

Clarence Central School District Board of Education Goals (2023-2024 School Year)

Goal Area 1: High-Quality Teaching and Learning Experiences for All.

Provide consistent, student-centered curricula that consist of relevant academic, social/emotional, and life skills that apply to students’ chosen pathways.

Action Steps	Indicators for Success
Implement evidence-based instructional practices and resources to improve students’ foundational early literacy skills in reading and writing	Increase the percentage of students proficient in local and state measures
Develop a K-12 standards-based curriculum implementation timeline by course/subject area to reduce variability in educational experiences across grade levels and courses	Implementation of a consistent review process for K-12 course/subject area curriculum (e.g., scope and sequence, units of study, and common benchmark assessments)
Re-evaluate the Multi-tiered System of Supports (MTSS) and Academic Intervention Services (AIS) in Grades K-12 through regular data review, intervention cycles, and updated student selection process	Targeted intervention services and practices are implemented in schools to promote student growth and achievement
Re-examine the continuum of special education services with a focus on inclusive practices across the district	Increase the percentage of time within the school day that students with disabilities participate in general education settings
Enhance curriculum in the K-12 self-contained settings aligned to grade-level content standards and/or Essential Elements	Curriculum units continue to be implemented within the core content areas in special education self-contained settings and monitored for effectiveness
Ensure that all secondary students have a career counseling plan through Naviance beginning in middle school to identify the students’ career paths and interests	Counseling plans are implemented for all students beginning in eighth grade
Formal graduation pathway opportunities are expanded to tap into students' interests and motivation that enhance college and career readiness	Increase the percentage of Clarence HS graduates awarded pathway distinction

Goal Area 2: Safe and Healthy Learning Environments

Nurture a physically, emotionally, and intellectually safe and welcoming school environment for all students, staff and families.

Action Steps	Indicators for Success
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Implement a series of security enhancements identified during building safety tours with local law enforcement	Protective security film, appropriate locking mechanisms, half dome security mirrors, additional cameras, and an improved visitor management system are installed during the 2023-2024 school year
Review the roles, responsibilities, and funding needed to maintain an effective School Resource Officer program	Long-term support is provided for a School Resource Officer program that meets the needs and expectations of the school community
Build capacity of faculty, staff, parents, and students by providing the most up-to-date, age appropriate training for creating and maintaining safe school environments	Drills, strategies, and routine practices reflect current trends for safe school environments
Proactive progress monitoring of social-emotional learning (SEL) needs through social-emotional screening	Tiered interventions are aligned with students' social-emotional learning needs
Identify ways to help secondary students better manage the pressures that can come with a high achieving school environment	Student voice is leveraged in the planning of programs for One Clarence Wednesdays
Elementary counselors promote and support Leader in Me programming and SEL competency development	Regular classroom visitations and SEL lesson delivery in Grades K-5 by elementary school counselors
Continue to develop a strong and consistent system of service delivery, communication, and support through our Family Support Center (FSC)	The FSC will have a well-established role within the school community with the installation of the new location at Clarence HS (Student mentoring?)

Goal Area 3: Physical Learning Environment.

Maintain safe and appropriate learning spaces that meet student needs and reflect a commitment to long-term planning.

Action Steps	Indicators for Success
Develop a capital project proposal using the results from the previous Building Condition Survey (BCS) as well as stakeholder input	Successful community approval of a capital project during the 2023-2024 school year
Improve timeliness, communication, and customer service related to work orders and facility use requests	Users will experience enhanced efficiency as well as customer service when using ML WorkOrders, ML Schedules, and when communicating with the Buildings and Grounds Department
Ensure the exterior appearance of grounds and District structures are safe, clean, and aesthetically appealing	Maintenance and upkeep are in alignment with the written expectations articulated in the "Annual Grounds Schedule"

Boost levels of ownership and workplace satisfaction in the Buildings and Grounds Department	Successful work culture purposefully reinforced with regular communication, professional development, resources, and workplace recognition
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Goal Area 4: Culturally Responsive and Inclusive Practices

Foster a culture of inclusion where every stakeholder feels supported and experiences a strong sense of belonging.

Action Steps	Indicators for Success
Create differentiated opportunities for faculty and staff to participate in research-based professional learning to build capacity and support inclusive and culturally responsive practices	Increased percentage of faculty and staff participating in collaborative professional learning that supports the cultural, linguistic, social-emotional, and diverse learning styles of all students
Examine district curricula to ensure a wealth of culturally rich resources exist and are accessible in all classrooms and school libraries	Curriculum committees examine instructional resources to determine whether curricula are student-centered and representative of all learners in our school community
Provide opportunities for families to engage in culturally responsive discussions and input sessions on how to best support all learners	Schedule family input sessions and provide opportunities to elicit their critical feedback on the implementation of culturally responsive teaching and learning practices within the District