63 | 4.2 |

| Hiring high performing teachers and improving the curriculum, encouraging opportunities for independent thought and analysis | ☺ Neutral | ★★★★☆ |
| Critical thinking is the most important skill our children need to be successful | 👤 63 | 4.2 |

Draft Responses and Priorities

1. Digital Literacies / Digital Integrity

2. World Language (FL) in the elementary school

3. Logistics - Budgeting for transportation; Schedules; Fiscal forecasting/planning; Revenue generation (out of the box)

4. Student Sense of Belonging (K-12) - SEL curriculum review; MTSS alignment; well-being

5. Rethinking Traditional Curriculum - Developing the whole child; Changes in the global economy; Rigorous aligned curriculum

6. Evidence Based Instructional Practices

7. Aligned Data Systems and Dashboards

8. Development of Stakeholder Relationships - Communication strategy

9. Global Focus on the Middle School Experience - Demographics; instruction; well-being

10. Talent Management & Building Professional Capacity

11. Hire and Retain a Diverse Staff

12. Exploration of Emerging Instructional Practices

13. Emerging Equity Issues

14. Measuring Efficacy - What are our markers of success?

15. Readiness for Demographic Changes and Re-districting

CHAPPAQUA CENTRAL SCHOOL DISTRICT

STRATEGIC PRIORITIES

#1 Improving Student Sense of Belonging

#2 Rethinking Traditional Curriculum

#3 The Middle School Experience

#4 Talent Management & Professional Capacity

#5 Modernized Systems, Revenue Generation & Logistics

Refined and Focused Strategies by Level

- District -

- Revenue Exploration (IE: Tuitioning high school students, Development Office)
- Alumni Outreach (IE: Community outreach, program support, mentorship opportunities)
- Revise *Profile of a Greeley Graduate* to be grounded in student literacies
- Enhance talent management/recruiting, relationships with colleges, branding, website
- Align hiring, evaluation, PD (research-based practices)
- Develop a communications strategy for the District
  - Curriculum Dashboard
  - Program of Studies - Syllabi consistency
  - Social Media
  - Website redesign

- Plan for future fiscal sustainability strategies across the District (IE: Transition planning for electric buses/vehicles, re-explore solar opportunities)
- Personalized Professional Learning Plans - Inquiry-based, research-based practices
- Continue to assess and improve safety procedures
- Responsibly integrate emerging technologies K-12 (VR, AI, security)
- Support the continued development of space that enhances instruction, including W.E.L.L., Unity Center, and plant science rooms 5-8
- Develop data systems (dashboard) to improve the information available when making timely, impactful decisions
- Reduce use of Fund Balance during the budget development process

Refined and Focused Strategies by Level

Elementary School Target Areas

Increase student sense of belonging
- Offer students support groups to address identified needs
- Develop New Student Program
- Expand Student Mentoring Program
- Identify students who are alone and connect them to other students/adults

Demographic study of elementary boundaries

K-4 World Language (FL)

Revise student report cards to align with skills-based CCSD literacies, curriculum and reflect STEAM benchmarks

Evaluate data systems to support MTSS process and student growth with documented plans of action

Research-based and data informed instruction
- Culturally responsive practices and classrooms (identity, curriculum, targeted SEL work)

Curriculum fidelity with appropriately cycled curriculum

Writing rigor and intensity across all subject areas (including explicit grammar instruction)

Refined and Focused Strategies by Level

Middle School Target Areas

Increase student sense of belonging
- Revise Advisory
- Expand Mentoring Program
- Align club offerings
- Modernize and align SEL curriculum with RULER 5-8
- Offer student support groups to address identified needs
- Develop New Student Program
- Identify students who feel alone and connect them to other students/adults
- Explore expanding TSP program to the middle level
- Reevaluate guidance curriculum

Princeton Plan analysis for the middle level

Evaluate data systems to support MTSS process and student growth

Revise World Language (FL) Program of Study based on elementary shifts

Increase rigor of 5-7 to align with 8th grade shifts
- Research-based and data informed instruction
- Articulated authentic, skills-based curriculum appropriately cycled
- Culturally responsive practices and classrooms (identity, curriculum, targeted SEL work)

5th grade program alignment

Refined and Focused Strategies by Level

Horace Greeley High School Target Areas

Increase student sense of belonging
- Implement Advisory
- Expand Mentoring Program with SEL curriculum
- Restructure identity affirming clubs
- Provide intentionally identified inclusive spaces for students
- Develop New Student Program
- Identify students who feel alone and connect them to other students/adults
- Offer student support groups to address identified needs
- Evaluate Adm/Counselor student support structure
- Explore expanding LIFE School to grades 9-10
- Examine Unit Lunch to build community and encourage participation in activities
- Evaluate Peer Leadership Program

Offer a rigorous 9th and 10th grade experience
- Research-based instruction
- Articulated skills-based curriculum for core subjects
- Offer a robust elective-based science program for 9th grade
- Explore adding humanities APs with course enrollment limits (ex. students may only take one course)

Create a state-of-the-art STEAM curriculum for state-of-the-art spaces

Evaluate data systems to support MTSS process and student growth

Revise World Language (FL) Program of Study based on elementary shifts

Next Steps…

1. Dr. Ackerman and her staff will prioritize and sequence the strategies to ensure capacity and timing concerns do not overwhelm daily practice.

2. Sequencing will lead to annual work plans and aligned level specific building improvement plans.

3. Priorities and plans may be adapted given the rapidly changing learning environment.