

Mission:

The mission of the Elmsford Union Free School District is to optimize teaching and learning for student achievement.

Vision:

Maintain excellence and graduate each student prepared for college or career.

Values:

- *Student focused:* Students are our first priority.
- *Character:* Value integrity, diversity, and mutual respect; we take pride in all that we do.
- *High expectations:* All students will achieve success.
- *Teaching and learning:* Implement a rigorous curriculum which includes academics, the arts, and athletics.
- *Health and safety:* Provide a healthy, safe, and secure environment.
- *Community:* Family and community partnership is essential.

Learning



Explore challenging curriculum & instruction

- Implement the systems, structures, and processes necessary to extend the formative assessment cycle to inform small group instruction and address individual student needs grades PK-12.
- Accelerate our effective use of educational technology.
- Optimize science, technology, engineering, art, and math (STEAM) opportunities and participation PK-12.
- Continue horizontal and vertical curriculum alignment.

Whole child



Support student's social and emotional needs

- In addition to faculty and staff, expand our mental health first aid training to students.
- Implement restorative practices throughout all aspects of a student's learning.
- Partner with Westchester Jewish Community Service to provide additional mental health services to our students regardless of financial status.

Environment



Ensure safe, nurturing and culturally responsive schools for all

- Embed the NYSED's culturally responsive framework district-wide in order to incorporate students' lived experiences, honor their linguistic repertoires, develop critical thinkers, and nurture agents of change.
- Implement the goals and values in the district's new Diversity, Equity, and Inclusion policy.

Partnerships



Engage parents and community

- Promote the importance of learning by ensuring students are in school and on-time.
- Maintain and upgrade our facilities with consideration for how to address aging infrastructure.
- Develop opportunities for engagement among students, staff, alumni, local businesses, PTSA, and colleges.

Elmsford Union Free School District 2017-21 Trends & 2024 Targets

Performance Measures ¹	2017	2018	2019	2020	2021	2024 Target
K – 2 ELA: % \geq benchmark ²	37	38	67	n/a	60	75
K – 2 Math: % \geq benchmark	31	34	57	n/a	39	70
Grade 3 – 8 ELA						
- NYS assessment: % proficient	38	39	44	n/a	n/a	50
- i-Ready: % \geq benchmark	32	32	50	n/a	47	70
Grade 3 – 8 Math						
- NYS assessment: % proficient	46	44	45	n/a	n/a	60
- i-Ready: % \geq benchmark	37	34	54	n/a	35	70
Gr. 9-12 cohort results³						
Regents commencement exams: % cohort passing (\geq 65)	80	91	90	89	tbd	95
% cohort graduating	89	89	93	89	89	95
% cohort graduating and achieving a rigorous outcome ^{4,5}	-	42	48	85	tbd	85

¹ K-2 ELA & Math and i-Ready data are based on school-level enrollments; all other measures are based on district-level enrollment.

² “ \geq benchmark” is based on year-end grade-level performance measured by i-Ready mid-level view; it is indicative of being on grade level.

³ All cohort data calculated after four years of enrollment by June 30.

⁴ See Alexander Hamilton Plan for detail on rigorous outcomes by cohort.

⁵ Due to coding errors in our student management system, our 2018 & 2019 rigor data has been underreported. 2020 data & reporting are now accurate.

Elmsford Union Free School District Proposed new performance metrics

Elmsford UFSD: new metrics			
1. Metric title: Dual language		2. Metric title: Social emotional	
A. Definition	Develop an assessment protocol for dual language at grade 6/pre assessment at 7th grade	A. Definition	“Sense of belonging” as measured by teachers and students
B. Formula	# <u>of</u> students learning Spanish/total # of English speaking students; # <u>of</u> students learning English/total # of Spanish speaking students	B. Formula	Number of 5-12 students who have a positive experience/number of 5-12 respondents
C. Data Source	Checkpoint A facsimile; i-Ready in both English and Spanish	C. Data Source	Panorama
D. Purpose	To ensure students are learning the languages	D. Purpose	To increase the number of students feeling a sense of belonging (with a goal of 100%)
E. Plan	<ul style="list-style-type: none"> ● Teachers, led by Dual Language Coordinator, will develop <u>assessment</u> and utilize i-Ready. ● i-Ready can be used 3 times per year. ● Data to be reviewed by building principal. ● Progress monitoring done by teachers by student. ● Reference to standards and guidelines from the NYSED. ● Mariana DeLaurentis, Tracey Sanchez, Melissa Barrionuevo, Catarina Krasnici, Fabiola Diaz, Patricia Pena, Gabriela Solis 	E. Plan	<ul style="list-style-type: none"> ● Administer Panorama survey to students at least 2 times (January/May) ● Work with principals to advertise the survey timeline, directions, and schedule for administration ● Develop programs through the AHHS Peers <u>As</u> Leaders to improve a sense of belonging ● Administrative Team ● Baiocco, Olender, and Proctor will work on survey development

Elmsford Union Free School District

Proposed new performance metrics

Elmsford UFSD: new metrics			
3. Metric title: Cultural awareness in action		4. Metric title: Dual language	
A. Definition	Confronting issues of race, diversity & culture	A. Definition	Spanish language acquisition
B. Formula	TBD based on final survey	B. Formula	Number of K-6 students learning Spanish/Total K-6 students; Number of students learning English/Total Students.
C. Data Source	Panorama	C. Data Source	i-Ready in Spanish; checkpoint A tool (facsimile)
D. Purpose	Making staff comfortable in addressing issues on race, <u>diversity</u> and culture to develop a multicultural curriculum in all grades	D. Purpose	To ensure students are learning Spanish and can obtain Seal of Bi-Literacy upon graduation.
E. Plan	<ul style="list-style-type: none"> Administer Panorama survey to staff at least 2 times (January/May) Work with principals to advertise the survey timeline, directions, and schedule for administration Develop programs through the Building Equity Teams to develop spaces for culturally relevant celebrations and conversations Administrative Team Baiocco, Olender, and Proctor will work on survey development 	E. Plan	<ul style="list-style-type: none"> Develop a testing protocol for assessing language acquisition (similar to Checkpoint A) by January 2022 (DeLaurentis) Develop a PK-12 sequence for Seal of Biliteracy Develop World Language course offerings that are aligned with the Seal of Biliteracy requirements (DeLaurentis, Brown, Martinez, Salame)