



District Goals and Results for the 2025-2026 School Year

Pillar: Student Experience

Goal 1: Increase the proficiency rates in mathematics grades 3-8 and on the math Regents exams for grades 9-12 by at least 10%.

Specifics:

1. Progress monitoring will take place three times throughout the school year, including the fall, winter, and spring.
2. Proficiency in mathematics in grades 3-8 will increase by at least 10%, resulting in an overall proficiency of at least 58%.
3. Proficiency in mathematics for the Regents will increase by at least 10%, resulting in an overall proficiency of at least 88%.

Progress monitoring tools:

- i-Ready- Elementary & Middle School
- Common Formative Assessments (CFAS)- District-wide
- Regents reports- 8th grade & High School

Results:

- Grades 3-8 math state test results for 2026 show an overall improvement in proficiency rate of 4% district wide. I-Ready results show general areas of improvement. One notable improvement was in 5th grade math: the proficiency rate was significantly improved for state test results as well as the percentage of students on grade level according to iReady assessments. Regents achievement remained steady, reflecting consistent performance while district teams continue implementing targeted instructional and intervention strategies to accelerate future growth
- Program improvements are notable – our fifth-grade team developed an action plan to improve instruction based on observations and a trend of state test results. Our middle school math team improved Tier 2 and Tier 3 interventions; Tier 2 support was added every day for 6th grade and every other day for 7th-8th grade. Intervention support focused on specific skill needs based on pre-test data. Tier 3 interventions were redesigned to utilize mixed-grade remediation groups, allowing instruction to be more precisely targeted to individual needs. Progress was monitored using teacher-made assessments and iReady data. At the high school, a year-long Algebra I class was created – content was taught every other day for 80 minutes, and on the opposite days consisted of 40 minutes of intervention. Evaluation of the yearlong Algebra I model provided valuable



insights into student needs and instructional scheduling. Based on these findings, the district will implement alternative support structures designed to maximize student success in Algebra I. Additional time was established during the school day for PLC work between high school math teachers to focus on Algebra I and Geometry.

Pillar: Staff Experience

Goal 1: Increase staff recruitment, retention, and support for new staff.

Specifics:

1. Create and conduct surveys for staff who have been here less than 3 years to evaluate job satisfaction, levels of support, and identify areas where staff need more support.
2. Create a ThoughtExchange from the existing staff exit surveys and evaluate trends in both areas of strength and weakness to guide improvement.
3. Create and conduct a ThoughtExchange for the mentoring program for both mentors and mentees to assess the effectiveness of the mentoring program. The survey results will be used to create an improvement action plan for the next school year, aligned with NYSED's IMPACT plan.

Results:

- A survey was distributed to all instructional staff who were untenured and had been working at SW for less than 5 years. 100% of staff in this category completed the survey (n=36).
- Favorability of their work experience was very high – 97% reported they were “likely” or “very likely” to stay employed at Southwestern. Based on feedback, the following will be in effect moving forward:
 - Administrators will meet with new staff at least once a month
 - The Superintendent will schedule a structured 1:1 meeting with each new instructional staff member by November, with the option to schedule future meetings.
- Feedback from mentors and mentees highlighted several opportunities to strengthen an already successful program and informed enhancements for the upcoming school year. Based on the recommendations, we are implementing the following:
 - Mentors and mentees will meet during New Teacher Orientation – they will have lunch together and have a chance to get to know each other in July.



- Regular meetings will be scheduled throughout the school year for ALL new staff and mentors to gather and share information, thoughts, and ideas.
- To further strengthen substitute teacher preparedness and retention, a substitute teacher orientation will be offered three times annually to provide clarity, support, and consistent onboarding experiences.

Goal 2: Increase collaboration and staff capacity through targeted professional development, resources, and support.

Specifics:

1. Increase access to PLC materials, including research, articles, and templates.
2. Provide targeted professional development opportunities and PLT time for Superintendent's conference days, collaboration time, and the PLC ten hours.

Results:

- At every faculty meeting, information was presented about Portrait of a Graduate and/or PLC work, and how these two are related.
- Staff Development Days had devoted time to focus on PLC work
- The July 2026 New Teacher Orientation feedback resulted in very favorable ratings; all aspects were rated a 4 or 5 out of 5.
- Building on this year's work, one full day in September 2026 will be dedicated to PLC collaboration focused on advancing the Portrait of a Graduate/Learner vision.
- Portrait of a Graduate/ Learner will be discussed in every faculty meeting for the 26-27 school year in all buildings.