



2023-2024 District Goals

Our Vision: Independent Thinkers Prepared to Change the World

Our Mission: The Dobbs Ferry School District strives to develop independent, curious, and open minded learners who think critically, work collaboratively, act ethically, and are knowledgeable about the world around them.

Our Strategic Points of Focus: We will continuously work to create the best possible conditions for effective teaching and learning by focusing on the following areas:

- **Curriculum Development and Implementation:** By creating, adapting, and/or adopting rigorous Tier 1 curriculum that aligns with the International Baccalaureate standards; contains diverse perspectives and experiences; reflects the and develops/enhances students' on grade-level abilities in reading, writing, listening and speaking, and mathematical understandings; and, as a result, students' thinking abilities as applied to a variety of complex problems, we will continuously work to improve student outcomes.
- **Instruction:** By developing/enhancing our instructional staff's teaching abilities through an understanding of how students learn, research-informed instructional techniques and frameworks including the Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) model, and effective feedback models from peers and supervisors, we will continuously work to improve student outcomes.
- **Assessments:** By developing and enhancing clear understandings of the design and purpose(s) of effective assessments and how they can be utilized to improve instruction, by carefully selecting those assessments that we will use to measure student learning, and by supporting the data literacy of faculty and administration, we will continuously work to improve student outcomes.
- **Positive School Climate and Culture:** By developing a welcoming school environment that is reflective of the diversity present in the larger community where all students feel included in what they encounter at school, including in their classroom resources, in differing historical perspectives that they learn about, in equitable opportunities for engagement, advancement and achievement, and the adults they interact with each day; by providing explicit instruction and structured interventions in social-emotional learning and executive functions that have a sound basis in educational research; by aligning our work with the International Baccalaureate Learner Profile; and by developing/enhancing our staff's abilities to identify, understand, and improve positive student behavior, we will continuously work to improve student outcomes.
- **Recruitment, Retention, and Development of Personnel:** By investing in promising culturally relevant practices for employee recruitment; by intentionally recruiting well-qualified staff that reflect our students' demographics; and by

providing ongoing, targeted professional learning opportunities, and proven methods of evaluation and feedback, we will continuously work to improve student outcomes.

- **Family and Community Communications and Engagement**: By engaging in consistent and meaningful two-way communication with parents and families, and by inviting parents, families, and the community to participate in important initiatives, we will continuously work to improve student outcomes.
- **Long-Range Planning for District Facilities and Finances**: By developing long-range financial and facilities plans that allow us to continue to provide excellent programs and opportunities for students in safe, secure, and welcoming environments, we will continuously work to improve student outcomes.

Structuring Our Goals:

- In line with District's Vision, Mission, and Strategic Points of Focus; Board Policy; our Diversity, Equity, and Inclusion Plan and policy; our Strategic Plan; and the NYS Education Department Culturally Responsive-Sustaining Education Framework, the Dobbs Ferry School District and Board of Education have developed the following goals to guide our work in the 2023-24 school year.
- The work on each goal will be guided by the work of one or more of the Board's Committees, and the Board's Policy Committee will monitor the work on all goals to determine policy implications.
- Some goals are extensions or refinements of prior year's goals.
- Each goal is aligned to a strand(s) of the District's current 2018-2023 Strategic Plan and will begin to lay the foundation for the next Strategic Plan through the development of foundational systems-level documents.
- Each goal references the Board Policy that guides and provides consistency to the work described.

Goal 1: By June 2024, the District will complete the revision of a **Program Plan for our Students with Disabilities** across the continuum of services that will include a description of each program, the expected outcomes, and a profile of eligible students for each program. (*Policies 4321, 4325, 4326, and 4327*)

Background: Providing specialized instruction and related services in the least restrictive environment to meet the needs of our students who have been classified as having a disability requires specifically designed programs on the continuum of services. The Program Plan will outline how we will define, develop, implement, monitor, and adjust these programs to best meet our students' needs.

Progress Status: December 2023; March 2024; June 2024

Goal 2: By June 2024, the District will complete a review of the **K-8 Literacy and ELA program** and detail the adjustments, changes, and/or training is needed to improve student outcomes in reading and writing. (*Policies 4000 and 4200*)

Background: A student's ability to read at or above grade level is essential to their success in our academic program, in preparing them for the rigors of our *IB for All* courses, and in virtually every aspect of their lives as future citizens. Ensuring that we have the best possible evidence-informed instruction, curriculum, assessments, and training to attain this outcome must be and remain a high priority for our District.

Progress Status: January 2024; March 2024; June 2024

Goal 3: By June 2024, the District will begin implementation of the **framework for our K-12 Multi-Tiered System of Supports Plan**. This includes focused work on our Tier 1 (core) curriculum and instruction at each level and specific assessments and intervention strategies that are being used for Tiers 2 and 3. (*Policies 4000, 4321, 4321.2, 4325, 4326, and 4750*)

Background: Responding to students who are not having success in the Tier 1 academic and behavioral curriculum requires a strong focus on evidence-informed instruction and assessments that make the greatest use of the limited time we have with our students. The MTSS Plan will detail how we address the needs of the students at each tier (1-3) of academic and behavioral curricula in the most effective and efficient ways possible so as to get them back on track with their Tier 1 learning.

Progress Status: February 2024; March 2024; June 2024

Goal 4: By June 2024, the District will review, revise, and adjust timelines as necessary to continue the implementation of the **Diversity, Equity, and Inclusion District Plan**. (*Policies 0105, 4321, and 4326*)

Background: Creating a districtwide environment in which students, teachers, and visitors experience a welcoming and affirming environment, inclusive and accessible curriculum and assessment, high expectations and rigorous instruction, ongoing professional learning and support allows us to create greater opportunities for focused teaching and learning in classrooms, clubs, and interscholastic athletics.

Progress Status: February 2024; March 2024; June 2024

Goal 5: By June 2024, the District will refine the **Comprehensive Long-Range Facilities Plan** that reflects current and anticipated needs and best practices in facilities management. (*Policies 7000, 7100*)

Background: Ensuring that our facilities and grounds remain safe, secure, welcoming, and accessible to students, staff, and the community is a high priority for the District. To accomplish this, we will utilize Board policy, the District's Building Condition Survey, enrollment and demographic studies, and research on effective and efficient facilities management to guide our planning.

Progress Status: February 2024; March 2024; June 2024

Goal 6: By June 2024, the District will develop a **Wellness Framework** for how we are explicitly addressing/supporting student and staff wellness. (*Policy 5405*)

Background: Creating a districtwide environment in which students, teachers, and visitors feel safe, secure, welcomed, appreciated, and supported in the development of positive physical, mental, and emotional health allows us to create greater opportunities for focused teaching and learning in classrooms, clubs, and interscholastic athletics.

Progress Status: February 2024; March 2024; June 2024

Goal 7: By June, 2024, the District will review and revise our **professional development plan** and **district mentoring plan** for instructional staff to align with promising practices and research-informed strategies. (*Policies 4000, 4321, 4520, and 9700*)

Background: Job-specific training and targeted, research-informed professional development that affirms and celebrates excellent work while challenging and supporting each employee to continuously get better at what we do creates more effective learning environments and greater learning opportunities for students.

Progress Status: February 2024; March 2024; June 2024

Goal 8: By June 2024, the District will develop a **framework for a job-specific training plan** for non-instructional staff. (*Policy 9000*)

Background: Job-specific training and targeted, research-informed professional development that affirms and celebrates excellent work while challenging and supporting each employee to continuously get better at what we do creates more effective learning environments and greater learning opportunities for students.

Progress Status: February, 2024; March 2024; June 2024

Goal 9: By June 2024, the District will develop and implement a **personnel management structure** that will manage and refine the District's *Personnel and Selection of Staff Plan* and associated policies and practices. (*Policies 0100, 3120, 4321, and 9420*)

Background: Based on the District's Strategic and DEI Implementation Plans; on our demographic reports; and on the changing post-pandemic labor market, Human Resource Management and Personnel Recruitment and Development has taken on a new focus for the District

Progress Status: February 2024; March 2024; June 2024

Goal 10: By June 2024, the District will develop **Long-Range Financial Plan** that identifies areas of investment, sources of revenue, areas of risk and associated mitigation plans, and known and anticipated conditions in all areas of operations. (*Policies 6000 and 6100*)

Background: Sound financial planning is a key foundational element of our work and is done to provide stability and predictability in our expenditures so as to provide the best possible program for our students within the confines of the tax-paying community.

Progress Status: February 2024; March 2024; June 2024
