



Sherburne-Earlville Central School District

Strategic Plan

Mission:

Inspire and empower each learner to reach their full potential.

Vision:

An innovative, high performing rural school district delivering educational excellence.

Core Beliefs:

- Students are our number one priority.
- Everyone can learn and grow.
- We welcome and respect diversity.
- Everyone is treated with compassion, kindness and dignity.
- An engaging education includes rigorous academics, as well as relevant life skills.
- Creativity and innovation are key in a rapidly changing world.
- We promote integrity, trust, accountability, and hard work.
- Community, collaboration and partnerships are vital to our success.

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2021-24 Strategies & Priorities ^{1,2}

Deliver exceptional learning opportunities for all

- Audit our UPK-12 literacy and math program to align and strengthen curriculum, instruction, assessment.
- Identify priority standards, target needs for remediation, and revise curriculum, instruction and assessment.
- Implement rigorous learning environments that increase student inquiry, innovation, and collaboration.
- Use student data to improve instructional practice and student learning.
- Provide an engaging set of extracurricular and enrichment opportunities.

Ensure a caring, safe and inclusive learning environment

- Actively promote social emotional learning to improve wellness for all.
- Create an inclusive learning environment that supports all learners.
- Strengthen UPK-12 supports and interventions for regular and special education students.

Build strong community relationships

- Enhance family school engagement and connections.
- Collaborate with higher ed, business, and industry to increase opportunities for our students.

Engage



Support



Partner



¹ Bolded statements are immediate priorities.

² The district will direct its professional development resources to support the priorities above.

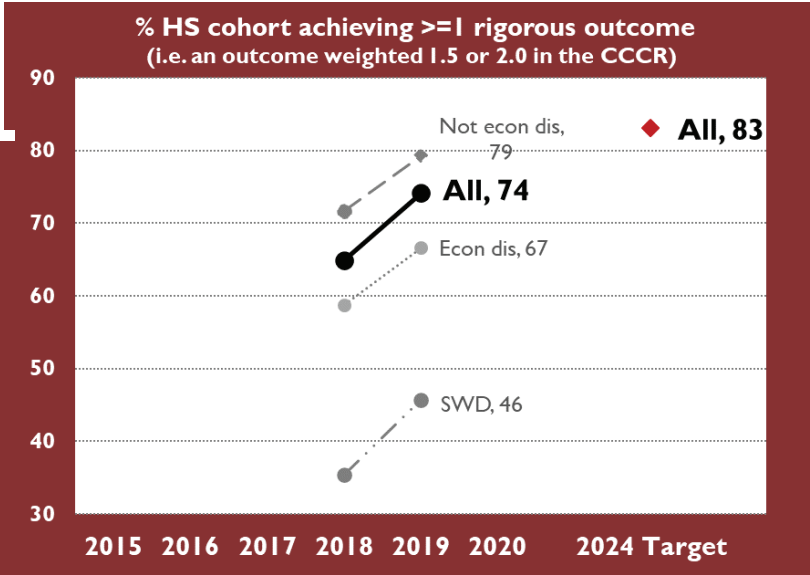
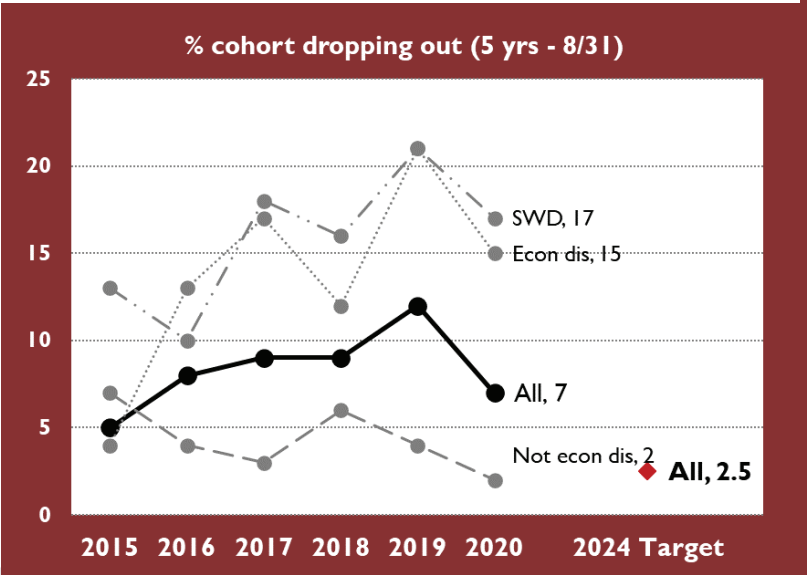
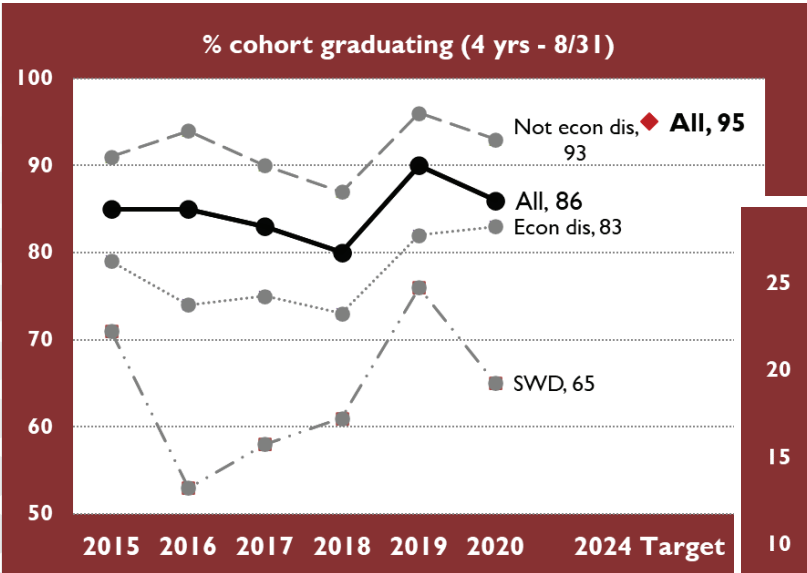
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Strategic Plan

2015-2020 Performance Trends & 2024 Targets



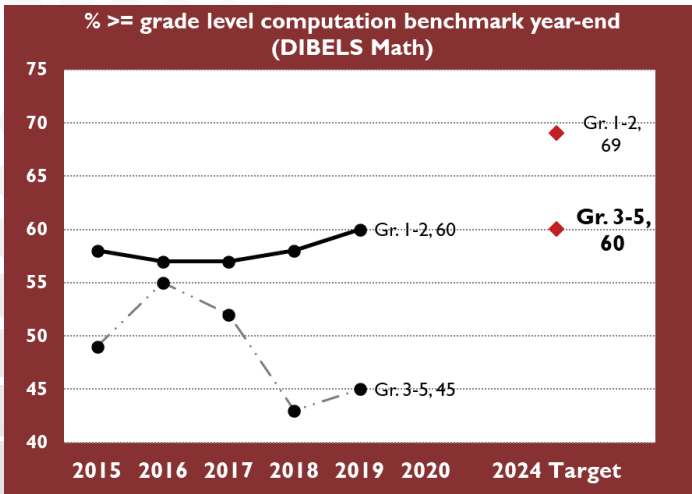
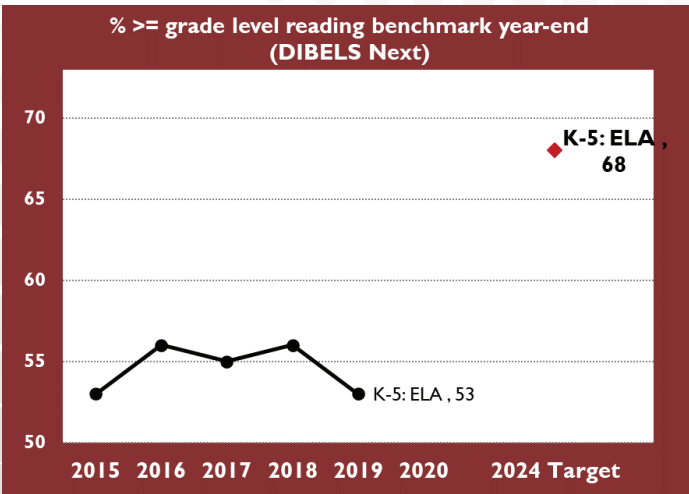
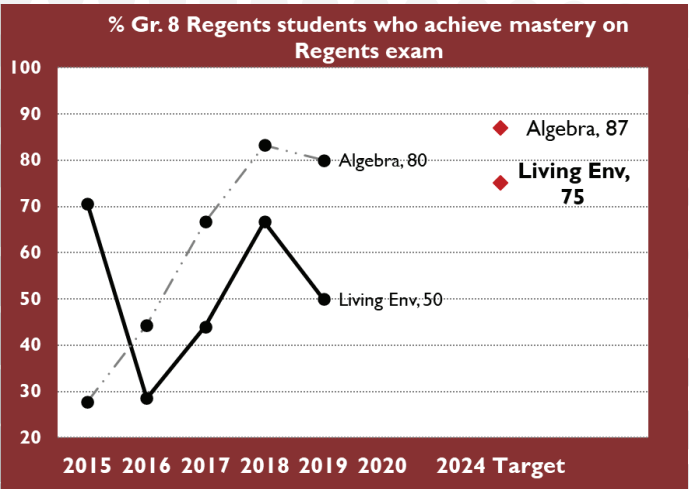
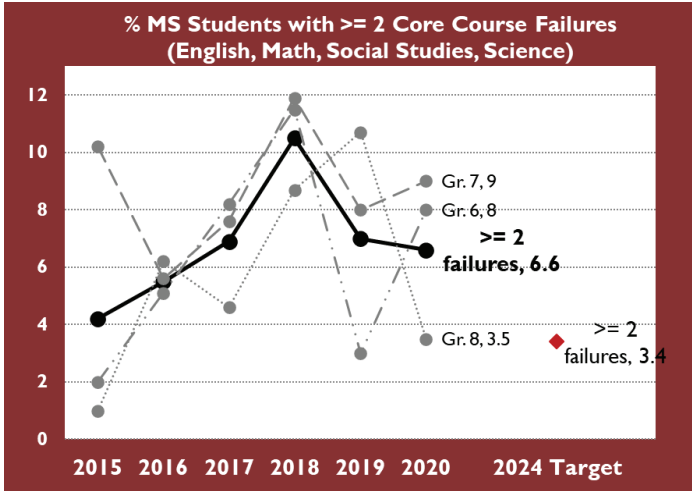
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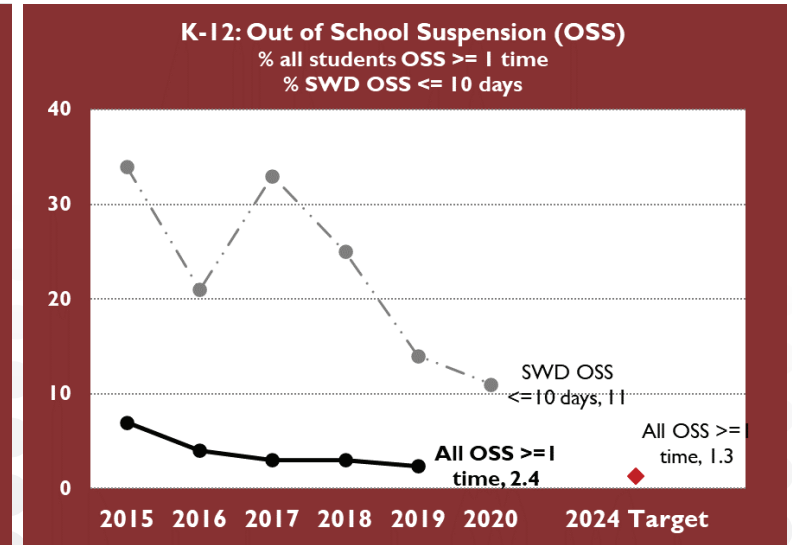
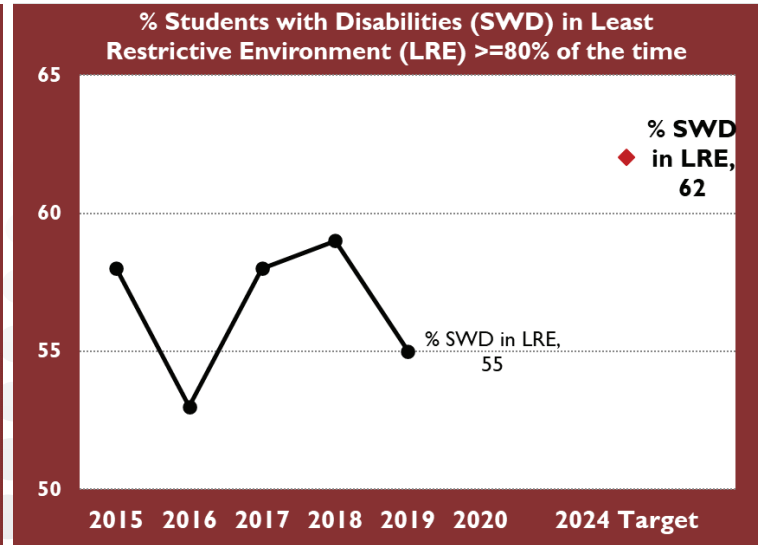
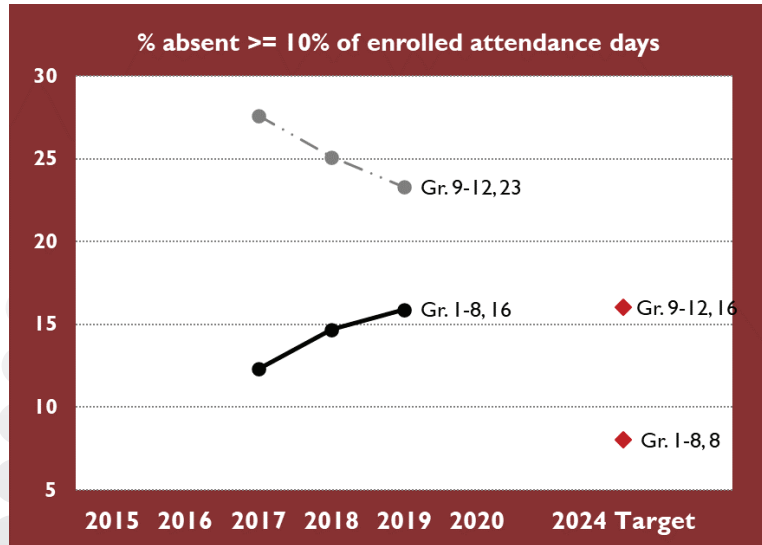
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The Strategic Planning Team
will consider adding additional
strategic metrics in the future.
For example:

- Kindergarten Readiness
- Climate survey of students, staff and parents
- Classification Rate
- Participation in extra-curricular activities
- Common Formative assessments

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2015-2020 Performance Trends: NYS Grade 3-8 Assessments

The United States Department of Education has required New York State to administer the Gr. 3-8 ELA & Math assessments in the 2020-21 school year. The results, however, will not be used to determine accountability status or for annual professional performance reviews (APPR). In the future, the district planning team will revisit whether to include Gr. 3-8 assessment results as a strategic performance metric. Below are trends for test refusal and proficiency rates, as well for as mean growth percentile. See appendix for definitions.



3-8 NYS State Assessment: % test refusals		2015	2016	2017	2018	2019	2020
ELA		64	62	56	53	47	n/a
Math		66	66	56	52	48	n/a

3-8 NYS ELA (% proficient)		2015	2016	2017	2018	2019	2020
All students		17	23	23	32	25	n/a
Students with disabilities		7	2	5	7	1	n/a
Not economically disadvantaged		33	31	32	41	39	n/a
Economically disadvantaged		10	16	14	23	13	n/a

Gr. 4-8 NYS ELA (Mean Growth Percentile)		2015	2016	2017	2018	2019	2020
Gr. 4 - 8		-	-	40	45	43	n/a
Gr. 4		-	-	36	51	42	n/a
Gr. 5		-	-	33	45	47	n/a
Gr. 6		-	-	62	50	48	n/a
Gr. 7		-	-	49	-	43	n/a
Gr. 8		-	-	26	34	22	n/a

3-8 NYS Math (% proficient)		2015	2016	2017	2018	2019	2020
All students		14	18	28	30	25	n/a
Students with disabilities		2	2	11	8	7	n/a
Not economically disadvantaged		22	25	40	42	40	n/a
Economically disadvantaged		10	13	18	19	14	n/a

Gr. 4-8 NYS Math (Mean Growth Percentile)		2015	2016	2017	2018	2019	2020
Gr. 4 - 8		-	-	55	45	44	n/a
Gr. 4		-	-	39	29	46	n/a
Gr. 5		-	-	55	58	47	n/a
Gr. 6		-	-	63	53	49	n/a
Gr. 7		-	-	72	-	37	n/a
Gr. 8		-	-	52	47	-	n/a

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Appendix



Mission: Clearly communicates the primary aim or goal of an organization. Defines the organization's single most important reason for being.

Answers the question: *Why do we exist?*

Vision: Indicates what the organization aspires to become. A vision is inspiring and may be unattainable. It compels the organization's members and other stakeholders to extraordinary levels of commitment.

Core Beliefs: A super set of beliefs that guide daily behavior and decision making, large and small. They act as a touchstone to achieve the culture you aspire to have.

Cohort: A cohort is defined as the group of students who enroll in the district's 9th grade in a given year and are present on BEDS day in October of that year. This year for example, we will form the 2021 cohort. After that, students are removed from the accountability cohort if, for example, they transfer to another district or pass away, and students are added to the cohort if they transfer in, even for just one day. The state then measures the performance of the cohort at five different intervals after four, five and six years on a variety of indicators, including graduation rate and dropout rate. Note: for graduation outcome reporting, members of a cohort are in one of five buckets only: (a) graduated with a Regents or local diploma, (b) received a non diploma credential, (c) transferred to GED program, (d) are still enrolled or (e) dropped out.

% cohort graduating (4 yrs 8/31): The numerator is the count of students in the cohort who have graduated with a Regents or local diploma after four years of enrollment by August 31, and the denominator is the cohort count.

% cohort dropping out (5 yrs 6/30): The numerator is the count of students who have dropped out of school after five years of enrollment by June 30 and the numerator is the cohort count.

% graduating cohort achieving ≥ 1 rigorous outcome: The state's college, career and civic (CCCR) readiness index weights student's graduation outcomes.

Those outcomes weighted 1.5 and 2.0 in the index are considered rigorous. 1.5 weighted outcomes include: Regents diploma with a Career Development and Occupational Studies (CDOS) Credential ; Regents diploma and earned high school credit for an AP or IB course; and Students with disabilities who earned a Skills & Achievement Credential and average of Level 3 on the NYS Alternative Assessment. 2.0 weighted outcomes include: Regents diploma with Advanced Designation; Regents diploma with Seal of Biliteracy; Regents and ≥ 3 an AP exam or ≥ 4 on an IB exam; Earned high school credit for a dual enrollment course (college level); Regents or local diploma with Technical Ed endorsement; Passed a nationally certified CTE exam; Regents diploma and P Tech program; Regents diploma and Smart Scholars; Students with disabilities who earned a Skills & Achievement Credential (SAC) and average of Level 4 on the New York State Alternate Assessments (NYSAA). In the above calculation, the numerator is the count of students in the cohort who have graduated and earned a 1.5 or 2.0 weighted CCCR outcome and the denominator is the cohort count.

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% Gr 8 Regents students who achieve mastery on Regents exams: The denominator is the count of Gr. 8 students enrolled in the identified Regents course (i.e., Algebra of Living Environment) and the numerator is the count of students achieving mastery on the Regents exam (i.e., scoring $\geq 85\%$).

% middle schoolers failing ≥ 2 classes year end: Indicates what the organization aspires to become. A vision is inspiring and may be unattainable. It compels the organization's members and other stakeholders to extraordinary levels of commitment.

DIBELS Next reading & DIBELS Math: According to DIBELS Next documentation: Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) of achieving later important reading outcomes. These scores are identified as At or Above Benchmark and the students are likely to need Core Support. DIBELS reading and math assessments are given at the beginning, middle and at the end of the year . In 2020-21 we replaced DIBELS become Acadience Reading & Math. This is a change in the assessment name only resulting from a corporate restructuring.

Gr. 1-8 or 9-12 Chronic absence: Indicates what the organization aspires to become. A vision is inspiring and may be unattainable. It compels the organization's members and other stakeholders to extraordinary levels of commitment.

K-12: suspension rates: There are two metrics here:

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- % students suspended out of school ≥ 1 time: The numerator is the count of K-12 students who have been suspended out of school ≥ 1 time and the denominator is the total K-12 enrollment count
- % students with disabilities suspended out of school 10 days or less: The numerator is the count of K-12 students with disabilities who have been suspended out of school 10 days or less and the denominator is the total K-12 count of enrolled students with disabilities

% Students with Disabilities (SWD) in Least Restrictive Environment (LRE) $\geq 80\%$ of the time: Indicates what the organization aspires to become. A vision is inspiring and may be unattainable. It compels the organization's members and other stakeholders to extraordinary levels of commitment.

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NYS Gr. 3-8 ELA/Math(% test refusals): The percent of eligible students who do not sit for the Gr. 3-8 state assessment. The numerator is the count of students who sat for the 3-8 assessment and the denominator is the count of students eligible to sit for the state assessment. The United States Department of Education requires that 95% of eligible students sit for the state assessment.

NYS Gr. 3-8 ELA/Math (% proficient): Students' results on the state assessment are scored Level 1 (below proficient), Level 2 (partially proficient), Level 3 (proficient) and Level 4 (excelling). In the above calculation, the numerator is the count of students who have scores of "3" or "4" and the denominator is the count of students who sat for the assessment.

Gr. 4-8 ELA/Math Mean Growth Percentile: Students who have a valid state assessment score in a given year and also had a valid score in the previous year are assigned a growth score (1-99) called a student growth percentile (SGP). The district's Mean Growth Percentile (MGP) is then the average of all students' SGPs. The SGP is calculated by comparing a student's growth year to year to all other "similar" students in the state (i.e., those students who had the same scaled score in the previous year). This is a very sophisticated statistical analysis. For our purposes in strategic planning, we simply need to understand how to interpret the scores:

- An MGP score > 50 means the district is exceeding the average growth of similar students across NYS.
- An MGP score < 50 means the district is lagging the average growth of similar students across NYS.
- According to NYSED's accountability rubric, an MGP of (a) <= 45 is Ineffective, (b) 45.1 50 is Developing, (c) 50.1 54 is Effective, (d) > 54 is Highly Effective.

SWD (Students with Disabilities): Students who have an individual education plan (IEP). This does not include students with a 504.

Econ Dis (Economically Disadvantaged Students): Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Not Econ Dis (Not Economically Disadvantaged Students): Students who do not meet the criteria listed above for "economically disadvantaged" are considered "not economically disadvantaged."

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