

October Strategic Plan Work Groups Summaries:

Home, School, and Community Partnerships

The Home, School and Community Partnerships strategic plan work group has researched a variety of sample surveys from other districts. We have reviewed examples of cover letters and surveys in an effort to create letter and survey that best serves the DeRuyter community. We have revised and edited existing questions to fit our needs.

We will continue to finalize a cover letter and survey in preparation for gathering the information from the community.

Social Emotional

On 10/27 the Social Emotional Work Group met in the middle school computer lab. We viewed a power point from NYSED on Social Emotional Learning and discussed the definition they provided. Then we watched a video that focused on the 5 keys to Social Emotional Learning. The group reached a consensus that it was a valuable tool and we will continue to focus on the 5 keys. At our next meeting we are going to look more in depth at the power point from NYSED and researching multiple assessment tools for students based on Social Emotional Learning. We are also going to discuss outside resources and the possibility of inviting an outside speaker in to speak with us.

Student Engagement

During the month of October, the Student Engagement Work Group began to investigate research to answer the initial critical questions in regard to the definition of student engagement. We are finding that individual/psychological factors significantly influence school factors, which in turn influence academic outcomes. There are strong links between the school environment as a whole and school engagement. In research, student engagement definitions tend to include; a psychological/feeling/emotional component, a behavioral component and a cognitive component. There is some consensus in research indicating that engagement involves how students feel about education as well as student's behavior/participation in education. Enhancing feelings of

competence, autonomy, and relatedness assist in the positive development of student engagement.

Future plans involved a continuation of research of student engagement as a whole including defining student engagement, researching best practices of student engagement, and considering a measure of student engagement.

Math

The mathematics strategic plan work group has been working on action item 1-2.1 under Key Initiative 1-2. We are identifying core knowledge and skills by grade level. We started out the first meeting by discussing the common core standards and came to a consensus on the format to use for the core knowledge and skills. In the second meeting we identified the core knowledge and skills for Pre-Kindergarten. In the third meeting we started to identify the core knowledge and skills for Kindergarten. We need to finish the Kindergarten in the next meeting.

While identifying the core knowledge and skills we are trying to write it in a way that is easy to read and comprehend. We are typing them in an excel spreadsheet so that we use a consistent format for all of the grade levels. We are also focusing on the vocabulary used in different grade levels and will use this knowledge when looking at gaps later on in the strategic plan process.

English Language Arts (ELA)

The ELA strategic plan work group is working on identifying core knowledge and skills by grade level. We are beginning by creating a format that we can record the standards by grade level, put them in a language everyone can understand and compare them across grade levels. Our format will also include dates taught, dates assessed and notes regarding each standard. We will go through each standard grade level by grade level and will be prioritizing each standard.

College and Career Readiness

As Part of the Strategic Plan and in order to facilitate the newly established Mission of DeRuyter Central School, the College and Career Readiness Skills Task Force has been engaged in research that would enable members to develop a definition of “College and Career Readiness” that is appropriate for DCS. The next step for the task force members is to continue to research so that they can more specifically articulate those essential skills, behaviors and attitudes that DCS students should have when they graduate so that they will be “College and Career Ready”.