



Our Impact, Our Legacy

A closer look through the lens of students, staff, and family members



When we listen to **voice** and respond with **action**, we strengthen
belonging, engagement, and learning for **EVERY** member of our
community.

PILLARS & GOALS



CULTURE OF BELONGING & WELL-BEING

We value & support the importance of individual well-being and belonging to create a caring environment where all can thrive. Individuals matter for their unique strengths, talents, and efforts. We foster a collective sense of purpose and community by celebrating, empathizing, and encouraging one another.

Goal 1: Explore ways to use time (schedules) to support students and staff instructional, social-emotional, and mental health needs.

Goal 2: Ensure a comprehensive social-emotional plan is developed, including implementing restorative practices in all grades.

Goal 3: Develop and implement strategic initiatives to reduce chronic absenteeism.

Goal 4: Revise and improve our culturally diverse hiring & retention practices.

Goal 5: Create educational spaces and school facilities that reflect updates to the nature of classroom instruction and the student learning experience.



ENGAGEMENT & COMMUNITY COLLABORATION

We believe in shared leadership that engages all stakeholders and fosters collaborative partnerships through an equity lens. We are committed to building trusting and meaningful relationships among staff, students, families, and community organizations.

Goal 1: Build capacity to communicate and engage all families more effectively.

Goal 2: Encourage families to gain a deeper understanding of their children's strengths and areas for growth in relation to the Portrait of a Learner.

Goal 3: Secure parent and community partnerships to support the academic and social/emotional development of all students and families (Community Schools).



INNOVATION & LIFELONG LEARNING

We are committed to fostering innovation and lifelong learning by promoting inquiry, critical thinking, and creativity. Empowering learners through community-minded instruction and constructive feedback, we aim to support individuals in growing and succeeding, ultimately achieving educational excellence and professional growth.

Goal 1: Engage stakeholders in developing PD plans aligned with and focused on the Portrait of a Learner (#POL).

Goal 2: Align K-12 Curriculum and Assessment to reflect progress on critical student learning outcomes aligned to the #POL.

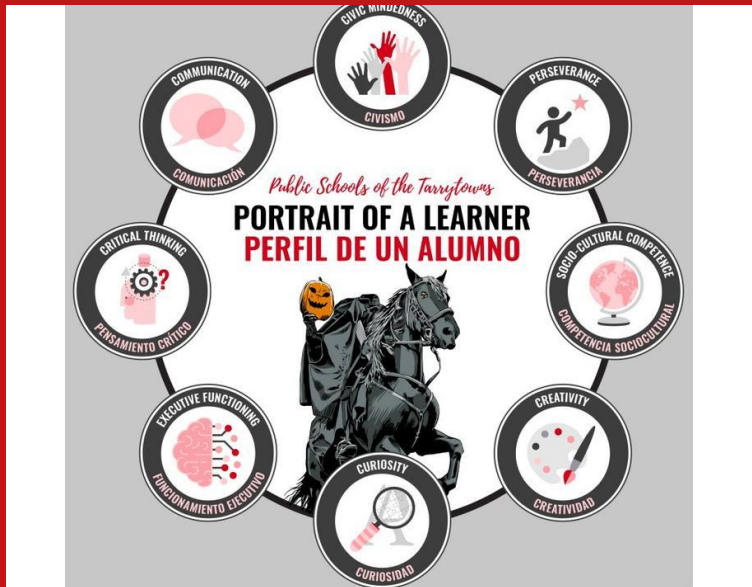
Goal 3: Personalize instruction & differentiate practice to reach (pathways) and ensure excellence for all students.

Goal 4: Increase access to higher-level and career-bound courses for all students.

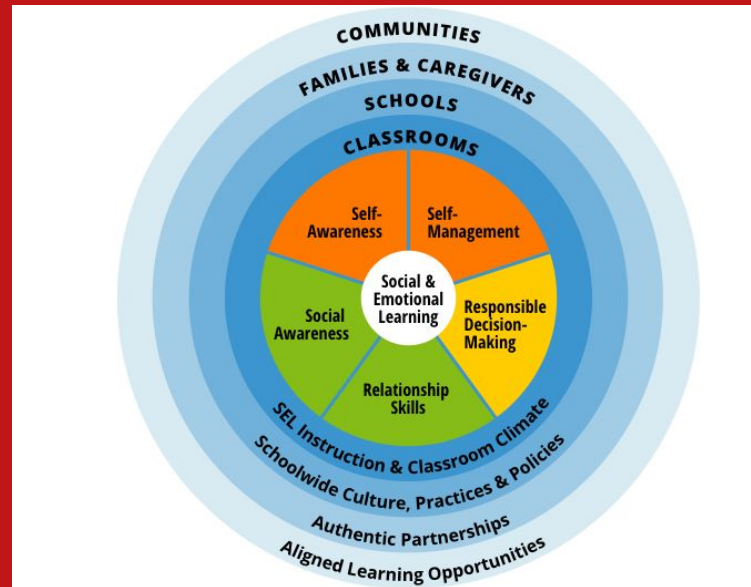
Goal 5: Develop professional evaluations / feedback to build professional capacity to support the #POL.



Portrait of a Learner



CASEL 5



Belonging



Public Schools of the Tarrytowns

BACK TO SCHOOL Party in the Park

 AUGUST 28, 2023
4:00 PM

 PATRIOTS PARK
121 N BROADWAY
TARRYTOWN, NY



Fiesta en el Parque PARA REGRESO A CLASES

 28 DE AGOSTO DE 2023
A LAS 4:00 PM

 PATRIOTS PARK
121 N BROADWAY
TARRYTOWN, NY

Restorative Practices Framework

In our district, every person's dignity is valued, and relationships are intentionally built and nurtured. Equity and inclusion shape all we do as a school community.

When relationships need strengthening, harm occurs, or conflict arises, we circle up to listen, learn, and repair. Together, we support one another in creating a community where everyone feels seen, respected, and connected.



TIER 3
(FEW)

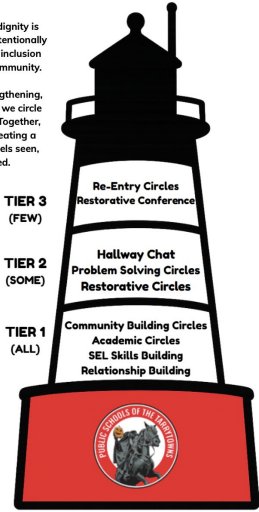
Re-Entry Circles
Restorative Conference

TIER 2
(SOME)

Hallway Chat
Problem Solving Circles
Restorative Circles

TIER 1
(ALL)

Community Building Circles
Academic Circles
SEL Skills Building
Relationship Building



STAFF Spotlight



“Every paycheck represents trust and responsibility—and it's a responsibility I have never taken lightly.”

Mathew Kurien
Payroll Clerk / Deputy Treasurer | District Office



OUR IMPACT, OUR LEGACY

Connecting Practice and Purpose for our Students, our Staff, our Families, and our Community

BOARD OF EDUCATION

“Proximity to ...Distance from”

DISTRICT LEADERSHIP

Monthly Learning Circles Courageous Leadership

COLLECTIVE BARGAINING UNITS

Values Alignment

STUDENT VOICE

Student Sharing Circles, Grades 5 - 12

CLINICAL STAFF

The Power of Words, Grades K - 5

PROFESSIONAL LEARNING

Middle School Community & Connections, Special Area Departments, Mentors & New Teachers



Why This Work Matters

Our Goal: To use what we learn to strengthen relationships, instruction, and systems across our schools.

- Surveys provides us with insight into **student voice**, **staff experience**, and **family perspective**.
- Data helps us move beyond assumptions toward **shared understanding**.



What Data Are We Exploring?

Student Survey Data

- Middle School and High School Panorama responses
- Student Feedback (grades 5 - 8)
- Themes connected to belonging, engagement and learning

Staff Survey Data

- District-wide responses
- Themes connected to professional culture, collaboration and support, and instructional conditions

Family Survey Data

- District-wide responses (Pre-K to 12)
- Themes connected to communication, trust, and engagement with schools



Every building has a role in analyzing **all perspectives**, even when student data is secondary-level only.



What questions are asked to students?

QUESTION



How well do people at your school understand the kind of person you are?

QUESTION



How much support do the adults at your school give you?

QUESTION



How much respect do students at your school show you?

QUESTION



When you are at school, how much do you feel like you belong?

School Belonging

QUESTION



How excited are you about going to your classes?

QUESTION



How focused are you on the activities in your classes?

QUESTION



How interested are you in your classes?

QUESTION



In your classes, how excited are you to participate?

QUESTION



When you are not in school, how often do you talk about ideas from your classes?

School Engagement



What questions are asked to teachers and staff?

QUESTION

- On most days, how enthusiastic are the students about being at school?

QUESTION

- When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?

QUESTION

- How optimistic are you that your school will improve in the future?

QUESTION

- How supportive are students in their interactions with each other?

QUESTION

- To what extent are teachers trusted to teach in the way they think is best?

School Climate

QUESTION

- How well do your colleagues at school understand you as a person?

QUESTION

- How connected do you feel to other adults at your school?

QUESTION

- How much respect do colleagues in your school show you?

QUESTION

- How much do you matter to others at your school?

QUESTION

- Overall, how much do you feel like you belong at your school?

School Belonging



Panorama Family Survey Topics

School Climate

Sample question: *To what extent do you think that children enjoy going to your child's school?*

School Attendance

Sample question: *How important is it for your child to have good school attendance this year?*

Cell Phones Impact

Sample question: *Overall, how much of a distraction are cell phones in your child's classes?*

AI Priorities: Foundations

Sample question: *How important is it for staff at your child's school to have professional development on AI?*

School-Family Communication

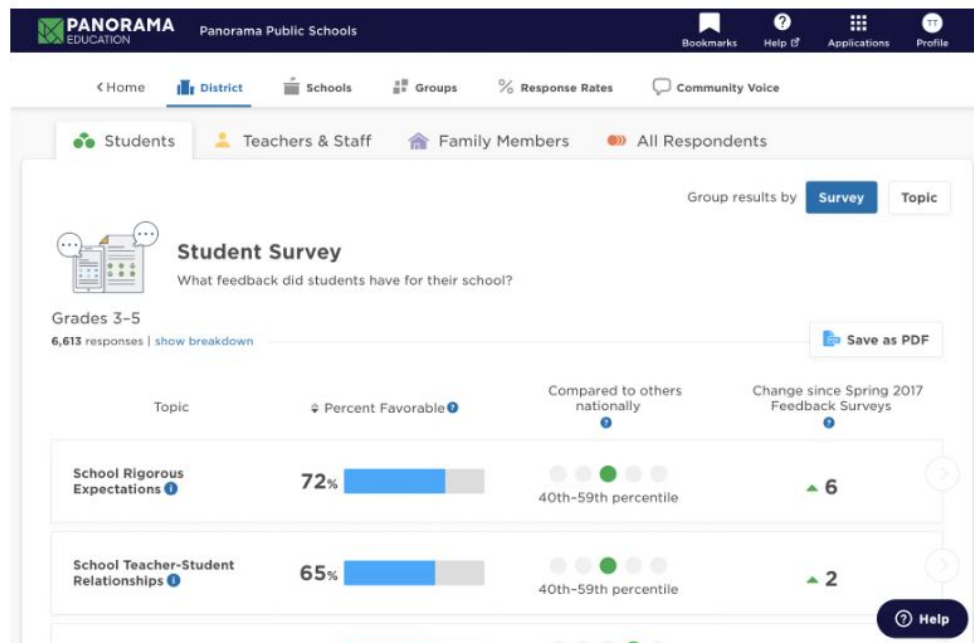
Sample question: *How often do you receive information from your child's school?*

Staff-Family Relationships

Sample question: *At your child's school, how respectful are the staff towards you?*



Presentation of Results



- Results are outlined per category selected by school
- Change from previous years, if applicable
- National Comparisons

[Panorama Student Survey](#) (demo data displayed)



Panorama Data

Grades 3 - 5

Surveyed Topics			
Topics	Score		National benchmarks
School Teacher-Student Relationships	71%		Around the 80th percentile
Valuing of School	65%		Around the 60th percentile
School Rigorous Expectations	64%		Around the 40th percentile
Cell Phone Policy Implementation	62%		Around the 80th percentile
School Belonging	55%		Around the 50th percentile
School Safety	54%		Around the 30th percentile
School Engagement	39%		Around the 50th percentile

Grades 6 - 12

Surveyed Topics			
Topics	Score		National benchmarks
Cell Phone Policy Implementation	62%		Around the 80th percentile
School Safety	62%		Around the 60th percentile
School Rigorous Expectations	61%		Around the 30th percentile
Valuing of School	55%		Around the 30th percentile
School Teacher-Student Relationships	51%		Around the 30th percentile
School Belonging	49%		Around the 30th percentile
School Engagement	29%		Around the 20th percentile



Student Voice



Major Themes & Trends Across Grades 5–8	
Theme	Underlying Trend
Students Feel Most Themselves During Choice-Based, Low-Pressure, or Social Times	Students associate belonging and authenticity with choice, creativity, movement, socialization, and reduced evaluative pressure
Students Feel Overwhelmed, Tired, and Overworked	A substantial number of students are signaling burnout , a mismatch between workload and developmental capacity, and work–sleep imbalance .
Students Want to Be Heard, Understood, and Treated with Respect	Students are asking for relational shifts : more listening, less assumption-making, and more acknowledgement of emotions and individuality.
Students Want Fairness and Consistency	Students are sensitive to inconsistencies in expectations, consequences, and workload, and interpret these inconsistencies as unfair or inequitable.
Students Need More Breaks, Movement, Comfort, and Calm	Students need regulation supports , physical comfort, and the ability to reset during the school day — essential for learning readiness.
Belonging Is Impacted by Peer Dynamics	Relationships deeply influence belonging; students want more structured opportunities to build positive peer connections .
Desire for More Engaging, Relevant, Fun Learning	Students crave joy, relevance, creativity, and variety in learning — and are disengaging when instruction feels overly rigid or repetitive.

Framing the Work Through PRIDE



Data Point

- Panorama Survey Data

Reflect & Describe the Data

- Focus on observable evidence
- Identify patterns & trends
- Gather information without judgment

Interpret the Data

- Discuss what the data may suggest
- Consider multiple interpretations

Develop Implications for Practice

- Think about next steps: Instruction? Communication? Belonging?
- Consider where to focus our efforts for instruction and professional learning

Evaluate & Debrief

- Reflect on the process
- Set goals and next steps



Connecting to Our District Priorities

Using Data to Strengthen What Matters Most



Culture of Belonging & Well-Being

- Where do we see evidence of connection, safety, & belonging?
- How do staff & families describe the climate of our schools?
- What might this mean for restorative practices, student voice, and relationship-centered learning?



Engagement & Community Collaboration

- What do families tell us about communication & trust?
- Where do we see strong engagement?
- Where might we need to listen more intentionally?
- Whose voices are we NOT hearing?



Innovation & Lifelong Learning

- How do responses connect to engagement, agency, and academic confidence?
- What might this suggest about instructional practices or professional learning?
- Where do we see opportunities to strengthen student voice and ownership?

Turning Reflection into ACTION

What can we do RIGHT NOW	What can we PLAN FOR
A small step that can be implemented immediately A practice that supports belonging, engagement, or communication	A longer-term strategy or shift in practice Something that may require collaboration or additional planning
Identify 1-2 actionable items for each column. Be prepared to share!	



Some Next Steps



Dedicate class time to class meeting time.



More SEL activities to create community or team building.



Plan for students to be more involved in decision making when possible.



Curriculum revisions to increase student interest.



From Insight to Action

Reflections from our K-12 Panorama Analysis

Grade	Immediate Action Steps	Long-Term Action Plan	Voices from the Data
K-2	- Increase movement & hands-on learning - Strengthen routines & engagement - Improve communication with families	- Expand student voice and choice - Build consistent family engagement structures - Ensure all students feel seen & supported	<i>"Opportunities to celebrate all aspects of the child not just the academics."</i> <i>"Look for opportunities to make those connections stronger with the students."</i> <i>"Utilizing the 2 x 10 protocol to build connection & relationships with students."</i>
3-5	- Reinforce behavior expectations - Increase student discussion and collaboration - Identify quick engagement strategies	- Revisit school-wide systems for consistency - Address time & scheduling challenges - Strengthen cohesive student experiences	<i>"Students are isolated within their classrooms, the cafeteria and indoor recess."</i> <i>"Having more time to make connections and have conversations in Homeroom..."</i> <i>"Belonging, Student to Student relationships..."</i>
6-8	- Promote respectful communication - Increase engagement through relevant learning - Strengthen team alignment	- Align practices across teams - Increase student motivation & voice - Strengthen sense of belonging	<i>"Find ways to engage all students not just some."</i> <i>"Modeling respect."</i> <i>"Checking in with students and work on interpersonal relationships..."</i>
9-12	- Create opportunities for student feedback - Strengthen student-staff relationships - Provide targeted academic support	- Expand student-centered learning opportunities - Increase personalization & relevance - Build systems for ongoing support and connection	<i>"Set aside intentional time for personal connection with students..."</i> <i>"Providing opportunities for students to be heard."</i> <i>"We can improve students' excitement to participate in class."</i>



Next Steps

Address Identified Needs: Ensure that the proposed 2026–2027 educational plan directly addresses the needs identified through current student performance data and program evaluations.

Monitor and Assess Implementation: Provide opportunities throughout the year to assess the effectiveness of the actions and strategies that have been implemented as part of the plan.

Measure Student Growth: Reassess students at the end of the year using pre- and post-assessment measures to evaluate progress, determine the impact of the interventions, and inform future planning.





"I've learned that people will forget
what you said, people will forget
what you did, but people will never
forget how you made them feel."

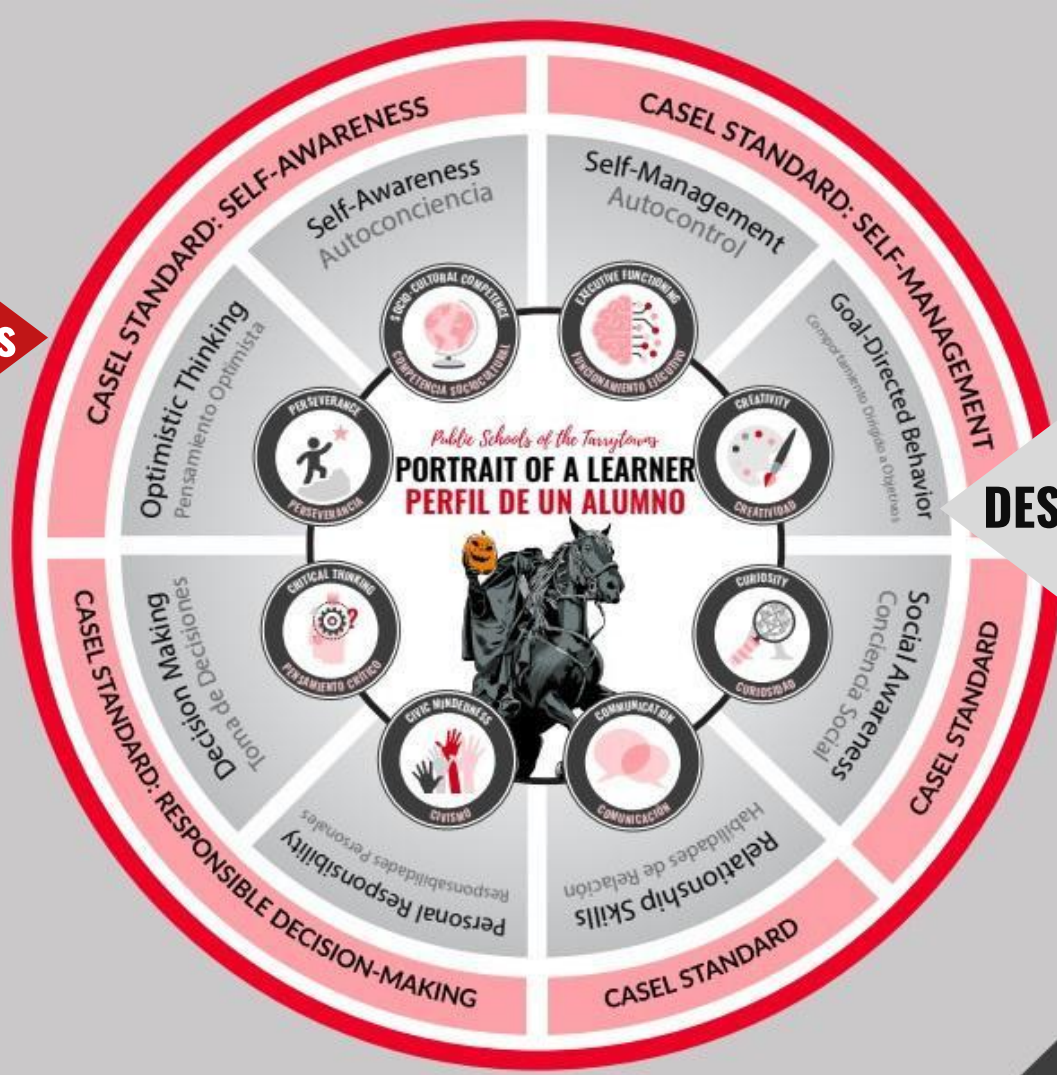
Dr Maya Angelou



THANK YOU!

Questions?

CASEL competencies



DESSA competencies