



WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT

STRATEGIC PLAN

2021-2026



Choosing to Rise

"Our Mission: The West Irondequoit Central School District partners with our community in providing a comprehensive educational experience that balances high expectations, diverse opportunities, intellectual growth, and personal responsibility. Our community welcomes each child, nurtures each mind, and inspires each other to peak performance."

CORE COMMITMENTS

You read our district's Mission Statement on the cover. These are our Core Commitments. West Irondequoit CSD is committed to partnering with our community to:

- Provide challenging curricula and embrace authentic experiences that complement the academic achievement of each student.
- Foster the emotional and physical wellness of all students.
- Encourage students to embrace creativity, welcome challenges, learn from setbacks, and develop resilience as integral parts of lifelong learning.
- Maintain a working environment that draws and retains knowledgeable, creative, dedicated, and caring professionals.
- Balance resources and educational needs to promote a fiscally sound and financially stable educational program.
- Provide students opportunities to explore possible careers, develop future paths, and hone 21st century skills for global citizenship.



STRATEGIC PLAN 2021-2026

OWNERSHIP

A broad range of stakeholders representing the full spectrum of the school community own our plan. The process to develop it has to be transparent and inclusive (we hope this booklet helps). The plan itself must draw on the strength of the school community yet must be responsible and achievable.



ACTION

For the plan to be meaningful, it must stimulate change that ultimately results in higher student achievement, improved student life and a greater sense of fulfillment for faculty and staff. A successful plan ignites a passion for real and sustained improvement in the entire school community. Our plan's four "Big Rocks" or Focus Areas are: **Curriculum, Instruction, Implementation Systems** and **Well-Being of Self and Community**.

This booklet provides more details on goals and tasks necessary for the plan to be executed over the next five years. Critical to that is the support and commitment of the Board of Education, Superintendent of Schools, the District Leadership Team and our staff. West Irondequoit will continue to inform the community of the plan's progress.



CHOOSING TO KEEP RISING

Our district has a strong reputation for getting the most out of what we have. We stretch ourselves – and our dollars – to remain fiscally responsible. We take pride in work ethic and go all-in on every child. No matter what accolades we've earned or obstacles we encounter, we maintain the same mindset: To always strive for excellence. We offer a quality education that is inclusive and welcoming to a diverse student body. We must think outside the box to develop the whole child and make our students socially, emotionally and academically strong.

A COMMUNITY OF ONE

Our schools aren't just brick and mortar. They are woven into the fabric of our neighborhoods, where children run and jump on playgrounds and friends and neighbors catch up. They are where community organizations gather and our staff builds relationships with colleagues, students and parents/guardians. Our schools are a reason people want to call West Irondequoit "home." Cultivating the proper school environment isn't just about what happens between four walls. It's a collaborative effort with active participation from staff, families, the community, local businesses and government, as well as higher education partners. We are a community of one.

A COMMITMENT TO DIVERSITY, EQUITY & INCLUSION

Diversity, equity, and inclusion are integral to a thriving community of learners and a critical part of our Strategic Plan. West Irondequoit is deeply committed to empowering students to celebrate diversity, equity, and inclusion (DEI) at every step of their educational career. The purpose of our Coalition on DEI is to continually review research and practices in order to form and implement plans so that all West Irondequoit schools welcome, affirm and validate all students' cultural backgrounds and individual identities.



CURRICULUM

Promote excellence, equity, and inclusion through a viable and guaranteed curriculum

GOAL | Data Driven Instruction: Utilize data to inform curriculum & student achievement.

TASKS	YEAR
Analyze, develop and implement common K-12 data protocols aligned with best practice	1
Adjust assessments to ensure alignment to curriculum	2
Evaluate the use of data protocols and assessments	2

GOAL | Access for All: Provide inclusive and culturally responsive (CR) education.

TASKS	YEAR
Review, analyze and adjust CR, diversity, equity and inclusivity (DEI) within curriculum	1
Create accountability to ensure CR, DEI within the curriculum	3

GOAL | College & Career Readiness (CCR): Ensure all graduates are prepared for post-secondary opportunities.

TASKS	YEAR
Develop and communicate a District definition for CCR	1
Define outcomes of an Irondequoit High School graduate	2
Create and implement a self-exploration audit for students starting in grade 9	2
Increase K-8 student awareness of what and why they are learning and how they can use it	3
Increase K - 12 partnerships of community stakeholders to support CCR	3
Establish an evaluation process of CCR	3

GOAL | Criteria for Process: Establish curriculum process to provide access to rigorous instruction by all.

TASKS	YEAR
Analyze and revise curriculum processes to ensure updates and audits support CCR	1
Evaluate new and existing curriculum for alignment to process	2
Identify warehouse for curriculum providing ease of access by teachers and administrators	2
Create a process for professional development onboarding for curriculum writing	2
Create a procedure for adopting, adapting, piloting, and writing curriculum	3
Establish a process for review of curriculum	3



INSTRUCTION

Establish instructional practices to ensure success for all learners

GOAL | Professional Development (PD) for All: Deliver targeted PD based on areas of need or initiatives.

TASKS	YEAR
Implement professional development based on staff needs	2
Evaluate the effectiveness of the professional development plan	4

GOAL | Instructional Framework: Implement an instructional model that is accessible to all.

TASKS	YEAR
Identify gaps and create a model to merge District beliefs with research-based practices	1
Develop a communication and PD plan to introduce an Instructional Framework.	2
Implement the Instructional Framework	3
Evaluate the implementation of the Instructional Framework	4

GOAL | Instructional accountability: Implement a shared and equitable accountability system that ensures consistency of instruction, assessment and evaluation.

TASKS	YEAR
Implement accountability system	2
Develop an accountability system for assessment, observation/evaluation	3
Evaluate accountability system and adjust as warranted	5

GOAL | Grading: Implement a consistent, meaningful and equitable standards-based grading system.

TASKS	YEAR
Research best practices, assess use of standards-based grading to align grading systems	1
Create an alignment of grading systems that integrates standards-based grading K-12	2
Provide training and implement grading system	2
Evaluate and refine grading system	3



IMPLEMENTATION SYSTEMS

Alignment of diversity, equity, inclusion and access across all West Irondequoit systems

GOAL | Staff Recruitment & Retention: Recruit and retain the highest quality staff, reflective of our community.

TASKS	YEAR
Evaluate & adjust recruitment processes for all employee positions	1
Create consistent & equitable protocols for recruitment, interviews and hiring	1
Provide staff on-boarding and support for new employees	2

GOAL|Comprehensive Communication: Equitably prioritize communication for all internal/external stakeholders.

TASKS	YEAR
Review & investigate policies for community facility use and services	1
Identify and implement communication systems that work for students, parents, staff	1
Give stakeholders information on District-wide & building-level communication structures	2

GOAL | Professional Development Frameworks: Create a comprehensive staff PD plan that is focused on multiple methods of delivery, is relevant and inclusive and aligns with district goals.

TASKS	YEAR
Research the state of current and new professional development for all staff	2
Create a new PD framework for all staff that is relevant, differentiated, and delivered using multiple modalities and at varied levels of depth	2
Evaluate the district’s professional development to ensure appropriate and equitable access	3

GOAL | Systems for equity in experiences: Ensure policies and systems are in place to provide equity for all students.

TASKS	YEAR
Analyze current student support systems and adjust according to findings	1
Assess extra- and co-curricular opportunities and adjust to increase access by all students	2
Analyze neighborhood school configuration through the lens of diversity and staffing	2
Assess school configuration through the lens of the availability of student services and needs	2
Determine current transportation needs and provide equitable access for school activities	2

GOAL | Data Alignment/Access: Create a data collection system that is secure, sustainable, aligned and accessible.

TASKS	YEAR
Refine data collection system that is efficient, comprehensive and aligned to district initiatives	2

GOAL | Faculty and Staff Supervision: Equitably align supervision that reflects district goals and initiatives and celebrates autonomy.

TASKS	YEAR
Enhance the observation/evaluation system to ensure student success and identify PD for staff	3
Refine the supervision processes for all staff evaluations	3
Evaluate the district’s professional development to ensure appropriate and equitable access	4

WELL-BEING OF SELF & COMMUNITY

Create a welcoming and inclusive community where everyone is valued and wellness is at the forefront

GOAL | Communication: Enhance communication to the community to ensure accountability and equity for all.

TASKS	YEAR
Develop uniform expectations for communication to families/community for each building	1
Develop formal methods for stakeholders to give and receive communication, including grade-level standards and family engagement practices	2
Adjust the transition between buildings regarding information, data, student plans, etc. for effectiveness, clarity, and areas of improvement and support	3
Create systems to incorporate student communication and feedback	2
Promote student activities and achievements	3
Refine orientation information and materials to welcome new families to the district	3

GOAL | Health, Safety & Wellness: Ensure physical, social and emotional well-being of students, staff and families.

TASKS (behavior)	YEAR
Refine the Code of Conduct to ensure it meets state and local guidelines	1
Implement restorative building protocols aligned with the Code of Conduct	2
Analyze discipline respective to socio-economic status and demographics and address the inequities that may be found	2
Train staff in restorative practices, trauma, informed care, TCI (PD implementation)	2
Create opportunities for families to learn about behavioral expectations and responsive practices	4

TASKS (Staff Self-care)	YEAR
Implement a program to ensure staff have access to necessary resources for their well-being	2

TASKS (SEL)	YEAR
Assess tiered SEL supports and implement best practices	2
Provide awareness of and access for outside mental health resources	3

GOAL | Voice and Representation: Engage all members of the school community in meaningful opportunities to be heard and represented to impact decision making.

TASKS	YEAR
Analyze opportunities for equitable and meaningful participation in decision making for all	3
Develop formal structures for equitable decision making and feedback that create involvement	3
Implement platforms to drive equitable engagement in the school community	3

GOAL | Diversity, Equity, Inclusion and Access: Provide an affirming, safe and equitable environment that reflects, respects and embraces our diverse community.

TASKS	YEAR
Create Board of Education policy focused on Diversity, Equity and Inclusion	1
Enhance and sustain ongoing professional development for cultural responsiveness	1
Assess and enhance best practices related to cultural responsiveness in all community aspects	1
Align district-wide restorative practices to establish community (Year 1) and safely address conflict (years 2-3)	2
Evaluate and sustain qualitative and quantitative data as it relates to equity, access and peak performance	3



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We refer to the Focus Areas of our **STRATEGIC PLAN** as the “Big Rocks.” You can’t move rocks that size without a lot of hands pushing in the same direction. We extend sincere thanks to our Planning Council for their work on this five-year plan. It was comprised of Board of Education members, our staff, students, parents and community members.