



Dryden Central School District 2017 – 2020 Strategic Plan

Mission:

Dryden Schools promote academic achievement and youth development, preparing students for lives of productive employment, sound relationships, and responsible citizenship in our community and the world.

Vision:

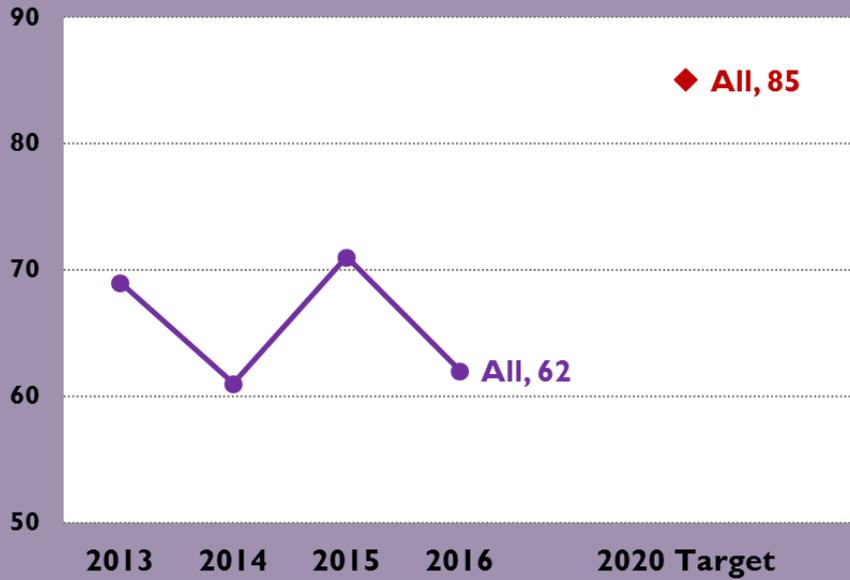
The Dryden Central School District is an outstanding place to live and attend school because of its shared commitment to the highest quality education and the safest, most productive academic environment.

Children are prepared for their school years by the time they reach kindergarten and prepared for success in college when they leave high school. Instruction and performance data are to be exemplary.

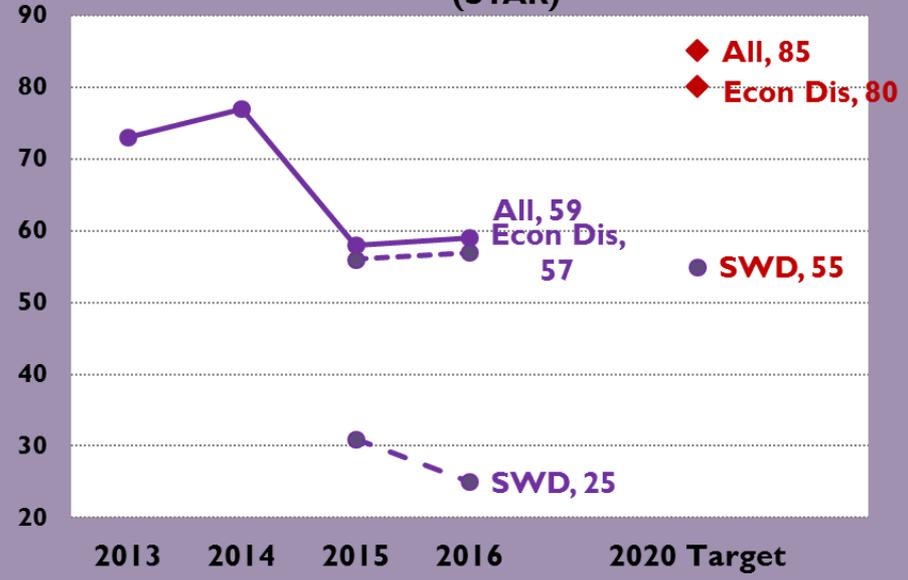
Staff turnover is low because morale is high. A stable staff with high morale assumes continuity for students from year to year. Students know that all members of the district respect them, protect them, and show them, by example, that learning leads to a more fulfilling life.

Funding for schools is sufficient without undue burden on local taxpayers. Facilities are safe, clean, and renovated on a scheduled and affordable basis.

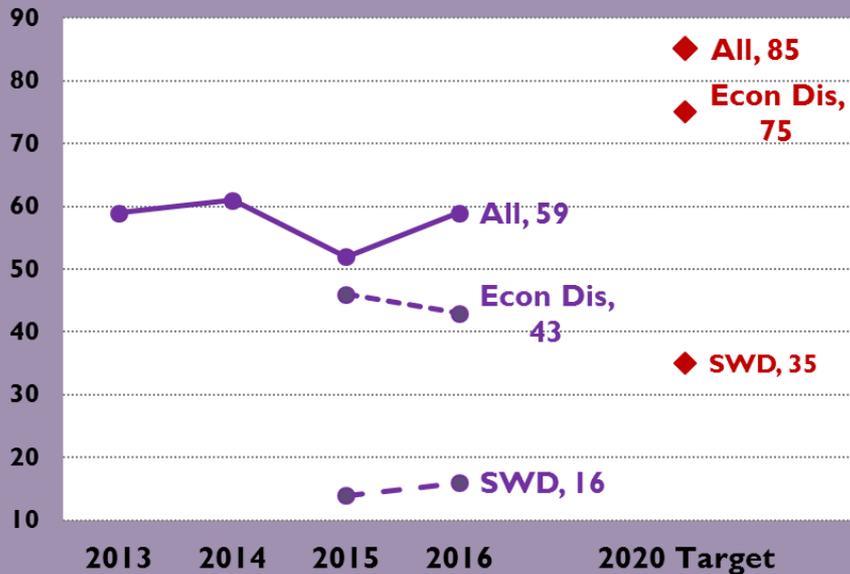
% Entering K ready to learn (Brigance)



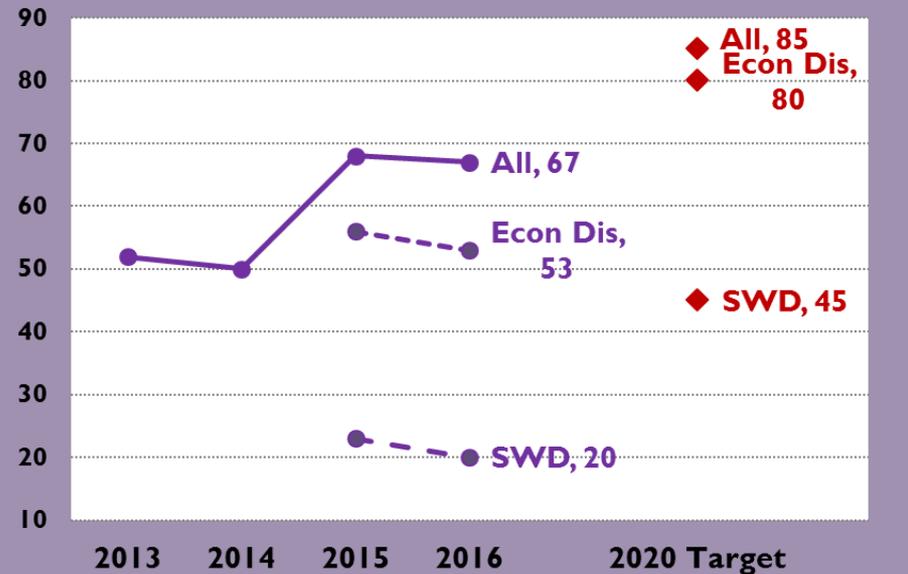
Gr. K - 2: % \geq year-end early literacy benchmark (STAR)



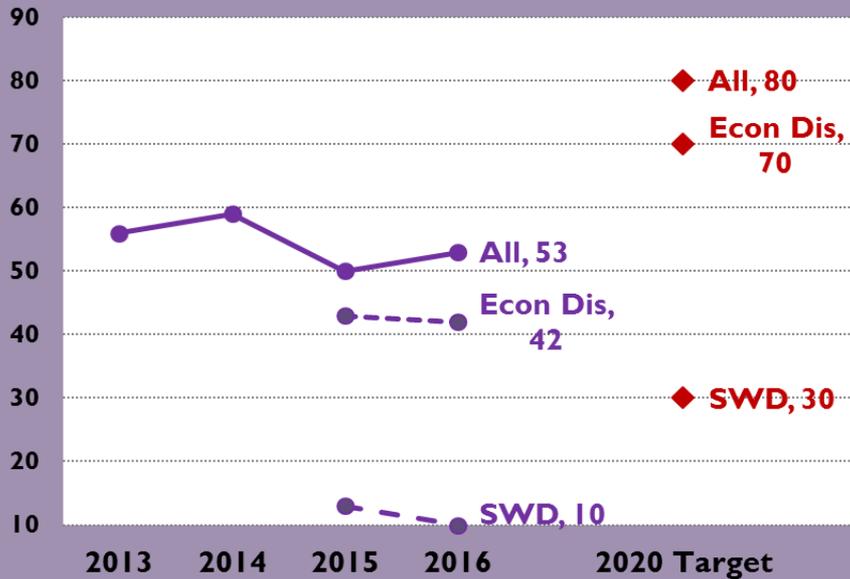
Gr. 3 - 5: % \geq year-end ELA benchmark (STAR)



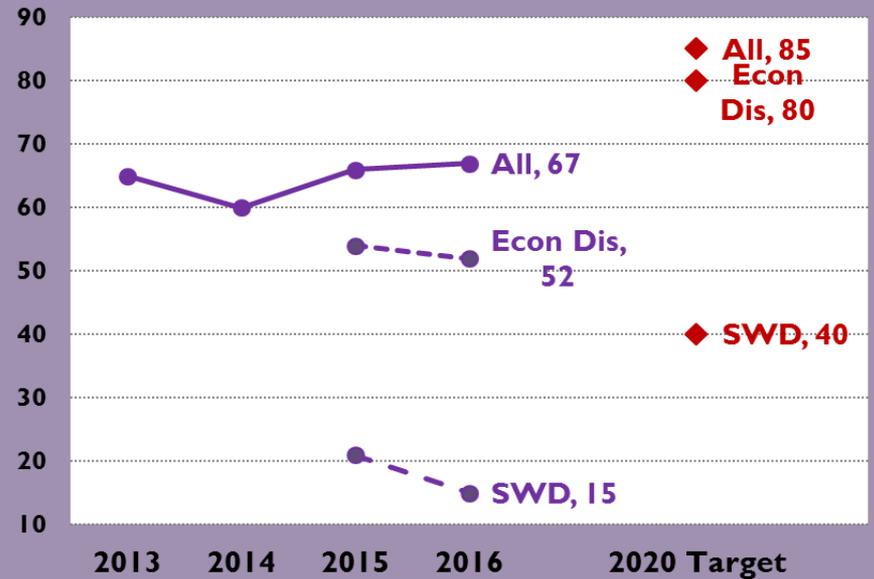
Gr. 3 - 5: % \geq year-end Math benchmark (STAR)



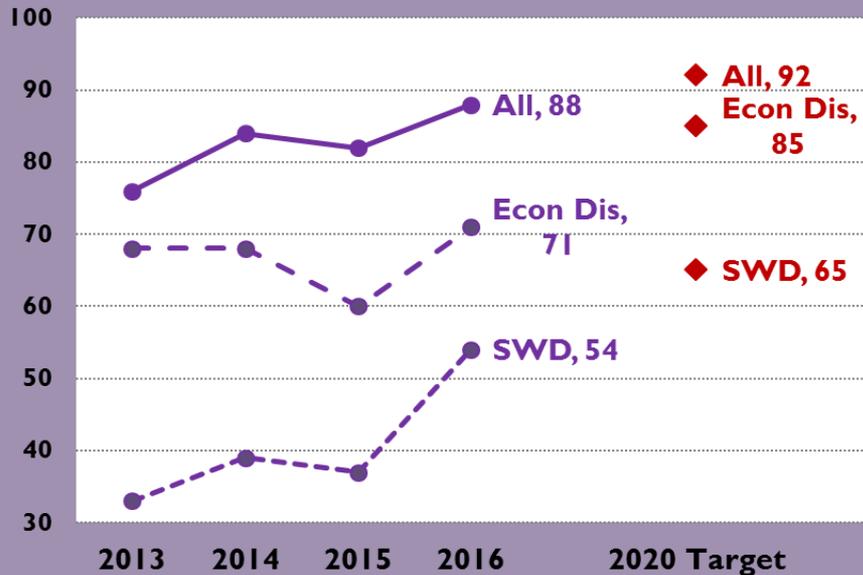
Gr. 6 - 8: % >= year-end ELA benchmark (STAR)



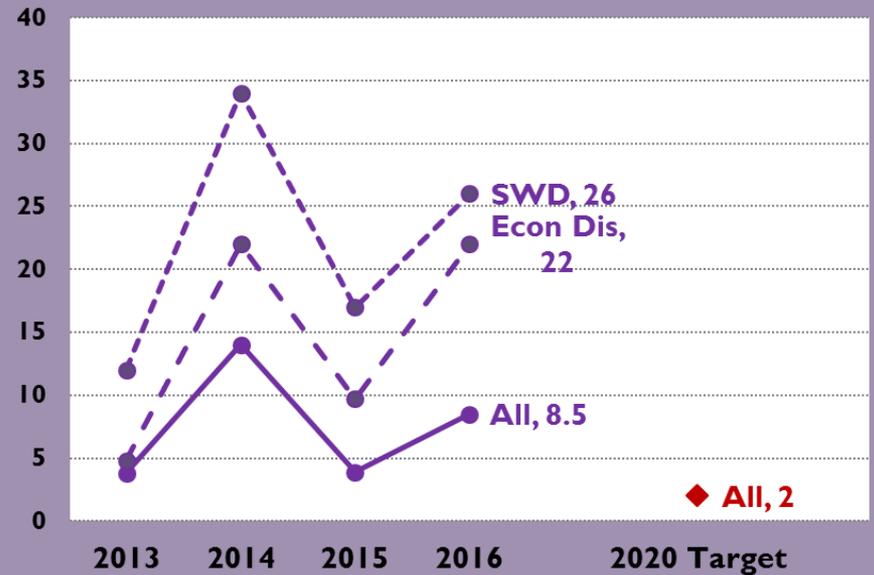
Gr. 6 - 8: % >= year-end Math benchmark (STAR)

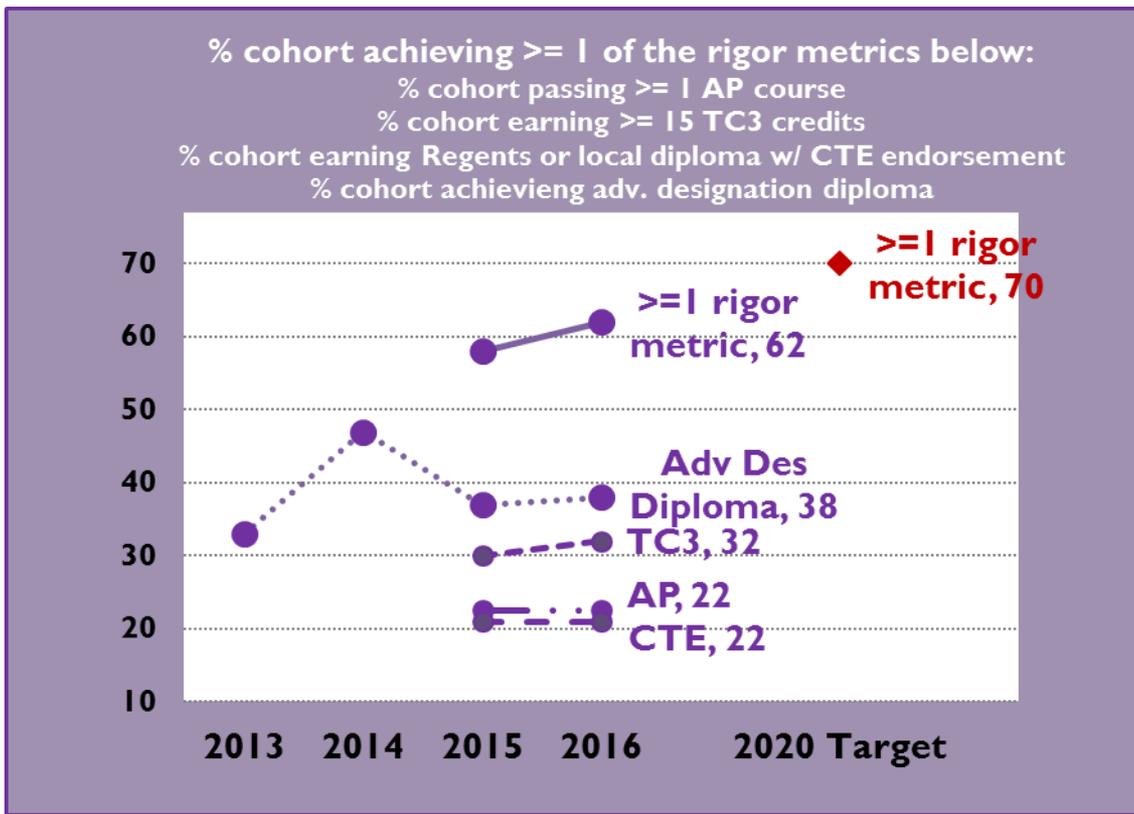


District: % cohort graduating (4 yrs - 6/30)



District: % cohort dropping out (5 yrs - 6/30)





Developmental assets ¹	2015	2016
Grade 4	25.4 of 40	42.7 of 60 ²
Grade 7	20.9 of 40	20.6 of 40
Grade 11	18.1 of 40	22.1 of 40

¹ The district strategic planning team will charge the developmental assets team to identify and communicate Search Institute “thrive” thresholds or norms and recommend whether or not we should include those thresholds or norms in the performance table above.

² As of the June 2016 administration, the Search Institute changed the design and scope of the survey tool for 4th grade.

2017 – 2020 District Priorities:

Tenet 1 - District Leadership and Capacity:

- Hire high quality teachers and administrators and promote retention by building internal capacity for professional growth.
 - Create a professional growth ladder, develop and implement criteria for performance interviews, and provide resources for professional development and mentoring.
 - Communicate opportunities at Dryden CSD via social media.

Tenet 2 - School Leader Practices and Decisions:

- Use collaborative approaches to leadership with decision making informed by consultation, best practices, research and data.
 - Research and implement strategies that will further increase graduation rates and decrease dropout rates.
 - Promote the use of current data systems to inform decision-making.
 - Continue to investigate the effectiveness of district Pre-K, Kindergarten readiness strategies and primary class size reduction.
 - Add chronic absence reduction targets and action plans to building strategic plans.

Tenet 3 - Curriculum Development and Support:

- Develop rigorous curriculum to meet individual student needs for enrichment, remediation and accessibility.
 - Facilitate the use of Tier 1 and Tier 2 strategies through professional development, coaching and resource acquisition.
 - Collaboratively monitor common data sets to determine the impact of Tier 1 and 2 strategies on student achievement.
 - Investigate implementation of new opportunities for acceleration and enrichment.

Tenet 4 - Teacher Practices and Decisions:

- Close the achievement gap for our students with disabilities and our economically disadvantaged students pre-school through graduation.
 - Provide opportunities for longitudinal and cross-curricular collaboration, including teacher practices, expectations and student work.
 - Select and implement appropriate interventions based on student needs through collegial discussion.

Tenet 5 - Student Social and Emotional Developmental Health:

- Promote positive youth development in partnership with all stakeholders to support the success of all students.
 - Instruct and model best practices to support social and emotional needs of all students to all instructional and non-instructional staff.
 - Integrate the work of the youth development task force into building level planning.
 - Explore the implementation of strategies for students with social and emotional needs.

Tenet 6 - Family and Community Engagement:

- Develop and implement best practices to improve family and community engagement.
 - Hire a PK-5 family outreach coordinator. Based on impact of PK-5 coordinator consider creating a PK-12 outreach position.
 - Communicate with families and community via our smart phone application, monthly family meetings with the superintendent and the district public relations team.

Appendix

Given 2015 Dryden participation rates¹ on the New York State Grade 3 – 8 ELA and math assessments and the New York State Education Department’s plans to use different assessments in 2016 and 2017, the Dryden district strategic planning team has decided to use the local STAR assessment results to track and compare year-to-year ELA and Math performance.

The chart below shows DCSD performance on 2013-16 Gr. 3 – 8 NYS assessments compared to state average performance

Performance Measure	2013	State avg	2014	State avg	2015	State avg	2016	State avg
Grade 3 – 8 ELA: % proficient	23	31	24	31	22	31	24	38
SWD Grade 3 – 8 ELA: % proficient	2	5	1	5	0	6	1	8
Grade 3 – 8 Math: % proficient	21	31	27	36	31	38	32	39
SWD Grade 3 – 8 Math: % proficient	2	7	2	10	0	11	2	11

¹ In 2015, 29% of Dryden’s Gr. 3 – 8 students opted out of the ELA & Math assessments.

Tenets of School Reform

Tenet 1 - District Leadership and Capacity:

The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

Tenet 2 - School Leader Practices and Decisions:

Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Tenet 3 - Curriculum Development and Support:

The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet 4 - Teacher Practices and Decisions:

Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Tenet 5 - Student Social and Emotional Developmental Health:

The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet 6 - Family and Community Engagement:

The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.