



SMITHTOWN CENTRAL SCHOOL DISTRICT

STRATEGIC PLAN

SMITHTOWN 2027



LETTER TO THE COMMUNITY

Dear Smithtown School Community,

As you may be aware, the Smithtown Central School District began a strategic planning initiative in January 2021 called Smithtown 2027. For the past 20 months, two Stakeholder Planning Teams consisting of students, parents, community members, and District staff have worked to identify the goals that will guide the district for the next five years. The initiative began with the development and administration of a survey, as well as focus groups, to gather the thoughts and opinions of the entire Smithtown school community.

We were very pleased that well over **4,000** people took the time to complete the survey and/or participate in the focus groups. The results of the student, community member, and staff surveys and focus groups served as the baseline for developing the district's revised mission, vision, beliefs, and goals moving forward.

We are excited to share the Smithtown Central School District's Strategic Plan with you. On the pages that follow, you will see the five overarching goals, strategies for reaching these goals, an action plan for each strategy, key performance indicators, and a timeline. Although the plan is completed, our work is far from finished. The next step in the Smithtown 2027 process is the creation of an Implementation Team consisting of a variety of District stakeholders. They will work to facilitate the implementation of the strategic plan and assist in the development of periodic updates to the community.

We would like to thank all of the Stakeholder Planning Team members who have dedicated their time to the successful completion of our strategic plan. We are confident that the plan is a reflection of the collective vision of the Smithtown school community.

Sincerely,

Matthew Gribbin
President, Board of Education

Mark Secaur, Ed.D.
Superintendent

MEASUREMENTS FOR SUCCESS

HOW WILL WE KNOW THE STRATEGIC PLAN IS WORKING?

The Smithtown Central School District's Strategic Plan acts as a roadmap for our district with a goal to align all stakeholders on a shared mission, vision, values, and goals for the next five years.

As community-wide involvement is vital to developing a student-centered strategic plan, Smithtown Central School District's new strategic plan was driven by our community. From the outset, we have been committed to listening to those invested in our schools. We wanted to know what was working, what needs reevaluation, and what is envisioned for the future of the SCSD.

In January 2021, we began the process of gathering feedback by facilitating conversations with parents and families, staff members, students, and community members through surveys and focus groups. The feedback shared from our community helped outline the priorities in this strategic plan.

Input from surveys and focus groups were reviewed, coded, and categorized by our objective third-party partner, K12 Insight. Working sessions were held every other month with district leadership and the Strategic Planning Committee (SPC). The SPC consisted of 20 parents, staff members, and students from the Smithtown Central School District community.

Together, leadership and the SPC used data collected from the larger community to identify the priorities that were used to craft the final plan framework.

From there, district leadership and the SPC worked together and used data collected from the larger community to identify the priorities that were used to craft the final plan framework, including focus areas, objectives and goals, actions to achieve those goals, and performance indicators to measure success starting in the 2022-2023 school year.

OUR MISSION

The Smithtown Central School District provides a safe, supportive, and stimulating environment for students to learn, where all are valued. We are committed to educating well-rounded, lifelong learners who are compassionate, responsible, ethical members of society.

OUR VISION

Smithtown Central School District's vision is to support each child in developing the fundamental academic and life skills needed to reach their maximum potential. The district's goal is to encourage a love of learning in students while fostering confidence, integrity, respect for others, and a sense of purpose and belonging.



OUR BELIEFS/VALUES

Commitment to High Standards & Expectations: All members of our school community are committed to upholding high standards and expectations for all students. We are committed to engaging and educating all students and preparing them for future success.

Respect & Citizenship: All members of our school community will treat one another with consideration and compassion. We honor each person's individuality and celebrate our community's diversity.

Responsibility & Integrity: All members of our school community value honesty and having strong moral principles. We accept responsibility for working hard and persevering in all that we do and taking accountability for our actions.

Student-centered & Collaboration: All members of our school community will provide positive educational experiences for each student. We value collaboration and cultivating an environment where our community works together and learns from one another, both in and out of the classroom.



OUR STRATEGIC PLANS AND GOALS

1



Academic Achievement and Growth for Each Student

Our students are provided high-quality instruction and support to ensure the academic growth of each student and prepare them to succeed in their chosen path beyond high school.

2



Student Belonging and Well-being

Our students are provided a safe and supportive environment and demonstrate skills and attributes to cope with life challenges and achieve personal well-being.

3



Positive Working Environment and Staff Engagement

Our staff feel valued, are fully invested in students' success, and feel that they receive the support they need to be highly effective employees.

4



Stakeholder Involvement and Community Collaboration

Our families and community members are valued and collaborative partners in promoting student success.

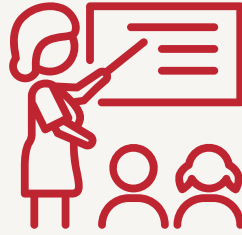
5



District and School Effectiveness and Efficiency

Our resources are maximized to achieve our strategic goals and provide efficient and cost-effective operations, systems, and services.

STRATEGIC GOAL 1



Academic Achievement and Growth for Each Student

Our students are provided high-quality instruction and support to ensure the academic growth of each student and prepare them to succeed in their chosen path beyond high school.



Strategy 1

Identify what students should know and be able to do PreK-12 and design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement, and continuous improvement to assure academic achievement and student growth.



Year 0 – Year 5

ACTION 1

Develop and adopt a collection of highly effective instructional practices with a multidisciplinary focus

ACTION 2

Establish district-wide expectations to implement, integrate, and monitor the use of technology to support and enhance teaching and learning

ACTION 3

Continue to implement close alignment of the curriculum and continue to emphasize rigorous instruction

ACTION 4

Determine consistent, district-wide expectations for academic programming at all levels

ACTION 5

Review and assess existing scope and sequence of all subjects and align current curriculum lessons and units to standards

KEY PERFORMANCE INDICATORS

- Developed collection of highly effective instructional practices with a multidisciplinary focus
- Instructional practices aligned by subject and grade-levels
- Number of multidisciplinary units
- Developed base expectations for academic programs (K-12)
- Developed common rubrics created for curriculum (K-12)
- Developed expectations for the use of technology in supporting and enhancing teaching and learning
- Percentage of teachers using technology and integrating technology into instruction
- Ratio of students to devices
- Ratio of teachers to devices

Strategy 2

Assess and enhance a meaningful curriculum with real-world applications for all students.

Year 0 – Year 5



ACTION 1

Develop a working definition of meaningful curriculum and real-world applications

ACTION 2

Review and assess existing use of real-world application examples in current curriculum lessons

ACTION 3

Develop and adopt a collection of real-world applications and activities that can be implemented vertically across all grade-levels

KEY PERFORMANCE INDICATORS

- Perception and percentage of students, staff, and parents/families feeling lessons/units are meaningful and connected to life beyond school
- Developed working definition of meaningful curriculum and real-world applications
- Developed recommendations to update and enhance curriculum



Strategy 3

Provide a coherent and differentiated educational experience, as well as expanded, timely and effective interventions for students based on individual needs.

Year 0 – Year 5



ACTION 1

Ensure equity for all students in terms of access to curriculum, courses, and educational opportunities

ACTION 2

Research options to increase student access to academics, athletics, activities, and all aspects of students' opportunities and programming

ACTION 3

Make certain all students are placed in programs based on their interests and readiness levels that provide equitable opportunities for achievement and growth

ACTION 4

Develop a process to annually identify and develop programming and practices to eliminate gaps in learning, opportunities, and resources across the district

ACTION 5

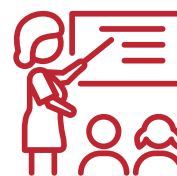
Gather feedback annually from stakeholders to gauge perceptions of academic and student support, engagement, preparedness in academics and non-academic life skills, including social-emotional learning components, and safety and behavior

KEY PERFORMANCE INDICATORS

- Perception and percentage of students, staff, and parents/families who are satisfied with access to and quality of curriculum, courses, and educational opportunities
- Perception and percentage of students, staff, and parents/families who are satisfied with access to and quality of student support programs and services
- Graduation rates
- Dropout rates

Strategy 4

Create a culture of college and career success within and beyond the classroom and align multiple pathways to success that value collegebound and career-bound pathways.



Year 0 – Year 5

ACTION 1

Develop a Profile of a Smithtown Central School District Graduate

ACTION 2

Every student, grades 6-12, will complete an Academic and Career Plan

ACTION 3

Further develop career pathways as well as college and/or career focused programs for secondary students

ACTION 4

Provide course selections and support for all students to pursue their interests and ambitions which may include higher education, vocational education, military service, and workforce development

ACTION 5

Further promote the technical programs offered through the district

ACTION 6

Develop a system through which each student receives guidance to help them identify and prepare for their career path

ACTION 7

Develop a process to ensure parents/guardians have the resources and information to support their child's intended career path

ACTION 8

Develop services and programming to ensure students have the academic background and skills to be successful in their chosen college and/or career path

ACTION 9

Gather feedback annually from stakeholders to gauge perceptions of academic and student support, engagement, preparedness in academics and non-academic life skills, including social-emotional learning components, and safety and behavior

KEY PERFORMANCE INDICATORS

- Perception and percentage of students, staff, and parents/families who are satisfied with access to and quality of college and career readiness counseling and programming
- Developed Profile of a Smithtown Central School District Graduate
- Percentage of students with a completed Academic and Career Plan
- Percentage of students who meet with guidance counselors/advisors
- Developed brochures for possible college and career pathways

STRATEGIC GOAL 2



Student Belonging and Well-being

Our students are provided a safe and supportive environment and demonstrate skills and attributes to cope with life challenges and achieve personal well-being.



Strategy 1

Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.



Year 0 – Year 5

ACTION 1

Examine current programs and curriculum for social and emotional learning components currently in place

ACTION 2

Incorporate elements of social and emotional learning into instructional and non-instructional programs

ACTION 3

Showcase course offerings for students prior to scheduling

ACTION 4

Provide professional development for staff members on best practices to incorporate social-emotional learning into their curriculum

ACTION 5

Gather feedback annually from stakeholders to gauge perceptions of academic and student support, engagement, preparedness in academics and non-academic life skills, including social-emotional learning components, and safety and behavior

KEY PERFORMANCE INDICATORS

- Perception and percentage of students, staff, and parents/families who are satisfied with incorporation of social and emotional learning opportunities for students
- Opportunities for students to identify strengths and needs
- Developed list of highly effective instructional and non-instructional practices for social-emotional learning
- Developed brochures for course offerings
- Developed professional development for staff members best practices to incorporate social-emotional learning into their curriculum
- Developed expectations for participating in district professional development opportunities

Strategy 2

Enrich learning and cultivate personal growth for all students through experiences beyond the classroom.

Year 0 – Year 5



ACTION 1

Promote learning of life skills

ACTION 2

Evaluate existing programs and services available to all students for efficacy
Increase opportunities for participation in arts & music, sports, clubs, and activities

ACTION 3

Increase the percentage of students completing work study and/or service-learning programs

ACTION 4

Increase district-wide events (PreK-12) that involve community

ACTION 5

Gather feedback annually from stakeholders to gauge perceptions of academic and student support, engagement, preparedness in academics and non-academic life skills, including social-emotional learning components, and safety and behavior



KEY PERFORMANCE INDICATORS

- Perception and percentage of students, staff, and parents/families who are satisfied with opportunities for involvement in activities outside of the classroom
- Participation of students in athletic programs, clubs, and activities
- Number of district-wide events that involve the community



Strategy 3

Strengthen and expand a network of internal and external family and student supports and services for physical and mental health.



Year 0 – Year 5

ACTION 1

Examine current programs, curriculum, and resources that provide students and their families support and services for physical and mental health

ACTION 2

Raise awareness of mental health concerns and the various avenues for assistance and support

ACTION 3

Ensure students and their families are aware of the resources and processes for seeking personal help and reporting concerns in a safe manner

ACTION 4

Provide professional development for staff members to establish procedures to address mental health

KEY PERFORMANCE INDICATORS

- Perception and percentage of students, staff, and parents/families who are satisfied with access to and quality of student support services and programs
- Number of students accessing internal/external supports and services
- Access to community agencies and social service partnerships
- Ratio of counselors to students

Strategy 4

Strengthen student relationships to improve behavior, attendance, and decrease bullying.

Year 0 – Year 5



ACTION 1

Increase opportunities for district wide social-emotional and mental health focused programs, and events, including anti-bullying campaigns

ACTION 2

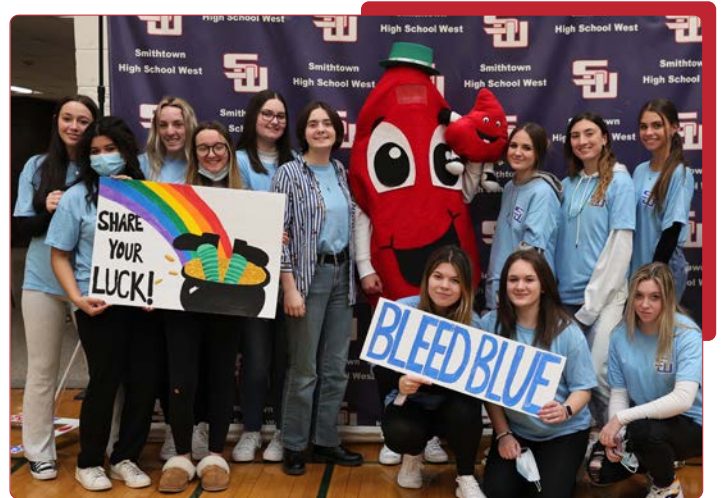
Increase student leadership opportunities within the district, schools, and extracurricular activities

ACTION 3

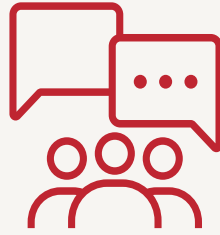
Gather feedback annually from stakeholders to gauge perceptions of academic and student support, engagement, preparedness in academics and non-academic life skills, including social-emotional learning components, and safety and behavior

KEY PERFORMANCE INDICATORS

- Perception and percentage of students, staff, and parents/families who are satisfied with access to and quality of student support services and programs
- Access to programs/events focused on physical and social-emotional/mental health
- Opportunities for student leadership available throughout the district and its schools



STRATEGIC GOAL 3



Positive Working Environment and Staff Engagement

Our staff feel valued, are fully invested in students' success, and feel that they receive the support they need to be highly effective employees.



Strategy 1

Increase applicants and decrease vacancies in high-demand positions by implementing an improved recruitment process to recruit high-quality staff.

Year 0 – Year 2



ACTION 1

Develop and broaden staff and teacher pipeline and recruitment efforts to yield a competent and effective workforce with a diverse set of experiences

ACTION 2

Create relationships with local colleges to entice recent college graduates to apply to work in the district

ACTION 3

Develop a rigorous selection and hiring process that ensures the most effective workforce

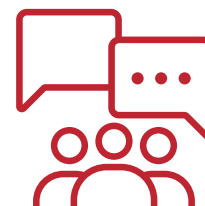
KEY PERFORMANCE INDICATORS

- Perception and percentage of new hires who are satisfied with the recruitment and onboarding process
- Evaluation of hiring needs
- Established broader recruiting approach
- Education and certifications of newly hired staff

Strategy 2

Develop and implement a program to support and retain high-quality, competent staff with increasingly diverse backgrounds, experiences, and perspectives.

Year 0 – Year 3



ACTION 1

Research and develop a predictable compensation schedule for all employee groups that takes into consideration experience, knowledge, education, and performance

ACTION 2

Further enhance a mentoring program for teachers and PPS staff (peer-to-peer)

ACTION 3

Create opportunities for teachers/district administration to meet outside of observations

ACTION 4

Provide processes and adequate resources for staff to effectively fulfill the requirements of their positions

ACTION 5

Gather feedback annually to employee perceptions of engagement and satisfaction, as well as identify areas of strength and areas for improvement related to engagement and satisfaction

ACTION 6

Expand New Teacher Orientation program to a year-long induction program with monthly workshops facilitated by administrators and/or teachers.

KEY PERFORMANCE INDICATORS

- Perception and percentage of staff members who are satisfied with and engaged in their work, the district, and their school/department
- Staff retention rates
- Developed and/or improved employee recognition program

Strategy 3

Enhance district-wide systems that promote shared accountability, high expectations, and continuous growth for all employees.

Year 0 – Year 5



ACTION 1

Develop structures where each employee understands the purpose and value of their role within the district, as well as what define success in that role

ACTION 2

Develop systems to regularly celebrate staff as individuals and teams

ACTION 3

Develop and strengthen systems that increase transparency and encourage effective dialogue and communication to all staff

ACTION 4

Further develop annual employee reviews to provide feedback on individual performance

KEY PERFORMANCE INDICATORS

- Perception and percentage of staff members who are satisfied with and engaged in their work, the district, and their school/department, including feedback and recognition and career growth and training opportunities
- Developed annual review process for all employees

Strategy 4

Develop and provide robust and balanced professional development for all employees.

Year 0 – Year 4



ACTION 1

Evaluate current offerings for professional development for all staff members

ACTION 2

Evaluate staff perceptions and satisfaction with current professional development opportunities

ACTION 3

Identify professional development needs and wants from all staff members

ACTION 4

Offer a variety of professional development options and develop differentiated pathways of continuous professional learning for all staff

ACTION 5

Maximize professional development opportunities on campus during non-instructional days

ACTION 6

Gather feedback annually to employee perceptions of engagement and satisfaction, as well as identify areas of strength and areas for improvement related to engagement and satisfaction

KEY PERFORMANCE INDICATORS

- Perception and percentage of staff members who are satisfied with and engaged in their work, the district, and their school/department, including professional development offerings/opportunities
- Developed brochure of professional development opportunities for staff members
- Number of staff members who participate in professional development

STRATEGIC GOAL 4



Stakeholder Involvement and Community Collaboration

Our families and community members are valued and collaborative partners in promoting student success.



Strategy 1

Increase opportunities to engage with more families and community organizations in order to continue to build a strong sense of community and trust.

Year 0 – Year 5



ACTION 1

Examine current efficacy of the district-PTA relationship and identify methods to enhance this partnership

ACTION 2

Provide increased opportunities for parents to volunteer, across all school levels

ACTION 3

Gather feedback annually to gauge perceptions of and satisfaction with district and school communication, as well as family and community involvement

KEY PERFORMANCE INDICATORS

- Perceptions and percentage of parents/families who are satisfied with district and school engagement and opportunities to be involved with the district and school communities
- Opportunities for parents/families to be involved in district and school events
- Attendance at district and school events



Strategy 2

Expand and enrich active partnerships between the district, families, and community organizations to provide increased learning opportunities.



Year 0 – Year 5

ACTION 1

Involve community associations in conversations about increasing engagement and two-way communication

ACTION 2

Strengthen partnerships with community organizations and businesses to participate or contribute to school and district events (e.g., New Family Welcome Program, Literacy or STEM nights)

ACTION 3

Expand opportunities for students to explore local businesses through job sharing, internships, and service learning

ACTION 4

Explore communication tools and efforts to communicate with community members who are not directly affiliated with the district

KEY PERFORMANCE INDICATORS

- Percentage of students who explore local businesses through job sharing, internships, and service-learning parents/families to be involved in district and school events
- Number of community organizations who participate in district and school events
- Opportunities for students to explore local businesses through job sharing, internships, and service-learning parents/families to be involved in district and school events

Strategy 3

Ensure all students and their families are engaged and well-served by the communications and all other interactions with Smithtown Central School District and its schools.



Year 0 – Year 3

ACTION 1

Explore current district and school-level communication channels and effectiveness

ACTION 2

Develop and implement a plan to foster communication and collaboration between schools and families to support the needs and achievement of all students

ACTION 3

Develop and implement shared expectations for communication with parents across schools, grades, and subjects

ACTION 4

Ensure communication materials reach the most people (translations available, visually impaired options, hearing impaired)

ACTION 5

Engage and support the use of multiple communication methods among and between parents, students, and district and school staff

ACTION 6

Gather feedback annually to gauge perceptions of and satisfaction with district and school communication, as well as family and community involvement

KEY PERFORMANCE INDICATORS

- Perceptions and percentage of parents/families who are satisfied with district and school communication
- Streamlined communication methods across the district

Strategy 4

Promote a positive narrative about Smithtown Central School District, its schools, its students, and its programs through media and public relations.

Year 0 – Year 5



ACTION 1

Engage with local media outlets

ACTION 2

Distribute a newsletter highlighting district and school events

ACTION 3

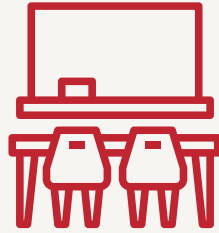
Further develop and foster a presence on social media

KEY PERFORMANCE INDICATORS

- Developed district and school newsletters
- Increased interactions with local media outlets
- Increased presence of the district and its schools on social media



STRATEGIC GOAL 5



District and School Effectiveness and Efficiency

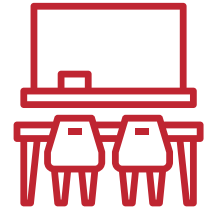
Our resources are maximized to achieve our strategic goals.



Strategy 1

Streamline district organization processes and procedures to enhance efficiency and effectiveness.

Year 0 – Year 5



ACTION 1

Define efficiency and effectiveness for the district

ACTION 2

Perform ongoing reviews of programs to evaluate usage, effectiveness, and remove inefficient programs

ACTION 3

Examine current costs and align budget items to goals within the strategic plan to ensure alignment district wide

ACTION 4

Provide financial communications and make annual financial documents accessible on the district website

ACTION 5

Maintain systems to communicate budget and spending to all stakeholders

ACTION 6

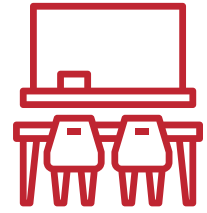
Review procurement process district wide to ensure purchases follow established procedures, align with district goals and can be supported by infrastructure

ACTION 7

Set goals and outcomes and confirm alignment before placing new systems in each department

KEY PERFORMANCE INDICATORS

- Developed program evaluations and reviews
- Assess staffing levels in all areas to determine efficiency
- Developed guidelines for organizational functions
- Streamlined systems for functionality



Strategy 2

Provide safe, properly equipped, well-maintained, updated facilities and infrastructure that support our mission, strategic plan, and educational programs.

Year 0 – Year 5

ACTION 1

Conduct facility, service, and technology needs assessment for all buildings

ACTION 2

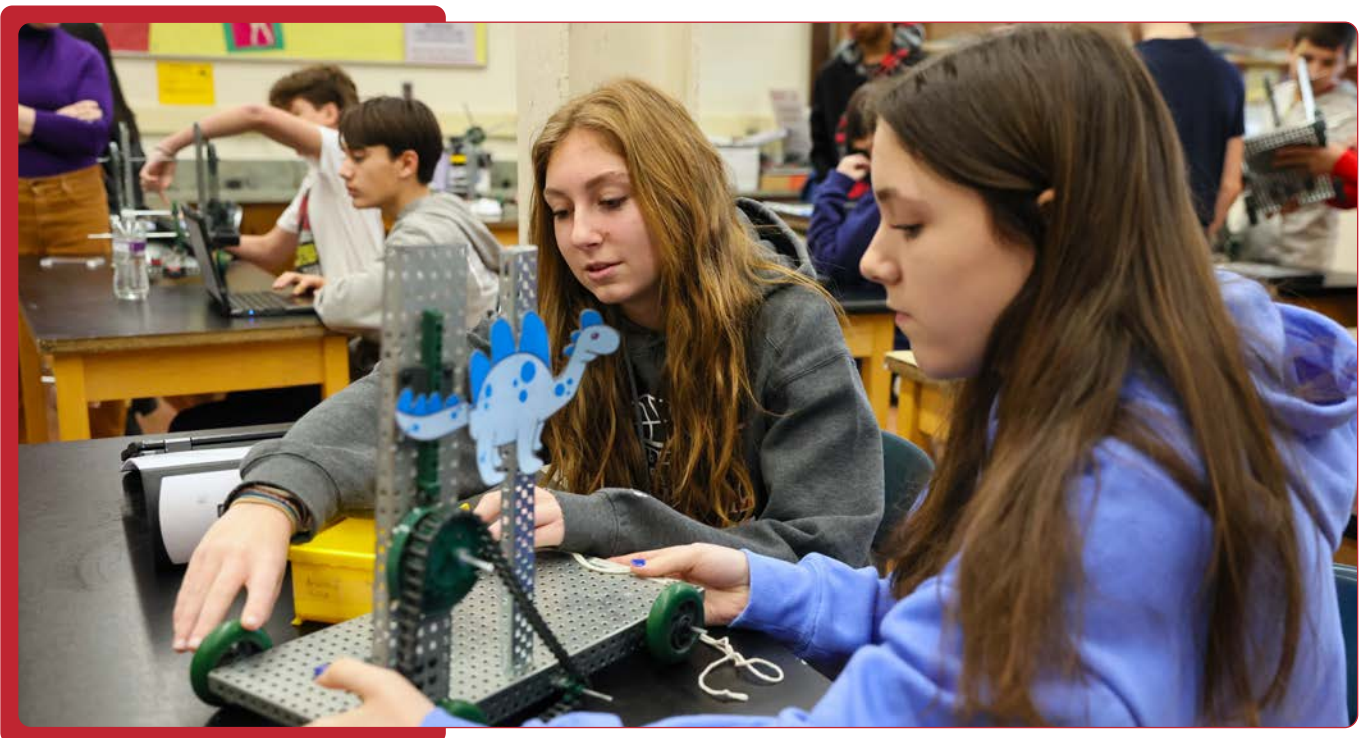
Audit capital needs and update Capital Improvements Plan (CIP) accordingly, including educational specifications and conditions assessment

ACTION 3

Gather feedback annually from all stakeholders on their perceptions of quality of district and school buildings and facilities

KEY PERFORMANCE INDICATORS

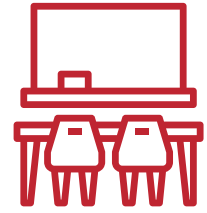
- Perceptions and percentage of stakeholders who are satisfied with the quality of district and school buildings and facilities
- Capital improvement priorities
- Facilities and services audit and needs assessment
- Construction updates



Strategy 3

Demonstrate strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.

Year 0 – Year 5



ACTION 1

Develop a process for managing site and department level reporting of expenditures

ACTION 2

Set annual budget priorities determined by the board and superintendent that reflect desired levels of resources devoted to classroom and student support programs

ACTION 3

Gather feedback annually from all stakeholders on their perceptions of how well the district and its schools are fulfilling the goals put forth in the 2022-2027 strategic plan of quality of district and school buildings and facilities



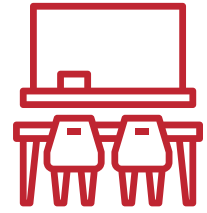
KEY PERFORMANCE INDICATORS

- Perceptions and percentage of stakeholders who are satisfied with how the district and its schools are fulfilling the goals put forth in the 2022-2027 strategic plan
- Developed annual budget
- Developed process for short- and long-term resources usage and management

Strategy 4

Improve security infrastructure throughout the school district.

Year 0 – Year 5



ACTION 1

Evaluate emergency plans and procedures to exceed New York State guidelines and improve district and school safety

ACTION 2

Consider an alert or app to keep students, families, and staff aware of emergencies in schools

ACTION 3

Maintain an identification system for stakeholder access to schools in order to help staff, students, and parents feel safe

ACTION 4

Coordinate with law enforcement and first responders to review safety practices

ACTION 5

Conduct emergency drills, including fire, weather, and lockdown in conjunction

ACTION 6

Badge and security camera access for law enforcement 24/7

KEY PERFORMANCE INDICATORS

- Perceptions and percentage of stakeholders who are satisfied with district and school safety and security
- Revised, as needed, emergency plans and procedures
- Identification system to enter schools

ACKNOWLEDGEMENTS

SCSD STRATEGIC PLANNING TEAM

Thank you to the following individuals who served as members of our SCSD Strategic Planning Team. Without your dedication, valuable insight, and ongoing support, this initiative would not have been possible.

Asha Andrews

Middle School Student

Caitlin Camilleri

High School Student

Michael Catalanotto

Board of Education Member

Patrick Chiello

Non-Instructional Staff Member*

Gianna Crema

High School Student

Cherie Doherty

Central Council Parent*

Matthew Dowd

High School Student

Jen Draney

Central Council Parent

Maddox Elbert

Middle School Student*

Sara Elman

High School Student*

Andrea Elsky

Community Member

Brian Galgano

Instructional Staff Member

Vincenza Graham

Building Administrator

Matthew Gribbin

Board of Education Member

Rabia Hatami

Central Council Parent

Terry Heedles

Non-Instructional Staff Member

Mark Hegreiness

Instructional Staff Member

Dan Helmes

District Administrator

Jamie Kaplan

Instructional Staff Member*

Janine Lavery

Building Administrator

Chander Mallhotra, Jr.

Instructional Staff Member

Dave Miller

Community Member

Jennifer Murray

Central Council Parent

Mickey Rigrod

Non-Instructional Staff Member

Mike Saidens

Board of Education Member

Kevin Simmons

District Administrator

Laura Spencer

Instructional Staff Member

Paul Strader

District Administrator*

Isabella Surrusco

High School Student

Jeremy Thode

Board of Education Member*

Ireen Westrack

Building Administrator

Heng Ye

Middle School Student

*Alternate



SMITHTOWN CENTRAL SCHOOL DISTRICT

STRATEGIC PLAN

SMITHTOWN 2027