

2023-2028 Strategic Plan



East Williston School District

Real-World Living, Learning, and Connections

	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028
Real-World Learning Teacher	Establish and support Real-World Learning Teacher to enhance students' access experiential learning opportunities		Evaluate and adjust the responsibilities of the Real-World Learning Teacher in order to ensure the position is effectively supporting students in connecting with authentic and timely experiential learning experiences		
Internships & Experiential Learning	The Real-World Learning Teacher will support existing 12th-grade project by helping connect students with experiences and internship opportunities while developing the creation of The Wheatley School's Internship & Experiential Learning Program Design and brand Wheatley's Internship & Experiential Learning Program	The Real-World Learning Teacher will deepen the connections students foster with both outside and internal experiences as part of The Wheatley School's Internship & Experiential Learning Program	Establish digital database of experiences and launch an annual Summer Service and Internship Night	Evaluate and enhance the Internship / Experiential Learning program based on students' needs and developing interests	
Outside Connections & Alumni Network	Using the College Visit Model, bring outside speakers to students in grades 10-12; connecting with alumni as appropriate	Working with the Real-World Learning Teacher, begin development of partnerships with community and alumni groups	Expand community and alumni partnerships	Begin Community and Alumni Council of outside professionals looking to support East Williston's Real-World Learning initiative	
Develop and Expand Business Program	Expand Business faculty; offer a 6th-grade Business course and a new high school course titled Wheatley Student Run Business	Begin planning for an 8th grade business elective which would fit into the sequence of the existing business curriculum Determine where financial literacy is taught in current offerings and asses the potential of creating a finance strand	Implement 8th-grade Business elective Using information from 2024-2025, determine additional business course offerings (and what courses are no longer relevant) and any necessary staffing increases	Evaluate current Business field trips to see if they are serving students' needs while exploring additional field trip options	Assess 6-12 Business Program, with goal of developing a clear 5-year sequence with optional certification programs
Self Management Skills	Assess where and which time management, study, and power skills are currently taught Pilot a study skills elective for targeted students at Wheatley and monitor student progress and course outcomes Identify additional students that would benefit from the course	Explore creation of a seminar class focusing on time management, study, and power skills Assess the benefits of the study skills elective and identify areas of ongoing curricular focus	Implement course(s) and/or curriculum that develop time management, study, and power skills Increase sections offered in the student skills elective course to meet student need	Evaluate effectiveness of new course(s) and/or curriculum to establish a vision of where the respective skills are taught on the K-12 spectrum	

Social Emotional Learning, Mindset, and Well-Being

	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028
Social Worker Support	Support the integration of an additional social worker at Willets Road School and The Wheatley School through the administration of classroom presentations and student groups designed to address student needs	Review the impact of the additional social worker on the Willets Road and Wheatley School communities to determine if additional supports would be to the benefit of the community			
SEL Frameworks	Support ongoing work in SEL by ensuring that all new faculty receive appropriate training, by including support staff in morning meetings etc., and by providing continued training for teachers and students	Examine crossover between Responsive Classroom framework and Restorative Practices for integration at The Wheatley School Continue training cohorts of teachers and students as community building facilitators at The Wheatley School	Expand implementation of best practices of the Responsive Classroom and Restorative Practices into Wheatley classrooms Expand training cohorts of teachers and students as community building facilitators at Willets Road School in Grade 7	Evaluate current SEL frameworks to assess effectiveness on educating the whole child	
8th Grade Teams	Implement 8th grade teams at The Wheatley School with a focus on best middle level practices Establish and support the 8th grade team leaders to enhance the middle level team model	Assess first year of 8th grade teaming; leverage lessons learned for greater impact on current 8th grade Evaluate effectiveness of current high school schedule in the implementation of the 8th grade teams	Make necessary changes to the high school master schedule to reflect appropriate program for 8th graders and their team teachers	Gather student and teacher feedback on the following areas to see if changes to 8th grade teaming would enhance the program: academic success, emotional intelligence, master scheduling, and team meeting model	
School Start Time	Continue analysis of adjusted school start times for potential implementation in the 2024-2025 school year	Implement the adjusted start times if recommended	If adjusted start times are implemented, analyze impact of adjustments by looking at qualitative and quantitative data	Review recommendations made and implement changes as indicated	
Parent University	Assess opportunities for Parent University implementation	Based on the assessment in 2023-2024 school year, plan a Parent University that will streamline multiple parent nights	Implement a Parent University targeting all parents, K-12	Ongoing evaluation of the Parent University model and attendance in specific sessions to ensure the program meets the needs of all families	

Pathways to Personalized Learning

	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028
Curriculum Design	Review and develop Scope and Sequences for courses across the K-12 continuum	Provide opportunities for staff development related to curriculum and unit design with a focus on differentiation	Determine curriculum entry points for developing pathways to differentiate instruction based on student interests	Begin implementing curriculum level differentiation based on student interests	Assess and review curriculum development work from previous five years
Performance Tasks & Project-Based Learning	Assess existing curriculum to determine opportunities for project-based learning and personalized learning performance tasks	Provide opportunities for staff development related to project-based learning and performance tasks	Through curriculum writing, add project-based learning and performance tasks for existing curriculum projects	Incorporate performance tasks across K-12 classes with an ongoing evaluation of evolving project-based learning opportunities across the curriculum	
Micro-Credentials to Meet Student Interests	Elicit student feedback and assess students' interests in the development of a micro-credential portfolio	Provide opportunities for staff development related to micro-credential development with alignment to student feedback and interests	Introduce micro-credentials to the kidOYO platform into subjects and skills beyond Computer Science	Expand the kidOYO portfolio system to include a wide range of micro-credentials across various subjects and skills	Showcase student portfolios to parents, school staff, and outside organizations and colleges to highlight students' strengths and achievements
Promoting a Variety of Course Pathways	Build student understanding of how current elective offerings support the development of a wide variety of skill sets	Establish and promote elective pathways/strands based on an evaluation of 5-12 electives incorporating historical enrollment data	Promote awareness of elective pathways by having students from The Wheatley School present to students at Willets Road School	Expand and introduce new electives at Willets Road School and The Wheatley School based on students' interests to provide opportunities for personalized learning and to diversify learning choices for students	
Support and Expand Coding and Computer Science	Audit K-12 coding curriculum to identify gaps in coding instruction and student learning as well as to assess the languages that students are coding with	Expand the kidOYO platform into other computer science courses Evaluate the effectiveness of new computer science courses	Evaluate the computer science feeder program and determine how we can enhance student interest	Using information gathered in 2025-2026 enhance computer science feeder program	Analyze computer science offerings to determine relevance
Expand and Enhance Research Program	Establish and support Research Teacher to enhance students' research opportunities Review research laboratory facilities and space for future upgrades Enhance current student research procedures and policies through the revised IRB research guidelines Conduct site visits to research programs to explore best practices	Explore program opportunities for in-house laboratory work. Bolster mentorship opportunities with local research institutions Evaluate the effectiveness of the newly created Research Laboratory Expand training for staff in best practices for implementation into the curriculum	Expand in-house project program Determine if mentorship opportunities are meeting students' needs Begin planning for Willets Road Research feeder program	Implement Willets Road STEM Research feeder program Determine additional facility needs for growing Research Program	

Post-Secondary and Future Planning

	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028
College/ University Partnerships	The Wheatley Guidance Department will conduct an engagement audit of colleges in which our students have shown interest and begin to generate ways in which our students can gain additional opportunities to interact with representatives from those institutions Begin planning an onsite college fair at The Wheatley School for the 2024-2025 school year	Based on the data from the 2023-2024 engagement audit and information from recent years, seek new partnerships with colleges and universities that could potentially yield opportunities for Wheatley students to directly engage with admissions representatives. Host an onsite College Fair for students at The Wheatley School to partner students with college representatives to inform student interest	Continue nurturing relationships with additional college and universities based on trends in student applications and attendance Increase school counselor presence each year on college/university campuses to expand partnerships Based on the participation of colleges/universities and student engagement during the 2024-2025 school year, consider the planning of additional local fairs or expand the college fair to include students from high schools in the region		
Admission Process Guidance and Development	Conduct a review of departmental post-secondary advisement processes to ensure that students and families are receiving support in keeping with best practices regarding all pieces of the planning process (SAT/ACT exam prep, timelines, essay writing, financial aid, etc.)	Based on the data from the 2023-2024 assessment of needs, offer workshops for students to enhance the strength of their college entrance packet, including preparation for the SAT/ACT and essays	Assess the effectiveness of implemented student and family workshops through the collection of student and parent feedback and workshop attendance to identify potential changes needed for 2026-2027 and implement as indicated	Continue to monitor trends and community feedback with regard to the post-secondary planning process both locally and nationally in order to implement adjustments to student advisement and departmental programs as indicated	
Digital Presence and Communication	Collaborate with guidance counselors and the District Guidance Committee on an information and ease-of-use audit of the guidance department webpage Enhance the guidance department's presence on social media for the college/university audience	Ensure that students' work and experiences are highlighted on social media to gain the attention of colleges/universities		Continue to update the website each year to reflect updates to college planning, special education, and trends with financial aid assistance	
Trade Pathways and Career Readiness	Audit interest from The Wheatley School students in trade pathways, BOCES programs, and future careers after graduation from high school and make recommendations prior to budget for 2024-2025	Contact local organizations and unions to engage counselors in professional development regarding trade career preparation and explore potential future partnership opportunities for students	Research trade programs through BOCES and local universities and support the attendance of interested students as part of the course selection process	Continue to leverage relationships developed with local labor organizations to develop opportunities for advancement for students interested in pursuing post-secondary pathways other than college study	Continue to monitor student participation at BOCES and other outside programs for recommendations moving forward

Inclusivity, Community, and Civics

	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028
Understanding Equity, Inclusion and Belonging	Conduct an assessment of current practices that address equity, inclusivity, and belonging in our schools in partnership with building DASA committees	Conduct a needs assessment of staff training to support equity, inclusion, and belonging	Provide staff with training based on the needs assessment		Conduct an assessment of revised practices based on staff training and implementation with recommendations for the future
Empower Students	Meet with students in grades 9-12 to identify focus areas for fostering a sense of belonging	Empower student extracurricular groups to organize events, discussions, and projects that celebrate and equity, inclusivity, and belonging		Establish student forums for discussing equity, inclusion, and belonging	
Teaching for Equity, Inclusivity & Belonging	Audit the books and resources used in our classrooms to ensure they are culturally responsive and inclusive	Complete and report on Year 1 audits, identify areas needing review	Focus on ensuring that diverse perspectives, authors, and historical events are incorporated into curriculum across all subject areas		
Media Literacy	Assess where students are currently developing their media literacy skills within our schools	Engage faculty in professional development on media literacy skills	Identify areas for expanded media literacy lessons, K-12	Implement expanded instruction in media literacy	Assess success of expanded media literacy program
Civics & Citizenship	Develop a K-12 map of desired Civics and Citizenship outcomes incorporating the NYS Framework for Social Studies, NYSED Civic Readiness initiative, and our existing curriculum	Target areas to develop student civic skills and understandings, with a focus on K-6		Target areas to develop student civic skills and understandings, with a focus on 7-12	Assess Civics and Citizenship program regarding student knowledge and ability to take informed action