



ISLAND PARK STRATEGIC PLAN

2024- 2029

MISSION STATEMENT

The mission of our Island Park Public Schools is to provide all students with equal opportunities to achieve academic excellence, social awareness, and physical fitness in a nurturing environment created through collaboration and support of staff and parents in the tradition of Island Park as a caring community.

We will enable students to develop the capacity to function as lifelong learners and good citizens who possess positive self-image, commitment to personal excellence, and respect and tolerance for individual differences.

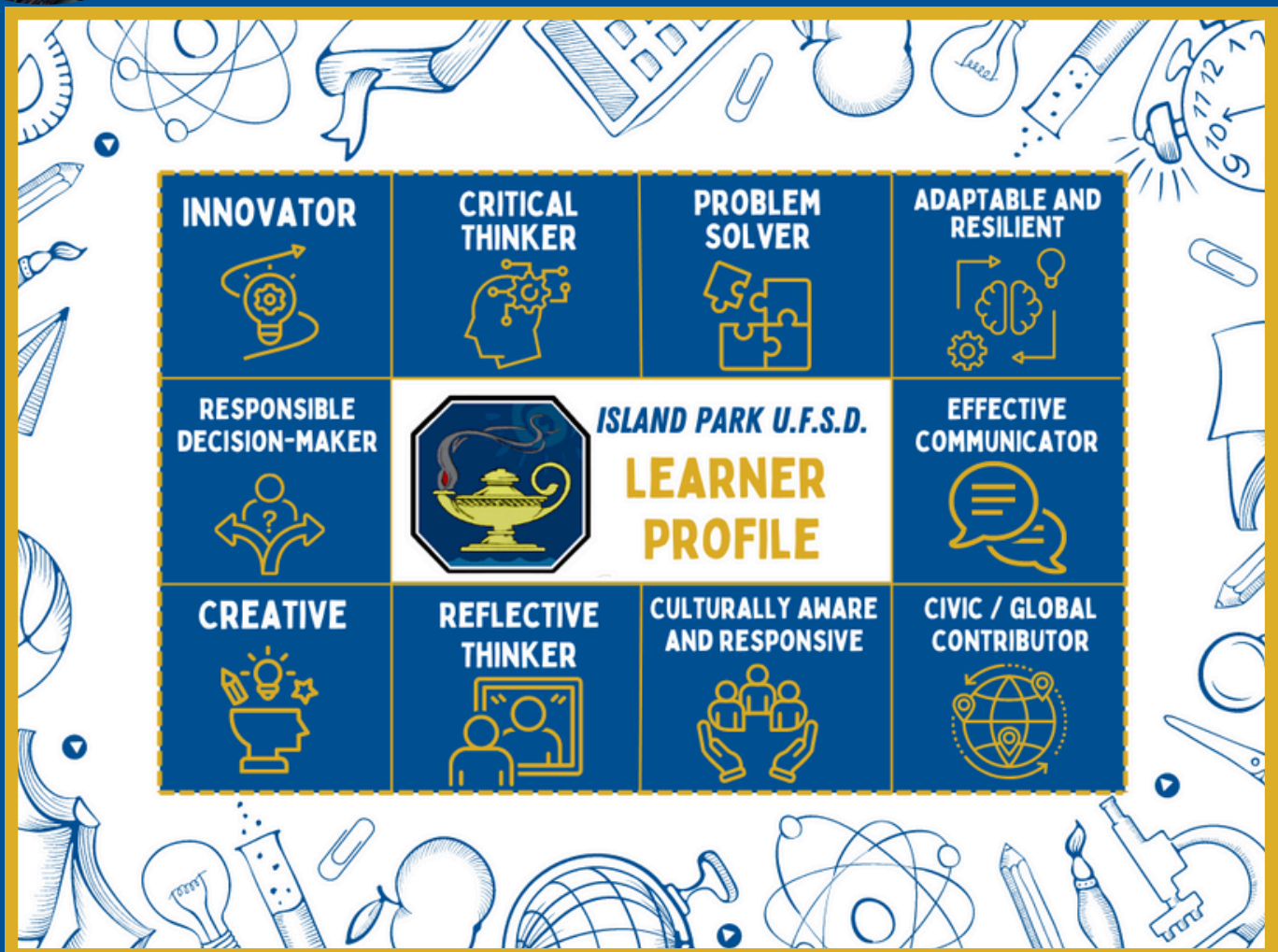
Students will become contributing members of society as critical thinkers and compassionate citizens prepared to face the challenges of this rapidly changing world.



LEARNER PROFILE

As a student in the 21st century, it is important to develop a learner profile that encompasses the essential skills, attitudes, and competencies needed to succeed in a rapidly changing world.

Our students must be motivated, adaptable, and well-rounded learners who possess the skills, attitudes, and competencies necessary to thrive in the 21st century. By embodying the qualities outlined in this learner profile, Island Park students will leave our schools well-equipped to navigate an ever-changing world and make meaningful contributions to their community and beyond.



PILLAR NO. 1:

ACCESS AND EQUITY / ACADEMIC ACHIEVEMENT FOR ALL STUDENTS:

Island Park will develop a highly engaging academic program by monitoring, assessing, and continuously improving teaching and learning.

- Establish benchmark measures for each student in all core subjects. Using these individual benchmark scores, students in conjunction with teachers and parents, will set personal academic goals that will demonstrate growth.
- Develop an IP Learner Profile that specifies the cognitive, personal, and interpersonal competencies that students should have when they exit our schools.
- Develop mission statements for each grade level and department that encompasses the purpose of the team, defining its culture, goals, and values (academic, social, and emotional).
- Audit school district reading/ELA curricula and programs to ensure alignment between current practices and the Science of Reading research.
- Improve programs and curriculum to reflect a high standard of rigor that is supported by teacher professional learning that will result in higher expectations and levels of academic achievement and buy-in for all stakeholders.
- Continue to develop vertically and horizontally aligned Pre-K-8 curricula and rigorous academic programs that challenge students and prepare them for college and careers.
- Increase the percentage of students achieving at or above grade level in grades 3-8 in English Language Arts, mathematics, and science.
- Develop a Pre-K-8 map of desired civics and citizenship outcomes incorporating the NYS Framework for Social Studies, NYSED Civic Readiness initiative, and our existing curriculum.
- Continue to design and evaluate Pre-K-8 aligned curricula and rigorous academic programs in all content areas that challenge students and prepare them for college and careers.
- Implement a multi-faceted approach to reducing chronic absence.
- Departmentalize Grade 5 to provide more opportunities for students entering the middle school.
- Implement a system to track tiered interventions through the District's MTSS plan.

VISION STATEMENT

To celebrate the uniqueness of each individual in a culturally responsive environment which promotes equity, access, belonging, and diversity and enables all students to become globally minded and civic oriented citizens in an ever-changing society.

PILLAR NO. 2:

21ST-CENTURY LEARNING/PREPARE OUR STUDENTS TO BE COLLEGE AND CAREER READY

Further research and develop programs and curricula that foster student engagement, discovery, and inquiry to empower students to facilitate their own learning.

- Ensure the effective adoption and integration of the i-Ready Classroom Mathematics 2024 program across all grade levels, maximizing the program's impact on student learning and achievement through comprehensive professional development and continuous support.
- Examine quality, quantity, and engagement level of projects, assignments, and homework.
- Examine the District's current grading practices policy and regulations.
- Enhance student engagement, critical thinking, and real-world problem-solving skills by integrating comprehensive project-based learning opportunities across the curriculum.
- Adapt assessments and instructional practices at the secondary level (seventh and eighth grade) to the changing needs of today's students and in alignment with the recommendations of the Blue Ribbon New York State Graduation Measures.
- Reimagine student instructional spaces to maximize engagement, encourage purposeful student interactions, and advance problem-solving skills.
- Further integrate innovative technologies to transform the classroom environment and promote cutting-edge and engaging student experiences.
- Leverage collaborative technologies to magnify student voice and develop solutions to challenges around diversity, equity, and inclusion to further enhance school culture.
- Develop Career and Technical Education (CTE) financial and news/media literacy courses at the middle school.
- Explore and harness artificial intelligence as a technological tool for teaching and learning.
- Research and implement vertically and horizontally aligned Pre-K-8 curricula to focus on science, technology, engineering, art, and mathematics (STEAM) that provide opportunities for experiential learning that promote student voice and choice.
- Cultivate the executive functioning skills of K-8 students, equipping them with the necessary tools to manage their time, focus, and behavior effectively, thereby enhancing their academic performance and overall well-being.

VISION STATEMENT

To prepare each learner with the 21st-century skills necessary to succeed in a global setting by fostering innovation so that students can think critically and demonstrate their mastery in a variety of ways.

PILLAR NO. 3:

ENGAGE ALL STAKEHOLDERS IN THE LEARNING COMMUNITY

Foster a culture of growth and academic achievement by developing a shared vision among all stakeholders.

- Explore new platforms for interacting with stakeholders by creating opportunities for students to share their experiences, build connections, and foster a positive school culture.
- Provide opportunities for family and school partnerships that will result in the advancement of student outcomes.
- Promote a safe, inclusive, and supportive school culture by prioritizing acceptance, equity, and mental wellness for all members of our school community.
- Increase co-curricular opportunities for every student that promote leadership, mentorship, engagement, and wellness.
- Increase family and community engagement through meaningful experiences that strengthen school, family, and student connections.
- Develop a Parent University that seeks to educate and empower families as partners, advocates, and lifelong educators in their student's education through free courses, resources, events, and activities.
- Establish a network with the community/LBHS/higher education institutions to increase opportunities for student connection in the surrounding community and throughout the world.
- Implement a structured peer mentorship/leadership program where older-aged students engage with younger-aged students to foster academic growth, social-emotional development, and a sense of community within the school.

VISION STATEMENT

To cultivate a welcoming and engaging climate with strong relationships and communication between families and staff to support student achievement, social and emotional well-being, and school success.



PILLAR NO. 4

SOCIAL AND EMOTIONAL LEARNING (SEL):

Further research and develop programs, partnerships, and curricula that focus on our students' social and emotional well-being by teaching self-awareness of stress and stress factors, relationship skills, and reflective, responsible decision-making within a nurturing environment.

- Establish an SEL team in each school building.
- Develop a system to ensure that each student feels connected to at least one adult in their school building.
- Provide professional development and support to middle school team leaders to enhance the middle-level team model.
- Create more school-based and recreation department opportunities for positive socialization and community-building. Explicitly teach age-appropriate play and social language.
- Develop a series of annual programs/presentations that promote responsible decision-making and a welcoming/affirming learning environment.
- Promote project-based learning, Harmony lessons and family mindfulness activities.
- Increase leadership opportunities for student recognition programs based on the attributes of the IP Learner Profile. Each school will establish monthly/yearly programs that recognize students as they exhibit these attributes.
- Strengthen explicit and implicit instructional delivery. Build in static times in the schedule for specific Harmony lessons, integrate SEL verbiage and strategies within the gradual release framework of content-based lessons.

VISION STATEMENT

To cultivate social-emotional learning by developing students' self-awareness, self-management skills, social awareness, relationship skills, and responsible decision-making to foster learners' holistic growth and well-being.

