

Brasher Falls Central School District (SLC) Goals K-12 2026-2027

District Goal #1	Key Steps
Continue to increase awareness and “the importance” of RIGOR not only with students but staff alike.	• Opening Staff Day (September 2nd)...share out the importance of the 3 R’s (NEW: Responsibility Pillars) ➡ BFCSD 4 Rs and why this order is important to build upon. 1. Relationships 2. Relevance 3. RIGOR • Relationships- data and “common sense” show that students are willing to invest and work harder for teachers they like and who like them back. • Belief in Relevance becomes easier to accept once a positive Relationship has been established. Relevance can range from connections to a student's own personal life or simply just seeing the relevance in helping pass a NYS exam. “<i>This information is relevant because it will be on your NYS exam</i>”. • Rigor is the toughest of the three (<i>thus left until the first two are established</i>). I (Mr.Rose) am not sure I can honestly tell you the educational definition of Rigor...To me (Mr. Rose) Rigor is about problem solving. In all my years of observations...the teachers (to me) that truly understand “educational” Rigor are the ones who NEVER provide a correct answer when a student asks a question or becomes uncomfortable with an assignment because they realize higher levels of learning come from discomfort. From this discomfort, students then build a curiosity to discover what they don’t know. (<i>Staff has been building this curiosity back and needs to continue to be even more “intentional” with it in 26-27</i>). • Again, share with parents and the community in the first edition of the Birds’ Eye View. Share Results from left hand column • Ask each principal to again, do a mid-term “rigor check” where staff submit examples to be shared out at the <i>January</i> faculty meeting. (Possible google form)
Purpose	

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● To continue to create a “culture” where RIGOR is more openly accepted and understood between staff, students, and parents. It is the “responsibility of all”. →  BFCSD 4 Rs ● To continue to ensure we never hear a student again say: → June 2024: “I didn’t realize how much harder the regents are than the class”. → Summer of 2025 after June Regents exams: “I got done the regents Mr. Rose and honestly my classes all year were harder...or at least I thought so.” Results from 2024-25: → 10.55% overall passing increase in HS regents scores from the previous year. → ES/MS state test scores both showed improvements in a number of standards areas and grade levels (both cohort and year to year) Results from 2025-26: → Another 5.45% passing increase in HS regents scores from previous year 10.55% increase - 89.9% overall pass rate. (16% increase over past two years) <i>Seeing evidence in classroom observations this year...of more and more rigor being added/required of our students....we see students beginning to accept the challenges</i> District Goal #2	Key Steps
Be more “intentional” with everything we are putting time, energy, and funding into.	● Starting in September (Superintendent’s Day and Faculty Meetings) share out the 2026-27 District Goals with explanation as to why they were chosen for the year. ● Each monthly Faculty Meeting: Principal’s and CSE also sharing out/reviewing their Building and PLC goals with relevant reasons as to why they were chosen as this year’s focus. <i>(Intentional Goal’s Checks)</i>

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Purpose	Examples for 26-27: ➤ <i>More intentional use of our Teacher Assistants and Teacher Aides:</i> ★ Giving them more tools/information to help build relationships with their students throughout the year. ➤ <i>More intentional focus on Early Intervention to help support all future grade levels leading to graduation:</i> ★ Adding 3 Teacher Assistants to our Kindergarten rooms in order to provide 2 adults to every room and allowing for more small group instruction and attention to both academic and social skills. ★ Adding a third UPK classroom, reducing class sizes from 20 to 12-14 max...thus providing more small group instruction and attention to both academic and social skills. ➤ <i>More intentional use or "less use" of chromebooks & technology in our classrooms:</i> ★ Not assigning a chromebook to every individual student for 26-27. ★ Maintaining chromebooks within the classrooms, on shared carts, or in the library. ★ Decreasing the amount of screen time our students have during the school day. Getting back to more note taking, open discussions, vocabulary and writing focuses etc. ★ Not abandoning technology devices but being more clear about how and why they will be used. ➤ <i>More intentional use of the Science of Reading credential that many of our SLC staff have.</i> ★ Asking all new and current staff without the credential, to take the course and pick out the pieces that would most benefit their teaching.
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District Goal #3	Key Steps
Be more “intentional” with using the <i>Teacher's Growth and Goal Setting Plan Description and Form</i> (found in the APPR agreement).	• Again, starting in September: Each principal and the CSE chair will have an individual meeting with every teacher. ➤ These meetings will involve goal setting centered around the <i>NYS Standards, a literacy goal, a behavioral expectations goal, and a proficiency goal.</i> ➤ Staff will then take their individual goals and

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Purpose	
Continue with a more “focused” collaboration between the Principals/CSE staff and Teachers/TA’s <i>Approved Plan:</i>  <i>Final copy of BFCSD Teacher Growt...</i>	meet together as grade level teams or by departments to compare the goals they have set. - On January 25 (Half Staff Day), principals and CSE will organize time for all grade levels and departments to meet and review the goals written in September. Evidence/reflections will be shared back with principals and CSE by the first Friday in February. - Throughout the year: goals will be quickly reviewed by principals and CSE during walk-throughs and/or formal observation, during the post conference. - End of year (June) goals will contain each administrator’s thoughts on the process and results for 2026-27.