

2024-2025  
**SENECA FALLS CENTRAL SCHOOL DISTRICT**

Mission Statement

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

Vision

Pride & Opportunity

**November 2, 2024**  
**Board Meeting/Workshop**  
**8:00 AM**

Public Meeting #8  
Robert McKeveny Training Room  
2 Butler Avenue

MEMBERS OF THE BOARD OF EDUCATION

Deborah Corsner  
Anthony Ferrara  
Cara Lajewski  
Matthew Lando  
Denise Lorenzetti  
Joseph McNamara  
Michael Mirras  
Erica Sinicropi  
Heather Zellers  
Student Board Member  
Sarah Reardon

Dr. Michelle Reed, Superintendent  
James Bruni, Business Administrator

**I. Meeting called to order**

**II. Quorum Check**

**III. Pledge of Allegiance**

**IV. Approval of Agenda**

**MOTION: to approve the agenda as listed.**

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**V. Public Comment**

**For anyone interested in addressing the Board, please review the Public Comment statement below.**

The Seneca Falls Board of Education welcomes public comment. Speakers may comment on matters related to agenda items specifically or district matters generally. No speaker will be permitted to speak for longer than three (3) minutes. Public comments will be limited to thirty (30) minutes. All speakers and observers are to conduct themselves in a civil manner. Obscene language, defamatory statements, threats of violence, statements advocating racial, religious, or other forms of prejudice will not be tolerated. In the unlikely event the meeting becomes unruly, the board will recess the meeting and return once order has been restored.

Persons addressing the Board of Education during public comment should not expect to engage in discussion with the Board. The Board will not permit any comments involving specific individual personnel or students.

Questions and comments from the public concerning matters which are not on the agenda will be referred to the Superintendent. Persons wishing to have matters included on the agenda shall contact the Superintendent in accordance with Policy 2342, Agenda Preparation.

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**VI. Workshop**

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**XII. Adjourn**

**MOTION: to adjourn the meeting.**

## **What do you think are the top issues facing students today? (can be issues not necessarily of the school)**

The list you shared captures a broad range of significant issues that students face today. Here are some key themes:

### 1. **Mental Health and Emotional Well-being**:

- Many comments point out the rise in anxiety, depression, and social/emotional challenges among students. There's a call for more mental health support within schools, especially with social media and societal pressures amplifying stress.

### 2. **Bullying and Social Media Influence**:

- Social media's impact on bullying and self-image is highlighted repeatedly. There's a consensus that stricter policies on device use might help mitigate these issues, though it's complex given that social media also connects students.

### 3. **Academic Preparedness and Life Skills**:

- Issues like inadequate study skills, low motivation, lack of resilience, and accountability suggest that students might not be fully prepared for college or careers. There's also concern that schools focus too heavily on standardized testing rather than critical life skills.

### 4. **Family and Socioeconomic Factors**:

- Many believe that family support and socioeconomic factors play a crucial role in student success. This includes concerns about poverty, lack of resources, and changing family dynamics that may impact academic engagement.

### 5. **Future Career Readiness**:

- Unpredictable job markets, minimal exposure to career paths, and insufficient emphasis on trades or alternative paths post-high school are also pressing issues.

### 6. **School Safety and Discipline**:

- Concerns about bullying, lack of respect for rules, and maintaining a safe school environment (physical and emotional) are also highlighted, with some calling for consistent enforcement of policies and safety measures.

### 7. **Curriculum and Teaching Practices**:

- There's a call for updated curriculum and teaching methods that match today's standards, including an emphasis on critical thinking, problem-solving, and real-world skills.

## **How can the Seneca Falls District Improve**

It looks like there are several consistent themes about ways the Seneca Falls Central School District might improve. These ideas range from curriculum updates to strengthening community ties. Here's a breakdown of the primary suggestions:

1. **Enhanced Academic and Career Pathways**:

- Suggestions for more tailored career or college preparatory paths, particularly in middle and high school, along with practical life skills courses such as financial literacy, technology, and trades.

2. **Improved School Communication and Transparency**:

- Feedback calls for clearer and more consistent communication with families, especially concerning school policies, new courses, and any changes in staff. It was also suggested that the school keep parents more informed about both student achievements and challenges.

3. **More Support for Mental Health and Student Engagement**:

- There's a strong desire for increased access to mental health resources, with additional counseling, more support for non-athletic students, and outlets for positive engagement. It was mentioned that extracurricular activities could be expanded to reach more diverse interests and that students should feel more recognized in school for achievements beyond sports.

4. **Addressing Discipline and Bullying**:

- Many responses urge the district to take a firmer stand on bullying, with clear policies and real consequences for those who disrupt others' learning. Some suggested that the district hold both students and parents more accountable.

5. **Curriculum Modernization and Teacher Development**:

- Suggestions to update the curriculum include more rigorous literacy instruction and incorporating newer teaching methods, with professional development opportunities for teachers to support students with diverse needs effectively.

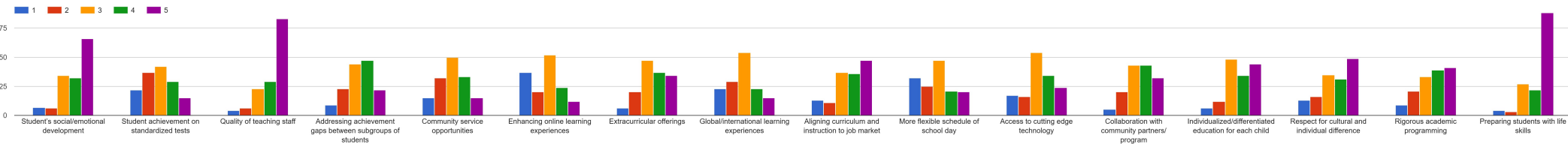
6. **Community and Parental Engagement**:

- A theme around building stronger ties with the community through events, volunteer programs, and family-focused initiatives like "parent training sessions" and more open invitations to school functions.

7. **Teacher Support and Morale**:

- Many feel that teachers need more recognition and support, not just in terms of morale but also with competitive pay, supplies, and training. Improving teacher-student ratios and offering coaching or mentoring for younger teachers were also highlighted.

Regarding the student experience, what should the district's key areas of focus be in the coming years? Please rate each of the following items on a scale of 1 – 5 with 1 being the lowest priority and 5 being the highest priority.



# Seneca Falls Central School District

## DRAFT Strategic Plan **2024-2027**

“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.
- challenging themselves to take measured, calculated risks.
- 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 maintaining 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, parents, and community members was charged with revising the District Strategic Plan. The committee reviewed action plan accomplishments and areas that needed further investigation. The committee also referenced 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 and Student 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
  - 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, utilize stimulus 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 all students.

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 for all students
- Increase the number of tier 2 & tier 3 interventions for targeted students
- 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 (Academic Intervention Services) 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, Glove House 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