

DISTRICT PRIORITIES

2018-19

***DRAFT**

I. INSTRUCTIONAL PROGRAMS

Three of our instructional programs continue to need strengthening: English Language Arts (ELA), Mathematics, and Information and Communication Technology (ICT). Despite significant gains over the past few years, ELA and Math instruction need to be strengthened because too few Rush-Henrietta students achieve college and career readiness levels on state and local (district) assessments. ICT instruction must be strengthened to ensure that Rush-Henrietta students can use an array of ICT tools, and understand the principles of their effective application, for creating, collaborating, communicating, and applying critical thinking skills.

II. SPECIAL EDUCATION

Many Rush-Henrietta students have disabilities that interfere with their learning. To support our students with disabilities, a broad spectrum of instructional support services are provided, including special classes, consultant teachers, teaching assistants and teacher aides, counseling, speech and language therapy, occupational therapy, and physical therapy. Despite these efforts, our students with disabilities are not achieving expected levels of academic success. Specifically, the district is consistently missing NYS Adequate Yearly Progress (AYP) targets for students with disabilities at multiple grade levels, and the four-year graduation rate for students with disabilities is significantly below that of other Rush-Henrietta students. To ensure that students with disabilities achieve expected levels of academic success, our special education services must be reviewed and strengthened.

III. WELCOMING DIVERSITY

Given the growing diversity of our student body and community, we must do more to recognize the importance and connection among culture, teaching and learning. Specifically, we must ensure that we respect and appreciate the diverse backgrounds of our students, families, and colleagues; that we promote cultural sensitivity in and outside of the classroom; that we provide inclusive, supportive learning environments where all students and staff feel accepted rather than tolerated; and, that we develop a workforce that reflects the diversity of our community.