

Goals	Sub-Goals	Updates	Metrics/Evidence	Owner	Start Date	End Date	Completed
Balanced Literacy: Creating the Foundations of Learning				Edgar, Eric, Building Administration, Curriculum Coordinators, Balanced Literacy Committee			
	(1) Assuring cohesion of best practices (as defined by the Scarsdale Balanced Literacy Document);	Jan: Elementary faculty meetings were dedicated to the rollout and navigation of the new Elementary Literacy Guide. RTI TriSate Feedback recommended a focus on purposeful cohesion over standardization in the areas of phonics instruction and classroom interventions and supports. The committee and administrators will meet to study the report to determine next steps. (EM) Mar: May:	Alignment as determined and measured by supervision, assessment and professional development focus		2019-2020	2021-2022	No
	(2) Integrating digital, visual, and text approaches to Balanced Literacy, and	Jan: The new Elementary Literacy website was created, and a section of the site is dedicated to Digital & Media Literacy. (JC) Mar: May:	Alignment as determined and measured by supervision, assessment and professional development focus		2019-2020	2023-2024	No
	(3) Using a balanced student-centered approaches to both instruction and performance-based assessments.	Jan: Two collegial ELA groups were formed for K-2 and 3-5 teachers to provide flexible and differentiated learning opportunities. (EM) Mar: May:	Alignment as determined and measured by supervision, assessment and professional development focus		2020-2021	2023-2024	No
Curricular and Co-Curricular Approaches to Health, Wellness & Well-Being				Ray, Edgar, Thomas, Eric, Stuart, Building Administration			
	(1) Define wellness and well-being for the life of the plan.	Jan: Provide outline of process to operationalize wellness. Mar: May:	Definition of wellness and well-being that includes belonging		2019-2020	2020-2021	No
	(2) Articulate an aligned K-12 plan for student health, wellness, and well-being.	Jan: Physical Education Department is beginning to examine the Whole School, Whole Community, Whole Child Model Mar: May:	List of planned initiatives designed to improve or maintain student health, wellness, and well-being		2021-2022	2023-2024	No
	(3) Identify curricular and co-curricular experiences that contribute to health, wellness, and well-being.	Jan: SHS has developed vaping cessation group for students. This is being used both as a voluntary form of intervention or in lieu of discipline for vaping offenses. Elementary psychologists have begun additional "Tier 2" groups for students due to the addition of the additional psychologist at the District. (ER) Mar: May:	List of ongoing initiatives designed to improve or maintain health, wellness, and well-being		2020-2021	2021-2022	No
	(4) Develop curricular and co-curricular experiences to provide common expectations for educators/coaches and assured experiences for students.	Jan: The Technology Department has been studying elements of a Healthy Digital Lifestyle, and members of the department have attending two BOCES workshops on this topic, featuring experts from Boston Children's Hospital and Harvard Medical School. (JC) Mar: May:	K-12 wellness plan		2020-2021	2023-2024	No
Gardens & Biomechanical Innovation				Edgar, Thomas, Building Administration, Sustainability Committee, Garden Sowers			

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	(1) Assuring experiences across grade levels with coordinated curriculum.	Jan: We have discussed this goal with District staff, PTA/PTCs, and the Foundation to develop a deeper understanding of the goal and to coordinate of outside partnership support and to align expectations for moving forward together. Also used one strand of the SMS Civil Rights Day to weave together components of innovative gardening, community service, and outside agency partnerships by working with the Westchester Food Bank to provide lettuce and garnishes in advance of Thanksgiving meals to families in need. (TH) Mar: May:	K-3 Garden Curriculum and expanded opportunities through 4th-5th grade across the disciplines		2019-2020	2021-2022	No
	(2) Providing year-round gardening opportunities.	Jan: Started the auditing process of what year-round opportunities currently exist within the District, and what areas staff would like to further explore: Grow towers at Greenacres and SMS. (TH) Mar: May:	K-3 Garden Curriculum by month and expanded off-season gardening		2020-2021	2023-2024	No
	(3) Utilizing community-based gardening approaches with outside partners to create school gardens.	Jan: Teachers at the MS used one strand of Civil Rights Day to weave together components of innovative gardening, community service, and outside agency partnerships by working with the Westchester Food Bank to provide lettuce and garnishes in advance of Thanksgiving meals to families in need. (TH) Mar: May:	Involvement of appropriate partners across all schools		2021-2022	2023-2024	No
Global Citizenship Education: Competencies & Ethical Responsibilities				Thomas, Edgar, Drew, Interdependence Institute, East/West Center			
	(1) Utilizing international travel and hosting of students and educators in the furtherance of language acquisition, cultural understanding and competencies, and performance and service opportunities;	Jan: Meaningful engagement opportunities have been expanded through the development of school partnerships (India, Italy) and a cohesive 7th grade virtual collaboration project (science/social studies) with international students. (EM) In addition, the Interdependence Committee is expanding its commitment to diversity and inclusion through exploration of economic diversity by co-hosting a presentation by Nicholas Kristof and Sheryl WuDunn on their new book, <i>Tightrope</i> . Mar: May:	Quantitative and qualitative measures of international and LOTE (languages other than English) engagement		2019-2020	2023-2024	No
	(2) Continuing to use the Global Learning Alliance as a mechanism for international research and benchmarking 21st century student dispositions and competencies for responsible global leadership; and	Jan: (A) We have been meeting with GLA Board and other representatives to plan this spring's GLA Summit. Highlights of the planning include the development of a multi-nation collaborative project involving shared reading experience. (EM) (B) Administrators from the American School in London and Scarsdale compared notes in January on promising practices, 21st century innovations, operational needs and trends, and curricular approaches which attend to student/teacher autonomy and agency while preparing students for secondary studies. (TH) Mar: May:	Additional GLA experiences with wider authentic opportunities for Scarsdale to engage in global benchmarking. Plans include expansion to exemplars in South America and Africa.		2019-2020	2023-2024	No
	(3) Acknowledge and include international families in the fabric of school life through supporting transitions, including in all facets of school programming, and fostering a sense of belonging.	Jan: (A) We have been addressing issues of multiculturalism, diversity, inclusion and belonging by sharing our expectations with staff (such as convocation speeches from District leadership), asking for partnership in recognizing school calendar religious and other holidays and an even wider menu which are not included on our current school calendar, and created District documents to educators to use in instructional planning, classroom instruction, and outcomes of learning, including multicultural clubs and programs that are already currently in place at SMS and SHS, a Glossary of Bias Terms, and a primer on World Holidays and Observances. (B) We have been creating and providing additional resources for more diverse multicultural and multilingual classroom libraries. (C) To support this integration we have also used Administrative Learning Time (part of Administrative Council's professional time) to align our vision and identify professional development needs. (TH) Mar: May:	Authentic community integration opportunities that affirm and celebrate Scarsdale's multicultural community.		2019-2020	2023-2024	No

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Libraries, Learning Spaces & Curated Resources				Edgar, Jerry, Thomas, Eric, Stuart, Building Administration, Librarians			
	(1) Allow students to become critical consumers of information.	Jan: We have begun to implement the new three-year Scarsdale Technology Plan, which contains a description of our work in this domain. This work is ongoing and coordinated at each building by the librarians and computer teachers. (JC) Mar: May:	Teacher and student inventories		2019-2020	2021-2022	No
	(2) Help teachers and students make effective use of libraries and librarians to support research projects and student presentations.	Jan: This work is ongoing and coordinated at each building by the librarians and computer teachers. (JC) Librarians have partnered with ENL teachers to curate new multilingual sections in their spaces. (EM) Mar: May:	Annual Technology and Library Report		2019-2020	2021-2022	No
	(3) Provide students with the opportunity to choose from the broadest possible selection of appropriate reading material, digital and other resources, in a variety of formats, to personalize their learning.	Jan: We have been working with an elementary classroom library specialist to design a measurement tool of our current collections with a critical eye on diversity, balance of fiction/nonfiction and genres, and developmental range. (EM) Mar: May:	Student and educator surveys, library purchasing and book inventories, and the list of online databases available on library websites		2019-2020	2021-2022	No
	(4) Support opportunities to reconfigure instructional spaces that foster flexible learning activities and collaboration.	Jan: The middle school has expanded classroom libraries to enrich opportunities for choice and to build reading volume. (EM) Teachers and administration have worked together to explore various types furniture for classrooms and small group areas. The group is focusing on both flexible grouping and universal design for different types of learners. (ER) Mar: May:	Evaluation of flexible learning activities and pilots of this work (on an annual basis), and annual facilities plan and budget		2019-2020	2021-2022	No
Next Generation Standards Development & Implementation				Edgar, Building Administration, Curriculum Coordination, Professional Learning Team			
	English Language Arts: Using available tools, structures, professional learning and progressions to engage Next Gen Standards in ELA (See Balanced Literacy for Elementary Focus).	Jan: Tri-State conducted a visit on December 11th, 12th, and 13th with a focus on RTI reading, K-12th. Specific feedback was given related to cohesion of phonics instruction and professional learning opportunities for classroom teachers. Mar: May:	State and Scarsdale Assessments. Vertical alignment.	Building Administration, Dept. Chairs	2019-2020	2021-2022	No
	Science: Purposeful and integrated alignment with NGSSA through structured and systematic rollout up the grades in elementary and alignment/adaptation work in MS/HS.	Jan: The secondary science departments were engaged in discussions concerning the implications of standards shifts and the professional learning needs anticipated. As part of a structured roll-up, elementary school teachers from Kindergarten to 3rd grade have been formally trained in Next Generation training in Science through BOCES designed Science 21 resources. (EM) Mar: May:	State and Scarsdale Assessments. Vertical alignment.	Kiley, Building Administration, Dept. Chairs	2019-2020	2023-2024	No
	Math: Development and adoption of appropriate curricular tools while developing instructional practices with a lens on mindset, critical problem solving, and flexible thinking.	Jan: The secondary math departments were engaged in discussions concerning the implications of standards shifts and the professional learning needs anticipated. (EM) At the elementary level, the math steering committee is engaged in determining pilots for the upcoming year for new math resources. (EM) Mar: May:	State and Scarsdale Assessments. Vertical alignment.	Pavia, Building Administration, Dept. Chairs	2020-2021	2023-2024	No

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	Social Studies: Systemic and critical analysis, adaptation, integration and engagement of C3 framework K-12.	Jan: The secondary social studies departments were engaged in discussions concerning the implications of C3 shifts and the professional learning needs anticipated. In addition, social studies leadership K-12 met with a BOCES consultant to discuss the "building awareness" phase of NYS social studies alignment.(EM) Mar: May:	State and Scarsdale Assessments. Vertical alignment.	Kenny & Lian, Building Administration, Dept. Chairs	2020-2021	2023-2024	No
Professional Culture of Lifelong Learning				Thomas, Edgar, Drew, Eric, Rachel, Jerry, Stuart, Ray, Professional Learning Team, STI Policy Board			
	(1) Establish a connected, coherent, and well-communicated professional learning plan that facilitates the alignment of District goals and priorities with our supervision and evaluation processes, and professional learning opportunities (both District- and community-based) for all employees of the District.	Jan: A draft of a digital PD calendar has been developed to help coordinate learning opportunities at the elementary level. Mar: May:	A revised PDP that narrates the purposes, highlights the opportunities, and connects explicitly to the goal setting process.		2019-2020	2021-2022	No
	(2) Align supervision processes for teachers and leaders based on the following guiding principles: (a) supervision of instruction is learning, rather than teaching, focused; (b) teacher and leader effectiveness is validated in believable and strength-building ways; (c) resources are available to help teachers and leaders think about and plan to meet self-set goals, and to facilitate teachers' analyzing and solving of classroom challenges; and (d) teachers are able to get and use feedback to stretch their thinking about instructional decisions.	Jan: The New York State Education Department (NYSED) is still finalizing new APPR regulations. Once finalized, the District-wide APPR study group will reconvene to pick up the work from last spring around identifying potential areas of our APPR plan well-suited to revision in alignment with these principles. In the meantime, our ongoing work with Research for Better Teaching has resulted in the engagement of over 100 teachers in the Skillful Teaching class, which provides a framework for implementing best practices and solving instructional challenges. (DP) Mar: May:	Revised APPR plan for teachers and principals that reflects shared values and meaningful processes that align to those values.		2019-2020	2020-2021	No
	(3) Establish a sequence of professional development opportunities around key foundational skills (curriculum planning, pedagogy, technology use/integration) and student-specific areas of performance (Wellness and Well-Being, Executive Functioning, Special Education, RTI, etc.) that is prioritized for new faculty, but is also available to all faculty.		A written "Foundations" program of induction that expands beyond year 1, and is captured within the PDP.		2020-2021	2022-2023	

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	(4) Align the supervision processes for other employees to support school, department, and District goals, and continuously and collaboratively design professional development opportunities that are similarly aligned.	Jan: We have continued to identify and deliver professional development offerings for members of our Secretarial and Custodial bargaining units, and have introduced mentoring for new Secretaries and Teacher Aides. Each of these groups have contractually-negotiated annual expectations for professional learning, and we have worked collaboratively to implement meaningful, job-related learning. Mar: May:	A practice among supervisors to review goals at least annually with members of their departments, and to generate possible PD opportunities based out of that discussion.		2019-2020	2021-2022	No
	(5) Formalize the vehicles for goals-aligned adult learning opportunities for members of the broader community, including Scarsdale parents, residents, and community partners.	Jan: Mar: May:	A calendar that aggregates and cross-references learning opportunities within and beyond the School District, including the Adult School and other community opportunities.		2021-2022	2023-2024	No
SET 2.0, STEAM & Design Thinking				Edgar, Jerry, Thomas, CFI Ambassadors			
	(1) Systems and structures that support integrated STEAM and design thinking (S&DT).	Jan: This is ongoing work. Mar: May:	Revised K-12 STEAM Integrated Component (Technology Plan Supplement)		2019-2020	2023-2024	No
	(2) Allocate resources toward the development and creation of S&DT models.	Jan: We are planning to purchase and introduce a new robotics unit in the early elementary grades. (JC) Mar: May:	Revised K-12 STEAM Integrated Component (Technology Plan Supplement)		2019-2020	2023-2024	No
	(3) Cohesion and alignment of core principles of S&DT.	Jan: The elementary computer teachers offered two workshops on technology STEAM units (coding and robotics) to elementary teachers. Also, we completed the first draft of a revised K-12 STEAM sequence, and the final document will be published in March. (JC) Mar: May:	Revised K-12 STEAM Integrated Component (Technology Plan Supplement)		2019-2020	2023-2024	No
Student-Centered Opportunities & Environments				Thomas, Edgar, Jerry, Eric, Ray			
	(1) Ensure students are active participants and engaged learners by making meaningful choices in what and how they learn;	Jan: Two sessions were held for the STI course on LATIC models. The STI is represented by teachers at the elementary, middle and HS level. In addition, student-centered opportunities have been discussed and prioritized in secondary department meeting Strategic Planning discussions. (EM) Mar: May:	Teacher and student survey/inventory of authentic inquiry opportunities		2019-2020	2023-2024	No
	(2) Utilize essential questions for an inquiry-based approach to learning;	Jan: Mar: May:	Teacher and student survey/inventory of curriculum		2019-2020	2023-2024	No
	(3) Allow students to show content mastery in a variety of ways;	Jan: Mar: May:	Teacher and student survey/inventory of choice and voice of ways to demonstrate understanding		2019-2020	2023-2024	No
	(4) Utilize clear assessment rubrics or performance-based criteria for providing feedback;	Jan: ICT special education staff has developed consistent formats for students with disabilities to measure progress. The format is focused both on standardized and performance based standards allowing for students to show success in ways aligned to their strengths. (ER) Mar: May:	Teacher and student survey/inventory of meaningful use of rubrics and performance based criteria		2019-2020	2023-2024	No

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	(5) Provide access to scaffolding materials, tools, and resources; and	Jan: Mar: May:	Teacher and student survey/inventory of access to support materials, tools, and resources		2019-2020	2023-2024	No
	(6) Optimize choice in creating or determining environments that are most conducive to learning outcomes.	Jan: Mar: May:	Teacher and student survey/inventory of student centered learning environments		2019-2020	2023-2024	No
Student Supports				Eric, Edgar			
	(1) Assess and ensure cohesion in the RTI system including the sharing of best practices, differentiated support imbedded in classroom instruction, and focused goal oriented tiered support with criteria for success.	Jan: The RTI TriSate Report is in the process of being processed by the RTI steering committee to evaluate next steps. Elementary Assistant Principals have taken a leading role in developing PD related to tier 1 interventions discussed in the RTI report. (ER) Mar: May:	Tri-States RTI Visit, RTI usage over time, LLI usage over time		2019-2020	2022-2023	No
	(2) Develop frameworks for a unified phonics approach, strategic reading support, and reading volume as "intervention".	Jan: The ELA Curriculum Committee is developing approaches to phonics and focusing on vertical alignment in word study. (ER) Mar: May:	Various programs and curricula, LLI usage, RTI support numbers		2019-2020	2022-2023	No
	(3) Special Education: Review and enhance the continuum of services. Focus on expanding the number of students able to attend District schools.	Jan: Proposed 8:1:2 classroom for 2020-21. Incorporation of additional services including pull out academic sections for appropriate students in some ICT classes. (ER) Mar: May:	Out-of-district recommendations, classification rates, budget implications		2019-2020	2023-2024	No
Sustainable Schools and Systems				Drew, Edgar, Stuart, Thomas			
	(1) Establish clearly articulated vision, guiding principles, action areas, and Big Ideas of Sustainability.	Jan: We engaged the Administrative Council in a learning session around the Strategic Plan goal with the aim of raising awareness and understanding of sustainability and the key components. Further, the District-wide Sustainability Committee continues to meet to define roles and responsibilities, and to identify priority areas for professional development and project implementation. (DP) Mar: May:	An "all things sustainability" page on the website that identifies these once agreed upon.		2019-2020	2020-2021	No
	(2) Engage students in assured learning experiences related to EfS, and provide opportunities for students to propose and implement authentic and innovative sustainability practices.	Jan: SHS Sustainability Committee students have used a newly developed proposal process to identify two projects for action this year. The first was a proposal to install additional bike racks on the Post Road side of the SHS, which has been completed. The second proposal was to ban the sale of plastic water bottles, which has directly led to the planned installation of new water filling stations in the lower cafeteria. The students have engaged with District leaders with respect to the further step of banning the sale of water bottles, and is currently researching the issue in detail. (DP) Mar: May:	A K-12 curriculum map of experiences, and a clearinghouse for student-directed opportunities.		2020-2021	2023-2024	No
	(3) Develop and implement professional learning opportunities that foster the development and implementation of assured student experiences in EfS.	Jan: Mar: May:	STI and District catalog of PD opportunities inclusive of a sustainability strand.		2019-2020	2023-2024	No

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	(4) Embed the Guiding Principles into the development of our Facilities Master Plan, and prioritize sustainable practices and EfS opportunities in capital and non-capital projects.	Jan: Mar: May:	Facilities Master Plan, explicit links to sustainability-related components of facilities projects.		2020-2021	2023-2024	No
	(5) Ensure appropriate new and existing community partnerships that support these outcomes.	Jan: Mar: May:	An "all things sustainability" page on the website that identifies partnerships and collaborations.		2019-2020	2023-2024	No
Unified System of District-Wide Goal Setting				Thomas, Edgar, Drew, Eric, Rachel, Jerry, Stuart, Ray, Professional Learning Team, STI Policy Board			
	(1) Establish a unified, system-wide process for setting and communicating goals at the individual, school, and District-levels in order to: (a) continuously deepen and broaden the repertoire of Scarsdale educators across all areas of performance; (b) strengthen the consistency and coherence of student learning experiences and outcomes; and (c) identify and prioritize professional growth opportunities for all adults in support of established goals.	Jan: We have begun conversations around goal-setting at all three levels. At the elementary level, teachers have set literacy goals for the 2019-20 school year, and the goals have been the basis for identifying professional development priorities within each building, and have enabled teachers to connect across grade levels. At the Middle School, building-wide goals have steered a variety of professional learning priorities, both within and across departments. At the High School, goals-based committee work is underway in the areas of assessment, Advanced Topics, and inclusion and belonging. (DP) Mar: May:	Agreed-upon format and process for goal setting with associated PD priorities by individual, dept, school, etc.		2019-2020	2022-2023	No
	(2) Leverage this unified system for goal setting and communication in order to foster innovation and ensure that all students are realizing their full potential.	Jan: Mar: May:	Goals-alignment section on applications for grants and other internal opportunities (CFI, STI, PD grants, etc.)		2020-2021	2022-2023	
Using Technology to Transform Teaching, Learning & Assessment				Jerry, Edgar, Rachel			
d	(1) Use appropriate technology as a tool for teaching, learning, and assessment.	Jan: We have begun to implement the new three-year Scarsdale Technology Plan. This work is ongoing and coordinated at each building by the computer teachers. Software subscriptions have been renewed, and expanded access for some online services is planned for the upcoming months. (JC) Mar: May:	K-12 Technology Plan and Technology Projects database		2019-2020	2023-2024	No
	(2) Provide access to appropriate desktop and mobile technology throughout the District, including classrooms, labs, libraries, and offices.	Jan: The 7th grade 1:1 device program launched successfully this fall, with plans to continue expanding the program to 8th grade next fall. The HS created a committee to study student access to technology, including investigating a possible 1:1 program. The team completed two site visits and hosted several meetings and discussions. A recommendation to the faculty and administration will be made in February. (JC) Mar: May:	Hardware budget included in the K-12 Technology Plan		2019-2020	2023-2024	No

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	(3) Empower learners by giving them tools for creating, communicating, and collaborating.	Jan: This work is ongoing and coordinated at each building by the computer teachers. The Board and community will be updated on our progress during the January 27th Board meeting. (JC) Mar: May:	K-12 Technology Plan implementation and inventory of software applications		2019-2020	2023-2024	No
	(4) Allow all users to curate information to solve authentic problems using technology tools.	Jan: The work is ongoing, and coordinated at each building by the computer teachers and librarians. (JC) Mar: May:	Technology Annual Report		2019-2020	2023-2024	No
	(5) Recognize the ethical and legal responsibilities and opportunities of learning and working in an increasingly interconnected community.	Jan: The Director of Instructional Technology met with the PT Council to discuss a review and revision to the Scarsdale Social Media Policy. Work is expected to begin in March. (JC) Mar: May:	Responsible Use Policy and Digital Citizenship Presentations		2019-2020	2023-2024	No