

BYRAM HILLS SCHOOL DISTRICT

Armonk, NY

BOARD GOALS 2024-25

Adopted 9/17/24

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 2024-25 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 current research and literature in best practices. Specific initiatives include:
 - i. Implement a phonological and phonemic awareness program in kindergarten classrooms and interventions, and continue to study the impact of the program on students' reading skills.
 - ii. Review the continuity of the Wonders literacy curriculum within and across grade levels, and revise based on gap analysis with state standards and best practices in reading and writing.
 - iii. Study the continuity of word study in grades 4 and 5 (including grammar and vocabulary.)
 - iv. Review the scope and sequence for Orton-Gillingham practices in the programs for students with disabilities, and continue training teachers in Orton-Gillingham methodologies.
 - v. Continue to provide professional learning opportunities in literacy instruction for K-5 teachers.
 - vi. Create opportunities to engage families in literacy learning and communicate the District's literacy curriculum to parents.
- b. Reflect upon and revise the Advanced Learners Program in mathematics and humanities, and provide teacher training on differentiation of mathematical tasks in the classroom.
- c. Continue to pilot and evaluate two math intervention programs.
- d. Continue to revise the MTSS Plan framework, including:
 - i. Pilot a new universal screener assessment.
 - ii. Specify assessments and cut points for intervention entrance and exit criteria.
 - iii. Train all faculty on interpreting the assessment data and provide support for students in Tier 1.
 - iv. Communicate assessment data to parents.

- e. Continue to pilot and evaluate the science program in grades 1-5, and provide teacher training on implementing student-centered learning in science.

6-12

- a. Reflect upon and evaluate the implementation of the Seal of Civic Readiness.
- b. Reflect upon and evaluate the implementation of the Seal of Biliteracy.
- c. Continue to review and revise the accelerated math pathways based on feedback and student performance data.
- d. Continue to study the science curriculum and instructional practices aligned to the new NYS standards; and reflect upon the feedback from the Tri-State Consortium visit.
- e. Continue to review and refine the MTSS process, and reflect upon current assessments.

9-12

- a. Study the NYSED new graduation measures and SED portrait of graduation, and plan for the shift in graduation requirements.
- b. Review and revise years 1 and 2 of the new entrepreneurship course, *StartUp*.
- c. Continue to study and reflect upon grading practices and engage faculty in discussion and learning from research. Pilot the Mastery Transcript's progress tracker to involve students in reflection on their learning in the areas of leadership and the District's new character education principles.
- 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 review and develop the District's MTSS framework to provide appropriate support for all students based on various assessment data.
- b. Continue to study the impact of artificial intelligence (AI) in schools, how to leverage it for successful teacher and student use, and communicate expectations regarding appropriate use.
- c. Study ways to implement and evaluate the District's character education principles.

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 data teams and 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. Continue to 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 share current resources and offerings for employees through the Employee Assistance Program (EAP).
- b. Seek additional opportunities to offer 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 implementing 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 2024-2025 school year.
- b. Continue to collaborate with Altaris Consulting Group and security manager regarding updated safety regulations and emergency response planning.
 - i. The Wampus and HCC Emergency Teams, with the support of the District Emergency Team members, will focus on refining details for a secondary Reunification 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.
 - ii. When necessary, the building level Threat Assessment Team members (District/building administrators, mental health professionals, and the Student Resource Officers) will convene to identify, evaluate, and address threats or potential threats to school security.
 - iii. Transition District Emergency Response Plans to include the new critical incident maps created by CRG mapping. These maps assist emergency response personnel to communicate locations and coordinate during critical incidents and any situations that require emergency response (i.e., 911 call due to medical emergency).
 - iv. Revise lockdown and emergency response drills to align with the updated New York State regulations that require these drills to be conducted employing a trauma-informed approach. Administrators, in collaboration with Altaris Consulting Group personnel, will learn the specific details of this type of approach and then share with faculty and staff for implementation with students during the required drills.

Cyber Security

- a. Support the transition of District cyber security controls from NIST 800-53 Rev 5 to NIST CyberSecurity Framework (CSF).
- b. Begin associating NIST CSF controls with applicable applications, systems, and management protocols.
- c. Support the procedures for data breach response and recovery.
- d. Monitor data privacy agreements of third-party storage and applications.
- e. Continue to develop the Comprehensive District Data Security and Incident Response Team and Plan.
- f. Start a comprehensive appraisal of the District Data Security, including regular audits of applications and systems.
- g. Collaborate with the LHRIC Cyber Security Vertical Support Team to test and assess the District's security measures, including penetration tests, redundancy tests, and recovery tests.

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. Monitor the construction of The Learning Commons to ensure compliance with specifications and timely completion of the project.
- c. Ensure timely completion of NYSED document to ensure approval for the turf field projects and continue to plan for the athletic field lighting.
- d. Work with the consultant to develop and present the strategy for the conversion of buses to electric and changes to infrastructure.
- e. Negotiate an agreement with the BHTA that is fiscally responsible for the District.
- f. Conduct District benchmarking, including per-pupil expenditures.

Long-Term Outlook

- a. Study five-year District forecast.
- b. Study the impact of the tax cap and potential reduction of Foundation Aid.
- c. Analyze the utilization of District reserves.
- d. Develop plans for potential future capital projects.
- e. Strategize mandate to convert bus fleet to electric buses.
- f. Study the incorporation of alternative energy sources.
- g. Monitor pension and health insurance contributions.
- h. Review the impact of potential increases in enrollment and building capacity.
- i. Review the impact of potential new real estate development on staffing and budgets.
- j. Anticipate future revenue trends.
- k. Review tax implications.
- l. 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 training to build leadership capacity, for conducting teacher evaluations, and for 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, such as Foundation Aid.
- 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 electric vehicles.
- d. The Board will monitor the Foundation Aid study recommendations from The Rockefeller Group to assess the impact on Foundation Aid for Byram Hills.