

GENERAL BROWN CENTRAL SCHOOL DISTRICT

General Brown Junior-Senior High School

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Dexter Elementary School

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BARBARA J. CASE
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February 26, 2019

Dear General Brown Central School District Parent and Community Member:

I am pleased to announce that at last night's Special Board meeting, the Board of Education of the General Brown Central School District unanimously adopted the Strategic Plan 2019-2022, as well as a resolution approving the grade-centered reconfiguration of the elementary schools.

The Strategic Plan 2019-2022 was the result of work from various stakeholders of the District, including parents, students, community members, teachers, and members of Leadership that sought to create a vision for continued improvements within the General Brown Central School District. This plan is a comprehensive focus of initiatives, goals, and planning for the next 3 years. This process was conducted with the assistance of Castallo & Silky LLC, Education Consultants, and the process allowed us to focus on our commitment to the District's mission, as well as redefine our core values. We set goals with specific outcomes and offered Strategic Action Recommendations for three Strategic Focus Areas: Academic Achievement, Intentional Investment in Learning, and School Culture and Community. Please find included a copy of the Strategic Plan 2019-2022. We look forward to the implementation phase, and we will continue to share updates with the Board and the greater General Brown school community as we begin to take action towards meeting our goals and outcomes.

Included with the Strategic Plan 2019-2022 was a recommendation to the Board to consider reconfiguration of the elementary schools. We noticed that this important proposal had an effect on all three Strategic Focus Areas. Additionally, for most of this school year, the Leadership Team and Board of Education have been exploring options to address some recurring and ongoing concerns within the District, specifically related to Brownville-Glen Park and Dexter Elementary Schools. Our goal is to provide all students with engaging educational experiences that meet their needs and provide new opportunities for learning. However, due to many variables over time, three issues have

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been regularly identified that interrupt educational programming: unbalanced classroom sizes between the buildings, loss of instructional time for students displaced due to unbalanced enrollments, and few opportunities for grade-level collaboration among teachers. The Leadership Team and the Board reviewed many data points, committed to being informed, shared information with staff and the community, and listened to the concerns of the stakeholders. Ultimately, the District believes that grade-centered reconfiguration of the elementary buildings (Dexter grades PK-2 and Brownville-Glen Park grades 3-6) will alleviate the disparities between the schools while providing the children with equitable and more-enriched educational experiences. Grade-centered reconfiguration will be implemented in September 2019. Moving forward, we will begin planning for our transition to the new model. That will include regular updates provided to parents and staff via letters, social media posts, and various District meetings to keep everyone informed of our progress. We recognize that transportation was the most prevalent concern expressed by stakeholders, and as a result, we have requested proposals from outside experts to conduct a transportation study to assist us in planning for the changes brought by reconfiguration. As we get the results of that study and consider the recommendations included in that, we will also share that information.

Thank you to all who attended the Town Hall Meetings and expressed their concerns, sought additional information, and vocally supported the proposal. This seems like the perfect time to consider these changes to our elementary schools, especially as we begin to unpack New York State Standards and address new accountability expectations by the state. Thank you for your ongoing commitment to the students of General Brown Central School District.

Sincerely,



Barbara J. Case
Superintendent of Schools

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General Brown Central School District

Strategic Plan 2019-2022



The Mission of the General Brown Central School District is to prepare and inspire each student to meet future challenges.

We believe...

- Everyone can learn.
- Positive expectations, behaviors, and attitudes are modeled by adults.
- Risk taking, innovation and creativity are encouraged.
- There should be celebrations for what is going well.
- Students learn by cultivating their interests and talents.
- A positive school culture reflects a focus on cultural diversity.
- Acceptance of each other promotes a positive learning environment.
- Success is enhanced when all students take responsibility for their learning.
- The responsibility for a rigorous, goal-oriented education and for the well-being of each student is shared by the entire community.
- Each student is cared about, and in turn cares about and respects all others.

Strategic Focus Areas:

Academic Achievement

Intentional Investment in Learning

School Culture and Community

Goal 1: Academic Achievement: Each student will meet or exceed the expectations of the curriculum and instruction of the General Brown School District and New York State Standards.

Outcome A: Curriculum and Instruction: All curriculum and instruction will be aligned to maximize student learning

- All **teachers** will develop curriculum, instruction, and assessments aligned to New York State Standards.
- All **students** will be exposed to curriculum that is relevant, engaging, and culturally responsive aligning to both New York State Standards and corresponding curriculum and instruction.
- All **teachers** will utilize data analysis skills to monitor and maximize student performance according to the New York State Standards.

Outcome B: Instructional Practices: Maximized student learning and high expectations for all students will be met through the use of differentiated instruction and effective instructional tools and assessment.

- All **preK-12 students** will be provided integrated instructional opportunities to achieve the best academic outcomes.
- All **teachers** will utilize innovative pedagogy to engage and teach all students.

Goal 1 Strategic Action Recommendations for Academic Achievement: Create Curriculum and Instruction Team(s) to

- map, review and update curriculum
- align instructional practices and create linkages with common and state assessments
- unpack New York State Standards
- design professional development and support turnkey trainers to help facilitate the implementation of district initiatives
- explore grading and scheduling alternatives
- review homework policy
- analyze student data, climate survey data, test data and report card data
- embed data review in team meetings, department meetings, faculty meetings and leadership meetings and develop professional learning communities.

Goal 2: Intentional Investment in Learning: Each student will be provided opportunities for authentic learning, collaboration and skill development in college, career, and citizenship while demonstrating an innovation mindset and appropriate use of technology.

Outcome A: Engagement and Investment: All students will be fully engaged in teaching and learning that meets their skills and needs to be college, career, and citizen ready (CCC).

- All **students** will engage in preparing to meet their future goals and responsibilities for college and/or career, and civic duties.

Outcome B: Opportunities: A wide range of teaching and learning opportunities will be provided to meet the needs of students at all grade levels and with all abilities to ensure both community and global perspectives.

- All **students** will communicate and/or collaborate with community, business, global and/or education partners each year.
- All **students** will continue to explore opportunities to expand and deepen trans-disciplinary learning and problem solving skills that can be applied and transferred to college, career, and civic readiness.

Outcome C: Consideration of Reconfiguration of the two elementary schools to align grade levels in each building.

- An analysis of the current building grade configuration will be conducted to determine the best configuration to meet the needs of all elementary students.
- A discussion and decision-making process will be initiated by the General Brown School District to consider reconfiguration of the district schools, specifically the two elementary schools in order to attain the horizontal and vertical alignment, congruence, and consistency of curriculum, instruction, assessment, space utilization, inclusivity, and opportunities.

Goal 2 Strategic Action Recommendations for Intentional Investment in Learning: Create a Team to

- develop a counseling/guidance and CCC plan and to embed career development K-12
- continue to advance offerings for all students especially in the areas of technology and in the community
- explore necessary resources to support new opportunities including realignment of grades to maximize alignment of curriculum, instruction, coordination and communication

Goal 3 School Culture and Community: Each student will demonstrate behaviors congruent with a school culture and community that reflect the values, beliefs, attitudes, perceptions, respect, and relationships that promote academic success and social and emotional well-being for all in inclusive, safe settings, and with family engagement.

Outcome A: Inclusive environment: The teaching and learning environment will be enhanced to ensure that students are engaged in learning in an inclusive environment that is socially, emotionally and physically safe.

- All **students** will engage in extracurricular activities that promote leadership development.
- All **students** will be educated in inclusive settings.
- All **students, staff, parents and community members** will feel welcome in all school settings, and they will support and promote cultural awareness and sensitivity.

Outcome B: Staff and Community Development: We will hire, mentor, develop and retain teachers and staff to model all aspects of this inclusive school culture and community.

- All **staff hires** will reflect the mission and vision of GB to provide an inclusive teaching and learning environment for students.
- All **staff members** will engage in community outreach.

Outcome C: Safety Student and staff safety will be at the forefront of decisions about facility and classroom procedures and space to ensure a focus on teaching and learning.

- All **schools** will be safe and secure at all times.

Goal 3 Strategic Action Recommendations for School Culture and Community: Create a Team to

- analyze student engagement data in activities
- develop strategies for increasing engagement to meet the learning and social needs of all students within school and the community
- develop a plan for enhancing a welcoming culture in all schools
- ensure all professional development aligns with district goals
- update the School Safety Plan to support physical safety & security, mental health and student discipline
- implement a robust mentoring program