

**BYRAM HILLS SCHOOL DISTRICT**  
**Armonk, NY**

**BOARD GOALS 2023-24**

*Adopted 9/19/23*

**Mission Statement**

*In an environment of mutual respect, the Byram Hills School District and its community will provide students with the means, the knowledge, and the opportunity to excel in order to become productive and responsible citizens and leaders of the twenty-first century.*

The District and the Board of Education will focus on the following goals for the 2023-24 school year. The goals include a continued focus on excellence in teaching and learning, the social, emotional, and physical health and safety of students and staff, fiscal accountability and communications, leadership development and succession planning, and education reform and advocacy.

**Excellence in Teaching and Learning**

The Board will support excellence in teaching and learning through dialogue with the administration, policy development, and implementation.

The Board will support rich curriculum and instructional programs where students make meaning through learning in active and authentic ways in collaboration with others. The Board will also support continued innovation in teaching and learning of academic subjects to prepare students for college and career expectations.

**New Curriculum Implementation and Innovation in Teaching and Learning K-5**

- a. Continue to review the current K-5 literacy curriculum, instruction practices, and assessments, and revise as per the literacy study takeaways from last year. Specific initiatives include:
  - i. Review and pilot a phonological and phonemic awareness program in kindergarten, and continue to study the program as a Tier II and III intervention; study its use in grade 1.
  - ii. Purchase additional high-interest and decodable texts for classroom teachers and organize a book bank for easy access.
  - iii. Study and pilot a word study program, including grammar and vocabulary instruction, in grades 4 and 5.
  - iv. Develop a scope and sequence for Orton-Gillingham practices in the programs for students with disabilities.
  - v. Provide the Orton-Gillingham practicum coursework for interested special education teachers.
  - vi. Provide professional learning opportunities in literacy instruction for K-5 teachers.
  - vii. Consider opportunities to engage families in literacy learning and communicate the District's literacy curriculum to parents.
- b. Implement a newly revised Advanced Learners Program in mathematics and humanities.
- c. Pilot a diagnostic assessment in mathematics and pilot two math intervention programs.
- d. Review the MTSS Plan and revise it, including:
  - i. Conduct an assessment audit (in ELA and math); review the current assessments to align K-5 and study the use of a universal screening tool.

- ii. Specify assessments and cut points for intervention entrance and exit criteria.
- e. Pilot a science program in grades 1-5.
- f. Evaluate the character education program 3-year pilot study, and make a recommendation for adoption.

**6-12**

- a. Implement opportunities for students to earn the Seal of Civic Readiness.
- b. Study and plan for the Seal of Biliteracy.
- c. Continue to study the science curriculum and instructional practices aligned to the new NYS standards, and prepare for the Tri State Evaluation in fall 2024.
- d. Study and provide professional learning on the use of Dialectical Behavior Therapy (DBT) with special education teachers and professional support staff and determine practical uses to support students.

**9-12**

- a. Implement year 2 of the new entrepreneurship course, *StartUp*.
- b. Study grading practices and engage faculty in discussion and learning from research.
- c. Review and revise the MTSS process.
- d. Continue to develop student leadership skills and provide opportunities for students to practice leadership in and out of the classroom.

**K-12**

- a. Continue to develop guidelines for curriculum and instruction decisions.
- b. Study the impact of artificial intelligence (AI) in schools and how to leverage it for successful teacher and student use.
- c. Continue to review and revise the District’s character education principles.
- d. Review art and music programs with the new Director of Fine Arts.

**Using Data to Inform Practice**

Support the use of a variety of data types to study, evaluate, reflect upon and revise programs, school environment, curriculum, and instructional practices that impact student learning. Specifically:

- a. Continue to implement and train administrators and teachers on the use of Branching Minds to track student performance and response to interventions.
- b. Revise methods and tools used for the instructional support teams to best diagnose student learning needs, monitor student progress, and provide appropriate intervention services.
- c. Continue to develop a “data story” to show student performance data over time.

***Social, Emotional, and Physical Health and Safety of Students and Staff***

*The Board will continue to support the District plan for health and safety measures involving Social-Emotional Learning, Security, and CyberSecurity.*

**Social-Emotional Learning**

- a. Support the social and emotional health of staff and students by encouraging continued use of District resources and partnerships with Stanford, the University of Michigan, and Cognitive and Behavioral Consulting Associates for administrator/faculty and student development. The District will also expand its Employee Assistance Program (EAP) offerings for employees.

- b. Conduct training for faculty and staff on Dialectical Behavioral Therapy (DBT) through Circuit Consulting.
- c. Support social and emotional learning by continuing the elementary social-emotional curriculum in grades K-5 (Character Strong), facilitated by our school counselors and support staff, by encouraging positive school and classroom communities, continuing to strengthen teacher-student and peer relationships, and reviewing and revising the District's character education principles.

### **Health Protocols**

- a. Remain apprised of guidelines put forth by the Centers for Disease Control (CDC), the Department of Health (NYSDOH), the New York State Education Department (NYSED), and the American Academy of Pediatrics related to the overall health and safety of all students.

### **Security**

- a. Adoption of the annual District-Wide Safety and Emergency Management Plan (public document) and review guidance issued by NYSED and the NYSDOH for the 2023-24 school year.
- b. Continue to collaborate with Altaris Consulting Group and our new security manager regarding updated safety regulations and emergency response planning.
  - i. The District Emergency Team will continue to enhance details in the Reunification annex, specifically when a potential situation may necessitate reunifying students at a secondary site. This post-incident recovery plan occurs when students are reunited with their parents/guardians should we need to relocate students from their school building in the event of an emergency or non-life-threatening event. The administrative team participated in a reunification drill during the 2022-2023 school year and will engage in this drill again using a secondary site.
  - ii. The building administrators, members of the support staff, and the Student Resource Officers will receive Threat Assessment Team training and create a team at each building. Threat Assessment Teams are convened to identify, evaluate, and address threats or potential threats to school security.

### **Cyber Security**

- a. Support of the procedures for data breach response and recovery.
- b. Monitor data privacy agreements of third-party storage and applications.
- c. Continue to develop the Comprehensive District Data Security and Incident Response Team and Plan.
- d. Start a comprehensive appraisal of the District Data Security.
- e. Collaborate with LHRIC and outside vendors to test and assess the District's security measures, including penetration tests, redundancy tests, and recovery tests.
- f. Collaborate with outside vendors to perform regular audits of applications, such as Google Workspace for Education and others.
- g. Review District policies and procedures including multifactor authentication and on/offboarding of staff/students.
- h. Deploy email and file encryption software for all staff.

### **Fiscal Accountability and Communications**

*One of the Board's primary functions is direct oversight of the District budget, with emphasis on communicating the District's financial stability and fiscally responsible choices that support educational excellence.*

The Board will continue its focus on both current year and long-term fiscal planning, monitor trends, and ensure that the District continues to produce responsible budgets that support an excellent educational program.

#### **Current Year Issues**

- a. Review strategies that reduce operational costs and increase efficiencies.
- b. Plan and develop capital projects.
- c. Conduct District benchmarking, including per-pupil expenditures.
- d. Study, plan and develop a strategy for conversion of buses to electric and changes to infrastructure.
- e. Review athletic field usage to investigate a potential project for lights and an additional turf field.
- f. Develop a plan for financial approval and construction of the Learning Commons at BHHS.

#### **Long-Term Outlook**

- a. Study five-year District forecast.
- b. Study the impact of the tax cap.
- c. Analyze the utilization of District reserves.
- d. Develop plans for capital projects.
- e. Study the incorporation of alternative energy sources.
- f. Monitor pension and health insurance contributions.
- g. Review the impact of potential increases in enrollment and building capacity.
- h. Review impact of potential new real estate development on staffing and budgets.
- i. Anticipate future revenue trends.
- j. Conduct key risk analysis.

### **Leadership Development and Succession Planning**

*The Board of Education shall support teacher and administrator leadership development to guide the greater K-12 vision. The Board shall also continue the succession plan for administrators through dialogue with the administration; support the development of internal candidates who show potential and interest in leadership positions; support practices designed to ensure the success of new and transitioning administrators; and support efforts to recruit excellent candidates.*

The Board will continue to collaborate with the Superintendent on succession planning for the District and will also support the development of current leaders for different positions.

#### **Leadership Development**

- a. Leadership development opportunities will be offered to specific administrators, including executive coaching to build leadership capacity, lead training opportunities for conducting teacher evaluations, and Tri-States leadership training experiences.
- b. Leadership development opportunities will be offered to teachers, including the Teacher Mentor Program, advisory committees at the elementary level, and the development of new programs.

**Education Reform and Advocacy**

*The Board will continue its commitment to monitoring Federal and State education initiatives and will advocate for policies that are in the best interest of Byram Hills. Areas of focus may include state funding, unfunded mandates, curriculum changes, testing, APPR, shared services, Standard Equivalency, and fiscal management. The Board will continue to participate in programs related to policy and advocacy and maintain a dialogue with legislators and other decision makers to advocate for District priorities, as appropriate.*

The Board will review areas of concern for Byram Hills and for public education.

- a. Through WPSBA, the Board of Education will identify advocacy areas of focus and share goals with the school community.
- b. The Board of Education and administrators will continue to focus on the areas of state assessment and graduation requirements.
- c. The Board will study the effects of unfunded mandates, particularly related to electrical vehicles.