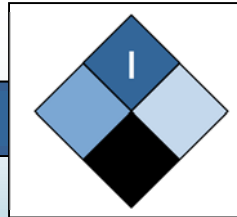


GATES CHILI CENTRAL SCHOOL DISTRICT

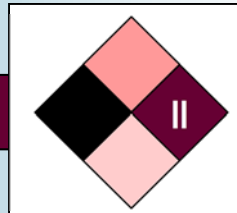
Assessed by the Quality School Rubric:

District Goals 2018-2019

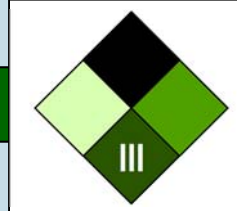
STUDENT DEVELOPMENT



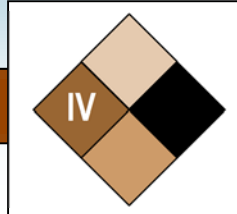
LEARNING ENVIRONMENT



EDUCATIONAL PROGRAM



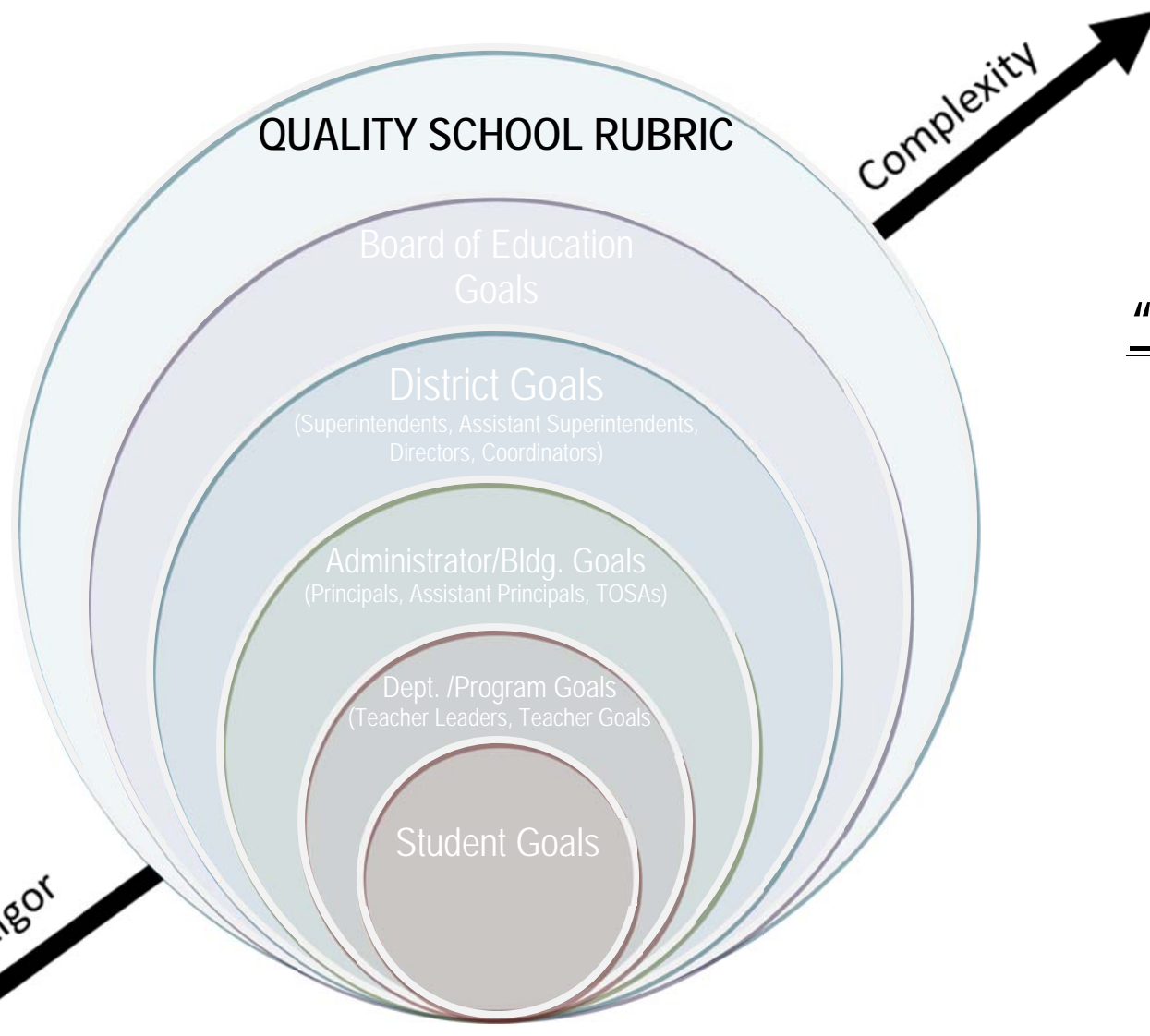
SCHOOL CULTURE









"Together we teach and inspire excellence for all learners."

July 2018

DIMENSIONS OF A HIGH PERFORMING SCHOOL DISTRICT



"Rigor" in Gates Chili is...

-  Learner Centered
-  Inquiry Based
-  Interdisciplinary
-  Higher Order Thinking
-  Authentic Learning Experiences
-  Learner Driven

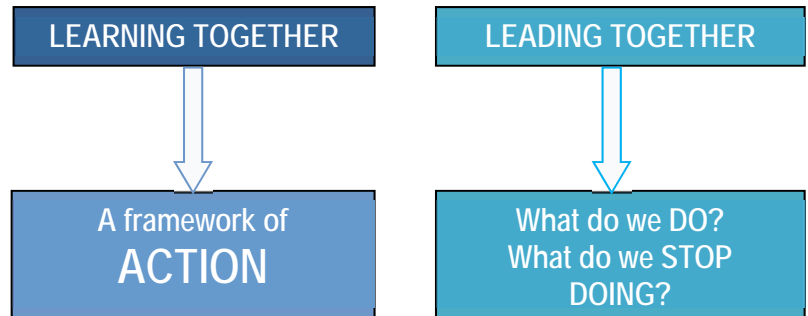
Quality School Focus: Goal Setting

Board of Education: Incorporate the expectations and critical elements of high performing districts.

District: Implement educational programs for college, career, and civic readiness.

FOCUS PARAMETERS:

- A. **Attendance** – establish attendance policy/practice that promotes student and family commitment to learning.
- B. **Relationships** – establish a positive atmosphere that fosters trust, tolerance, confidence, and cultural diversity.
- C. **Culturally Responsive Teaching** – Culturally responsive teaching is based on the idea that an individual's culture is central to his/her learning. Teachers understand and use students' cultural backgrounds to create meaningful, effective learning environments.
- D. **Expectations** – establish a belief that all students can succeed at high levels.



Professional Accountability for Learning

“The Relentless Search for Better Ways!”
Do what our students are waiting for – a sense of urgency!
~ Bearden

High Performing Districts have:

1. *Clear and Shared Focus*
2. *High Standards and Expectations for ALL Students*
3. *Effective School Leadership*
4. *High Levels of Collaboration and Communication*
5. *Curriculum, Instruction, and Assessments Aligned with the Next Generation Learning Standards*
6. *Frequent Monitoring of Learning and Teaching*
7. *Focused Professional Development*
8. *Supportive Learning Environment*
9. *High Levels of Family and Community Involvement*

Gates Chili Central School District

MISSION

Together we teach and inspire excellence for all learners.



VALUES

We will lead by the four values that define **THE SPARTAN WAY**:

-  Respect
-  Responsibility
-  Compassion
-  Hard Work



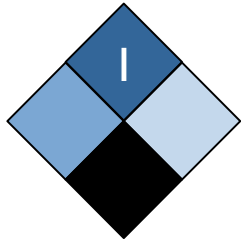
VISION

We will accomplish our mission by building **Relationships, Rigor, and Relevance**.



Dimensions of a Quality School

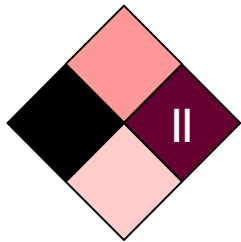
Focus on becoming a high performing school connected to one of the Dimensions.



Student Development

The school promotes student development by providing opportunities to acquire the knowledge and skills that allow students to achieve academic and social independence.

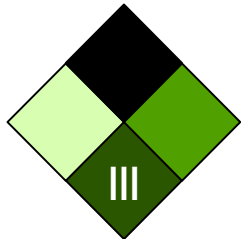
Academic Performance
 Commitment to Learning
 School Community Involvement



Learning Environment

The learning environment is a network of systems that supports the needs of District stakeholders.

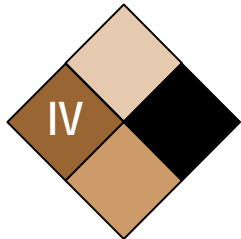
Physical Environment
 Use of Time and Resources
 Behavioral Expectations
 School Safety



Educational Program

The educational program is comprehensive, rigorous, meaningful, and standards based with a goal of creating college and career ready students.

Curriculum	Assessment and Data
Collaborative Practices	Professional Development
Educational Opportunities	Resources and Materials
Instructional Practice	

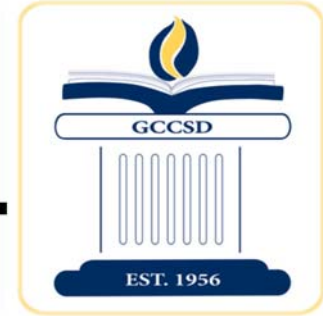


School Culture

The school culture is one of mutual respect, where all stakeholders work together to support the development of the individual student intellectually, socially, emotionally, and physically.

Vision	Relationships
School Community Pride	Innovation
Communications	Informed Decision Making

Quality School Focus: Becoming a High Performing District



Our objectives are multifaceted:

Improve Academic Achievement: Improving relationships, instructional practices, formative assessments, and learning significantly impacts how we measure student achievement, using the gains in test scores as one measure.

Ensure 21st Century Readiness: We need to embrace diversity and appreciation of the many cultures that surround us; creating a learning environment that focuses on global awareness and connections that are collaborative and creative.

- Incorporate *Real-World Experiences* that are aligned to expectations in both college and career by fostering a desire to teach others and solve problems, together.
- *Relevant Instruction* will provide students the opportunity to know how to find the information and foster the use and application of this information through communication, critical thinking and inquiry. Relevant Instruction will also include cultural responsiveness, social emotional awareness, and the education of the WHOLE Child!
- *Best Instructional Practices* will focus on student engagement strategies to meet the needs of ALL learners through brain based learning.

Digital Conversion and Citizenship: The District is working toward having all students assigned a 1:1 computing device by 2018-2019. With each student in possession, a focus will be to offer authentic Professional Development opportunities for staff to ensure that technology integration is an instructional best practice that is research based and supported.

The Innovator's Mindset will Empower Learning, Unleash Talent, and Lead a Culture of CREATIVITY!
(Couros, 2015)

Learner Centered... to Improve Academic Achievement!

Quality School Focus: Becoming a High Performing District



Ongoing work through the 2018-2019 School Year

Dimension I: Student Development:

- Support a Universal Prekindergarten (UPK) program that focuses on literacy skill acquisition and play.
- Provide targeted interventions using data to support growth/achievement of Students with Disabilities (SWD), English Language Learners (ELL), and General Education students.
- Challenge every student through accelerated and enriched learning opportunities.

Dimension II: Learning Environment:

- Maintain/Sustain a physically safe environment; review, and revise the district's approach to discipline to ensure success for all students.
- Maintain/Sustain an emotionally safe environment through the work of Mental Health Teams throughout the district.
- Monitor the scope of work for Phase 1, and begin to develop Phase 1A of the Capital Improvement Project to improve facilities district wide.

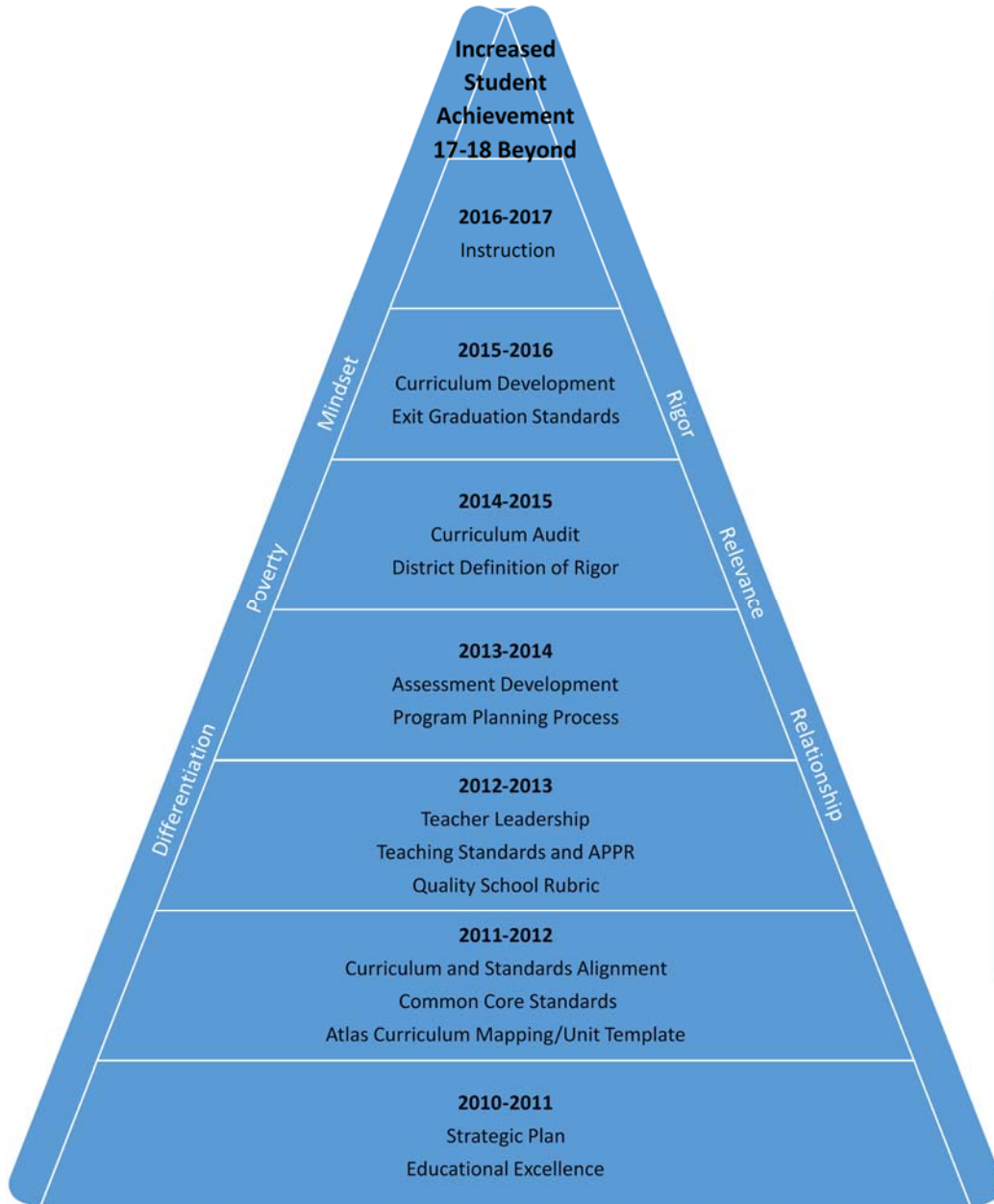
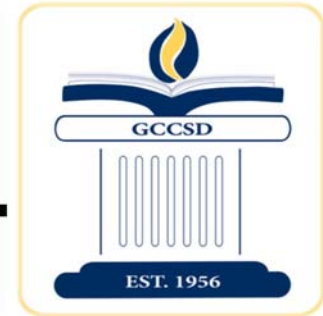
Dimension III: Education Program:

- Use the graduation requirements P-12 to guide our work to becoming a high performing district.
- Evaluate the effectiveness of current Alternative Education Programs to ensure we can meet the needs of ALL Students district wide.
- Develop highly effective **Instructional** Frameworks district wide.
- Ensure that students have equal access to computing devices, internet, and a familiarity with technology skills aligned to the ISTE standards/ 21st century-skills.
- Teachers, Teacher Leaders, Content Leaders, and Teachers on Special Assignment (TOSA), and Administrators work collaboratively to build **Culturally Responsive Training Practices**.

Dimension IV: School Culture

- Consider the budget a moral document.
- Provide meaningful professional development.
- Level the playing field.
- Engage parents as authentic partners.
- Use approaches that promote engagement and ownership of learning.

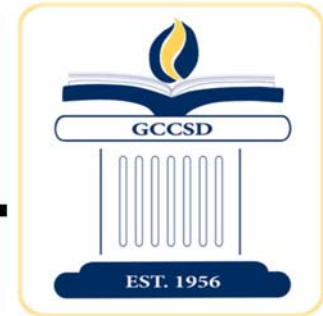
Quality School Focus: Increased Student Achievement Pyramid



As a District, we've established a strong curriculum foundation aligned to State Standards. This curriculum is actualized in the classroom through teachers' instructional practices. Research indicates that the biggest impact on student success is teachers' instructional practices, which is why we must continue to focus on instruction. Instruction that is rigorous, student centered and engaging for students conveys what they should specifically know and be able to do in each lesson, causing students to think critically and wonder about the content and meaning of what they're learning. This in turn engages students in activities that can be shared and discussed with others and produces evidence of learning. Evidence, through formative and summative assessments, that informs teachers of students' strengths and needs and generates data so teachers can plan targeted lessons and interventions to meet students' learning needs. As educators, we can and will improve the academic success of students by providing highly effective instruction to all learners.

Board of Education:

2018-2019 Goals



Goal Statement: The Board Goals for 2018-2019 will focus on Learner Centered practices that will be designed to improve Academic Achievement, within a culturally responsive environment and ensure that every child is prepared for success.

- **Board Goal:** Monitoring District Goals-The Board will continually monitor progress on district goals and effective instruction with data-based information during the 2018-2019 school year to improve student achievement.

ACTION:

- The board will use an approved rubric to delineate what data information will be provided to determine progress toward the district goals. That information could include enrollment, attendance, grading, discipline, extra-curricular participation, family engagement and overall academic achievement, aligned to ESSA, for the board to make those determinations.
- The Board will be part of the master calendar that will help qualify and quantify what information should be presented when, including what format and substance should be contained for the board to make informed decisions.
- The Board will use both a Mid-term goals report and a Year-end goals report from the Superintendent, along with calendared reports, to update the Board during the year.

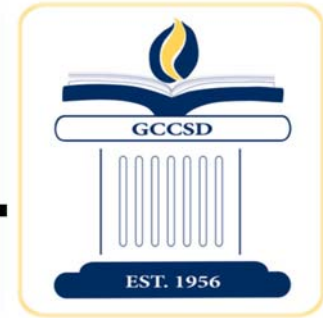
- **Board Goal:** Professional Development-The Board will concentrate its professional development efforts during the 2018-2019 school year on topics related to becoming a more cohesive and effective leadership team.

ACTION:

- The full Board will commit to attending workshops, retreats, and other special meetings to build in process time to meet this goal. The Board will use facilitators as needed.
- The Board will promote professional development by allowing opportunities for board members to attend MCSBA meetings, NYSSBA events and allowing at least one member to attend the annual NSBA Convention in Philadelphia, if the budget allows.
- The Board will make available the book list that the district is using for professional development so that board members can voluntarily choose to participate in those readings.

Board of Education:

2018-2019 Goals



- **Board Goal:** Superintendent and Board Evaluation Tools-The Board will implement a Superintendent and Board evaluation to accurately reflect the performance of the Superintendent and Board toward meeting the district’s goals for accountability and success.

ACTION:

- The Board will continue to learn how to effectively use the tools within BoardDocs, so that members can more effectively gather and store information to help in both the Superintendent and Board Evaluations.
 - The Board will work to build in time to process and interpret information used for the evaluation process to become proactive instead of reactionary.
 - The Board will consider a “mid-year” evaluation tool to gauge success in reaching Goal #2.
-
- **Board Goal:** Effective Community Communication-The Board will develop opportunities for the community to better understand the role of the Board of Education as a leadership team and help the community to become more engaged in the work of the district.

ACTION:

- The Board will be ambassadors of the new Gates Chili APP that will be marketed to staff and parents this fall to improve communication.
- The Board will develop/improve internal protocols on communication that include, Board member to Board member, Board member to Board President/VP, and Board to Superintendent to facilitate the dissemination of information and support the “no surprises” rule.
- The Board will work on process and procedures that consider the “chain of command” and the need to complete the loop when the community brings concerns, issues, or information to the Board that will improve overall communication.

Strategies for High Performing School Districts.

District Strategies

PRIORITY DIMENSION: STUDENT DEVELOPMENT

Goal Statement: By August 2019, the district will show 4% improvement in proficiency levels on NYS assessments to ensure that ALL children's learning needs are being met through appropriate interventions, through the development of positive relationships.

- Define levels of intervention and continue to develop a P-12 RtI Program; minimize Special Education classifications through appropriate use of RtI.
- Develop and monitor all supports district wide; support evidence-based Tier I Instructional Strategies.
- Implement Culturally Responsive Teaching Models district wide
- Empower Mental Health teams, and all staff in each building to implement appropriate interventions, relative to social-emotional needs to support students.
- Implement Lucy Calkins Reading Units in Grades 1-4.
- Meet or exceed ESSA requirements.

Element: Commitment to Learning, School Community Involvement, Academic Performance

Focus Parameters: Relationships, Culturally Responsive Teaching, Expectations, and Attendance

Target: Improved proficiency levels by 4% on NYS 3-8 ELA and Math Assessments, Regents exams (Algebra, LE, US History, Global, ELA), including Students with Disabilities (SWD).

Data Set: Percentage of students scoring 3 and 4 on 3-8 Assessments, and percentage of students scoring 3, 4 and 5 on Regents exams, year to year comparison.

Strategies for High Performing School Districts.

District Strategies

PRIORITY DIMENSION: LEARNING ENVIRONMENT

Goal Statement: During the 2018-2019 school year, the Staff will implement learner-centered environments.

- Meet students' needs through differentiated instruction, use of technology, and flexible seating.

The Director of Technology will organize, supervise, and assess the continued integration of district wide Technology integration with the help of two (2) Innovation Coaches through rich and rigorous Professional Development and Coaching opportunities.

- Create a long-range plan for Technology Integration and CTE district wide
 - Continue 1:1 computing expansion to include Grades 9-12
 - Build Professional Development opportunities that support technology integration in every classroom using our TOSA Innovation Coaching model, and in collaboration with other districts (locally, regionally, and nationally)
 - Expand the career pathways and courses that provide students with authentic opportunities to explore careers and develop skills necessary to succeed

The District will continue to focus on facility improvements that include managing the current Phase 1 Capital Improvement Project approved by the voters in May of 2017.

- Create a long-range plan for addressing capital project needs district wide
 - Complete the design phase and submit for NYSED approval process, Phase I
 - Ensure that the project is on time and within budget
 - Create a plan for maintenance and sustainability of all facilities district wide

Element: Physical Environment and School Safety

Focus Parameters: Expectations

Target: Complete construction of track and field for June/July 2019 start, design and approval of all other by June/July 2019, and complete construction by 2020-2021. Increase PD participation and coaching opportunities, district wide by 10%; increase the number of 1:1 computing devices as specified in the Technology Plan for Smart Bonds funding implementation.

Data Set: A set of drawings submitted to NYSED and confirmation of receipt. Documents that capture the number of PD participants each year, along with confirmation that all devices have been ordered and processed through the IT department.

Strategies for High Performing School Districts.

District Strategies

PRIORITY DIMENSION: EDUCATIONAL PROGRAM

Goal Statement: As a district, we expect one year's growth towards grade level/content expectations - identify and share best instructional practices to ensure that all students are fully engaged in daily lessons using the results of formative and summative assessments to drive instruction in the 2018-2019 school year.

- Continue to develop common assessments aligned to the curriculum with a focus on RIGOR, analyzing data to inform best practice, and access for all students
- Develop Culturally Responsive Learning opportunities
- Continue to develop authentic units integrating the Arts (art, music, theatre, and dance) with the district's Arts Integration TOSA, and partner with the Rochester Broadway Theatre League (RBTL)
- Explore Flexible Instruction Time (FIT) with our early learners
- Continue our work, district wide, to incorporate best instructional practices, aligned to Digital Conversion
- Continue to ensure that the High School can sustain course selections, and challenge students academically

Element: Curriculum, Collaborative Practices, Educational Opportunities, Instructional Practice, Assessment and Data, Professional Development, Resources/Materials

Focus Parameters: Expectations

Target: Every student shows one year's worth of growth towards grade level/content expectations that include reading at or above grade level.

Data Set: Percentage of students scoring 3 and 4 on 3-8 Assessments, and percentage of students scoring 3, 4 and 5 on Regents exams, year to year comparison.

Strategies for High Performing School Districts.

District Strategies

PRIORITY DIMENSION: SCHOOL CULTURE

Goal Statement: To improve the positive perception of the Gates Chili Central School District by building relationships and creating a culture of Respect, Responsibility, Compassion, and Hard Work so that everyone experiences success.

- Use the Graduation Standards to ensure future opportunities for success
- Establish a practice of Culturally Responsive Learning opportunities
- Monitor and improve individual student attendance
- Establish widespread practice of welcoming families and community into our schools; develop community based resources to support parents/families.
- Establish practices and/or strategies to improve behaviors, minimize discipline, and reduce long term suspensions.

Element: Vision, School Community Pride, Communications, Relationships, Innovation, Informed Decision Making

Focus Parameters: Relationships and Expectations

Target: Improve the positive perception of the district by 10%...including an increase in attendance of 2%, decrease in discipline issues of 5%, and reduction of long term suspensions by 5%.

Data Set: Schools and district data to include-attendance, and decreasing discipline issues that result in detentions and/or suspensions.