



Strategic Plan

2019-2024

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Dear Stakeholder,

On behalf of the Bethlehem Central School District, I am pleased to present a Strategic Plan that will guide district decision-making through the 2023-24 school year. This plan provides our school community with a refreshed mission, shared goals and sets specific data-driven priorities designed to meet the needs of every student, every day.

Development of the Strategic Plan was a collaborative effort involving faculty and staff, administrators, students, parents and Board of Education members who contributed a broad diversity of experiences and ideas throughout the process.

Together, we have designed a plan that is intended to align with our school district's new mission statement: *To educate and prepare all students to reach their potential, discover their purpose and be engaged community members.*

The plan reflects core values and goals within four areas: academics, character, community and wellness. Within those areas, we have identified objectives and strategies and established more than 70 performance benchmarks and indicators that will allow us to measure our progress and align workforce and financial resources in a way that helps us reach our goals.

Thank you to everyone who participated in development of the BCSD Strategic Plan 2019-2024.

Sincerely,

Jody Monroe
Superintendent



Mission Statement

To educate and prepare all students to reach their potential, discover their purpose, and be engaged community members.

Core Values

1. Academics

Instructional and assessment practices that are aligned to a strong and relevant curriculum.

2. Character

Positive character traits are essential to becoming contributing members of society.

3. Community

Strengthening family, school and community partnerships through transparent communication.

4. Wellness

Enhancing social-emotional wellness and balance for students and staff by supporting active, healthy lifestyles and promoting positive behavior.

STRATEGIC PLANNING COMMITTEE MEMBERS

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GOAL 1

Academics



EQUITY

ACCESS

OPPORTUNITY

INTERVENTIONS

SUCCESS

Objectives

Curriculum, instruction, and assessment...

- **Supports** the development of problem-solving skills, both with academic content and life skills
- **Prepares** students to become actively engaged in their communities
- **Encourages** and supports culturally responsive teaching
- **Ensures** all students graduate with the skills, knowledge and attitudes to pursue productive and satisfying lives

Major Strategies

1. Conduct a Five-Year Program Review Cycle
2. Close all achievement gaps
3. Fully implement a K-12 academic and behavior Response to Intervention program
4. Integrate innovative, rigorous and engaging instructional technology throughout the K-12 educational program
5. Provide professional learning experiences for teachers in areas such as project-based learning, instructional technology, and cultural proficiency



GOAL 2

Character

Objectives

Character Education...

- **Teaches** and models positive behaviors and attitudes in all aspects of our learning environment
- **Ensures** equity and cultural responsiveness for all students
- **Encourages** all students to develop passions outside of the classroom
- **Develops** in each student an understanding of his/her unique character strengths

Major Strategies

1. Provide staff with professional development to increase awareness and offer strategies to promote equity and inclusion for all students
2. Incorporate programs to promote and inform students about school activities and programs
3. Support age-appropriate character education programs at the elementary, middle and high school levels
4. Develop, promote and expand extracurricular opportunities for students

STUDENT LEADERSHIP

TRUST

RESPECT

INCLUSIVENESS

ENGAGEMENT





GOAL 3

Community



COMMUNICATION

PARTICIPATION

OUTREACH

PARTNERSHIPS

STAKEHOLDERS

Objectives

Strong family, school, and community partnerships...

- Are **welcomed** and **encouraged**
- **Promote** an atmosphere where partners develop common goals
- **Prepare** students with the skills to participate in their community
- **Support** the success of students and staff
- **Advocate** for equal access and opportunities for all students and families

Major Strategies

1. Collaborate with community partners to support and expand opportunities for students
2. Engage stakeholders in dialogue about priorities in the district
3. Develop systems that promote and improve outreach and advocacy for all families
4. Improve/create opportunities for family mentoring programs to guide families through school processes or assist with hardships
5. Provide workshop offerings and resources to support parents and community members on a variety of topics



GOAL 4

Wellness

Objectives

Wellness...

- **Promotes** connected relationships in the school community
- **Fosters** self-care, a healthy lifestyle and mindfulness among students and staff
- **Maintains** an environment that is physically and emotionally safe

Major Strategies

1. Employ the Whole School, Whole Community, Whole Child (WSCC) model to support a unified approach to improving the health and learning of all staff and students
2. Provide programs to strengthen the emotional and physical wellness of students and staff
3. Implement the K-12 social-emotional learning curriculum
4. Offer professional development to enhance the understanding of health, wellness, social-emotional learning, and safety
5. Improve student and staff attendance through the implementation of a multi-tiered model

HEALTH

FITNESS

MINDFULNESS

POSITIVE PSYCHOLOGY

SOCIAL-EMOTIONAL LEARNING



What do some of these strategies look like in our schools?

The following are examples of how the Strategic Plan initiatives are already underway in the district's seven schools.



STRATEGY #1

Five-Year Program Reviews

Five-year program reviews for Science, Art, and Physical Education are underway. Reviews of Music, Health, Special Education and Career and Technical Education (CTE) were recently completed.

STRATEGY #2

Close Achievement Gaps

The district implemented a Summer Program for at-risk students transitioning from Grade 8 to 9 with information on elective courses and offered team-building activities with counselors, administrators and staff.

STRATEGY #3

Implement RtI Programs

Response to Intervention (RtI) for Behavior training for Special Area Teachers, RtI/Service Providers, and all support staff at the elementary level was completed in fall 2018.

STRATEGY #4

Integrate Instructional Technology

BC employs a full-time Instructional Technologist and eight Teacher Tech Coaches who provide curricular technology support. Partnerships are formed with teachers on a 1-on-1 and group instruction basis.

STRATEGY #5

Project-Based Learning

Smithsonian Science for the Classroom nationwide trainers visited the district to provide training on the newly implemented science kits used in grades K-5.



STRATEGY #1

Promote Equity & Inclusion

The Building Equity Committee is meeting four times in 2018-19 to learn, discuss, and plan ways to increase cultural responsiveness. The group includes over 35 faculty and administrators, with representation from all buildings.

STRATEGY #2

Highlight Unique Student Opportunities

An Electives Fair was held at the high school last fall to help students learn about diverse learning opportunities. Videos are also being used to engage students in both instructional and cocurricular offerings.

STRATEGY #3

Support Age-Appropriate Character Education

Building leaders, counseling staff and teachers are working together to make character education a seamless part of the school culture at the elementary, middle and high school levels.

STRATEGY #4

Expand and Promote Ways for Students to Get Involved in Extracurriculars and School Activities

Middle School Student Leadership committees such as No Place for Hate, Student Court, Peer Tutoring, Garden Club and Peer Helpers have equaled attendance and participation rates from last year and continue to grow.

**STRATEGY #1****Work with Community Partners to Expand Learning Opportunities**

District leaders are exploring new ideas with the Bethlehem Chamber of Commerce on how to provide students with more hands-on exploration of business and careers.

STRATEGY #2**Engage Stakeholders on District Priorities**

The district's Special Education and Student Services (SESS) department surveyed parents in fall 2018 about program priorities and has formed a parent advisory group to ensure consistent engagement and feedback.

STRATEGY #3**Expand Outreach & Advocacy for All Families**

Faculty, staff and students collaborated to offer free on-site dinner and childcare during the middle and high school open house events in September.

STRATEGY #4**Offer Assistance to Families Facing Hardships**

The annual Holiday Caring and Sharing Drive provided food and gift cards to nearly 100 district families. The Weekend Backpack Program reduces food insecurity for dozens of students K-5 on a weekly basis.

STRATEGY #5**Expand Parent Resources & Workshops**

Parents were surveyed in fall 2018 to find out what programs they were most interested in attending. The district has hosted community programs on vaping, managing screen time and will sponsor a digital citizenship workshop in spring 2019.

**STRATEGY #1****A Unified Approach to Wellness**

The district website houses comprehensive information about the Whole School, Whole Community, Whole Child model being followed at BC.

STRATEGY #2**Offer a Wide Array of Programs Aimed at Boosting Physical & Emotional Wellness**

Art teachers hosted "Getting Crafty with the Art Department," a pre-holiday stress reliever for faculty and staff members who got to explore mixed media painting and learn Adobe Photoshop.

STRATEGY #3**Implement K-12 Social-Emotional Learning Curriculum**

Elementary counselors are continuing to use kid-friendly "Zones of Regulation" to help students readily identify how they are feeling and find appropriate problem-solving responses.

STRATEGY #4**Expand Professional Development on Issues of Health, Wellness & Safety**

The district introduced the Raptor Visitor Management System in February 2019. Visitors are required to show government-issued ID. The system will expand to all schools before the end of the 2018-19 school year.

STRATEGY #5**Improve Student & Staff Attendance**

The district has formed an Attendance Subcommittee to review research-based approaches that have been effective in improving attendance. New resources have been developed for families to help reinforce the importance of being at school every day.

Metrics, Measures, and Data

Academics

Metric	Baseline	2019	2020	2021	2022	2023	Source/Instrument
Percent of K-2 Students at benchmark on end-of-year i-Ready Diagnostic in Reading	70%	73%	76%	79%	82%	85%	i-Ready Reports
Percent of K-2 Students at benchmark on end-of-year i-Ready Diagnostic in Mathematics	70%	73%	76%	79%	82%	85%	i-Ready Reports
Percent of 3-5 Students at benchmark on end-of-year i-Ready Diagnostic in Reading	54%	58%	63%	68%	73%	77%	i-Ready Reports
Percent of 3-5 Students at benchmark on end-of-year i-Ready Diagnostic in Mathematics	65%	68%	72%	76%	80%	83%	i-Ready Reports
Percent of 3-5 Students rated as proficient (level 3) or excellent (level 4) in the standards on New York State Testing Program Examination in ELA	68%	72%	75%	78%	81%	84%	NERIC/COGNOS Level 1 and Level 2 reports
Percent of 3-5 Students rated as proficient (level 3) or excellent (level 4) in the standards on New York State Testing Program Examination in Mathematics	69%	72%	75%	79%	82%	85%	NERIC/COGNOS Level 1 and Level 2 reports
Percent of 6-8 Students at benchmark on end-of-year i-Ready Diagnostic in Reading	47%	52%	58%	64%	69%	74%	i-Ready Reports
Percent of 6-8 Students at benchmark on end-of-year i-Ready Diagnostic in Mathematics	47%	52%	58%	64%	69%	74%	i-Ready Reports
Percent of 6-8 Students rated as proficient (level 3) or excellent (level 4) in the standards on New York State Testing Program Examination in ELA	66%	69%	72%	76%	80%	83%	NERIC/COGNOS Level 1 and Level 2 reports
Percent of 6-8 Students rated as proficient (level 3) or excellent (level 4) in the standards on New York State Testing Program Examination in Mathematics	64%	67%	71%	75%	79%	82%	NERIC/COGNOS Level 1 and Level 2 reports
Percent of students rated at the mastery level (level 5) in the standards on Regents Examination in English Language Arts	79%	80%	81%	82%	83%	85%	ASAP Regents Reports
Percent of students rated at the mastery level (level 5) in the standards on Regents Examination in Algebra I	47%	51%	56%	61%	65%	70%	ASAP Regents Reports
Percent of students rated at the mastery level (level 5) in the standards on Regents Examination in Geometry	41%	46%	51%	56%	61%	65%	ASAP Regents Reports
Percent of students rated at the mastery level (level 5) in the standards on Regents Examination in Algebra II	41%	46%	51%	56%	61%	65%	ASAP Regents Reports
Percent of students rated at the mastery level (level 4) in the standards on Regents Examination in Global History & Geography	76%	77%	79%	81%	82%	83%	ASAP Regents Reports
Percent of students rated at the mastery level (level 4) in the standards on Regents Examination in US History & Government	81%	82%	83%	84%	85%	86%	ASAP Regents Reports

Academics

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Metric	Baseline	2019	2020	2021	2022	2023	Source/Instrument
Percent of students rated at the mastery level (level 4) in the standards on Regents Examination in Earth Science	80%	81%	82%	83%	84%	85%	ASAP Regents Reports
Percent of students rated at the mastery level (level 4) in the standards on Regents Examination in Living Environment	70%	72%	74%	76%	78%	80%	ASAP Regents Reports
Percent of students rated at the mastery level (level 4) in the standards on Regents Examination in Chemistry	45%	50%	55%	60%	64%	68%	ASAP Regents Reports
Percent of students rated at the mastery level (level 4) in the standards on Regents Examination in Physics	58%	63%	68%	74%	79%	74%	ASAP Regents Reports
Percent of 9th graders earning at least 6 credits	90%	92%	94%	96%	98%	100%	Administrative records w/in ASPEN SMS
Graduation Rate	94%	95%	97%	98%	99%	100%	data.nysed.gov
Percent of all high school seniors enrolled in at least one AP course	52%	57%	62%	68%	74%	80%	Administrative records w/in ASPEN SMS
Percent of all high school seniors scoring 3+ on at least one AP examination	47%	49%	51%	54%	57%	60%	College Board – AP Score Report
Percent of BCHS students who meet or exceed the benchmarks in both Evidence-Based Reading and Writing (ERW) and Mathematics (M) on the SAT	78%	80%	82%	85%	87%	89%	College Board – SAT Score Report
Achievement gaps closed (economically disadvantaged, Special Education)	See inset table below	-10%	-10%	-10%	-10%	-10%	data.nysed.gov – Gap Analysis

End goal for each subgroup is to close the achievement gap by 50%

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Achievement gaps closed – Baseline

Metric	General Education Students	Students with Disabilities	2018 GAP	2023 GAP Goal	NOT Economically Disadvantaged	Economically Disadvantaged	2018 GAP	2023 GAP Goal
3-8 ELA Assessment	72%	30%	-42%	-21%	71%	44%	-27%	-14%
3-8 Mathematics Assessment	72%	32%	-40%	-20%	71%	38%	-33%	-17%
4 & 8 Science Assessment	99%	73%	-26%	-13%	99%	85%	-14%	-7%
English Language Arts Regents Exam	98%	54%	-44%	-22%	97%	86%	-11%	-6%
Algebra I Regents Exam	97%	62%	-35%	-18%	94%	88%	-6%	-3%
Living Environment Regents Exam	99%	77%	-22%	-11%	98%	95%	-3%	-2%
Global History and Geography Regents Exam	99%	94%	-5%	-3%	100%	94%	-6%	-3%
United States History and Government Regents Exam	99%	65%	-34%	-17%	98%	93%	-5%	-3%
HS Graduation Rate (4 Year Outcomes – August)	98%	54%	-43%	-22%	96%	87%	-9%	-5%

Academics

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Metric	Baseline	2019	2020	2021	2022	2023	Source/Instrument
Participation by underrepresented students in academic and non-academic school activities	N/A	18-19 est baseline	+5%	+8%	+10%	+12%	Passport for Good & Administrative Records (i.e. athletic and club rosters)
Average number of professional development hours completed per teacher	N/A	18-19 est baseline					StaffTrac PD Data Extract
Percent of teachers reporting that they receive professional development that meets their needs	N/A	18-19 est baseline					Staff Survey
Percent of teachers receiving professional development in the areas of project-based learning, instructional technology, and cultural proficiency	N/A	18-19 est baseline					StaffTrac PD Data Extract
Percent of professional development offerings in the areas of project-based learning, instructional technology, and cultural proficiency	N/A	18-19 est baseline					StaffTrac PD Data Extract
Overall score indicating how technology influences teaching and learning thus providing meaningful learning experiences	N/A	18-19 est baseline					BrightBytes Clarity Survey Chromebook Survey 8-12
Teachers who routinely use technology as a learning tool in the classroom	N/A	18-19 est baseline					Staff Survey



Character

Metric	Baseline	2019	2020	2021	2022	2023	Source/Instrument
Percent of students who regularly participate in extracurricular activities offered through this school (Q 19)	77%	77%	81%	85%	88%	90%	Student Climate Survey
Number of referrals for Special Education services K-8	92	87	77	67	57	47	Building Behavior Committee Data Collection
Diminished disciplinary referrals/incidents resulting from culturally insensitive behaviors K-12 <ul style="list-style-type: none"> institute responsive training for students based upon baseline data Continue training (like ACEs) for staff that identifies sensitivity toward various groups of students Dignity for All Students Act (DASA)/ Violent and Disruptive Incident Reporting (VADIR) 	N/A	18-19 est baseline					DASA/VADIR incidents General student on student disciplinary incidents OSS/ISS
Percent population participating in Leadership opportunities <ul style="list-style-type: none"> MS tracking data 	N/A	18-19 est baseline	100% of all 8th graders				Passport for Good
Number of students registered to vote (18 yrs old)	N/A	18-19 est baseline	100%				

Community

Metric	Baseline	2019	2020	2021	2022	2023	Source/Instrument
Percent of parents reporting favorable opinion of BCSD	90%	90.5%	91%	91%	91.5%	95%	Parent Survey
Percent of community members reporting favorable opinion of BCSD	90%	90%	90.5%	90.5%	91%	95%	Community Survey
Number of partnerships established (internships) Lab School (LS) = 175 hours Career Exploration Internship Program (CEIP) – 54 hours = .5 credit General Education Work Experience Program (GWEB) – 150 hours = 1 credit	LS 24 CEIP 16 GWEB 2	37	39	41	43	45	Partnership Data
Number of voters	2442	2467	2492	2517	2542	2567	Election Data
Percent of voters approving annual budget	81%	81%	82%	83%	84%	85%	Election Data
Percent of students participating in community service	N/A	Est.	+5%	+5%	+3%	+3%	Passport for Good
Number of community members receiving communication from school (School Messenger)	N/A	Est.	+25	+25	+25	+25	Data from School Messenger
Number of workshops that support parents in accessing district programs	N/A	Est.	+1	+1	+1	+1	Sign-in sheets

Wellness

Metric	Baseline	2019	2020	2021	2022	2023	Source/Instrument
Percent of students indicating that they feel safe at school (Q30)	89%	89%	91%	93%	97%	100%	Student Climate Survey
Percent of students who reported feeling that they belong at school (Q23)	81%	81%	86%	90%	95%	100%	Student Climate Survey
Percent of staff who reported feeling that they belong at work (Q24) I = Instructional NI = Non-Instructional	95% I 91% NI	95% I 91% NI	96% I 93% NI	97% I 95% NI	99% I 98% NI	100% I 100% NI	Staff Climate Survey
Percent of parents/guardians who reported that their child feels like they belong at school (Q10)	80%	80%	85%	90%	95%	100%	Parent Climate Survey
Percent of students who reported they can talk to a teacher or other adult at their school about something that is bothering them (Q65)	73%	73%	77%	82%	85%	90%	Student Climate Survey
Percent of students who reported they were happy to be at school (Q27)	82%	82%	85%	88%	92%	95%	Student Climate Survey
Percent of students who reported students talk about the importance of understanding their own feelings and the feeling of others (Q25)	45%	50%	55%	60%	65%	70%	Student Climate Survey
Percent of students at HS that felt sad or hopeless for every day for two weeks or more in a row that they stopped doing usual activities	N/A	Est.					Youth Risk Behavior Survey
Percent of teachers indicating that the Social/Emotional Learning curriculum was effectively implemented	N/A	Est.					Staff survey June 2019
Average daily attendance (MS students) Fr = Free/Reduced Spd = Special Education EN= English Language Learners	Tot 97.3 Fr 95.27 Spd 95.77 EN 94.88	Tot 97.5 Fr 96 Spd 96 EN 95	Tot 98 Fr 96.5 Spd 96.5 EN 96	Tot 98 Fr 97 Spd 97 EN 97	Tot 99 Fr 98 Spd 98 EN 98	Tot 99 Fr 99 Spd 99 EN 99	ASPEN Attendance Records
Average daily attendance (HS students) Fr = Free/Reduced Spd = Special Education EN= English Language Learners	Tot 95.6 Fr 91.88 Spd 92.52 EN 94.63	Tot 96 Fr 92.5 Spd 93.5 EN 95	Tot 97 Fr 94 Spd 94 EN 95.5	Tot 97.5 Fr 95.5 Spd 95.5 EN 96.5	Tot 98 Fr 97.5 Spd 97.5 EN 97.5	Tot 99 Fr 99 Spd 99 EN 99	ASPEN Attendance Records
Average daily attendance (Elementary) Fr = Free/Reduced Spd = Special Education EN= English Language Learners	Tot 97.2 Fr 95.42 Spd 96.24 EN 96.53	Tot 97.5 Fr 96 Spd 97 EN 97	Tot 98 Fr 97 Spd 97.5 EN 97.5	Tot 98.5 Fr 98.5 Spd 98.5 EN 98	Tot 99 Fr 99 Spd 99 EN 99	Tot 99 Fr 99 Spd 99 EN 99	ASPEN Attendance Records
Average daily attendance (instructional staff)	97.12	97.5	98	98.5	99	99	nVision Attendance Records
Average daily attendance (non-instructional staff)	97.07	97.5	98	98.5	99	99	nVision Attendance Records
Number of HS students who have missed 5-9 percent enrolled days (At-risk for chronic absenteeism)	394	375	357	334	306	278	NYSED SIRS 361 Summary
Number of MS students who have missed 5-9 percent of enrolled days (At-risk for chronic absenteeism)	153	146	139	130	119	108	NYSED SIRS 361 Summary
Number of Elementary students who have missed 5-9 percent of enrolled days (At-risk for chronic absenteeism)	396	377	359	336	308	280	NYSED SIRS 361 Summary

Wellness

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Metric	Baseline	2019	2020	2021	2022	2023	Source/Instrument
Number of HS students who have missed 10 percent or more of enrolled days (Chronic absenteeism)	211	200	190	178	163	148	NYSED SIRS 361 Summary
Number of MS students who have missed 10 percent or more of enrolled days (Chronic absenteeism)	63	60	57	53	49	45	NYSED SIRS 361 Summary
Number of Elementary students who have missed 10 percent or more of enrolled days (Chronic absenteeism)	80	76	72	67	62	56	NYSED SIRS 361 Summary
ISS/OSS Suspensions/expulsions – High School	153/ISS 60/OSS	-2%	-4%	-6%	-8%	-10%	ASPEN Discipline Records
ISS/OSS Suspensions/expulsions – Middle School	92/ISS 38/OSS	-2%	-4%	-6%	-8%	-10%	ASPEN Discipline Records
Discipline referrals – High School Spd = Special Education Fr = Free/Reduced	Tot 1998 Spd 361 Fr 485	-3% Spd -3% Fr	-6% Spd -6% Fr	-10% Spd -10% Fr	-15% Spd -15% Fr	-20% Spd -20% Fr	ASPEN Discipline Records
Discipline referrals – Middle School Spd = Special Education Fr = Free/Reduced	Tot 662 Spd 301 Fr 197	-3% Spd -3% Fr	-6% Spd -6% Fr	-10% Spd -10% Fr	-15% Spd -15% Fr	-20% Spd -20% Fr	ASPEN Discipline Records
Discipline referrals – Elementary (2-5) Spd = Special Education Fr = Free/Reduced	N/A	Est.					



MISSION STATEMENT

To educate and prepare all students to reach their potential, discover their purpose, and be engaged community members.



Bethlehem
CENTRAL SCHOOL DISTRICT

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