A Long Range Plan

School Years:
2011-2012 through 2016-2017

Children First:
Schools Operate for the Benefit of the Children

Charting the Course for Children III:
Setting Forth a Direction to Assure All of Our Children Are Learning Excellently to High Standards

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Adopted
8 June 2011
Acknowledgements

The Ossining Union Free School District places children first and foremost in the educational vision for student success. Often referenced as a “Children First District,” the Ossining School District prides itself on its commitment to the long-term future of its students as well as its annual goals on behalf of the children. At the outset of these acknowledgements, it is important to recognize the efforts and accomplishments of the many, many individuals and groups who contributed to the creation of the first two Long Range Plans in the District spanning the years 1996-2011. Through strategic, committed, and thoughtful implementation of the District’s Long Range Plans, a great deal was accomplished on behalf of students and noteworthy successes were achieved.

Additionally, it is important to acknowledge the work of the Superintendent’s Advisory Council on the Achievement Gap who researched, studied, analyzed, evaluated, and collaborated relative to promoting student success and academic achievement, and addressing issues surrounding the performance gap as reflected in the nation as well as in the Ossining School District. Numerous recommendations emanating from the Final Report and Recommendations of the Superintendent’s Advisory Council on the Achievement Gap have been accomplished following their integration into the second Long Range Plan. The spirit, intention, and legacy of the Advisory Committee are infused within the new Long Range Plan.

In order to create a new Long Range Plan, parent groups, faculty and staff groups, student groups, and community groups were invited to provide input into the development of the successor Long Range Plan. Numerous methods had been utilized to solicit feedback regarding the creation of the new Long Range Plan including but not limited to faculty meetings, parent meetings, student sessions, formal sessions, and informal sessions, among other initiatives.

Given, the extraordinary number of individuals and groups who actively contributed to the spirit, contents, and recommendations contained within the new Long Range Plan presented herein, the grateful acknowledgements express sincere recognition to the many, many contributors to the new Long Range Plan. Had there not been an exceptional number of individuals and groups who provided ideas, suggestions, recommendations, feedback, and input into the new Long Range Plan, each person would have been identified and specifically named in this section, the Acknowledgements.

It is hoped that all readers, present and future, will recognize their individual and collective contributions as the new Long Range Plan unfolds in the Ossining School District on behalf of all students. All contributors should be quite proud of the legacy they will have provided to the future of the Ossining School District children and to the greater educational community at large.

Thank you.
A Long Range Plan

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School Years: 2011-2012 through 2016-2017

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Introduction and Background


Given excellent teachers, administrators, staff, students, families, and the Ossining community at large, the majority of Long Range Plan goals attained their expectations on behalf of students. Themes of excellence and equity infused both documents. Whereas several goals and objectives were either postponed or eliminated based upon issues related to the New York State Education Department as well as what seemed best for children at the time, the goals attained demonstrate the commitment, dedication, and perseverance on behalf of the Board of Education and the wider educational community in order to stand tall for children and stand up for public education.

In a proactive fashion, at the outset of the 2009-2010 school year, the Board of Education on behalf of children and the entire educational community initiated community engagement regarding a successor Long Range Plan. Although the current Long Range Plan will not sunset until June 2011, wisely and with considerable foresight, the Board of Education launched the visioning and thinking processes nearly two years prior to the conclusion of the Long Range Plan which culminates in 2011. The outreach efforts to gather considerable input from faculties, staff, students, community residents, and others provided a rich offering of suggestions and recommendations for a new Long Range Plan. The District is indebted to those who contributed ideas and suggestions. Yet, the
community engagement journey will always continue. During the 2010-2011 school year, additional input and feedback was solicited from the community at large using numerous and additional outreach efforts.

In developing the successor Long Range Plan for the school years 2011-2012 through 2016-2017, a variety of initiatives, recommendations, accomplishments, documents, individuals, and groups were included in the reflections. During the Long Range Planning of the 2009-2010 school year, the goals, objectives, and accomplishments of each of the two Ossining School District’s Long Range Plans were reviewed. Reflecting back upon the successes as well as the needs inspired recommendations for a future Long Range Plan and grounded a new foundation. The successor Long Range Plan presented herein reflects the best thinking of numerous groups, individuals, public discussions, and outreach efforts. As indicated, additional outreach was continued during the 2010-2011 school year in order to adopt the new Long Range Plan in June 2011.

It should be noted that key foundations for the successor Long Range Plan included but were not limited to the following: current educational research, best practices, preparation for student success in a global world, high expectations, equity and excellence, the two Long Range Plans spanning the years 1996-2011, the Superintendent’s Advisory Council on the Achievement Gap Final Report and Recommendations, recommendations from a variety of program audits and reviews, the Ossining School District Instructional Vision and Premiums, and recommendations from various committees and advisory groups, as well as the Ossining School District Mission Statement.

In order to proceed forward with a new Long Range Plan, it is important to recognize accomplishments and attainments engendered by the two previous Long Range Plans. Such accomplishments include but are not limited to the following achievements: Universal Prekindergarten, Full Day Kindergarten, Extended Day Programs, Extended Time for English Language Arts Program, College Level Course Programs, Technology Plans, Cultural Arts Major, Cycle of Program Reviews, Curriculum Development Projects, Professional and Staff Development, Enhanced Student Achievement Initiatives, Birth through Three Year Old Early Childhood Education and Family Literacy, Grade Reorganization, Athletic Facilities, and Technology of the Future, among other attainments.

It is the intent of the new Long Range Plan to ensure that students are prepared to succeed in the 21st Century as global citizens able to succeed in college, careers, the world of work, and the global world at large. It should be noted that the Long Range Plan promotes the preparation and readiness of all students for college, irrespective of students’ ultimate choices upon graduation. The Long Range Plan is presented in recognition of the value of diversity for the students served in the Ossining School District as well as for the community at large. The Long Range Plan is presented as well within the context of fiscal responsibility respecting the entire Ossining community.
The Long Range Plan that follows is presented within the context of the concept of the schools as the heart and center of the community. The Long Range Plan embraces the seamless partnership with the entire community including but not limited to parents/guardians, families, residents without children in the schools, senior citizens, and recent residents of the Ossining community, among others. Strong schools sustain strong communities.

**Equity and Excellence**

The Ossining School District promotes equity and excellence. Without equity, schools may not boast excellence. Thus, both core values are inextricably linked in the vision and mission of the Ossining School District and thereby in the Long Range Plan. As stated in the Ossining School District Mission Statement, it is the expectation that all students can and will be held to high standards. The Ossining School District maintains high expectations for a high quality education for each and every child in the District. Supportive structures, rigorous academic standards, positive relationships, and partnerships between and among the schools, families, and the community provide the foundation of education for Ossining School District children. Implied in the Ossining School District Mission Statement and infused within this Long Range Plan, “failure is not an option.” Within the District and Long Range Plan, each child is expected to succeed, and succeed at high levels.

The Long Range Plan promotes respect for all unique and individual learners within the District. Given the strength of the Ossining School District Mission Statement, the Mission Statement in its entirety appears below.

**Mission Statement**

*The Ossining Public School District:*

- recognizes the value and importance of family-school-community partnerships in educating all students;
- places emphasis on high standards, quality instruction, and significant pupil achievement, because all children can and will learn;
- holds high expectations for each individual student;
- educates each child to his/her potential recognizing individual student needs;
- provides equal educational opportunities expecting equitable outcomes for all;
- fosters respect for and appreciation of both individual differences and cultural diversity; and
- prepares students for informed and active participation as responsible citizens in our American democracy.
Overview

The Long Range Plan promotes an integrated ecosystem whereby the schools, families, the community, and the global world at large intersect and interact to provide the grounding for students to learn at high standards, at high levels, and with excellent outcomes. As stated by a participant at a Board of Education meeting in June 2010 at which time the community was once again invited to provide input into the successor Long Range Plan, “The Long Range Plan should help meet the academic, social, and emotional needs of all Ossining students. It should foster a love of learning for all and close the achievement gap.” The Long Range Plan provides the pathway to accomplish such ends.

The Long Range Plan provides opportunities to inspire imagination and wonderment among students. In referencing the work of Tony Wagner in *The Global Achievement Gap*, the following skills are infused in the expectations of the Long Range Plan: critical thinking, problem solving, collaboration, adaptability, initiative, effective communication, accessing and analyzing information, curiosity, and imagination. Within the context of the instructional program, 21st Century Skills are embedded. Additionally, the Long Range Plan reflects an emphasis upon the whole child. The Long Range Plan serves students well in order for them to be able to navigate the proverbial flat world and become successful citizens in a global universe.

Implementing a Long Range Plan

As with previous Long Range Plans in the District, significant research and input provided the foundation for the successor Long Range Plan. Given the nature of the Long Range Plan it is possible that all components of the Long Range Plan may not be implemented faithfully as written or with the designated target dates. The Long Plan is constructed in a fashion that enables the Board of Education and the Administration to continue to review and study issues based upon various timelines and targets. Ultimately based upon such study and review of specific components of the Long Range Plan, annually the Board of Education will be asked to make decisions relative to whether or not to implement various aspects of the Long Range Plan. Thus, it is understood that specific components and timelines of the Long Range Plan should be reviewed by the Board of Education and may be modified as appropriate. Clearly stated and underscored with emphasis herein, the Long Range Plan is designed to be implemented with the clear understanding that it be monitored and adjusted as appropriate and that it be reviewed annually with recommendations for revisions accordingly.

It should be noted that one of the most important strategies for implementing components of the Long Range Plan focuses upon the annual goals adopted each and every year by the Board of Education. The Long Range Plan provides the Board of Education and Administration with the foundation to prepare annual goals. During the goal development process, modifications to the Long Range Plan may occur as new information becomes available to the Board of Education during the goal setting process. That is the nature of Long Range Planning. Monitoring and adjusting are essential components of a successful Long Range Plan ultimately designed to benefit the children.
**Philosophy**

The Ossining Union Free School District believes that every student has an intrinsic right to an appropriate public school education. It is the responsibility of the schools to assure that this right is protected. It is recognized that each student attending the Ossining School District brings unique strengths and needs; it is the responsibility of the professional educators to identify the strengths and the needs of students and to provide the expectations, the expertise, and the educational environment to enable each student to attain his/her highest level of learning and success. The Board of Education is committed to educational equity and excellence for each student in the Ossining multiracial, multiethnic, multilingual, multicultural, and multieconomic school community. It is to this end that this Long Range Plan identifies goals and recommendations on behalf of the children of Ossining.

**Overall Goal**

It is the overall goal of the Ossining Union Free School District to ensure that the educational needs of each and every student are met and that such needs focus each student upon the goal of becoming a lifelong learner and a successful person in the 21st Century World. The goal of becoming a lifelong learner will support each student’s ability to become a critical thinker and to understand, analyze, synthesize, and evaluate – regardless of the topic or issue. A lifelong learner in the global world will attain his/her potential and beyond.

**Governing a Learning Community**

Perhaps the most important elected body within our democratic society, the Board of Education is entrusted with the responsibility to provide the children of Ossining with an excellent and equitable education. As the Board of Education calls upon the administration, faculty, and staff to create a learning community, it must present itself as a model of a learning community as it fulfills its governance roles. The Board is committed to the following.

**Governing Principles**

- The Board shall set policies that encourage high expectations for students, staff, and itself with full emphasis on the belief that schools operate for the benefit of the children.
- The Board shall establish and articulate a clear and commanding vision for educational success for the community.
- The Board shall establish learning and achievement as its first priority and the primary mission of the schools.
- The Board shall focus upon its primary mission and prevent itself from becoming derailed from or paralyzed by non-educational and non-academic issues.
Governance Leadership for Learning

The Board of Education in carrying out its governance role will present itself as a role model for children and adults as a learning community. To this end, the Board is committed to the following.

- The Board will participate publicly in its own learning as it explores concepts, ideas, and proposals prior to enacting policies and/or programs.
- The Board will participate in its own leadership development through local retreats and attendance at regional, State, and national conferences on educational issues.

Governance Leadership Beyond Legislative Responsibilities

The Board of Education recognizes its numerous governance responsibilities as defined by laws and regulations. It also recognizes that the community in its greatest sense can have a profound impact upon the lives of children and ultimately upon learning. The Board of Education will seek to identify those contributing sources of impact upon student learning, outside of the scope of schooling, that need enhancement. Such issues as health care, nutrition, vision care, dental care, housing, and other domestic needs can influence learning considerably. The Board of Education will reach out to other governmental agencies to advance these issues and will advocate on behalf of public policy to assure that all of the basic needs of children are addressed.

The Long Range Plan: An Evolving Journey

- The Long Range Plan: A Work in Progress and Process

With the successor Long Range Plan, it is understood that the document is fluid and flexible, a “living and breathing” Long Range Plan responsive to the potential for change. Rather than a static Long Range Plan, the organic nature of the Plan’s “roadmap” provides an essential non-negotiable, thus, necessitating ongoing review. The nature of a “Work in Progress and Process” implies regular reviews and adaptations as appropriate. Thus, it is imperative that the Long Range Plan be viewed within this context.

- Modifying and Adapting the Long Range Plan

Refreshing, upgrading, updating, and enhancing the overall educational program in the District continues as an ongoing priority. Renewing the educational program must by necessity be an iterative process with regular reviews, modifications, and adaptations. The implementation of the Long Range Plan signals an ongoing commitment by the Board of Education to monitor and adjust the Long Range Plan as appropriate and needed. On an annual basis, the Board of Education will review the Long Range Plan, determine to what degree the Long
Range Plan should be revised, identify areas for potential adaptation, and recommend revisions as deemed appropriate.

- **Financing the Long Range Plan**

Beyond the fact that education must be funded at appropriate levels in order to support student success and the overall health of a school district, the Long Range Plan as written presupposes a careful review of budgetary implications prior to implementing any new recommendations. Many components of the Long Range Plan provide continuation of ongoing initiatives, yet stated herein within the context of the narrative in order to make explicit their importance, as with curriculum renewal and professional development, for example. Other aspects of the Long Range Plan represent new initiatives for which feasibility and resources must be considered prior to full scale implementation. For each new initiative, it is understood that a budgetary analysis must accompany the recommendation prior to the launch of said new initiative. With that said, on an annual basis, the Board of Education must re-assess the long term financial implications of the Long Range Plan through the 2016-2017 school year as well as the short time annual implications for each budget year.

**Goals for the 2011-2012 School Year through the 2016-2017 School Year**

The following plan of action is designed to ensure that the Ossining Union Free School District is committed to a “program plan to assure all of our children are learning excellently to high standards.” The goals provide a commanding vision of the Board of Education and the administration to ensure student success at all levels. The expectation for student success is that all students will be well prepared within the framework of the Board of Education Mission Statement and that upon graduation from Ossining High School students will successfully compete in the “world of college” and the “world of careers and work.” Ossining graduates will exemplify the qualities that reflect “college ready,” “work and careers ready,” and “world ready.” Whereas some students who graduate from Ossining High School may elect the world of work, careers, or the military as the next chapters of their lives, the design of the Long Range Plan prepares students to succeed in college and the university. Thus all students will graduate from Ossining High School prepared to succeed in college, irrespective of their decisions following graduation. The Long Range Plan goals represent an action plan that renews Board of Education confidence and trust in the faculty to catalyze students’ passions for learning and address students’ multiple intelligences thereby enabling all students to succeed. Once implemented, this plan of action will demonstrate that it provides a direction that enhances all students’ learning, achievement, and love of learning.

1.0 **All Of Our Children Learning Excellently to High Standards**

The Ossining School District supports New York State and National Standards for student achievement aimed toward the highest levels of learning. To ensure that
Ossining students attain and even exceed the established New York State, Common Core, and National Standards, the following long range goals are established.

1.1 **Annual Goals: Student Achievement**

Annually, under the leadership of Building Principals and the Office of the Superintendent, school-based goals are prepared and aimed toward improving overall student success rates and success on State, national, and local assessments, among other measures. It is expected that annually such building level goals will reflect a targeted percentage increase of students meeting the State Standards as measured by such assessments. Further, such goals will reflect emphasis upon factors associated with improved achievement for all children while at the same time narrowing the performance gap among the various and disaggregated student populations.

In addition to the above goal, at a minimum, it is expected that each child will be successful in his/her classes and achieve at least one year of academic growth and achievement per year. The New York State and federal guidelines ultimately adopted to measure academic growth will be reflected annually in School Action Plans.

1.2 **Early Childhood Education**

Forward thinking educators recognize the volume of research supporting the value of Early Childhood Education. In order to continue to enhance the development of the District’s youngest learners, the Long Range Plan promotes additional support for Early Childhood Education with the objective of seeking funding beyond the District’s own resources.

1.2.1 **First Steps/Primeros Pasos: Birth Through Age 3 Students**

Given the documented success of the District’s First Steps/Primeros Pasos Program funded by three extremely generous Ossining School District families and numerous other benefactors, the First Steps Program provides children, parents and guardians, and family members with enhanced opportunities to promote language and literacy development. To ensure the continuation of the initiative, a strategic five year plan to be renewed annually will be written and documented during the 2011-2012 school year. The renewable five year plan will be founded upon the efforts of the Ossining Union Free School District to identify external funding sources to continue the program with support and leadership provided by the District.
1.2.2 Full Day Universal Prekindergarten: Feasibility Study

During the 2014-2015 school year, a feasibility study will be conducted regarding the potential of expanding the District’s half day Prekindergarten Program into a full day program, with special emphasis upon identifying sources of external funding, such as grants. The study will include but will not be limited to current research regarding Early Childhood Education reflecting prekindergarten, curriculum, instruction, professional development, parental involvement, facilities and space considerations, cost factors, and stakeholders’ input, among other areas. Providing all children with an early start to a well-grounded educational program will launch the trajectory for students to graduate from Ossining High School “college ready,” “career and work ready,” and “world ready.” A Final Report and Recommendations will be prepared and presented to the Board of Education and educational community.

1.3 Cycle of Curriculum Renewal and Program Review

In order to ensure that the instructional program including but not limited to instruction, curriculum, and assessments provides challenges as well as support to students and remains current and cutting edge based upon research and best practice, a cycle of curriculum renewal and program review will continue to be maintained by the District. Prior to the Long Range Plan, the Ossining School District had launched the Cycle of Program Review which includes external audits, program reviews conducted by committees and task forces, and curriculum renewal facilitated by teachers and administrators. Within the Cycle of Curriculum Renewal and Program Review, targeted areas of the instructional program and curriculum are reviewed on a regular basis. Within this Long Range Plan, the Cycle of Curriculum Renewal and Program Review will continue in order to support student success. Under the leadership of the Office of the Deputy Superintendent, the Cycle of Curriculum Renewal and Program Review will be continued, reviewed, and adapted on a five year basis and updated annually. It is expected that the Cycle of Curriculum Renewal and Program Review will be monitored and adjusted in accordance with new information as appropriate.

1.4 Professional and Staff Development

The cornerstone of continued adult learning on behalf of students can be reflected in professional and staff development. In order to ensure that students continue to be educated to high standards with the expectation of excellence and equity, professional and staff development reflecting current research, best practice, and high expectations must continue to be
enhanced. The Long Range Plan promotes professional and staff development related to academic achievement, cultural sensitivity and responsiveness, social and emotional growth, 21st Century Skills, college preparedness, critical and analytic thinking, and the whole child, among other areas.

During the 2012-2013 school year, a feasibility study will be conducted to determine the ability of the District to support an actual Staff Development Center in the District. In collaboration with the Ossining Staff Development Center or Teacher Center, the District will examine the ability to house a Staff Development Center within the District. A Final Report and Recommendations will be provided to the Board of Education.

2.0 Enhancing Academic Achievement For All Students

With the implementation of the Long Range Plan, it is expected that academic achievement for all students will be enhanced with an additional expectation of equity and excellence. The press for college preparedness as well as career and work readiness along with world readiness will guide the pathway for enhanced academic achievement. Recognizing that core academics include but are not limited to traditional academic subjects as well as the arts and athletics, the press for enhanced academic achievement will address the whole child. High performing students will be challenged to higher levels of attainment and students who need additional support to be successful at high levels will be provided such support.

2.1 Curriculum

Curriculum in its broadest sense reflects the foundation of student learning. Current educators promote a rigorous curriculum to guide students in the 21st Century relative to what an educated person should know and be able to do. Several areas will be targeted within the Long Range Plan specifically reflecting approaches to curriculum. It should be noted that the Ossining School District has been involved in a Curriculum Mapping initiative embracing all academic areas. By the conclusion of the 2013-2014 school year, each grade level, course, program, and elective will have available a written Curriculum Map shared and implemented by faculty members to ensure a challenging, aligned, consistent, and equitable program of curriculum and instruction for all students in the Ossining School District.

Within the context of the Curriculum Maps, 21st Century Skills, Project Based Learning, Differentiation of Instruction, and Student Centered Instruction will be reflected. Additionally, within the context of the Curriculum Maps, technology will be embedded. Technology will be
considered as an integrated component within the curriculum and instructional program rather than perceived as an “add on” or separated from the daily instructional program for students. The Technology Long Range Plan will be reviewed and adjusted on an annual basis in order to support student success and remain current. Annually, a report to the Board of Education and community will be presented.

2.2 Student Portfolios

In addition to traditional assessments that measure student achievement, student portfolios can be designed to reflect student performance and measure student growth. An online student portfolio system can be designed to include measures beyond traditional assessments to reflect 21st Century expectations.

During the 2012-2013 school year, an online student portfolio system will be developed that embraces student learning that extends beyond traditional assessments. This model student portfolio system will be developed for potential implementation during the 2014-2015 school year, pending recommendations.

2.3 Humanities Research Program

The success of the Science Research Program has been well documented based upon student achievement and external recognition. Ossining High School has been piloting elements of a Humanities Research Program through elective coursework. During the 2011-2012 school year, a committee will be tasked to develop a blueprint, model, and recommendations for a formal Humanities Research Program. By the school year 2012-2013, a Humanities Research Program will be implemented.

2.4 Accelerated Mathematics: Middle Level

All students at Anne M. Dorner Middle School have the opportunity to accelerate in mathematics with the Regents Level Integrated Algebra Program course. Recognizing that algebra is a gateway for success and aligned with college readiness, the District expects all students to succeed in such a course either at the Middle School or at Ossining High School. During the 2012-2013 school year, a feasibility study will be conducted to consider implementing “Algebra for All” during the 2014-2015 school year at Anne M. Dorner Middle School. An analysis of student achievement, expectations, curriculum, instruction, professional development, and necessary support will be considered in developing recommendations.
2.5 College Level Preparedness and Achievement

The Ossining School District promotes an educational program designed to prepare all students for success in college level studies. High expectations as well as considerable support provide components to address this goal in addition to a strong instructional program. A variety of initiatives designed to promote college level success are reflected in the Long Range Plan.

2.5.1 College Level Expectations and Experiences

The recent tradition initiated with the fifth grade class relative to college level expectations will be continued within the context of the Long Range Plan. Each fifth grade class will have a college level campus experience as a component of the Ossining educational program. Such experience will be aligned with opportunities available and the educational program at Anne M. Dorner Middle School and Ossining High School.

2.5.2 College and High School Experience

Given the number of college level courses at Ossining High School and the percentage of students completing such courses, an excellent foundation provides students with the next level of college opportunities. During the 2011-2012 school year, an investigation into early college programs, dual enrollment college programs, and the International Baccalaureate Program will be conducted. A feasibility study will be conducted relative to implementation of such programs and the interrelationships between and among such opportunities. During the 2012-2013 school year a status report will be provided to the Board of Education. The following year, a final report will be provided to the Board of Education.

2.5.3 College Level Course Completion

By the 2016-2017 school year, at least forty percent (40%) of Ossining High School students will complete the equivalent of at least one full year of college level coursework.

2.6 Virtual and Online Learning

Given Ossining High School’s preliminary implementation of virtual and online learning, opportunities for all students to complete an online course will be available by the 2014-2015 school year. Courses that are not offered at Ossining High School as well as courses providing support for credit recovery will be included within the context of multiple opportunities. A report with recommendations will be presented to the
Board of Education and educational community during the 2012-2013 school year.

3.0 Preparing Students to Become Global Citizens

In recognition that students who graduate from high school should be prepared to succeed in a global world, preparing students to succeed in areas beyond traditional academic coursework becomes essential. The Long Range Plan promotes student success within the context of a flat and global world.

3.1 World Languages

In recognition that in this global world, speaking, reading, and communicating in more than one single language represent assets, all students graduating from the Ossining School District will have the opportunity to become bilingual. A plan of action will be developed to provide opportunities for all students to have the available programs in order to become bilingual upon graduation or sooner. Opportunities and options will include but not be limited to introducing world language in the elementary schools, expanding the Dual Language Program, and promoting multilingual opportunities in all schools. During the 2012-2013 school year, a feasibility study will be conducted including but not limited to various options and models with recommendations for the 2013-2014 school year relative to programs, curriculum, instruction, professional development, models, and cost factors, among other variables. A Final Report and Recommendations will be presented to the Board of Education and educational community.

3.2 Sustainability

Within the context of Curriculum Renewal, the concept of sustainability will be infused and integrated within the curricula and instructional program from prekindergarten through twelfth grade. On a regular and annual basis, Curriculum Maps will be enhanced with elements of sustainability. During the 2012-2013 school year, curriculum renewal will be conducted in order to address this goal, review Curriculum Maps and the instructional program, and provide recommendations for implementation.

3.3 Community Service

Community service is recognized as a value promoted in the 21st Century. At Ossining High School, a plan of action will be developed during the 2011-2012 school year in order to introduce community service as a
graduation requirement. Recommendations will be presented for potential implementation during the 2013-2014 school year.

3.4 Student Internships

Ossining High School promotes student internships within the context of the SELF Program. Recognizing the potential value of such internships, the feasibility of expanding the internship program for greater numbers of students for an entire semester or full year will be considered. During the 2012-2013 school year, recommendations will be developed for the forthcoming school year.

3.5 Positive Behavioral Initiatives

The District values positive interactions between and among individuals and groups. The District promotes civility, kindness, caring, and compassion, for students, staff, and community residents alike.

Within the context of the schools, the Positive Behavioral Initiatives known as Positive Behavioral Interventions and Supports (PBIS) shall continue from prekindergarten through twelfth grade. Baseline data for disciplinary referrals will be compiled during the 2011-2012 school year. Benchmarks and targets to reduce such referrals shall reflect a reduction of at least five percent per school per year. Longitudinal data for each student who may have disciplinary referrals shall also reflect at least a five percent reduction in such referrals per year.

3.6 Library Media Centers

To advance student learning into the 21st Century, Library Media Centers can be invaluable. The Long Range Plan promotes Library Media Centers as virtual hubs of the schools promoting 21st Century advances. Within the context of fiscal responsibility, Library Media Centers should enhance their capabilities to support 21st Century learning as recommended in the context of a previous program review. By the 2016-2017 school year, all Library Media Centers throughout the District will have been enhanced to address 21st Century expectations.

4.0 Equity and Excellence

As stated in the “Superintendent’s Advisory Council on the Achievement Gap: Final Report and Recommendations – June 2002,” a number of “. . . strategies are commonly referenced as techniques to use when seeking to close the achievement gap. The Ossining School District has already implemented these strategies. 1. Development/Implementation of ‘Best Practices’” (page 9), including but not limited to a challenging curriculum, reduced class size, early childhood education,
increased time on task, and extended time for extra help. The Final Report and Recommendations document continues with three additional areas of accomplishment for the Ossining School District: Promotion of Family Literacy, Encouragement of Parent and Community Support for Learning, and Focus on Staff Training that Addresses Diversity. The recommendations of the report propose continuation of the following, which this Long Range Plan embraces: (1) Continue to Develop and Implement “Best Practices,” (2) Promote Family Literacy, (3) Strengthen Parent and Community Support for Learning, (4) Focus on Staffing and Staff Training to Address Diversity, and (5) Enhance School Climate. The Long Range Plan for the years 2011-2012 through 2016-2017 will remain faithful to these recommendations.

4.1 Improved Achievement For All Students

Relative to equity and excellence, the Long Range Plan includes monitoring the performance and enrollments of disaggregated student populations. Additionally, annually each School Action Plan will address the moral imperative of closing the performance gap and participation gap by providing targets for improvement using the 2010-2011 school year as baseline data for each category. This objective reflects and supports the Long Range Plan goal focusing upon preparing global children who learn excellently at high standards.

4.2 State and National Assessments

Overall, all students will increase their achievement on State and national assessments. Simultaneously, the achievement gap will be decreased each year by at least five percent between and among groups. Targets for improvement will be included in School Action Plans as developed under the leadership of Building Principals.

4.3 College Level Courses

By the year 2016-2017, college level enrollment classes in high school will reflect and mirror the overall demographics of the student population. Achievement for all student groups will continue to progress toward equitable outcomes. Baseline data of the 2010-2011 school year will provide the foundation for establishing aspirational targets for enrollment and achievement growth for each year.

4.4 Faculty Recruitment

The Long Range Plan will promote continued recruitment and outreach for a diverse faculty mirroring the population of the Ossining School District’s students. Annually, recruitment efforts will focus upon increasing the diversity of the faculty. Data will be reviewed annually with
specific targets established as facilitated by the Office of Human Resources.

5.0 Personalization of Education and Student Teacher Relationships

Two important areas promoting positive relationships between students and teachers were featured in the previous Long Range Plan. Two goals related to student/teacher ratios and student/teacher Advisory Systems will be continued within the context of this Long Range Plan.

5.1 Student/Teacher Ratios

Whereas the Board of Education Policy promotes specific class sizes in the elementary grades, it is recognized that there is a correlation between small class size and student achievement within the early grades, kindergarten through grade three. Referencing the elementary class size guidelines from the previous Long Range Plan, the table outlined below will be considered as an ultimate aspirational target, recognizing that space as well as fiscal restraints may mitigate against immediate implementation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Size Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-kindergarten</td>
<td>16-17 (18) students</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>16-17 (18) students</td>
</tr>
<tr>
<td>1</td>
<td>16-17 (18) students</td>
</tr>
<tr>
<td>2</td>
<td>16-17 (18) students</td>
</tr>
<tr>
<td>3</td>
<td>16-17 (18) students</td>
</tr>
<tr>
<td>4</td>
<td>19-20 (21) students</td>
</tr>
<tr>
<td>5</td>
<td>21-22 (23) students</td>
</tr>
<tr>
<td>6</td>
<td>21-22 (23) students</td>
</tr>
</tbody>
</table>

5.2 Student/Teacher Advisory System

On a limited and pilot basis, Ossining High School has introduced a Student/Teacher Advisory System. Expanding the Advisory System should provide an aspirational goal to be enhanced on an annual basis. Relative to recommendations pertaining to Advisories, multiple models should be examined in order to expand said Advisories. It is recognized that only cost effective recommendations will be considered and thereby advocated.
6.0 Time for Student Learning

It is widely recognized that time dedicated for student learning provides a variable that can maximize student achievement. Numerous strategies and best practices have been documented that promote enhanced student achievement. The Long Range Plan promotes a variety of opportunities to improve student success.

6.1 Increasing Time For Learning

During the 2013-2014 school year, strategies will be identified for increasing the length of the school day for students using creative means including but not limited to staggered staff schedules. Recommendations to provide increased time for student learning will be provided in a report designed to support student achievement. All creative strategies, models, and best practices to increase time for student learning will be considered. A Final Report and Recommendations will be provided to the Board of Education.

6.2 Year Long Education

Research indicates that during the two months of summer, students often experience a decline in achievement, especially students who struggle academically during the regular school year. Alternate scheduling for the school year should be considered in order to examine creative opportunities for scheduling academics during the summer months. During the 2014-2015 school year, a study will be conducted to identify models, strategies, and best practices to expand time for student learning during the summer months. A report and recommendations will be presented to the Board of Education and educational community.

6.3 Creative Strategies

Increasing time for student learning provides the opportunity to increase student achievement. On an annual as well as ongoing basis, each school will examine creative strategies to alter schedules in order to increase time for student learning. An annual review relative to school schedules will attempt to increase time for student learning.

6.4 Beginning Times for Schools: “School Start Times”

Considerable literature has been amassed relative to the most advantageous start times for elementary and secondary school students. Informal suggestions have emerged within the Ossining School District periodically. During the 2015-2016 school year, a study will be conducted to analyze and examine the starting times for each of the schools in the
District. Attention should be devoted to consideration of a later start time for Anne M. Dorner Middle School and Ossining High School and an earlier beginning time for the elementary schools. All considerations will be researched including but not limited to fiscal issues, transportation, extracurricular activities, and other factors. A report and recommendations will be presented to the Board of Education and educational community.

7.0 The Schools and Communities as Partners

It is recognized that the Ossining School District promotes a seamless partnership between and among the schools and the community at large. The elements of the Long Range Plan reflected below are designed to enhance the partnerships and support student success simultaneously.

7.1 Community Partnership Schools: Community/Full Service Schools

During the 2012-2013 school year, a feasibility study will be conducted relative to implementing a type of community partnership school system or Community/Full Service Schools. The research conducted by a study group during the 2009-2010 school year along with new and current studies will be included in this review. Additionally, all considerations will be examined including but not limited to fiscal and space issues. A report and recommendations will be presented to the Board of Education and educational community.

7.2 University Partnerships

Given the community of learners within the Ossining School District educational community, the availability of college resources has benefited Ossining School District students as well as the community at large. Ossining High School has established a number of excellent college and university partnerships. Additional opportunities for university partnerships to enhance the Ossining School District as well as the community at large will be researched under the aegis of the Long Range Plan. Recommendations for expansion of college partnerships will be provided during the 2012-2013 school year.

7.3 Community School Fitness Center

The Ossining School District promotes the good health, wellness, and fitness of students, staff, and the community. During the 2011-2012 school year, an exploration of additional ways to promote a wellness partnership between the community and the schools will be conducted. Consideration will be given relative to community access to the High School Weight Room.
7.4 **School Community Partnership Expansion**

It is recognized that partnerships between schools and communities vary in models and forms. Given the commitment of the Ossining School District to partner seamlessly with the community, an examination of new and varied opportunities will be conducted during the 2013-2014 school year. Recommendations will be provided as appropriate. An exploration of numerous models and strategies to enhance and expand the partnership between the schools and the community will be conducted, including but not limited to the following areas: community access to computer labs, community access to a fitness center, parent and family centers, literacy zones for parent and adult learning, a senior citizen program promoting events and outreach efforts, community opportunities for internships for students, and continued community use of school district fields and buildings, among other areas. A report and recommendations will be provided to the Board of Education and educational community.

8.0 **A Safe and Secure School Environment**

It is recognized that a safe and secure learning environment provides opportunities for success. The Long Range Plan promotes the continuation of school based and Districtwide teams designed to promote the well being of students, staff, and the community at large.

8.1 **Safety and Security**

In order to support student achievement and success, the Long Range Plan promotes a safe and secure environment. All aspects of the environment will be considered on a regular and annual basis.

8.2 **Alternatives to Student Suspension**

The District ensures a safe and secure learning environment for all students. The Long Range Plan promotes practices that build character and responsibility for students. Yet, from time to time students may be excluded from school as a result of behavioral issues. A study will be conducted during the 2011-2012 school year in order to provide recommendations for alternatives to exclusionary discipline practices. A variety of creative recommendations will be solicited including but not limited to a twilight school and virtual online learning, among other opportunities. A report and recommendations will be provided to the Board of Education and educational community.
9.0 Facilities Improvement Planning

The facilities in which students are educated impact student achievement and success. The physical facilities of a school district must always be reviewed and enhanced on an ongoing basis in order to maximize the physical learning environment for students.

For many years, the District has engaged the educational community in facilities improvement planning. All aspects of facilities improvements should continue to be considered for the duration of this Long Range Plan. Consideration for facilities improvements should include but not be limited to space needs at Anne M. Dorner Middle School, Ossining High School renovations, long-term athletic facilities needs, space needs related to student enrollment, infrastructure needs, and other facilities needs. On an ongoing basis, the Long Range Plan promotes annual reviews of Facilities Improvement Planning.

10.0 Long Term Multi-Year Financial Planning

Under the leadership of the Business Office, a multi-year financial plan for the District will be developed beginning with the 2011-2012 school year. With input from stakeholders as appropriate, the Business Official will provide leadership for the creation of such a plan. The multi-year financial plan will be reviewed annually and updated and revised as appropriate.

Monitoring and Adjusting the Long Range Plan

As stated earlier yet underscored herein for emphasis, it is the intent of this Long Range Plan and the Board of Education that the Long Range Plan shall be reviewed on an annual basis. It is understood that the Long Range Plan will serve as the basis for establishing annual Districtwide goals and objectives as adopted by the Board of Education. During such annual reviews, the Board will be asked to reaffirm goals and objectives, modify the goals and objectives, delete goals and objectives, or add new goals as appropriate.

A Long Range Plan: A Direction to Assure All of Our Children Are Learning Excellently to High Standards

The Long Range Plan embraces all students, promotes high expectations for students to achieve at high standards and high levels, and provides targets to facilitate enhanced success during the ongoing journey toward continuous improvement. As advocates for all children, the Board of Education and the entire Ossining School District educational community dedicate themselves and commit to the success of each and every child. With children first and foremost in the hearts and minds of educators as well as parents and guardians, the schools provide the impetus and context to promote student success. The Long Range Plan sets forth the continuation of the pathway to heightened achievement and expansion of current successful initiatives.
Embracing a birth through college philosophy and action plan, the Long Range Plan provides elements for early childhood education and family literacy and continues until college preparedness and college level success. In the Ossining School District, all students have access to opportunities for learning at high levels with the expectation that all students will continue to grow and enhance their achievement as they progress throughout the schools.

The Long Range Plan reflects considerable respect and trust for faculty, administrators, and staff throughout the Ossining School District. Parents, guardians, and families continue to be valued as essential partners in the mission to educate all students to high standards. The entire Ossining community is recognized and appreciated in the effort to promote the success of all students and all diverse learners. With the talent, expertise, and commitment of an excellent faculty and administration, the dedication and support of staff, parents, guardians, families, and the community at large, it is expected that the direction and specifics reflected in this Long Range Plan will be embraced and expanded during the years. It is expected that all of the above plus additional creative ideas and cutting edge initiatives as well as a renewed commitment will ensure that all of our children are learning excellently to high standards.
Bibliography


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Appendices

- Board of Education, Faculty, Parent, Community, and Student Feedback
  - Board of Education Meetings
  - Administrative Team
  - Park Early Childhood Center
  - Brookside School
  - Claremont School
  - Roosevelt School
  - Anne M. Dorner Middle School
  - Ossining High School
  - Ossining High School Students
  - Community Forum
  - Ossining Parents Advocating Collectively for All Our Children (OPACC)
- Instructional Vision and Premiums
- District Strategy Map