

REPORT TO THE BOARD OF EDUCATION

BUILDING BRIDGES FOR TODAY'S STUDENTS TO CROSS INTO TOMORROW'S WORLD WITH
EQUITY, INNOVATION & OPTIMISM





PURPOSE

An entry plan serves the purpose of establishing a process to assist the new superintendent in developing a comprehensive understanding of the district, within a brief period of time. Information is gathered through interviews, informal conversations, school visits, focus groups, a review of student achievement/ progress data and pertinent organizational documents. This information is used to identify general trends, concerns and priorities of the organization and will serve as the source for the development of a strategic plan.

Particular attention will be on meeting stakeholders to learn the culture, people, systems, and the community to ensure connectedness. Through stakeholder meetings and open communication avenues, I will build relationships, learn what has made NUFSD a point of pride in the community, and develop a depth of knowledge on how to continuously improve the organization to benefit those we serve, our students.



- [illegible]



STAKEHOLDERS VOICES

- Dr. James Montesano
- Clerical staff
- Approximately 95 community members
- 7 Board members
- 20 Students (formally)
- Legal Counsel
- 15 Leadership Team
- Bargaining Unions
- 10 non-profit organizations/ Civic Associations
- *Approximately 35 staff members*
- *Rockland Superintendents*
- *Elected officials*
- *Law enforcement*
- *BOCES Leadership Team*
- *Visited several businesses*
- *PTA members*

GOALS

To create opportunities for me to listen broadly and deeply to a variety of stakeholders to gain a comprehensive understanding of all key aspects of Nyack and increasing community engagement

To adhere to Board's policies and governance by developing a trusting, productive, transparent and collaborative relationship with the Board

To ensure an effective, efficient, and orderly transition of leadership, keeping the focus on continuous improvement and increased student achievement for all students

To create a culture of mutual accountability that achieves the best academic, developmental, and emotional outcomes for all students through a guaranteed and viable curriculum

To ensure fiscal and human capital efficiency, effectiveness, and transparency

VISION/ MISSION STATEMENT

VISION STATEMENT: We believe that all children are born with sufficient innate ability to achieve school tasks, and that it is our ethical and moral responsibility to ensure our school district provides an optimal learning environment that meets the needs of all students regardless of race, gender, gender identity, sexual orientation, socioeconomic status, first language, religion, national origin, age or differently-abled.

MISSION STATEMENT: The mission of the Nyack Public Schools is to provide each student with programs of excellence that instill a passion for learning while preparing them for the challenges of an increasingly complex world. The Nyack Public Schools will enhance each student's self-esteem, help them discover and maximize their individual potential, and guide each to dignify, appreciate, respect and accept human diversity.

90 DAY PLAN

30 days

- ***Absorb as much information as possible (safe space)***

60 days

- ***Contribute and build confidence, relationships, culture of trust***

90 days

- ***Establish a supportive environment aligning “what’s important” to goals and priorities.***



WHAT IS IMPORTANT

Diversity,
Equity, and
Inclusivity

Access to high
level
Innovative
Curriculum
and Instruction

Cadence of
Accountability

Family and
Community
Engagement

Financial
Stability

District
Branding

TRANSPARENCY

DIVERSITY, EQUITY, AND INCLUSIVITY

- Equity Policy
- Equity Strategic Plan (access, Race, LGBTQ, Differently abled, culturally and linguistically diverse, socio-economics)
- Stakeholders Voice- Staff, Students, Families, Community, Partners
- Yearly Prioritizing Strategies
- Cadence of Accountability



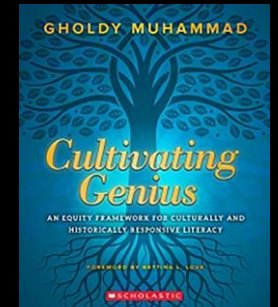
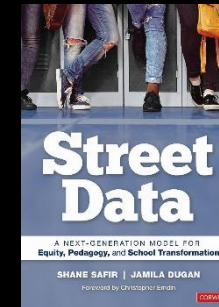


ACCESS TO HIGH LEVEL CURRICULUM AND INSTRUCTION

- Focus on Social Emotional Learning
- Defined coherent curriculum aligned to NYS Next Generations Learning Standards and Beyond (Curriculum Timeline)
- Strong Early Childhood and Elementary Education
- Greater opportunities and access to high level inquiry for all students
- Increase percentage of diverse students participating in higher level courses (PBL)
- Establish Professional Learning Communities (PLC's)
- From Compliance to Engagement aligned to a model of collaboration
- Define critical areas of focus
- Extended learning experiences beyond the school day

CADENCE OF ACCOUNTABILITY

- Framework for Continuous Improvement (PELP Framework)
- Communication
- Supervision and Evaluation
- Conducting Learning Walks
- Building Capacity
- Grounded on a Data Inquiry Process
- Structure for Data Analysis
- Triangulate Data



COHERENCE FRAMEWORK

COHERENCE FRAMEWORK

- Identify a problem
 - Develop a Theory of Action
 - Design a strategy
 - Plan for implementation
 - Implement the strategy
 - Assess progress
 - Adapt and modify for continuous improvement
- Culture
 - Systems and Structure
 - Resources
 - Stakeholders

FAMILY AND COMMUNITY ENGAGEMENT (FACE)

- Structure for building a system of collaboration
- Empower families to serve as partners
- Maximize the engagement of Family Resource Center Coordinators
- Increase systems of two-way communication
- Student-lead conferences
- Building and sustaining a strong and stable community in Nyack UFSD
- Nyack Basics



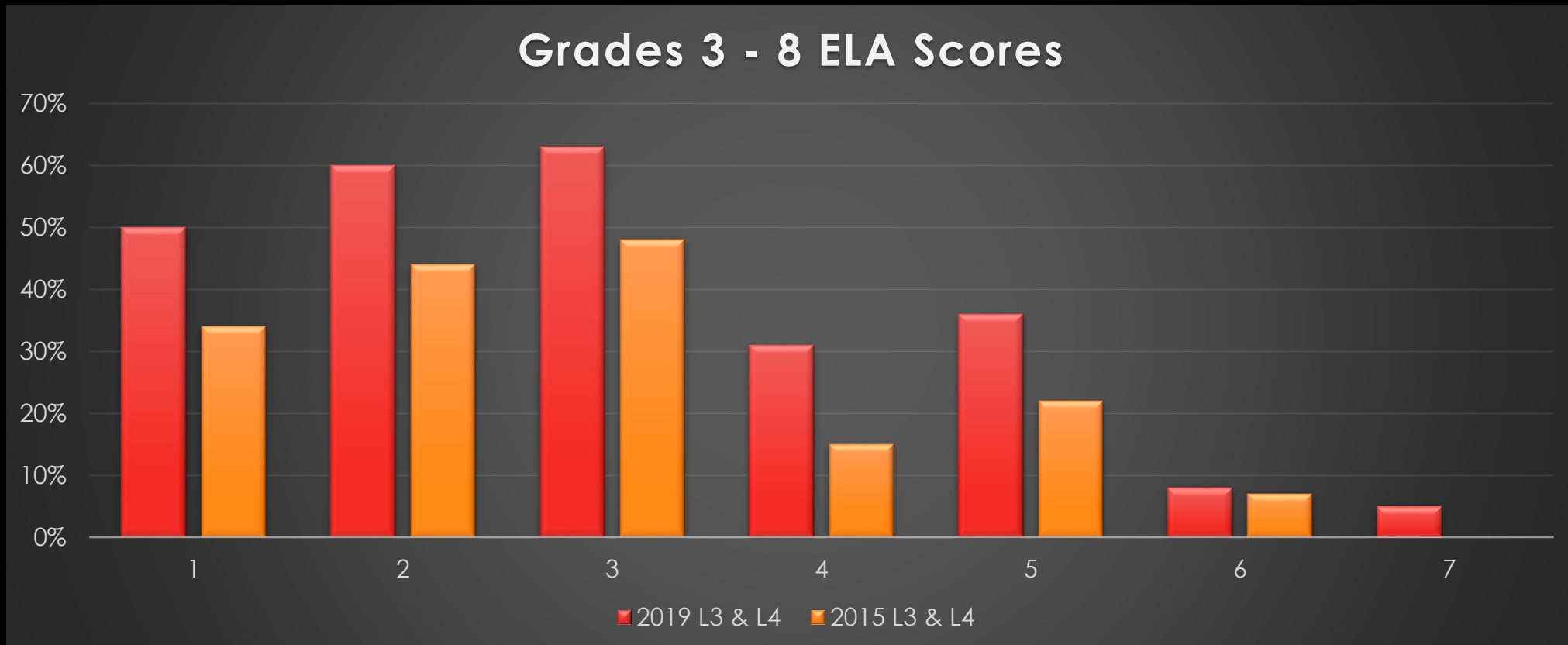
DISTRICT BRANDING

- Fortify the narrative of an innovative school district
- Reflective of the power of diversity
- Social Media
- Newsletters
- Human Resource
- Signage

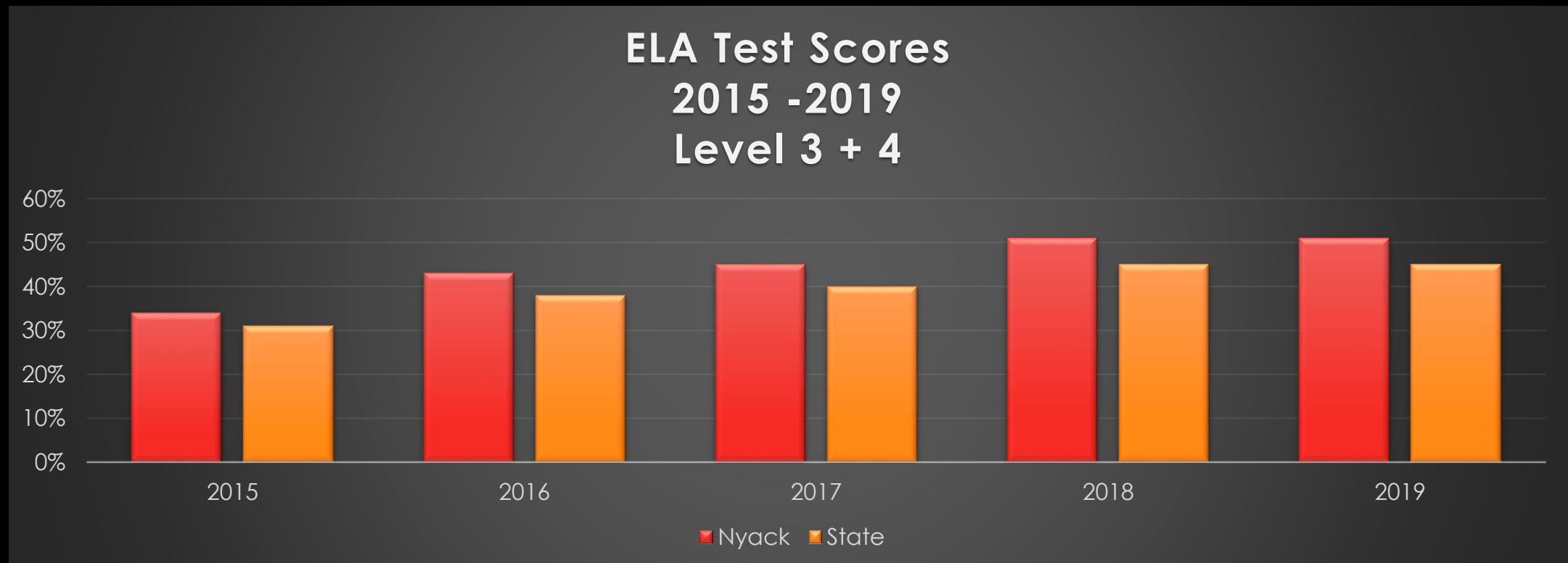
FINANCE AND OPERATIONS

- Responsible Budget process below the 2% cap and a 0% increase in 2021-2022 school year.
- Nyack School District's has a healthy Unassigned Fund Balance for the year ending 6/30/21 which represents the maximum total allowable 4% of the ensuing school year budget.
- Reserves have been utilized to support construction of security vestibules at each building, renovation of our school libraries into global learning commons and the new entry drive & parking area at Nyack High School.
- Use of funds to address the needs as a result of the COVID-19 Pandemic
- Future considerations include the establishment of a new Capital Reserve to sustain a future ready environment for Teaching and Learning, safety, energy efficiency and co curricular activities.
 - Create future ready classrooms
 - Ventilation Systems
 - Improvement of athletic fields
 - Safer walkways for students
 - Additional parking for new Professional Learning Center

LANGUAGE ARTS A MINIMUM OF 14%-16% INCREASE IN 4 YEARS ACROSS DEMOGRAPHICS

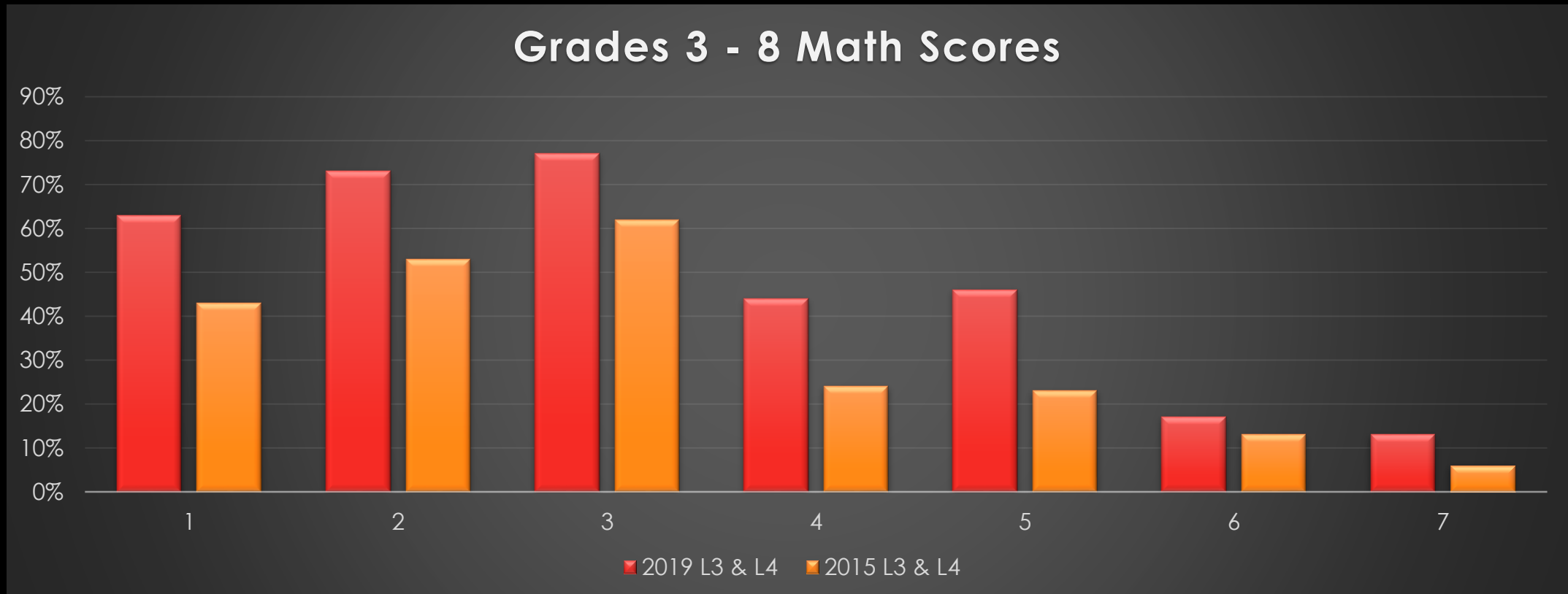


OUTPERFORMED NYS

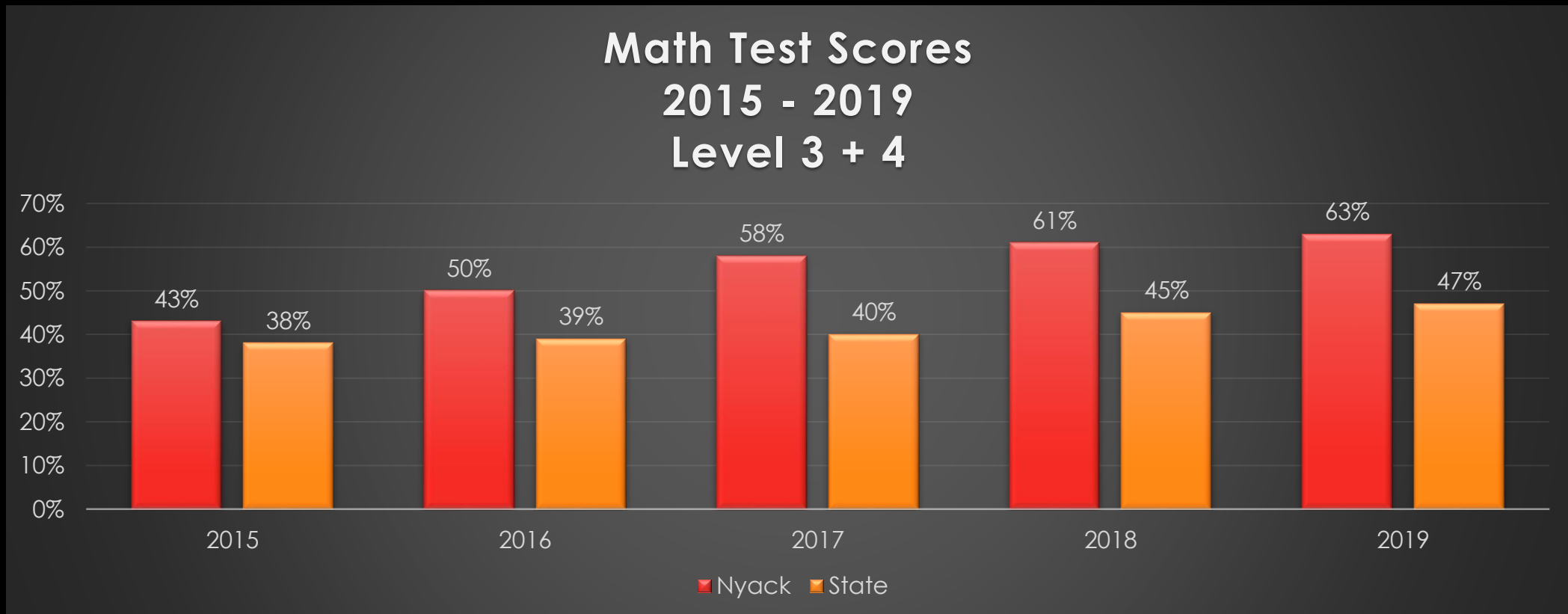


MATHEMATICS

A MINIMUM OF 15%-26% INCREASE IN 4 YEARS ACROSS DEMOGRAPHICS



OUTPERFORMED NYS



THE **PILLARS** IN ACTION

WHAT ARE THE MAIN DRIVERS?

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ACCESS

STRONG AND VIABLE CURRICULUM
INNOVATIVE INSTRUCTIONAL PRACTICES
FAMILY AND COMMUNITY ENGAGEMENT
FUTURE READY ENVIRONMENT

**E
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EQUITY, INNOVATION, OPTIMISM

PILLAR I TO CREATE A CULTURALLY RESPONSIVE WORKFORCE

- 1. Establish Professional Learning Communities and other professional development structures to address both systemic racism and its manifestations.
- 3. Provide an Equity Certification In-Service Credit Program offered to all District teachers.
- 11. Develop partnerships with Historically Black Colleges and Universities as well as colleges and universities with diverse teacher education programs to target recruitment and hiring initiatives.

PILLAR II CULTURALLY RESPONSIVE TEACHING & LEARNING

- 1. Establish curriculum teams responsible for reviewing curriculum and revising instructional units to ensure our curriculums are culturally responsive; embed opportunities for students to understand, explore, and critique equity-focused disparities; and seek collaboration with community resources to provide supplemental learning opportunities.
- 4. Create courses and units of study that are specific to learning about diverse cultures represented in the state of New York in a way that is comprehensive and empowering.
- 7. Develop school-based Equity Teams to make recommendations regarding practices, policies and procedures to interrupt and transform school cultural norms that maintain institutional racism. Equity teams will address instructional rigor, cultural responsiveness, achievement disparities and student engagement.

PILLAR III CULTURALLY RESPONSIVE FAMILY & COMMUNITY ENGAGEMENT

- 1. Encourage parents/guardians who reflect the diversity of our students to participate in parent leadership roles in the schools/district.
 - 8. Develop multiple engagement systems to expand access to and communication with families of diverse backgrounds.
 - 12. Build ongoing trust equity and consensus for common analysis, language, understanding and support of anti-racist principles between district families and staff to create lifelong learners.
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PILLAR IV CULTURAL & ORGANIZATIONAL TRANSFORMATION

- 2. Utilize an equity lens in developing all areas of teaching and learning, program development and institutional practices.
- 3. Utilize Cycle of Inquiry Framework at each school level through building-level Equity Teams and action plans developed annually through building-level student data analysis.
- 6. Assess school climate using a variety of measures to collect diverse stakeholders' perceptions and experiences

IF EVERYTHING IS THE SAME, THEN THERE
AREN'T ANY CHOICES!" LOWRY, 97

