



**2026-2029
STRATEGIC PLAN**



Priority: Student Success

Objectives:

1. Provide all students with a variety of pathways to maximize their academic growth, attain essential skills, and explore their passions.
2. Ensure a consistent and balanced assessment system that provides clear, timely, and meaningful feedback on student progress.
3. Engage in a cycle of program evaluation to ensure that the curriculum is grounded in research, evidence, and data.

Strategy & Action Steps

Strategy: Create a vertically and horizontally articulated and aligned K-12 literacy program.

Actions:

- A. K-5: Assess *Arts and Letters* program implementation, focused on on-going growth and professional development
- B. 6-8: Increase level of explicit vocabulary instruction
- C. 6-8: Examine balance of shared class texts and student choice.
- D. 6-8: Creation of cross-genre, knowledge-building focused units of study
- E. 9-12: Increase and standardize the number of whole class novels and written pieces each quarter in all courses

Strategy: Maximize the opportunity for students to access honors/ accelerated courses.

Actions:

- A. K-5: Revise elementary report cards to align with NYS Learning Standards, elementary programmatic learning targets, and the elements of The Irvington Way
- B. 6-12: Examine & revise placement processes in all subject areas
 - a. 6-8: Develop a data-rich approach to placement into accelerated mathematics
 - b. 9-12: Eliminate entrance exams from the honors/accelerated course placement process
 - c. 9-12: Examine and change the entrance criteria, particularly in math courses and 9th/10th grade humanities courses, to promote higher participation in honors/accelerated courses

Strategy: Provide opportunities for students to engage in authentic learning experiences, those that teach content and skills and provide the opportunity for students to use those content and skills to solve real world problems..

Actions:

- A. K-12: Continue to design and implement authentic learning projects based on the model created during the 2025-2026 school year
- B. K-12: Continue to build community-based partnerships to engage students in local authentic learning projects
- C. K-12: Enhance and expand opportunities for students in science and technology
 - a. 4-5: Expanding coding, design process, artificial intelligence, and digital citizenship instruction while maintaining the Science Cluster model.
 - b. 6-8: Examine 8th grade tech electives to ensure they prepare students for more advanced topics in engineering design, coding, and artificial intelligence
 - c. 9-12: Modernize engineering design coursework via two strategic pathways:
 - i. Option A: Continue with Project Lead The Way (PLTW) Engineering curriculum, leveraging existing strong teaching talent (requires specialized expertise).



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- ii. Option B: Develop a locally-tailored engineering design sequence based on district needs and student interests.
- d. 9-12: Phase out DDP and Architecture Modeling I-III to prioritize PLTW sequence, eliminate overlap, maximize college credit opportunities, and ensure efficient staffing

Strategy: Create structures and strategies that support students' equitable access to all programs.

Actions:

- A. K-12: Continue professional development to expand staff members' ability to differentiate Tier 1 instruction based on student data to enhance high yield instruction
- B. K-12: Identify, research, and pilot data warehousing and data analytics programs
- C. K-12: Evaluate the effectiveness of the ICT model and expand the adaptable continuum based on student needs
- D. K-12: MTSS
 - a. Create a K-12 MTSS Plan through a collaborative process with internal stakeholders to document MTSS processes and procedures
 - b. Review current MTSS data sources and assessment tools to determine their efficacy in identification of student needs and student growth
 - c. Refine the current MTSS program to create a systemic, vertically aligned MTSS program that addresses academic and social-emotional needs of students
- E. K-5: Review and revise WIN structures based on data and student needs in conjunction with a review of the schedule
- F. K-5: Standardize and implement a structure through which typing skills are taught
- G. K-5: Evaluate current schedules to ensure maximization of instructional time
- H. 9-12: Implement a 4x4 block schedule
 - a. Continue dynamic scheduling process at the HS that avoids conflicts between AP courses and ICT/CT courses between departments
 - b. Expand pedagogical strategies to include direct instruction and provide more opportunities for coaching, differentiation, and guided practice

Strategy: Create systems to evaluate curricular alignment and efficacy.

Actions:

- A. Create a 5-7 year cyclical curriculum review cycle
- B. Create and implement content area vertical articulation teams
- C. Determine and utilize multiple data sources for each curricular area to determine effective growth of the program
- D. Review the Rubicon Atlas Curriculum Mapping application to determine efficacy and to determine future use



Priority: Learning Environment

Objectives:

1. Foster an affirming, welcoming and inclusive culture for students and staff that promotes risk taking, resilience, and engagement and flexibility.
2. Attract and retain high quality educators.
3. Provide relevant professional learning, which targets the needs of faculty.
4. Create an environment of support for educators to empower and inspire student engagement.

Strategy & Action Steps

Strategy: Increase student engagement in all aspects of the school experience..

Actions:

- A. K-12: Continue to design and implement authentic learning projects based on the model created during the 2025-2026 school year
- B. K-12: Continue professional development to expand staff members' ability to differentiate Tier 1 instruction based on student data to enhance high yield instruction
- C. K-12: Continue professional development that promotes the traits of the The Irvington Way
- D. 9-12: Implement a 4x4 block schedule that reduces reliance on direct instruction and provide more opportunities for coaching and guided practice
- E. 6-12: Develop extracurricular club advisors' abilities to foster student leadership opportunities in clubs/activities

Strategy: Determine the efficacy of K-12 social-emotional learning programs, strategies and resources to meet the needs of all students.

Actions:

- A. K-12: Completed an audit of social-emotional programs/experiences throughout the district
- B. K-12: Expand the professional development for Teaching Assistants, Aides and School Monitors related to character education and student management
- C. K-12: Gather evidence to determine the efficacy of Equity, Access, Belonging Coordinators - role, expectations, outcomes, etc.
- D. K-12: Review behavior data including suspension

Strategy : Create structures and supports that promote a reasonable, functional, healthy, sustainable learning environment for high school students.

Actions:

- A. 9-12: Implement a Unit Lunch that promotes increased club opportunity, access to teachers through office hours, and various community building activities
- B. 9-12: Implement recommendations of the Challenge Success Team
- C. 9-12: Build programming that embodies the Pedagogy, Assessments, and Culture of Care framework (i.e. "I Wish" Campaign, inclusion of therapy dogs, etc.)

Strategy: Further promote and implement high yield professional development practices that address identified areas of growth.

Actions:

- A. K-12: Create a yearly schedule of classroom intervisitations and feedback loops through the use of district-designed protocols
- B. 6-12: Further implement departmental instructional rounds to answer department-created inquiry questions



Priority: Stewardship of Resources

Objectives:

1. Maintain sufficient fund balance to preserve and enhance equitable academic programming.
2. Ensure modern and well-maintained buildings and grounds that are utilized effectively to provide a safe, secure, and appropriate learning environment.
3. Improve and sustain technology infrastructure, furniture, and other supplies to align with instructional programs.
4. Uphold and promote sustainable practices.

Strategy & Action Steps
<p>Strategy: Manage annual budget with goal of keeping reserve levels strong and maximizing long term fiscal stability</p>
<p>Strategy: Establish process for program evaluation that is normed across buildings/departments</p> <p>Actions:</p> <ol style="list-style-type: none">A. Assess all current programs for effectiveness and alignment with Strategic Objectives as outlined in Student Success Priority (above)B. Evaluate current financial resources against strategic objectives and identified gaps.
<p>Strategy: Evaluate the efficacy of learning spaces to promote instruction aligned with the The Irvington Way</p> <p>Actions:</p> <ol style="list-style-type: none">A. Determine space objectives tied to strategic objectives.
<p>Strategy: Maintain annual budgetary appropriations to address facilities and technology needs.</p> <p>Actions:</p> <ol style="list-style-type: none">A. Incorporate needs into Long Range Facilities Plan.B. Use capital reserve and voter approved bond projects to supplement the annual budget for large projects.
<p>Strategy: Continue recycling and compost program for cafeteria waste.</p> <p>Actions:</p> <ol style="list-style-type: none">A. Incorporate into Long Range Facilities Plan



Priority: Community Engagement

Objectives:

1. Improve protocols for two way communication with all stakeholders, including parents and students, that are clear, consistent, and accessible.
2. Engage with stakeholders in a continuous improvement process.
3. Develop strategic partnerships to enhance student engagement and learning.

Strategy & Action Steps
<p>Strategy: Expand Family U offerings beyond those from PPS</p> <p>Actions:</p> <ol style="list-style-type: none">A. Establish a cross-department Family U planning teamB. Conduct a community needs assessment for future programmingC. Develop a multi-year Family U frameworkD. Create standardized session templates and supportsE. Launch a communication & marketing plan (and utilize social media to promote and report on events)F. Engage the PTSA and other community organizations to further community outreachG. Evaluate attendance and Refine
<p>Strategy: Utilize ParentSquare as the universal District communication platform, update website, continue IC integration and usage</p> <p>Actions:</p> <ol style="list-style-type: none">A. Establish district-wide expectations for ParentSquare useB. Launch a comprehensive training plan for staffC. Outsource webmaster responsibilities and create plan for website review periodicallyD. Create parent-facing communication & education campaignE. Standardize district branding and messaging templatesF. Improve data accuracy and integrations
<p>Strategy: Develop a K-12 Parent-Teacher Communication Framework that builds upon parent teacher conferences at the elementary schools</p> <p>Actions:</p> <ol style="list-style-type: none">A. Ensure the Individual Guidance Reports are being effectively communicated at the secondary level. Individualized Progress Review 6-12 as found in the K-12 Guidance Plan.B. Prioritize the case manager's role in parent engagement for any student with an IEPC. Build a model for secondary level parent-teacher-school engagementD. Integrate elementary parent-teacher conference practices into secondary touchpointsE. Standardize communication tools and templatesF. Develop a K-12 Communication Resource GuideG. Train staff on the new framework
<p>Strategy: Strengthen Parent Participation in multiple stakeholder groups Districtwide</p> <p>Actions:</p> <ol style="list-style-type: none">A. Identify barriers to participation for newer familiesB. Strengthen collaboration between PTSA, IEF, and IBBC and school leadersC. Provide District support for communication and marketingD. Celebrate contributions Districtwide