



Strategic Plan 2026-2030

Make the Connection – Innovating our Future!



A Letter to the Community

Dear Parents, Staff, and Community Members,

I am proud to share the Valley Stream 24 Strategic Plan, a clear and purposeful roadmap that brings our Vision 2030 work to life and reflects our shared commitment to every child in our district.

This work began with the priorities established by our Board of Education and the subsequent development of Vision 2030 cornerstones with a Vision 2030 committee. From that foundation, the Board engaged in revising our mission, vision, and belief statements to ensure they reflect both who we are and what we are committed to achieving for our students. We then expanded the process to include our broader district community. Through surveys, focus groups, and the careful analysis of multiple data sources, we gathered input from students, families, staff, and community members and triangulated that feedback with student outcomes and district priorities. The result is a strategic plan that is focused, actionable, and aligned to the needs of Valley Stream 24.

Our plan is organized around five interconnected cornerstones that will guide our work in the years ahead: strengthening foundational knowledge and skills in literacy and numeracy, fostering strong relationships and collaboration, connecting learning to real-world experiences and community partnerships, supporting social-emotional growth and mental health, and developing creativity, innovation, and adaptive leadership. These priorities are not abstract ideas. They are commitments that will shape daily instruction, professional learning, student supports, and the use of district resources. Together, they ensure that our students build strong academic foundations while also developing the skills and confidence needed for success in school and in life.

Valley Stream 24 has long been a district defined by strong relationships, dedicated staff, academic achievement, and a supportive community. This strategic plan builds on those strengths and provides a coherent direction for our work moving forward. It aligns our curriculum, instructional practices, student supports, and systems so that our efforts are coordinated and focused on continued improvement in student outcomes. Our goal is not simply to envision the future, but to achieve it through consistent action, reflection, and collaboration.

This plan also reflects the partnership we share as a community. The input and engagement of our families, staff, students, and community members were essential in shaping this work. We are grateful for the time and thoughtfulness that so many contributed to ensure this plan represents our collective commitment to excellence and innovation.

As we implement this strategic plan, we will continue to communicate our progress, celebrate milestones, and remain focused on continuous improvement. Together, we will ensure that every child in Valley Stream 24 is known, supported, challenged, and prepared for the opportunities ahead.

Thank you for your continued partnership and for the trust you place in our schools each day.

Warmly,

Dr. Unal Karakas

Superintendent of Schools

Introduction

Valley Stream UFSD 24 is a forward-looking district with a clear commitment to equity, excellence, and innovation. The Vision 2030 Strategic Plan builds on this foundation by aligning instructional practices, student supports, and professional learning within a coherent, long-term framework. Informed by stakeholder feedback and grounded in evidence-based practice, this plan provides a focused roadmap to ensure all students are prepared to thrive in an increasingly complex world.

Who We Are

Valley Stream Union Free School District 24 is a forward-looking, community-centered elementary school district located in Valley Stream, New York, serving students in Kindergarten through Grade 6 across three neighborhood schools: Brooklyn Avenue Elementary, William L. Buck Elementary, and Robert W. Carbonaro Elementary. We partner with a local community-based organization to provide Universal Pre-K to students who turn 5 by December 1 of the current school year. Upon completion of sixth grade, our students continue their education in the Valley Stream Central High School District for grades 7–12.

The district enrolls approximately 1,000 students with a student–teacher ratio near 13:1, reflecting a learning environment designed for personalized instruction and strong student–teacher relationships. Our student population reflects the rich diversity of our community, with students from a wide range of backgrounds learning together.

Valley Stream 24 benefits from strong community support and engagement, and its families have a long tradition of approving local budgets to sustain high-quality schools. We are committed to equitable, rigorous, and innovative education through a robust curriculum that supports academic excellence, critical thinking, and creativity. Our students regularly achieve results that meet or exceed expectations when compared to regional peers.

Valley Stream 24 combines the convenience and cultural richness of a vibrant suburban community with a commitment to academic excellence, social-emotional growth, and future readiness for every student.

District Mission

The mission of Valley Stream School District 24 is to provide every child with an equitable, rigorous, and innovative education through a robust curriculum that supports academic excellence, critical thinking, and creativity. Drawing strength from our diverse community, we foster a learning environment where students are empowered with the knowledge, skills, and mindset to succeed in school and in life, and to meet the challenges of the 21st century with confidence and purpose.

District Vision

To accomplish this goal, the Board of Education is committed to employ, train and support a staff that acts to achieve mastery and excellence in education. Our nurturing educational environment and the programs contained within, will allow students to achieve mastery in academics, develop resilience and independence, and engage as thoughtful, responsible members of society.

District Belief

Student progress requires the district to be creative and maximize educational opportunities. Hence, we support excellence and innovative learning experiences in partnership with family and community.

Why Strategic Planning Matters

Valley Stream School District 24 is a strong district with a proud history, dedicated educators, and a deeply supportive community. Strategic planning allows us to build intentionally on that strength. Over the past several years, the educational landscape has continued to evolve. Students bring increasingly diverse strengths and needs; expectations for academic rigor, well-being, and future readiness have grown; and schools are navigating rapid changes in technology, instructional practices, and accountability. At the same time, our community values transparency, thoughtful use of resources, and measurable impact.

Strategic planning provides a structured opportunity to:

- Listen carefully to students, families, staff, and community members
- Reflect honestly on what is working well and where growth is needed
- Align systems and priorities so that curriculum, instruction, student supports, and professional learning reinforce one another
- Focus our efforts on the work that will have the greatest impact on student learning and well-being

Through the Vision 2030 Strategic Plan, Valley Stream 24 commits to a coherent approach that strengthens instructional foundations, supports the whole child, builds staff capacity, and prepares students to thrive in an increasingly complex world. The plan provides a roadmap for continuous improvement, ensuring that decisions made today are aligned to long-term goals and grounded in our mission, vision, and core beliefs.

Ultimately, strategic planning is about stewardship, honoring the trust placed in our schools by ensuring that every child has access to an equitable, rigorous, and future-ready education, today and tomorrow.

Timeline

2023-2024 School Year Establishing the Vision	● Board of Education articulated priorities centered on equity, instructional quality, community engagement, and fiscal responsibility. ● Conducted a comprehensive needs assessment incorporating student, staff, administrator, and Board input. ● Partnered with the Successful Practices Network (SPN) to support curriculum analysis and instructional leadership development. ● Developed a preliminary Vision Statement and initial Cornerstones aligned to Board goals. ● Built instructional leadership capacity to support innovation and continuous improvement. Outcome: <i>A shared vision, informed by data and stakeholder voice, supported by leadership structures capable of sustaining long-term improvement.</i>
2024-2025 School Year Piloting and Refinement	● Launched Innovation Teams in each building to pilot instructional practices aligned with Vision 2030. ● Provided Board and staff learning experiences to deepen understanding of Vision 2030 and its alignment with district goals. ● Engaged staff in targeted professional learning to support innovative instructional practices. ● Refined the Vision Statement and Cornerstones using feedback from teachers, administrators, the Board, and the community. ● Began redesigning classrooms to support collaboration and 21st-century learning. Outcome: <i>Validated practices and refined priorities that informed the development of a comprehensive, districtwide Strategic Plan.</i>
2025-2026 School Year Strategic Planning and System Alignment	● Board communicated priorities for advancing Vision 2030 through a formal Strategic Plan. ● Developed and launched a comprehensive Strategic Plan aligned to Vision 2030 and Board goals. ● Designed a districtwide professional learning plan aligned to MTSS, literacy, numeracy, SEL, inclusive practices, innovation, and data use. ● Strengthened communication and engagement through the adoption of ParentSquare. ● Continued redesign of learning spaces and exploration of long-term facilities planning, including bond considerations. ● Revised the district's mission, vision, and beliefs to reflect Vision 2030 priorities.

	Outcome: <i>A coherent Strategic Plan with aligned instructional, professional learning, communication, and facilities systems.</i>
2026-2027 School Year Districtwide Implementation and Expansion	Vision-aligned goals ● Expand Vision 2030 implementation across the district community. ● Include PTA representatives in ongoing engagement as the district refines, tests, and strengthens Vision 2030 implementation. ● Work with Successful Practices Network to provide training to all teachers in the district. Innovative pilots will take place across all classrooms within the curriculum this school year. This is while maintaining existing programs and services. ● Continue refining the Grade 6 model, using teacher input and lessons learned to strengthen preparation for middle school and beyond. ● Explore age-appropriate integration of computer science standards and AI literacy in Grade 6. ● Redesign an additional classroom in each building to support 21st-century learning.
2027-2028 School Year Deepening Practice and Monitoring Impact	● Deepened implementation of curriculum, MTSS, and instructional practices aligned to the Strategic Plan. ● Expanded interdisciplinary, hands-on, and research-based learning experiences. ● Extended redesigned learning spaces to a minimum of 10% of classrooms. ● Continued facilities improvements, if applicable. Outcome: <i>Improved instructional coherence and evidence of positive impact on student engagement and learning.</i>

2028-2030 School Year Evaluation, Sustainability, and Future Planning	● Conducted a comprehensive evaluation of Vision 2030 initiatives using student outcomes and stakeholder feedback. ● Refined systems and practices based on evaluation findings. ● Continued expansion of innovative learning environments and technology integration. ● Increased teacher-led professional learning and collaboration. ● Celebrated milestones and contributions of students, staff, families, and community partners. ● Began envisioning the next long-term phase beyond Vision 2030. Outcome: <i>A sustainable system of practices that positions the district for continued growth beyond 2030.</i>
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Stakeholder Input

The Vision 2030 Strategic Plan is grounded in multiple measures and informed by broad and meaningful stakeholder input. Throughout the planning process, the district prioritized transparency, accessibility, and engagement, building on a strong culture of open communication and partnership with students, families, and staff.

District and building leaders regularly host opportunities for dialogue with families, including chats, coffees, workshops, and parent academies. In addition, the district engaged stakeholders through a combination of surveys, focus groups, and ongoing conversations to ensure that diverse perspectives were reflected in the development of this plan.

Survey Data

As part of the strategic planning process, surveys were administered to students, staff, and families to gather both quantitative and qualitative feedback. In total, responses were received from:

- 240 students
- 85 staff members
- 105 families

Survey results were analyzed to identify priority areas, trends, and patterns across stakeholder groups. Quantitative data helped surface areas of strength and opportunity, while open-ended responses provided insight into stakeholder experiences and perspectives.

Focus Groups

To further deepen understanding, the district conducted focus groups with a range of stakeholder groups, including:

- PTA representatives
- Administrators
- Teachers
- Support staff, including custodial staff

Focus group transcripts were reviewed and analyzed to identify recurring themes, areas of alignment, and shared concerns. These conversations provided valuable context and nuance to the survey data and helped ensure that the strategic plan reflects authentic stakeholder voice.

Additional Data Sources and Ongoing Engagement

In addition to stakeholder feedback, the district reviewed multiple sources of quantitative data, including NWEA assessments, New York State assessments, and other local metrics. Prior climate survey results and feedback related to professional learning and curriculum were also considered to ensure alignment with ongoing district initiatives.

Beyond formal data collection, district leadership engages continuously with the school community. Whether through parent academies, school visits, staff meetings, or student leadership forums, these ongoing conversations—such as recent discussions with student leaders about generative AI—provide real-time insight that informs decision-making and long-term planning.

A Balanced Approach

Taken together, this strategic plan reflects both **numbers and narratives**. The data consistently affirmed strong confidence in the district’s direction while also highlighting opportunities to strengthen coherence, communication, and instructional practice. Stakeholders were thoughtful, candid, and deeply invested in the continued success of Valley Stream 24, and their voices are embedded throughout the Vision 2030 Strategic Plan.

Themes and Patterns from Stakeholder Feedback

As part of the strategic planning process, the district examined feedback across multiple sources, including surveys, focus groups, achievement data, climate data, and ongoing conversations with students, families, staff, and administrators. Rather than focusing on isolated comments or individual perspectives, the district analyzed this information to identify recurring themes and consistent patterns that emerged across stakeholder groups.

This synthesis process allowed the district to elevate shared experiences, priorities, and areas of alignment. Feedback from students, staff, families, and administrators frequently overlapped, reinforcing both the strengths of the district and the areas where additional focus and coordination would support continued growth.

The themes outlined below reflect:

- Areas where stakeholders expressed confidence, appreciation, and trust
- Opportunities where stakeholders identified a need for greater clarity, coherence, or sustainability

Together, these themes informed the identification of five core strengths and five key opportunities, which directly shaped the Vision 2030 Cornerstones and Action Steps that follow. These strengths and opportunities represent the most consistent and actionable findings from the district’s stakeholder engagement and data analysis.

Areas of Strength

1. **Strong Relationships and Trust**
The District benefits from strong, positive relationships among students, families, staff, and administrators, creating a welcoming environment where individuals feel known, supported, and valued.
2. **Commitment to the Whole Child**
There is a shared commitment to supporting students’ academic, social, and emotional growth, with an emphasis on safe, inclusive, and supportive learning environments.
3. **Accessible and Collaborative Leadership**
District and building leaders are viewed as visible, approachable, and responsive, fostering collaboration and open dialogue across the school community.
4. **Inclusive and Student-Centered Instruction**
Teachers and staff demonstrate a strong commitment to inclusive practices that support diverse learners through differentiation, collaboration, and targeted supports.
5. **Culture of Reflection and Continuous Improvement**
The District demonstrates a willingness to reflect, innovate, and grow, as evidenced by high stakeholder participation and openness to feedback to inform future planning.

Areas of Opportunity

1. **Strengthening Communication and Alignment**
Further streamline and align communication across schools, classes, and platforms to ensure consistency and accessibility for all stakeholders.
2. **Deepening Instructional Coherence and Foundations**
Strengthen coherence in curriculum and instructional practices, with continued emphasis on strong foundational literacy and numeracy across grade levels.
3. **Enhancing Professional Learning and Sustainability**
Refine professional learning to be practical, role-specific, and sustained, while pacing initiatives to support long-term success.
4. **Expanding Student Voice, Engagement, and Well-Being**
Build on strong relationships and school climate by expanding opportunities for student voice, engagement, and integrated academic and social-emotional supports.
5. **Optimizing Learning Environments and Thoughtful Innovation**
Ensure facilities, technology, and innovative practices are coordinated, functional, and aligned to instructional goals and future-ready learning.

Incorporating Previous Work Around Vision 2030

The Vision 2030 Strategic Plan builds upon the district's prior visioning work conducted in partnership with Dr. Ray McNulty, staff, families, and community leaders. That work articulated a bold, forward-looking vision for student learning—one that emphasized innovation, future readiness, and meaningful learning experiences.

As the district moved from vision to implementation, it became clear that a comprehensive strategic plan was needed to ensure coherence, sustainability, and equity across all schools and classrooms. This plan does not replace the Vision 2030 roadmap; rather, it strengthens and operationalizes it by addressing key areas identified through data analysis and stakeholder feedback.

Specifically, the development of this strategic plan required the district to:

- Build a coherent instructional framework that ensures alignment across curriculum, instruction, and assessment.
- Design a comprehensive MTSS framework as an integrated system supporting instruction, intervention, and enrichment for all students.
- Embed evidence-based literacy and numeracy practices as foundational skills essential to student success across content areas.
- Elevate student voice as a meaningful input in shaping learning experiences and school culture.
- Identify and strengthen mental health and social-emotional supports to ensure students are safe, supported, and ready to learn.

By grounding innovation within strong instructional foundations and aligned systems, the Vision 2030 Strategic Plan ensures that earlier visioning work translates into consistent, high-quality learning experiences for every student.

The Strategic Plan

The Vision 2030 Strategic Plan is organized around five interconnected cornerstones that together define the district's priorities for student learning, well-being, and future readiness. Each Cornerstone represents a critical area of focus and reflects the district's mission, vision, beliefs, stakeholder feedback, and alignment with New York State initiatives.

The Cornerstones are designed to function as a coherent system, not as isolated initiatives. Together, they ensure that instructional practices, student supports, professional learning, community partnerships, and innovation are aligned and mutually reinforcing. This structure allows the district to focus on depth and impact rather than fragmentation or initiative overload.

To promote clarity and accountability, each Cornerstone in this report is presented using a consistent structure:

- A framing narrative that explains the importance of the Cornerstone and connects it to district data and stakeholder input
- A clear goal statement that describes the intended long-term outcome
- Specific action steps that outline the district's commitments

- A “What Success Looks Like” section that identifies observable indicators of progress

This consistent format ensures that the Strategic Plan is both aspirational and actionable. It allows stakeholders to understand not only *what* the district aims to accomplish, but *how* progress will be monitored and sustained over time.

Cornerstone 1: Build essential knowledge and skills

Strong instructional foundations are essential to ensuring equity, coherence, and high expectations for all learners. Stakeholder feedback, student data, and classroom observations consistently highlight the importance of maintaining a clear focus on foundational skills (particularly in literacy and numeracy) while also ensuring students have access to rich, engaging content across all subject areas.

This cornerstone reflects the district's commitment to instructional excellence through coherence and precision. Rather than relying on isolated initiatives or individual practices, Valley Stream 24 will strengthen systems that ensure all students benefit from high-quality curriculum, evidence-based instruction, and timely support. By aligning curriculum, professional learning, and a districtwide Multi-Tiered System of Support (MTSS), the district will ensure that strong instruction is both consistent and responsive.

Goal

By 2030, Valley Stream 24 will ensure that all students develop strong foundational literacy, numeracy, and disciplinary knowledge through a coherent, vertically aligned curriculum and an equity-driven MTSS framework that supports instruction, intervention, and enrichment across all schools.

Action Steps

- Action Step 1a: Implement a coherent, districtwide MTSS framework anchored in high-quality curriculum through a comprehensive, multi-year review of core content areas, ensuring alignment to standards, evidence-based practices, vertical coherence, and appropriate opportunities for enrichment
- Action Step 1b: Strengthen foundational literacy, numeracy, and disciplinary knowledge through professional learning focused on explicit, systematic, cumulative, and diagnostic instruction grounded in the Science of Reading and structured literacy approaches, ensuring instruction that builds knowledge and skills over time. Across all schools, literacy instruction will be grounded in the Science of Reading, emphasizing systematic phonics, language comprehension, progress monitoring, and data-informed intervention within a multi-tiered system of support.
- Action Step 1c: Continue implementing evidence-based practices that support a diverse learning population inclusive of students with disabilities and multilingual learners.

What Success Looks Like

- Curriculum documents reflect clear vertical alignment, shared instructional expectations, and evidence-based practices across schools and grade levels.
- District reviews assessments and adopts screeners that support a diverse learning population inclusive of students with disabilities and multilingual learners.
- Classroom instruction consistently reflects explicit, systematic, and coherent teaching practices, particularly in literacy and numeracy.
- MTSS structures are implemented with fidelity, with Tier I core instruction as the foundation, supported by timely intervention and enrichment.
- Educators use common assessments and progress-monitoring tools to make data-informed instructional decisions.

- Classrooms are welcoming and affirming environments for a diverse learning population inclusive of students with disabilities and multilingual learners.
- Fewer students require intensive intervention over time, as more students successfully access and engage with grade-level content.

Progress toward this Cornerstone will be reviewed annually through curriculum implementation evidence, student performance data, and ongoing feedback from educators and administrators.

Cornerstone 2: Relationships, Collaboration, and Team-Based Learning

Strong relationships and effective collaboration are foundational to student success and a positive school culture. Feedback from students, families, and staff consistently emphasizes that students learn best when they feel known, supported, and connected. Likewise, educators are most effective when they have meaningful opportunities to collaborate, problem-solve, and learn together.

This cornerstone reflects the district's commitment to building intentional structures that support collaboration at all levels. By strengthening professional collaboration and designing learning experiences that emphasize teamwork, communication, and respectful dialogue, Valley Stream 24 will foster environments where students and adults alike feel valued, supported, and empowered to grow.

Goal

By 2030, Valley Stream 24 will cultivate a districtwide culture of strong relationships and collaboration, ensuring that all students (including students with disabilities and multilingual learners) experience inclusive, culturally responsive learning environments where they feel a sense of belonging, actively engage with others, and develop the communication and teamwork skills necessary for success in school and in life.

Action Steps

- Action Step 2a: Strengthen professional collaboration across classrooms, schools and roles by building structures for curriculum implementation, MTSS problem-solving, and the sharing of effective instructional practices
- Action Step 2b: Design learning experiences that emphasize teamwork, communication, respectful dialogue, and student voice

What Success Looks Like

- Educators regularly participate in structured, purposeful collaboration focused on instructional improvement, curriculum implementation, and student support.
- Professional collaboration results in greater consistency across classrooms and schools, while still honoring teacher expertise and student needs.
- Students report feeling known, supported, and comfortable asking for help, as reflected in student survey data.
- Classroom instruction includes intentional opportunities for discussion, collaboration, and peer learning.
- Students demonstrate improved communication, cooperation, and problem-solving skills across academic and social settings.

Progress toward this Cornerstone will be reviewed annually through staff and student feedback, evidence of collaborative practices, and indicators of school climate and engagement.

Cornerstone 3: Real-world Experience and Community Partnerships

Students are most engaged when learning feels relevant, meaningful, and connected to the world beyond the classroom. Feedback from students, families, and staff highlights a desire for learning experiences that extend beyond traditional instruction and allow students to apply their knowledge in authentic contexts. Strong partnerships with families and community organizations further enrich these experiences by expanding learning opportunities and reinforcing the connection between school and community.

This Cornerstone reflects the district's commitment to connecting curriculum to real-world experiences while strengthening partnerships that support student learning and well-being. By intentionally integrating authentic learning opportunities and community resources into instruction, Valley Stream 24 will ensure that learning is both rigorous and relevant, preparing students to think critically, solve problems, and engage as active members of their community.

Goal

By 2030, Valley Stream 24 will ensure that students regularly engage in meaningful, real-world learning experiences supported by strong family and community partnerships, allowing them to apply academic knowledge, develop problem-solving skills, and see the relevance of their learning beyond the classroom.

Action Steps

- Action Step 3a: Connect curriculum to authentic, real-world learning experiences by developing project-based learning opportunities, interdisciplinary connections, and authentic problem-solving tasks
- Action Step 3b: Strengthen partnerships with families and community organizations by building sustained relationships with libraries, cultural institutions, and local experts

What Success Looks Like

- Students participate in hands-on, interdisciplinary learning experiences that connect academic content to real-world contexts.
- Instruction emphasizes application, inquiry, and problem-solving, rather than isolated skill practice.
- Families report feeling informed, welcomed, and engaged as partners in their children's learning.
- Community partnerships are sustained and purposefully aligned to curriculum and student experiences.
- Students can articulate how their learning connects to real-world issues, careers, and community life.

Progress toward this cornerstone will be reviewed annually through instructional evidence, student and family feedback, and documentation of community partnerships and learning experiences.

Cornerstone 4: Social and Emotional Mental Health

Student well-being is foundational to learning, growth, and long-term success. Feedback from students and families consistently highlights the importance of feeling safe, supported, and connected at school. As academic expectations increase and students navigate social, emotional, and developmental challenges, schools play a critical role in supporting the whole child.

This cornerstone reflects Valley Stream 24's commitment to embedding social-emotional learning and mental health supports within daily instructional practice and schoolwide systems. By aligning SEL, student supports, and adult capacity-building within a coherent framework, the district will ensure that students are equipped with the skills, strategies, and support they need to thrive academically, socially, and emotionally.

Goal

By 2030, Valley Stream 24 will foster inclusive, supportive learning environments that promote student well-being, resilience, and emotional growth, ensuring that social-emotional and mental health supports are integrated, accessible, and aligned across all schools.

Action Steps

- Action Step 4a: Embed social-emotional learning within instructional and schoolwide practices through refresher training on the RULER framework and the adoption of a thoughtful schoolwide SEL screener.
- Action Step 4b: Build adult capacity to support student well-being in trauma-informed practices, inclusive learning environments, and recognizing and responding to student needs

What Success Looks Like

- SEL practices and language are consistently visible across classrooms and schools.
- Academic, behavioral, and social-emotional supports are aligned within the MTSS framework, ensuring coordinated and timely responses to student needs.
- Staff demonstrate increased confidence and skill in supporting student well-being.
- Students report feeling safe, supported, and comfortable seeking help.
- School climate data reflects positive trends in engagement, behavior, and emotional well-being.

Progress toward this Cornerstone will be reviewed annually through school climate data, student and staff feedback, and evidence of consistent SEL implementation.

Cornerstone 5: Creativity, Holistic Thinking, and Adaptive Leadership

Preparing students for the future requires more than mastery of academic content alone. Students must develop the ability to think creatively, adapt to change, solve complex problems, and lead with integrity in an increasingly interconnected and technology-rich world. Feedback from students and staff reflects a desire for learning experiences that encourage curiosity, innovation, leadership, and meaningful use of technology.

This Cornerstone reflects Valley Stream 24's commitment to cultivating these essential skills while supporting educators as adaptive leaders and lifelong learners. By aligning instruction to the New

York State Portrait of a Graduate and strengthening staff capacity in digital, data, and AI literacy, the district will ensure that creativity, critical thinking, and leadership are intentionally developed across classrooms and grade levels.

Goal

By 2030, Valley Stream 24 will empower students and educators to think creatively, adapt to change, and lead with purpose by fostering innovative learning experiences, developing future-ready skills, and building staff capacity to navigate an evolving educational landscape.

Action Steps

- Action Step 5a: Design learning experiences that encourage curiosity, innovation, and problem-solving in alignment with the NYS Portrait of a Graduate
- Action Step 5b: Build staff capacity in digital, data, and AI literacy through ongoing professional learning and support aligned to instructional goals and ethical use

What Success Looks Like

- Students regularly engage in learning experiences that promote critical thinking, creativity, collaboration, and leadership.
- Instruction reflects alignment to Portrait of a Graduate competencies across content areas and grade levels.
- Students can articulate how their learning connects to real-world skills, future pathways, and responsible citizenship.
- Educators demonstrate increased confidence in using technology, data, and AI tools to enhance instruction and efficiency.
- Technology use across classrooms reflects instructional purpose, equity, and responsible practice, rather than novelty.

Progress toward this Cornerstone will be reviewed annually through instructional evidence, professional learning participation, and feedback from students and staff.

Alignment

The Vision 2030 Strategic Plan is intentionally aligned to stakeholder feedback, Board priorities, state frameworks, and future-ready competencies. The five Cornerstones serve as the connective tissue between what the community shared, what the district values, and what students need to succeed.

Alignment with Stakeholder Feedback

Stakeholder input revealed consistent themes across students, families, staff, and administrators. These themes directly informed the development of the Vision 2030 Cornerstones.

- **Clear Communication and Coherent Systems**
 - *Cornerstone 1:* MTSS and curriculum coherence
 - *Cornerstone 2:* Structures for professional collaboration
- **Strong Instructional Foundations**
 - *Cornerstone 1:* Building essential knowledge and skills through coherent curriculum and instruction
- **Capacity, Sustainability, and Personal Growth**
 - *Action Step 1b:* Targeted, role-specific professional learning
 - *Cornerstone 5b:* Digital, data, and AI literacy to build staff capacity
- **Student Engagement, Voice, and Well-Being**
 - *Cornerstone 2b:* Collaborative and engaging learning design
 - *Cornerstone 4:* Social-emotional and mental health supports
- **Learning Environments, Innovation, and Future Readiness**
 - *Cornerstone 3:* Real-world learning and community partnerships
 - *Cornerstone 5:* Alignment to the Portrait of a Graduate and responsible use of AI

Alignment with the District Mission

The mission of Valley Stream School District 24 is to provide every child with an equitable, rigorous, and innovative education through a robust curriculum that supports academic excellence, critical thinking, and creativity (Cornerstones 1 and 5). Drawing strength from our diverse community, we foster a learning environment where students are empowered with the knowledge, skills, and mindset to succeed in school and in life, and to meet the challenges of the 21st century with confidence and purpose (Cornerstones 2, 4, and 5).

Alignment with the District Vision

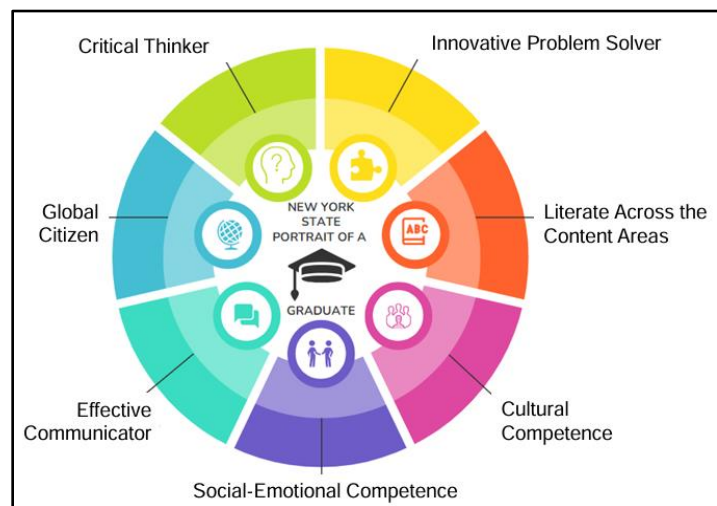
To accomplish this goal, the Board of Education is committed to employ, train, and support a staff that acts to achieve mastery and excellence in education (Cornerstones 2 and 5). Our nurturing educational environment and the programs contained within will allow students to achieve mastery in academics, develop resilience and independence, and engage as thoughtful, responsible members of society (Cornerstones 1, 4, and 5).

Alignment with District Beliefs

Student progress requires the district to be creative and maximize educational opportunities. Hence, we support excellence and innovative learning experiences in partnership with family and community (Cornerstones 3 and 5).

With the NYS Portrait of a Graduate

The New York State Portrait of a Graduate outlines the knowledge, skills, and dispositions students need for long-term success in school, careers, and civic life. While Valley Stream UFSD 24 serves students in Kindergarten through Grade 6, the district recognizes that these competencies begin developing in the elementary years. This Strategic Plan intentionally aligns instruction, learning experiences, and student supports to the Portrait of a Graduate, ensuring that students build strong foundations in critical thinking, communication, creativity, and social-emotional growth. Through initiatives such as Vision 2030 instructional pilots and enrichment opportunities, many of these expectations are already embedded in practice.



- **Critical Thinker** (Cornerstone 1)
- **Innovative Problem Solver** (Cornerstones 3 and 5)
- **Literate Across the Content Areas** (Cornerstone 1)
- **Effective Communicator** (Cornerstone 1 and 2)
- **Global Citizen** (Cornerstones 3, 4, and 5)
- **Cultural Competence** (Cornerstones 2 and 4)
- **Social Emotional Competence** (Cornerstones 1 and 4)

With the World Economic Forum

In addition to state guidance, the district reviewed international research from the World Economic Forum identifying the core skills needed for success in a rapidly changing global economy. These competencies—including analytical and creative thinking, resilience, adaptability, and lifelong learning—are intentionally embedded throughout the Vision 2030 Strategic Plan. By integrating these skills into students’ earliest learning experiences, the district ensures that instruction not only supports academic achievement, but also prepares students to navigate future challenges with confidence and flexibility.

- Analytical Thinking (Cornerstone 1)
- Resilience, Flexibility, and Agility (Cornerstones 1, 2 and 4)
- Leadership and Social Influence (Cornerstones 2 and 3)
- Motivation and Self-Awareness (Cornerstones 1, 2, and 4)
- Creative Thinking (Cornerstones 3 and 5)
- Systems Thinking (Cornerstones 1 and 3)
- Curiosity and Lifelong Learning (Cornerstones 3 and 5)
- Digital, Data, and AI Literacy (Cornerstone 5)
- Empathy and Active Listening (Cornerstone 4)

By embedding these competencies within curriculum, instruction, and professional learning, the district ensures students are prepared not only for academic success, but for lifelong learning and adaptability in a global economy.

With the NYS Culturally Responsive-Sustaining Education (CR-SE) Framework

The New York State Culturally Responsive–Sustaining Education Framework provides guidance for creating inclusive, affirming, and rigorous learning environments that honor students’ identities and experiences. The Vision 2030 Strategic Plan aligns to this framework by embedding high expectations, inclusive curriculum, strong relationships, and ongoing professional learning into daily practice. Rather than treating CR-SE as a standalone initiative, the district has integrated these principles across its Cornerstones to ensure equity, belonging, and academic excellence for all students.

- CR-SE Core Idea 1: Welcoming and Affirming Environment
 - Cornerstone 2: Relationships, Collaboration, and Team-Based Learning
 - Builds strong relationships, promotes respectful dialogue, and centers student voice in daily learning experiences.
 - Cornerstone 4: Social-Emotional and Mental Health
 - Embeds SEL, trauma-informed practices, and mental health supports to ensure students feel safe, supported, and ready to learn.
 - Cornerstone 5: Creativity, Holistic Thinking, and Adaptive Leadership
 - Encourages identity-affirming learning experiences that value student strengths, perspectives, and agency.
- CR-SE Core Idea 2: High Expectations and Rigorous Instruction

- Cornerstone 1: Build Essential Knowledge and Skills
 - Ensures access to high-quality, standards-aligned curriculum grounded in evidence-based practices and the Science of Reading.
 - Uses MTSS as an equity-driven framework to provide instruction, intervention, and enrichment aligned to student needs.
- Cornerstone 5: Creativity, Holistic Thinking, and Adaptive Leadership
 - Promotes critical thinking, problem-solving, and innovation aligned to the NYS Portrait of a Graduate.
- CR-SE Core Idea 3: Inclusive Curriculum and Instruction
 - Cornerstone 1: Build Essential Knowledge and Skills
 - Emphasizes curriculum coherence, vertical alignment, and disciplinary literacy across content areas.
 - Cornerstone 3: Real-World Experience and Community Partnerships
 - Connects learning to authentic contexts, community resources, and culturally relevant experiences.
 - Cornerstone 2: Relationships, Collaboration, and Team-Based Learning
 - Encourages instructional practices that honor student voice, collaboration, and multiple perspectives.
- CR-SE Core Idea 4: Ongoing Professional Learning and Capacity Building
 - Cornerstone 1: Build Essential Knowledge and Skills
 - Prioritizes professional learning focused on instructional coherence, literacy, numeracy, and MTSS.
 - Cornerstone 4: Social-Emotional and Mental Health
 - Builds adult capacity in trauma-informed and inclusive practices.
 - Cornerstone 5: Creativity, Holistic Thinking, and Adaptive Leadership
 - Strengthens staff capacity in digital, data, and AI literacy, ethical decision-making, and adaptive leadership.

Alignment with Other NYS Priority Initiatives

In developing the Vision 2030 Strategic Plan, the district intentionally reviewed key New York State priority initiatives to ensure alignment, coherence, and sustainability. Rather than layering new initiatives on top of existing work, the district integrated these priorities directly into the Vision 2030 Cornerstones. This approach strengthens implementation, reduces initiative fatigue, and ensures that state expectations are advanced through everyday instructional practice, professional learning, and student supports. The chart below illustrates how Vision 2030 aligns to and advances major NYS initiatives through a unified, system-based approach.

NYS Priority Initiative	Vision 2030 Cornerstone Alignment	How Vision 2030 Advances the Initiative
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Science of Reading and Literacy	Cornerstone 1: Build Essential Knowledge and Skills Cornerstone 4: Social-Emotional and Mental Health	Grounds literacy instruction in evidence-based practices, including the Science of Reading; emphasizes explicit, systematic, and cumulative instruction; aligns literacy supports within MTSS; recognizes literacy success as foundational to confidence and student well-being.
Numeracy and Mathematics	Cornerstone 1: Build Essential Knowledge and Skills Cornerstone 2: Relationships, Collaboration, and Team-Based Learning	Strengthens foundational numeracy and mathematical reasoning through coherent curriculum and vertical alignment; promotes discourse, problem-solving, and collaborative learning; supports conceptual understanding and application.
Social-Emotional Learning (SEL) and Mental Health	Cornerstone 4: Social-Emotional and Mental Health Cornerstone 2: Relationships, Collaboration, and Team-Based Learning	Embeds SEL into instructional and schoolwide practices (e.g., RULER); aligns academic and behavioral supports within MTSS; builds adult capacity in trauma-informed and inclusive practices; fosters belonging, resilience, and readiness to learn.
Digital Equity, AI Literacy, and Instructional Technology	Cornerstone 5: Creativity, Holistic Thinking, and Adaptive Leadership Cornerstone 1: Build Essential Knowledge and Skills	Builds staff and student capacity in digital, data, and AI literacy; emphasizes ethical, responsible, and instructional use of technology; ensures technology enhances—not replaces—high-quality teaching and learning.

Family and Community Engagement	Cornerstone 3: Real-World Experience and Community Partnerships Cornerstone 2: Relationships, Collaboration, and Team-Based Learning	Strengthens partnerships with families and community organizations; connects learning to real-world contexts; promotes consistent, transparent communication and shared responsibility for student success.
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Alignment with Existing District Plans

The Vision 2030 Strategic Plan is designed to serve as the district’s unifying framework, intentionally aligning and strengthening existing plans rather than operating as a separate or competing initiative. By connecting instructional, operational, and support plans within a shared vision, the district ensures coherence, sustainability, and efficient use of resources. The plans outlined below work together as integrated components of a single system, supporting consistent decision-making and advancing the district’s long-term goals for teaching, learning, and student success.

The Vision 2030 Strategic Plan serves as the coordinating framework that aligns and strengthens existing district plans rather than replacing them.

- The Technology Plan advances the strategic plan’s focus on digital equity, instructional technology, and responsible AI literacy by ensuring that tools and infrastructure support high-quality teaching and learning.
- The Professional Learning Plan operationalizes Vision 2030 priorities by building staff capacity in curriculum implementation, MTSS, literacy and numeracy, SEL, and inclusive practices.
- The Five-Year Building Condition Survey and related facilities planning support the strategic plan’s emphasis on safe, modern, and flexible learning environments aligned to instructional goals and future readiness.
- Finally, the MTSS/RTI Plan provides the equity-driven structure through which curriculum, instruction, assessment, and student supports are aligned to ensure all learners have access to rigorous instruction and timely intervention or enrichment.

Together, these plans function as interconnected components of a coherent system, ensuring that resources, initiatives, and decisions across the district advance a shared vision and long-term goals.

From Plan to Practice

Before closing, it is important to highlight how the Vision 2030 Strategic Plan is designed to be implemented.

First, this work is grounded in **strategic hiring and talent development**. Who we hire—and how we recruit, support, and retain a diverse, talented workforce—is central to the success of this plan. The district has focused on systematizing and aligning hiring practices, strengthening recruitment processes, and launching a new teacher induction program to better support and retain first-year teachers.

Second, implementation relies on **leadership at all levels**. The district will leverage the leadership of administrators, teachers, and parent groups to support collaboration, shared ownership, and sustained improvement across schools.

Third, the district will **build intentionally on existing strengths** identified through stakeholder feedback, including strong relationships, trust, and a culture of reflection and growth. These strengths provide a solid foundation for meaningful and lasting change.

Finally, the district will **establish and monitor coherent systems** that ensure responsible use of resources and alignment across curriculum, instruction, professional learning, technology, and student supports. Ongoing feedback will be collected and reviewed to allow for reflection, adjustment, and continuous improvement.

Conclusion

The Vision 2030 Strategic Plan represents a thoughtful, deliberate commitment to the future of Valley Stream UFSD 24. Grounded in stakeholder voice, aligned to state priorities, and informed by evidence-based practice, this plan provides a clear and coherent framework for strengthening instruction, supporting student well-being, and preparing learners for long-term success.

Rather than introducing disconnected initiatives, Vision 2030 aligns curriculum, instruction, student supports, professional learning, technology, and facilities planning into a unified system. The five Cornerstones reflect the district's values and priorities, ensuring that student learning outcomes, coherence, and sustainability guide decision-making at every level.

This plan is designed to be both aspirational and actionable. Progress will be monitored through multiple measures, including student outcomes, implementation evidence, and ongoing stakeholder feedback. As the district continues this work, Vision 2030 will serve as a living framework and one that supports reflection, refinement, and continuous improvement.

Ultimately, the success of Vision 2030 and our strategic plan rests on shared responsibility. Through strong partnerships among students, families, staff, and community members, Valley Stream UFSD 24 is well positioned to sustain its strengths, address opportunities, and ensure that every student is supported, challenged, and prepared to thrive—today and into the future.

