

# STRATEGIC PLAN: 2019-2024

Inspire all students to achieve their highest potential by fostering academic excellence, personal growth and social responsibility.



Grand Island Central School District  
1100 Ransom Road, Grand Island, New York, 14072

January 14, 2019 – Accepted by the Board of Education

The strategic planning process and this plan were facilitated by the  
Canisius College Center for Professional Development.



The Grand Island Central School District is most appreciative of all the stakeholders  
who contributed to this plan through the sharing of their time, insights, resources and heart.

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## A) EXECUTIVE SUMMARY

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In 2018 the Board of Education of the Grand Island Central School District embarked upon a strategic planning process. Significant engagement and input were garnered from stakeholder groups representing parents, students, community leaders, graduates, teachers, professional support staff, the board and administration. Through electronic surveys some 6,000 comments were sorted and commonalities and “disconnects” identified. These served as the basis for discussions that occurred at each of the sixteen stakeholder workshops that followed.

The strengths, challenges and opportunities that were addressed at the workshops supported each stakeholder group in formulating their customized goals and strategy maps (although some commonalities exist with some goals for teaching professionals). Regardless, all stakeholder groups identified projects, issues and undertakings that they would like to complete over the next five years. These deliverables are summarized also, chronologically, in the Appendices.

Stakeholder goals addressed the following key areas:

- curriculum improvements;
- student performance;
- student well-being;
- operational efficiencies;
- communications improvements;
- seamlessness between buildings;
- capital improvements; and,
- customized professional development.

Embracing these, the Board and Administration defined their six goals for The District. These are underscored throughout this strategic plan and are the catalyst for the deliverables of the Board strategy map found on page 5.

- 1) To steward the District toward improved services and support that foster the wellness and behavioral health of students.
- 2) To foster a level of academic achievement emblematic of championship school districts.
- 3) To ensure the completion of all curriculum maps while fostering expansion of the STEAM curriculum
- 4) To review, revise and expand benchmark assessments as appropriate.
- 5) To make inter-building communications and practices as seamless as possible.
- 6) To continue to work with other District stakeholders to improve the District's connectedness to the Grand Island and Western New York communities.

Finally, it is important to note that a common attitude prevailed throughout the process: that was, the recognition that in order for students to be successful academically, vocationally and personally, a cohesive approach needed to be embraced. And while the phrase “championship school district” was understood, there was a more unifying thought to focus on a simplified mission for The District, one that could guide everyone’s intentions and efforts:

*To inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.*

Inspiration, skills, nimbleness and a willingness to embrace the unknown are notable hallmarks of the 21<sup>st</sup> century. Realities which this five-year strategic plan and the stakeholders who derived it, are committed to meeting.

STUDENTS		LEARNING - COLLABORATION - RESULTS								
		ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL
INTERNAL OPERATIONS	W-Ensure the review and revision of curriculum maps (Asst Supt. Curriculum)	Ongoing	5	R-Execute Administrative team planning to identify commonalities; disconnects; and, leadership-execution of this plan. Evolve the team into a PLC with shared norms; values, procedures; and reflection (Clarify what the team values and wants for students.)	4	All	J-Improve attendance commitment, frequency and agenda management of admin meetings. Explore other communications channels to streamline work + prioritization of efforts.	2	All	
	A-Board adoption of mission and core principles as part of the strategic plan.	1	All				G-Consider expansion of universal pre-kindergarten to offer more opportunities for children.	2	2	
	X-Review, revise and expand benchmark assessments as appropriate.	Ongoing	6				Z-Work with key stakeholders on absenteeism policy revisions, addressing impacts on teacher time, student behaviors and parental communications-engagement.	Ongoing	4	
	B-Adopt The Agenda Project approach for all District areas so that strategic plan deliverables remain a focus of meetings and operational efforts on an ongoing basis.	1	All	C-Address inter-building communications challenges and identify solutions and new practices to address gaps and inconsistencies.	1	3	S-Work with key stakeholders to create a K-5 Summer Learning Program.	4	4	
	Y-Implement a District Safety & Security Program.	Ongoing	3	H-Embrace and promote an authentic learning culture: mentorship; GI business leaders, experiential learning in the community etc.	2	2	U-Investigate and expand the digital curriculum, coding, programming, data analytics, drones, robotics etc. and align to jobs of the future.	5	4	
	<b>E-Create a PLC culture: Ensure that students learn; foster a culture of collaboration; and focus on results.</b>	2	4	L-Work with community representatives to focus on environmental stewardship; Releaf Program; Eco Island; + solar communities with the goal of educating students on informed activism.	3	2	M-Support teaching professionals to adopt flexibility in instruction, adaptable to each student's learning style.	3	4	
	F-Assemble a Wellness Task Force to monitor and address student mental health and behavioral matters.	2	1	D-Identify improvements to budget presentations for community information-engagement so that it's about "the story" and not just "the numbers."	1	2	N-Expand upon the Community Relations Committee with reps from each community board. Derive a communications strategy. Foster the District-ty relationship and identify collaborative opportunities in a timely fashion. Hold forums 2x/yr. Adopt an e-bulletin.	3	2	
	Q-Identify opportunities for student-led learning in the community that would forge partnerships and building relationships with business and groups who are part of GI's social fabric. Identify opportunities IN the community for student advisory board participation.	4	2	I-Form working relationships with business-community leaders to foster better budget understanding AND to ensure that GICSD is part of the Town's economic development strategy.Forge a close relationship with the Town advising them of District needs (+ vice versa).	2	2	T-Create student self-help, training modules to include but not be limited to digital life or personal brand, apps, Chromebooks use, social media and professional etiquette.	4	4	
	<b>SKILLS DEVELOPMENT</b>			<b>SKILLS DEVELOPMENT</b>			V-Provide training to Administrators on balancing operational demands with leading-by-walking-around. "Be out there and still get the job done."	5	All	
	• Training on the governance versus operational roles of the Board and Administration (Board and Administration).	Ongoing		• Review, revise and expand the use of Google calendar as it relates to CSE and professional development scheduling.	2		O-Complete formalization of all HR functions District-wide (policies, forms, training of staff).(HR)	3	All	
• Create and implement a Board Orientation Training Program (New Trustee Essentials).	1		• Put announcements and important student self-study and improvement opportunities on screens throughout the buildings. (Admin)	2		P-Work with colleagues in other districts, as part of PLC, on data-driven instruction.	3	2		
• Work with District stakeholders to formulate cultural diversity-inclusion training.	2		• Training outside of the District on new instructional strategies and approaches to data-driven instruction.	Ongoing		Q-Establish an International Studies Coordinator to facilitate foreign exchange visits in keeping with classes such as social studies, LOTE etc.	2	4		
• Training for all teachers in Google in the classroom: Chromebooks, digital storytelling, screencasting, flipped classroom, Docs, Drive, Slides, Forms, Sites, Hangouts, smart polling, social media and gamification. (HR)	3									

Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.

2019  
2024

Board
Administration
Community

## **B) CERTIFIED PROFESSIONALS: GOALS, STRATEGY MAPS, STUDENT ACHIEVEMENT GOALS**

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- Teachers: Elementary
- Teachers: Secondary
- Teachers: Physical Education, Health & Athletics
- Teachers: Music and Arts
- Teachers: Special Education
- Social Workers and Psychologists
- Speech Language Pathologists
- School Counsellors
- Teachers: English as a New Language
- Teachers: Learning Other Than English
- Teachers: Career and Technical Education

STUDENTS		CURRICULUM IMPROVEMENTS			CURRICULUM IMPROVEMENTS			
		ACTIVITY	YR	GL	ACTIVITY	YR	GL	
<b>TEACHERS - ELEMENTARY:</b> Giving students a strong educational foundation.	<b>INTERNAL OPERATIONS</b>	F-Review and revise curriculum maps	Ongoing	1	B-Explore opportunities for increased student social skills development.	2	5	
		A-Address communications and curriculum inconsistencies between building K-1 and 2-5.	2	1	E-Expand upon the Sidway Parent University to other grade levels.	4	5	
		C-Identify performance outcomes and define and meet targeted improvements on various benchmark assessments.	3	3	D-Work to adopt consistent messaging in class (common theme) with respect to cheating and copying and ensure that there is consistency and rigor about the consequence and definitions about what cheating is and original thinking.	3	5	
	<b>LEARNING</b>	<b>SKILLS DEVELOPMENT</b>						
		• Secure training and cross-collaboration with District behavioral professionals on how to manage behavioral issues in the classroom.	Ongoing					
		• Re-implement CSLO training to elementary.	2					
		• Implement teacher peer best practices series: teachers identify and share techniques, tactics and learning strategies with each other.	Ongoing					
	• To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing						
	<b>Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.</b>							
	<b>2019 2024</b>							

**GOALS**

- 1) To refresh, revise and otherwise create Curriculum Maps.
- 2) To continue to work with other District stakeholders to improve student accountability and parental engagement.
- 3) To identify performance outcomes and meet targeted improvements on various benchmark assessments.
- 4) To continue to expand upon all areas of reading instruction and skills development.
- 5) To continue to make improvements to programs that support student learning and achievement.



# SIDWAY: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
ENGLISH + LANGUAGE ARTS GRADE 1	<p><b>Writing: We have no data.</b></p> <p><b>Reading: We have no data using the 3rd edition of the BAS</b></p>	All first grade students will be given the narrative, opinion and informational writing prompts from the Lucy Calkins Writing Workshop and the writing would be evaluated and assessed using the Writing Progressions. Reading: Teachers will analyze last years data (2018-2019) of the comprehension score on the third edition of the BAS to continue working on inner- rater reliability.	Looking at the Lucy Calkins Writing Progressions, 70% of first grade students will attain a level 4 (on the progressions) by June across all genres. Reading: Students will work towards meeting the end of the year grade level benchmark in both decoding and comprehension.	Looking at the Lucy Calkins Writing Progressions, 85% of first grade students will attain a level 4 (on the progressions) by June across all genres. Reading: At least 85% of Students will work towards meeting the end of the year grade level benchmark in both decoding and comprehension.	Movement toward these goals will be facilitated with the implementation of (1) Units of Study: Writers' Workshop, (2) Phonics and Word Study, (3) Units of Study: Readers' Workshop. Progress will be measured using the F&P Benchmark Assessment System, 3rd Edition. It is important to note that a longer instructional day would help to support the academic, social-emotional, and physical/health objectives of this strategic plan.
ELA - KINDERGARTEN	There is no current data on the 3rd Edition of Fountas and Pinnell Benchmark System	Collect and analyze data in the area of comprehension at the students' independent reading levels.	At the end of the school year, 85% of the students will be proficient in the area of comprehension on texts at students' independent reading levels.	At the end of the school year, 85% of the students will be proficient in the area of comprehension on texts at students' independent reading levels.	Movement toward these goals will be facilitated by teaching students how to answer questions that are within the text and beyond the text during shared reading, read aloud, guided reading, and conferences. Progress will be measured by using the 3rd Edition of Fountas and Pinnell Benchmark Assessment System.

## SIDWAY: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
MATHEMATICS - KINDERGARTEN	Trimester two data from 2018.	Provide teachers with the opportunity to select technology based programs for the computers and iPads in the area of mathematics.	85% of students will correctly answer questions that correlate to the topics of shapes and counting objects on the trimester two assessment.	85% of students will correctly answer questions that correlate to the topics of shapes, counting objects, and addition and subtraction on the trimester three assessment.	Movement toward these goals will include the exploration and adoption of a new program in mathematics instruction.
MATHEMATICS - GRADE 1	We have no data.	Provide staff with STEM/STEAM PD particularly in the area of mathematics.	Students would be engaged in STEM/STEAM activities that have direct ties to the math content being taught in the classroom at least once a trimester.	Students will be engaged with STEM/ STEAM activities using a variety of equipment and tools and tie grade level content together cross curricularly, at least once a trimester.	Year 1 goal will be measured successful if relevant staff members are provided with PD opportunities. At this point, our goal is to have children immersed in STEM/STEAM learning opportunities. Moving forward beyond year five we would hope that data could be collected to show that these learning opportunities are having a positive impact on our math curriculum.

## SIDWAY: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
STAR - READING AND MATHEMATICS COMBINED AT KINDERGARTEN	Kindergarten Proficiency 64%	Increase STAR proficiency rates by 2%.	Increase STAR proficiency rates by an additional 3%.	Increase STAR proficiency rates by an additional 3% .	This target would have us on track for 70% likely proficiency. Students in K and 1 will be fully immersed in Readers, Writers and Phonics Units of Study by Year 3, which is why an additional percentage of growth is added. By Year Five students will be working in classrooms which have been fully immersed in a common ELA curriculum for 3 years. The solid Tier 1 instruction will assist in boosting STAR Early Literacy performance.

# HUTH: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data		Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
ENGLISH + LANGUAGE ARTS	2nd grade STAR proficiency	35%	Increase STAR proficiency rates by 3% in all grade levels.	Increase STAR proficiency rates by an additional 3% in all grade levels.	Increase STAR proficiency rates by an additional 3% in all grade levels.	Primary focus would be on increasing the number of points award on constructed responses, and Key Ideas and Details.
	3rd grade STAR proficiency	45%				
	4th grade STAR proficiency	46%				
	5th grade STAR proficiency	30%	Increase proficiency levels on NYSED ELA proficiency by 3%.	Increase proficiency levels on NYSED ELA proficiency by an additional 3%.	Increase proficiency levels on NYSED ELA proficiency by an additional 3%.	
	NYSED ELA proficiency 4th gr	68%				
	NYSED ELA proficiency 5th gr	65%				
MATHEMATICS	2nd grade STAR proficiency	35%	Increase STAR proficiency rates by 3% in all grade levels.	Increase STAR proficiency rates by an additional 3% in all grade levels.	Increase STAR proficiency rates by an additional 3% in all grade levels.	Primary focus will be on finding ways to supplement the current program with the use of manipulatives to reinforce concepts.
	3rd grade STAR proficiency	60%				
	4th grade STAR proficiency	60%				
	5th grade STAR proficiency	40%	Increase proficiency levels on NYSED ELA proficiency by 3%.	Increase proficiency levels on NYSED ELA proficiency by an additional 3%.	Increase proficiency levels on NYSED ELA proficiency by an additional 3%.	
	NYSED ELA proficiency 4th gr	68%				
	NYSED ELA proficiency 5th gr	65%				

## HUTH: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
SCIENCE	Proficiency is high (98%) However, the NGSS will significantly alter the topics for each grade level and the assessment will reflect a greater emphasis on the inquiry process and the ability to generate and respond to questions through modeling, arguments, and explanation based on evidence. Program development is needed to provide deeper understanding of these changes and develop district assessments that allow for analysis of student achievement and alignment with each grade level.	Dual focus on maintaining high levels of proficiency on current NYSED science assessment while preparing for shifts by: Creating a bank of items (MC and CR) for district assessments for each new topic at each grade level.	While maintaining high levels of proficiency on current NYSED science assessment, implement the use of topic specific district assessments, establishing timeline for administration and analysis of results.	Assuming the shift to new NYSED assessment at new grade level, investigate and prepare for changes in format and/or content, especially in the area of written responses.	Additional time will need to be created for teachers to delve into the instructional shifts.

# HUTH: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
SOCIAL STUDIES	No specific assessment from NYSED or district in place. Unit assessments indicate that students are proficient in content provided for instruction, but may lack proficiency in the area of generating their own questions and developing inquiries that lead them to deeper understanding of content and how the six domains of the new SS Framework interact and effect each other. Additional work is needed to establish alignment regarding the inquiry process vertically. District standards for student inquiries need to be established as well as assessments to monitor student growth and achievement in responding to shifts in standards.	Create a bank of items (MC and CR) for district wide assessments at each grade level.	While continuing to contribute to the district bank of questions, implement at least one grade level traditional assessment and one inquiry based assessment for each grade level.	District wide assessments for each topic/unit of study at each grade level. Implementation of district wide inquiry model and rubric.	Additional time will need to be created for teachers to delve into the instructional shifts.

# KAEGEBEIN: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
ENGLISH + LANGUAGE ARTS	STAR, F&P	Increase STAR proficiency rates by 3% in all grade levels. Increase proficiency levels on NYSED ELA proficiency by 2%.	Increase STAR proficiency rates by an additional 3% in all grade levels. Increase proficiency levels on NYSED ELA proficiency by an additional 2%.	Increase STAR proficiency rates by an additional 3% in all grade levels. Increase proficiency levels on NYSED ELA proficiency by an additional 2%.	Primary focus would be on increasing the number of points award on constructed responses, and Key Ideas and Details.
	Other(s): NYS ELA assessment (current year students)				
	2nd grade STAR proficiency 35.0%				
	3rd grade STAR proficiency 38.0%				
	4th grade STAR proficiency 31.0%				
	5th grade STAR proficiency 41.0%				
	NYSED ELA proficiency 4th gr 47.0%				
NYSED ELA proficiency 5th gr 50.0%					
	Student proficiency average for location is 47%. NYS proficiency level is 45%, Huth Road is 56%. While proficiency levels are slightly higher on the NYSED assessments, the refusal rate may be impacting those results. Summer regression may also negatively impact STAR data.				

# KAEGEBEIN: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
MATHEMATICS	STAR, Unit Tests, Beg. of Year Reviews	Increase STAR proficiency rates by 3% in all grade levels.	Increase STAR proficiency rates by 3% in all grade levels.	Increase STAR proficiency rates by 3% in all grade levels.	Primary focus will be on finding ways to supplement the current program with CGI based strategies and use of manipulatives to reinforce concepts.
	2nd grade STAR proficiency 41.2%				
	3rd grade STAR proficiency 40.6%	Increase proficiency levels on NYSED Math proficiency by 2%.	Increase proficiency levels on NYSED Math proficiency by 2%.	Increase proficiency levels on NYSED Math proficiency by 2%.	
	4th grade STAR proficiency 48.6%				
	5th grade STAR proficiency 43.0%				
	NYSED ELA proficiency 4th gr 47.0%	Increase proficiency levels on NYSED Math proficiency by 2%.	Increase proficiency levels on NYSED Math proficiency by 2%.	Increase proficiency levels on NYSED Math proficiency by 2%.	
	NYSED ELA proficiency 5th gr 56.0%				
Student proficiency average for location is 47%. NYS proficiency level is 52%, Huth Road is 58%. While proficiency levels are slightly higher on the NYSED assessments, the refusal rate may be impacting those results. Summer regression may also negatively impact STAR data.					



# KAEGEBEIN: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
SCIENCE	<ul style="list-style-type: none"> <li>• NYSED Assess at 4th Grade</li> <li>• Topic/unit assessments Proficiency is high (&gt;90%)</li> </ul> <p>However, the NGSS will significantly alter the topics for each grade level and the assessment will reflect a greater emphasis on the inquiry process and the ability to generate and respond to questions through modeling, arguments, and explanation based on evidence. Program development is needed to provide deeper understanding of these changes and develop district assessments that allow for analysis of student achievement and alignment with each grade level.</p>	<p>Dual focus on maintaining high levels of proficiency on current NYSED science assessment while preparing for shifts by:</p> <p>Examining and deconstructing the NGSS and test item exemplars (if available). Inform grade levels of changes in topics and begin ordering resources for writing curriculum and inquires.</p>	<p>While maintaining high levels of proficiency on current NYSED science assessment, implement the use of topic specific district assessments, establishing timeline for administration and analysis of results.</p> <p>Begin creating a bank of items (MC and CR) for district assessments for each topic at each grade level.</p>	<p>Assuming the shift to new NYSED assessment at new grade level, investigate and prepare for changes in format and/or content, especially in the area of written responses.</p>	<p>Additional time will need to be created for teachers to delve into the instructional shifts. Recommend reaching out to other districts to share resources especially assessment items.</p>

# KAEGEBEIN: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
SOCIAL STUDIES	<ul style="list-style-type: none"> <li>Unit Assessments and Projects</li> </ul> <p>No specific assessment from NYSED or district in place. Unit assessments indicate that students are proficient in content provided for instruction, but may lack proficiency in the area of generating their own questions and developing inquiries that lead them to deeper understanding of content and how the six domains of the new SS Framework interact and effect each other. Additional work is needed to establish alignment regarding the inquiry process vertically. District standards for student inquiries need to be established as well as assessments to monitor student growth and achievement in responding to shifts in standards.</p>	<p>Examining the SS framework, inquiry exemplars (if available). Inform grade levels of changes in topics and begin ordering resources for writing curriculum and inquires.</p> <p>Begin to create a bank of items (MC and CR) for district wide assessments for two of the six themes at each grade level.</p>	<p>While continuing to contribute to the district bank of questions, implement at least one grade level traditional assessment and one inquiry based assessment for each grade level.</p> <p>Continue contribution of test items based on the six themes.</p>	<p>District wide assessments for each topic/theme of study at each grade level.</p> <p>Implementation of district wide inquiry model and rubric.</p>	<p>Additional time will need to be created for teachers to delve into the instructional shifts.</p>

# VERONICA CONNOR MIDDLE SCHOOL: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
ENGLISH + LANGUAGE ARTS	The current analysis of the data is based on the historical results of the assessment tests; however, since there have been so many test refusals during the past few years, it's imperative to include classroom evaluations as reliable data and DDI information as well.	1. 2018-2019 - Develop a comprehensive summative standards driven assessment (final exam) by grade level. All students are expected to achieve 85% percent Mastery Level on this assessment. 2. Create a list of common academic vocabulary to be used across the grade level. 3. 2020-2021 - analyze data from summative assessment (final exam) ("global" view and "squint" view). 4. Continue to align summative assessment (final exam) to CCL standards. 5. Identify and develop action plan to re-teach standards that require growth.	1. 2021-2022 - Continue to use summative assessment data to develop action plans to identify and reteach areas for growth for 85% mastery. 2. Develop a common Unit Summative Pretest/Post test analyzing a particular standard identified for growth in the Common Summative Assessment (final exam).	1. Continue with the goals established in year 3, however with expectation that all students will achieve 90% mastery or above on the Common Summative Assessment (final exam). 2. 2023-2024 - Establish "teacher rounds."	The "global" and "squint" data analysis worksheets have been developed and are available upon request.

# VERONICA CONNOR MIDDLE SCHOOL: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
MATHEMATICS	The current analysis of the data is based on the historical results of the assessment tests; however, since there have been so many test refusals during the past few years, it's imperative to include classroom evaluations as reliable data and DDI information as well.	1. 2018-2019 - Develop a comprehensive summative standards driven assessment (final exam) by grade level. All students are expected to achieve 85% percent Mastery Level on this assessment. 2. Create a list of common academic vocabulary to be used across the grade level. 3. 2020-2021 - analyze data from summative assessment (final exam) ("global" view and "squint" view). 4. Continue to align summative assessment (final exam) to CCL standards. 5. Identify and develop action plan to re-teach standards that require growth.	1. 2021-2022 - Continue to use summative assessment data to develop action plans to identify and reteach areas for growth for 85% mastery. 2. Develop a common Unit Summative Pretest/Post test analyzing a particular standard identified for growth in the Common Summative Assessment (final exam).	1. Continue with the goals established in year 3, however with expectation that all students will achieve 90% mastery or above on the Common Summative Assessment (final exam). 2. 2023-2024 - Establish "teacher rounds."	The "global" and "squint" data analysis worksheets have been developed and are available upon request.

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# VERONICA CONNOR MIDDLE SCHOOL: STUDENT ACHIEVEMENT GOALS

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SCIENCE	<p><b>82% of the students tested were proficient in the 2017-18 school year. Additionally, 32% of the students tested achieved mastery. In the 2016-17 school year 85% of the students tested achieved proficiency while 58% of those tested students achieved mastery.</b></p>	<p>1. 2018-2019 - Develop a comprehensive summative standards driven assessment (final exam) by grade level. All students are expected to achieve 85% percent Mastery Level on this assessment. 2. Create a list of common academic vocabulary to be used across the grade level. 3. 2020-2021 - analyze data from summative assessment (final exam) ("global" view and "squint" view). 4. Continue to align summative assessment (final exam) to CCL standards. 5. Identify and develop action plan to re-teach standards that require growth.</p>	<p>1. 2021-2022 - Continue to use summative assessment data to develop action plans to identify and reteach areas for growth for 85% mastery. 2. Develop a common Unit Summative Pretest/Post test analyzing a particular standard identified for growth in the Common Summative Assessment (final exam).</p>	<p>1. Continue with the goals established in year 3, however with expectation that all students will achieve 90% mastery or above on the Common Summative Assessment (final exam). 2. 2023-2024 - Establish "teacher rounds."</p>	<p>The "global" and "squint" data analysis worksheets have been developed and are available upon request.</p>

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LOTE	The Year 1, 3 & 5 goals were developed from the data gathered from the DDI goals/results, assessment gap analysis, and collaborative department discussions regarding how best to increase student achievement.	1. 2018-2019 - Develop a comprehensive summative standards driven assessment (final exam) by grade level. All students are expected to achieve 85% percent Mastery Level on this assessment. 2. Create a list of common academic vocabulary to be used across the grade level. 3. 2020-2021 - analyze data from summative assessment (final exam) ("global" view and "squint" view). 4. Continue to align summative assessment (final exam) to CCL standards. 5. Identify and develop action plan to re-teach standards that require growth.	1. 2021-2022 - Continue to use summative assessment data to develop action plans to identify and reteach areas for growth for 85% mastery. 2. Develop a common Unit Summative Pretest/Post test analyzing a particular standard identified for growth in the Common Summative Assessment (final exam).	1. Continue with the goals established in year 3, however with expectation that all students will achieve 90% mastery or above on the Common Summative Assessment (final exam). 2. 2023-2024 - Establish "teacher rounds."	The "global" and "squint" data analysis worksheets have been developed and are available upon request.

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ALGEBRA	<p><b>During the 2017-18 school year there was 100% proficiency and 67% of our students achieved a level 5 (85 score or higher). This has increased steadily over the last five years.</b></p>	<p>1. 2018-2019 - Develop a comprehensive summative standards driven assessment (final exam) by grade level. All students are expected to achieve 85% percent Mastery. 2018-2019 - analyze data from summative assessment (final exam) ("global" view and "squin" view). 2. Identify and develop action plan to re-teach standards that require growth.</p>	<p>1. 2021-2022 - Continue to use summative assessment data to develop action plans to identify and reteach areas for growth for 85% mastery. 2. Develop a common Unit Summative Pretest/Post test analyzing a particular standard identified for growth in the Common Summative Assessment (final exam).</p>	<p>1. Continue with the goals established in year 3, however with expectation that all students will achieve 90% mastery or above on the Common Summative Assessment (final exam). 2. 2023-2024 - Establish "teacher rounds."</p>	<p>The "global" and "squin" data analysis worksheets have been developed and are available upon request.</p>
EARTH SCIENCE	<p><b>During the 2017-18 school year there was 100% proficiency. Over the last three years all students achieved a Level 4 (85 or higher)</b></p>	<p>1. 2018-2019 - Develop a comprehensive summative standards driven assessment (final exam) by grade level. All students are expected to achieve 85% percent Mastery. 2018-2019 - analyze data from summative assessment (final exam) ("global" view and "squin" view). 2. Identify and develop action plan to re-teach standards that require growth.</p>	<p>1. 2021-2022 - Continue to use summative assessment data to develop action plans to identify and reteach areas for growth for 85% mastery. 2. Develop a common Unit Summative Pretest/Post test analyzing a particular standard identified for growth in the Common Summative Assessment (final exam).</p>	<p>1. Continue with the goals established in year 3, however with expectation that all students will achieve 90% mastery or above on the Common Summative Assessment (final exam). 2. 2023-2024 - Establish "teacher rounds."</p>	<p>The "global" and "squin" data analysis worksheets have been developed and are available upon request.</p>



STUDENTS	CURRICULUM IMPROVEMENTS			CURRICULUM IMPROVEMENTS			CURRICULUM IMPROVEMENTS			
	ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL	
<b>TEACHERS - SECONDARY:</b> <b>Realizing academics and experiences for our students.</b>	INTERNAL OPERATIONS	H-Review and revise curriculum maps.	Ongoing		I-Work with administration and all relevant stakeholders to help imbue the culture with accountability and valuing learning.	Ongoing		G-Replicate the Parent University model or program currently at Sidway to other grade levels.	5	5
		C-Contribute to and support the creation of tactics and efforts that increase parental engagement such as, but not limited to, academic tours (starting in grade 6).	3	1	*F-Address course sequencing with relevant District stakeholders.	4	1	B-Address the function and potential of learning support and opportunities in the library.	2	5
		*D-Participate in the creation of College Prep seminars and experiences so that students are adequately prepared for College and adult life.	3	5	J-Work to adopt consistent messaging in class (common theme) with respect to cheating and copying and ensure that there is consistency and rigor about the consequence + definitions about what cheating is and original thinking.	Ongoing	5	K-To identify performance outcomes and meet targeted improvements on the Regents exam. (SEE TEACHERS: SECONDARY CURRICULUM GOALS IN THIS SECTION.)	Ongoing	
		E-Revisit the learning objectives and complexity of College-bearing courses with the goals of reducing complexity and define specific learning outcomes beyond the credit-bearing result alone.	4	5	A-Create and implement a Freshman Study Series (include organizational skills). Hold an opposite lab every four days and have it teacher-led. Perhaps, consider incorporating this into a test-taking center. (Liaise with Guidance.)	2	5			
		<b>SKILLS DEVELOPMENT</b>			<b>SKILLS DEVELOPMENT</b>					
	LEARNING	A-Secure training and cross-collaboration with District behavioral professionals on how to manage behavioral issues in the classroom.	3		F-Implement teacher Best Practices Series: they identify and share technique, tactics and learning strategies with each other.	Ongoing				
		D-Summarize list after maps finalized.	Ongoing		B-Optimize the expertise of District Master Teacher professionals in peer development and support.	3				
		E-To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing		C-Encourage and support teacher applicants to the Master Teacher Program.	3				
	<b>Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.</b>									
	<b>2019 2024</b>									

### GOALS

- 1) To continue to work with other District stakeholders to improve student accountability and parental engagement.
- 2) To identify performance outcomes and meet targeted improvements on the Regents exam.
- 3) To review, update or create curriculum maps to ensure both vertical and horizontal alignment.
- 4) To provide professional development opportunities so all teachers are able to differentiated instruction as appropriate.
- 5) To continue to make improvements to programs that support student learning and achievement.

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ENGLISH + LANGUAGE ARTS	The current analysis of the data is based on the historical results of the assessment tests; however, since there have been so many test refusals during the past few years, it's imperative to include classroom evaluations as reliable data and DDI information as well.	1. 2018-2019 - Develop a comprehensive summative standards driven assessment (final exam) by grade level. All students are expected to achieve 85% percent Mastery Level on this assessment. 2. Create a list of common academic vocabulary to be used across the grade level. 3. 2020-2021 - analyze data from summative assessment (final exam) ("global" view and "squint" view). 4. Continue to align summative assessment (final exam) to CCL standards. 5. Identify and develop action plan to re-teach standards that require growth.	1. 2021-2022 - Continue to use summative assessment data to develop action plans to identify and reteach areas for growth for 85% mastery. 2. Develop a common Unit Summative Pretest/Post test analyzing a particular standard identified for growth in the Common Summative Assessment (final exam).	1. Continue with the goals established in year 3, however with expectation that all students will achieve 90% mastery or above on the Common Summative Assessment (final exam). 2. 2023-2024 - Establish "teacher rounds."	The "global" and "squint" data analysis worksheets have been developed and are available upon request.

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MATHEMATICS	The current analysis of the data is based on the historical results of the assessment tests; however, since there have been so many test refusals during the past few years, it's imperative to include classroom evaluations as reliable data and DDI information as well.	1. 2018-2019 - Develop a comprehensive summative standards driven assessment (final exam) by grade level. All students are expected to achieve 85% percent Mastery Level on this assessment. 2. Create a list of common academic vocabulary to be used across the grade level. 3. 2020-2021 - analyze data from summative assessment (final exam) ("global" view and "squint" view). 4. Continue to align summative assessment (final exam) to CCL standards. 5. Identify and develop action plan to re-teach standards that require growth.	1. 2021-2022 - Continue to use summative assessment data to develop action plans to identify and reteach areas for growth for 85% mastery. 2. Develop a common Unit Summative Pretest/Post test analyzing a particular standard identified for growth in the Common Summative Assessment (final exam).	1. Continue with the goals established in year 3, however with expectation that all students will achieve 90% mastery or above on the Common Summative Assessment (final exam). 2. 2023-2024 - Establish "teacher rounds."	The "global" and "squint" data analysis worksheets have been developed and are available upon request.

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SOCIAL STUDIES	The current analysis of the data is based on the historical results of the assessment tests; however, since there have been so many test refusals during the past few years, it's imperative to include classroom evaluations as reliable data and DDI information as well.	1. 2018-2019 - Develop a comprehensive summative standards driven assessment (final exam) by grade level. All students are expected to achieve 85% percent Mastery Level on this assessment. 2. Create a list of common academic vocabulary to be used across the grade level. 3. 2020-2021 - analyze data from summative assessment (final exam) ("global" view and "squint" view). 4. Continue to align summative assessment (final exam) to CCL standards. 5. Identify and develop action plan to re-teach standards that require growth.	1. 2021-2022 - Continue to use summative assessment data to develop action plans to identify and reteach areas for growth for 85% mastery. 2. Develop a common Unit Summative Pretest/Post test analyzing a particular standard identified for growth in the Common Summative Assessment (final exam).	1. Continue with the goals established in year 3, however with expectation that all students will achieve 90% mastery or above on the Common Summative Assessment (final exam). 2. 2023-2024 - Establish "teacher rounds."	The "global" and "squint" data analysis worksheets have been developed and are available upon request.

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# GRAND ISLAND SENIOR HIGH: STUDENT ACHIEVEMENT GOALS

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ENGLISH 11	Based on the averages from June 2018 results: 94% of students from the 2018/19 cohort will earn a grade of 65% or better. 65% will earn a grade of 85% or better.	95% - 65% or higher. 65% - 85% or higher.	96% - 65% or higher. 66% - 85% or higher.	98% - 65% or higher. 68% - 85% or higher.	This year's goal is to improve reading comprehension for all students, 9-12, by developing a series of focused classroom activities and common assessments centering on poetry, non-literary prose and fiction. DDI teams will complete three DDI cycles that include: pre-testing, guided lessons, and post-tests designed to acquaint students with various literary genres and to improve their comprehension, test-taking skills and strategies with complex text.



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ALGEBRA	<p>2017 data includes sophomores who took 2 years of algebra (1.1 and 1.2) had a passing rate of 88% (23/26 students) thus inflating the passing rate for 2017 given the students were a year more mature as well as having had two years of instruction; 2018 data includes freshman who took 1 year of algebra (1.1) with a passing rate of only 52% (13/25 students) thus lowering the statistics for year 2018; In 2017 there was a passing rate of 98.% for the regular (1 year) Algebra I students, while in 2018 there was a passing rate of approximately 94.8%; With the two years of data, the statistics can't be compared because they have a different group of students taking the exam. There are different groups of students completing the Algebra I exam: retakes, Algebra 1.2 SC, Algebra 1.1 and Algebra I students.</p>	<p>Goal: for Regular Algebra I (1 year students) is 90%; overall goal can't be determined until there are two more years of data which include Algebra 1.1 results. Mastery: 10%</p> <p>→ When looking at the overall performance of the Algebra I students, we are well above 90%. Our goal would be to continue to be at or above 90% for the group of Algebra I (1 year) students.</p>	<p>Goal: for Regular Algebra I (1 year students) is 91% Mastery: 12%</p>	<p>Goal: for Regular Algebra I (1 year students) is 92% Mastery: 14%</p>	<p>Our goal of our DDI team this year is to implement questions into the curriculum in which the students must explain their answer in order to improve written skills when answering regents questions, completing classwork, classroom, activities, and homework assignments.</p>

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GEOMETRY	Geometry passing rates for 2017 was 65% and 2018 was 84%. Geometry mastery rates for 2017 was 11% and 2018 was 26%.	June 2019 Passing Rate - 78% June 2019 Mastery Rate - 18%	June 2021 Passing Rate - 80% June 2021 Mastery Rate - 20%	June 2023 Passing Rate - 82% June 2023 Mastery Rate - 22%	Increase use of dynamic geometry software/website such as Geogebra and Geometers Sketchpad. Also, implement more small group and pair activities, i.e., gallery walks, Kagan structures, etc.
ALGEBRA II	Algebra 2 passing rates for 2017 was 96% and 2018 was 86%. Algebra 2 master rates for 2017 was 21% and 2018 was 15%.	Regents Passing Rate: 84% Mastery Rate: 20%	Regents Passing Rate: 86% Mastery Rate: 23%	Regents Passing Rate: 88% Mastery Rate: 26%	This years DDI goal is to increase questions that start with Algebra topics from Algebra I that have two, three or more additional steps that are part of the Algebra II curriculum.
GLOBAL	92% of students in Global Studies will earn a passing score of 65% or higher on the New York State Regents Exam. 53% of students in Global Studies will earn a passing score of 85% or higher on the New York State Regents Exam.	Passing rate will increase from 92% to 93% Mastery Rate will increase from 53 % to 55%.	*Data will be reevaluated based on the new Global Exam.	*Data will be reevaluated based on the new Global Exam.	This year's goal is to focus on using a series of primary and secondary source documents throughout the year to infuse the new Social Studies "Frameworks" into our curriculum. In order to enhance writing instruction, the team will develop a series of primary and secondary documents and students will be asked to write about each while identifying the context, bias, etc.

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US HISTORY	Scores show to be above or equal to the BOCES numbers on the 49/50 of multiple choice questions. Number 14 was below the Boces number. Focus to preserve the union and protect the constitution. Thematic - .3 off of the Boces number. DBQ - .2 off of the Boces number.	Passing-94% Mastery-67% To focus on student writing skills to develop a theme and support it with facts.	*Data will be reevaluated based on the new US History Exam.	*Data will be reevaluated based on the new US History Exam.	This year's goal is to focus on enhancing writing instruction across the US History curriculum. The team will utilize a series of documents, classroom activities, and assessments that challenge students to develop a theme in their writing and support it with facts.
EARTH SCIENCE	The June 2018 exam resulted in a student pass rate of 79% and a mastery rate of 29%.	P-84% M-32%	Increase the number of students receiving AIS services before failing the Earth Science Regents instead of after. Increase the referrals of struggling students to IST. Passing- 85% Mastery- 34%	Adapt programming to NGSS and other new standards. Utilize technology now available to students. Passing-86% Mastery-35%	The DDI team goal is focused on becoming more familiar with the Next Generation Science Standards. The team will create learning activities and modify curriculum and assessments to ensure our current approach better embraces the elements of these standards. This will include a specific focus on writing in science.

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LIVING ENVIRONMENT	2016-2017: 98% 55 or higher, 94% at 65% or higher, 47% at 85% or higher 2015-2016: 99% at 55% or higher, 95% at 65 or higher, 52% at 85% or higher 2014-2015: 99% at 55% or higher, 96% at 65 or higher, 56% at 85% or higher.	The LE teachers will further investigate the implications of NGSS and what changes can be made to current labs/activities/curricula P-97% M-68%	LE teachers will have 75% of labs aligned with NGSS to prepare students for NGSS aligned assessments. P-97% M-69%	With the new implementation of NGSS, it is difficult to project, accurately, how our state assessments will change over time and consequently how Gen Ed students as well as SWD will perform. The LE DDI team's goal is to further investigate the implications of this switch throughout this year. It is imprudent to attempt to project numerically how the new exam will impact passing/mastery rates. The goal however is to incorporate a great deal of higher level thinking and self-guidedness into the science curriculum, which will most likely decrease our success. P-97% M - 70%	The DDI team goal is focused on becoming more familiar with the Next Generation Science Standards. The team will create learning activities and modify curriculum and assessments to ensure our current approach better embraces the elements of these standards. This will include a specific focus on writing in science.

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CHEMISTRY	P-89% M-28%	P-90% M-30%	Maintain current enrollment levels. Zero students not meeting minimum lab requirement to sit for Regents Exam.P-90% M-31%	Use 1:1 hardware to reduce paper copies of class notes. Integrate vernier lab hardware with 1:1 hardware for data collection and analysis. P-90% M-32%	The DDI team goal is focused on becoming more familiar with the Next Generation Science Standards. The team will create learning activities and modify curriculum and assessments to ensure our current approach better embraces the elements of these standards. This will include a specific focus on writing in science and integrating 21st Century technologies into our curriculum and labs.
PHYSICS	P-92% M-47%	P-93% M-50%	Increase the number of students enrolled in physics to 100 per year. P-93% M-50%	Increase the number of students enrolled in physics to 120 per year. P-93%	The DDI team goal is focused on becoming more familiar with the Next Generation Science Standards. The team will create learning activities and modify curriculum and assessments to ensure our current approach better embraces the elements of these standards. This will include a specific focus on writing in science.

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BUSINESS	Over the last year we started our NYS Career and Technical Strand. We had 5 students qualify and take the NOCTI exam in Marketing and General Business. Three of the 5 passed the exam. After researching other successful business programs we have found that majority of WNY CTE departments participate in the National Academy Foundation (Hamburg, West Seneca, Lancaster, Amherst, OP, etc.).	Increase pass rate by 20% of CTE Business candidates who take the NOCTI exam.	Continue to increase passing rate of NOCTI exam. Increase number of participants to 15 per cohort year in academy correlated program. Increase local business involvement in CTE program.	Build and maintain academy in business department with 20 students enrolled per cohort and create active participation of local internships in business industry.	The DDI team goal is to focus on creating curriculum that further engage business students in the Grand Island Community. Each teacher will work to develop a project or curricular enhancement(s) that better connect students to the business world in Grand Island. This will include connecting with local businesses, expanding internships, charities and other service oriented projects.

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TECHNOLOGY	Improve student knowledge of NOCTI/ CTE 5 course sequence. Improve Current measurement practices exercises and quizzes.	Introduce students to NYS CTE Strand and NOCTI Exam Program. Assist candidates with increased review sessions for NOCTI exam to help passing rate increase. Begin research in aligning National Academy Foundation with CTE strand.	Increase participation rate in NYS CTE Strand by 20%. Students of the Engineering Technology department will focus on improving tool, equipment, and safety identification and usage by labeling all tools and equipment with 90% accuracy.	Continue to improve participation rate in NYS CTE Strand. Percent to be determined by previous years participation rate. The students of the Engineering Technology department will focus on improving drawing and design skills in Both CAD & manual design techniques.	This year's goal is to incorporate more modern elements of 21st Century Technology. This will be done through curriculum development in Robotics and CAD 3., specifically in development of the Drone Unit in Robotics, the Darwin Martin House Docent Program in Architecture, and infusing components of electronics in Robotics. This will also be considered in the development of CAD 3 curriculum.
LOTE	To improve students communicative competency across a targeted number of grammatical areas as shown through DDI assessments and-or other summative instruments.	Each student failing a DDI Pre Test will improve by a minimum of 20% on same final DDI assessment. Some examples of targeted grammars are 2 past tenses, SER-ESTAR, Subjunctive-Indicative, Por-Para, etc.	All LOTE students will demonstrate overall scores of a minimum of 70% competency on DDI assessments, while 70% of Spanish French 103 and 104 students will achieve mastery rates of 80% or higher.	1. All LOTE students will demonstrate overall scores of a minimum of 75% competency of DDI assessments, while 80% of Spanish-French 103-104 students will achieve mastery rates of 80% or higher.	This year's goal is to focus on some of the difficulties common to English speakers learning French/Spanish including: 2 past tenses; SER/ESTAR; subjunctive/ indicative; por/para, etc. The team will develop a series of classroom activities and assessments that reinforce targeted concepts throughout the course, thereby developing students' foreign language skills (reading, speaking, writing, and listening).

# GRAND ISLAND SENIOR HIGH: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
ART	To improve student competency in the use of the Elements of Art (Value, Line, Shape, Texture, Form, Color) in performance and product based summative measures i.e. rubrics.	Each studio in art student will be evaluated on the elements of art (Value, Line, Shape, Texture, Form, Color) via performance and product assessments . Baseline data from these assessments will be used and to show a minimum improvement of 10% on their future works in upper electives assignments that focus on similar elements of art .	Assess student achievement with the elements of art (Value, Line, Shape, Texture, Form, Color) in upper level electives and compare data from previous DDI assessments to measure student achievement and growth and compare data to identify and modify curriculum in Studio in Art to increase student achievement by 15%.	Assess student achievement with the elements of art (Value, Line, Shape, Texture, Form, Color) in upper level electives and compare data from previous DDI assessments to measure student achievement and growth and compare data to identify and modify curriculum in Studio in Art to increase student achievement by 20%.	Our DDI process this year will include the creation of pre-tests and final assessment of projects which will measure the elements used in Studio in Art to track progress toward our targets and goals. Targets will follow cohort throughout their Art course placements at the High School and aid in indicating areas in need of improvement.



# GRAND ISLAND SENIOR HIGH: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
MUSIC	DDI data from 2017-2018 show an improvement in rhythmic reading ability. Students mastery of upperclassman was 82% last year. 18% of upperclassmen and 42% of current freshman however are not at mastery level. This is in addition to DDI data that shows need for mastery improvement in Key signatures and scale performance.	80% of students will meet mastery level (85) in rhythm reading/performance. 80% of student population will recognize and perform correctly in all 15 key signatures and perform scales two octaves where appropriate at metronome marking 92.	85% of students will meet mastery level (85) in rhythm reading/performance. 85% of student population will recognize and perform correctly in all 15 key signatures and perform scales two octaves where appropriate at metronome marking 92.	88% of students will meet mastery level (85) in rhythm reading/performance. 88% of student population will recognize and perform correctly in all 15 key signatures and perform scales two octaves where appropriate at metronome marking 92.8.	The music department goal is to develop and implement a rhythmic and key signature/scale unit of instruction that will help students meet the stated mastery goals. DDI meetings will address developing the unit of instruction, applying the units of instruction and the rubric with which students will be evaluated on the stated goals.
PE/ Health	This year our team will focus on improving cardiovascular fitness in our students through a series of cardio activities throughout the year.	Year 1 Goal 75% of our students will earn a minimum score or higher on the Pacer Test 40% of our students will earn a mastery score or higher on the Pacer Test.	Year 3 Goal 80% of our students will earn a minimum score or higher on the Pacer Test. 45% of our students will earn a mastery score of higher on the Pacer Test.	Year 5 Goal 90% of our students will earn a minimum score or higher on the Pacer Test. 50% of our students will earn a mastery score or higher on the Pacer Test.	This year's DDI team goal is to focus on building cardiovascular fitness. Team members will revise lesson plans to develop a program that enables students to increase heart rate and sustain it for longer periods of time.

STUDENTS	CURRICULUM IMPROVEMENTS			OPERATIONAL IMPROVEMENTS			CAPITAL IMPROVEMENTS		
	ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL
	<b>TEACHERS: PE, HEALTH, ATHLETICS + COACHING</b> <b>Making lifelong movement a priority...for everyone.</b>	<b>INTERNAL OPERATIONS</b>			<b>CURRICULUM IMPROVEMENTS</b>				
F-Explore grants for adaptive equipment so as to create and launch new programming for students with special needs.		5	2	E-Engage parents unilaterally or through an existing committee about expectations of Athletics, support and grading. Enlist input on garnering more community support to make PE-Health Program go from good to great.	4	1	B-Consider incorporating capital costs into a plan for expansion of the secondary campus Weight Room (space and equipment) as well as Middle School locker room.	5	2
C-Research, prepare and pilot an After-School Sport Activity Program for Sidway.		3	1	A-Review, plan and implement scheduling procedures to ensure equity and efficient time management.	2	5	A-Consider investment in technological improvements (i.e.: projects, screens) in all gymnasiums.	3	2
I-Review/create a strategy to meet the NYS PE-Health requirements at all 3 elementary schools. Incorporates mental health aspects.		Ongoing	5	K-Work with SpecEd teachers and Administration to ensure that PE-Health staff input is included in IEPs for student adaptive equipment needs.	Ongoing	5	C-Support the execution of athletics-related improvements in future Capital Plans.	5	2
D-Ensure vertical and horizontal integration K-12. Continue to address how we assess students (formative + summative); parental education; guidance support etc.		Ongoing	3	B-Confirm impacts + policy to open elementary schools for practices (after 4 pm).	2	5			
G-Create curriculum maps.		5	3	<b>CURRICULUM IMPROVEMENTS</b>					
J-Examine grading practices: Ensure attitudes and behaviors are defined and parental understanding. Grades are based on discipline participation; following instructions, (behavior, preparedness, safety, skill).		Ongoing	5	H-Identify potential programming along with the feasibility of a related MS-HS fitness room(s) on the secondary campus.	5	1			
<b>SKILLS DEVELOPMENT</b>			<b>SKILLS DEVELOPMENT</b>			<b>STAFFING</b>			
A-Educate and instill in all teachers that PE is state-mandated (not optional).		Ongoing		C-To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing		A-Examine New York State requirements for PE-Health-student populations and continue to make appropriate staffing adjustments.	1	
B-Create a working group to explore HOW to instill lifelong movement/exercise into all grades and especially graduating seniors.		Ongoing							
									<b>Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.</b>
									<b>2019</b> <b>2024</b>

**GOALS**

- 1) To instill in students and programming the benefits of exercise and participation as a lifelong practice.
- 2) To plan and execute capital improvements and equipment investments.
- 3) To review, update or create curriculum maps to ensure both vertical and horizontal alignment.
- 4) To provide professional development opportunities so all teachers are able to differentiated instruction as appropriate.
- 5) To continue to make improvements to programs that support student learning and achievement.

STUDENTS		CURRICULUM IMPROVEMENTS			CURRICULUM IMPROVEMENTS			CAPITAL IMPROVEMENTS		
		ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL
<b>TEACHERS- MUSC &amp; ARTS:</b> Making creativity come alive today...skills for tomorrow.	INTERNAL OPERATIONS	F-Consider additional curriculum programs, including but not limited to: • digital music • ear-improvisational training • Music in Our Lives Program • K-12 mandatory ensemble lessons • outside Master Class • small group lesson choral group	5	1	B-Complete K-12 ARTS curriculum maps.	2	3	A-Explore the cost to replace the auditorium reservation system.	1	2
					C-Complete K-12 MUSIC curriculum map.	2	3	B-Assemble Capital Plan may include costs for air conditioning installation and running water and bathroom facilities in the music wing.	3	2
					D-Explore a cross-age student-to-student tutoring program in the fine arts.	3	1			
					G-Review the Elementary School scheduling as it pertains to ensemble and small group instruction.	4	2	C-Evaluate Art classroom needs and determine if future capital investments are required based on the activities of this plan.	5	2
		I-Consider additional curriculum programs, including but not limited to: • computer software (Photoshop) • Technology in the Arts Program • DDP (can be taught by tech or arts faculty) • artists in residence program	4	1	K-Address scheduling issues and ensure that improvements are implemented.	Ongoing	2	D- Evaluate and inventory instrumentation needs and create a five-year replenishment plan.	Ongoing	2
	E-Create and launch an Arts Appreciation Program to include display boards; respect as a valid Field of study (skills competencies + generalization); and future careers.	3			2					
	A-Ensure NYS Learning Standards for the Visual and Media Arts are implemented in all programs	2	3	H-Work with proponents to solve event coordination conflicts.	4	2				
	J-Implement monthly regular meetings and ensure seamlessness between buildings.	Ongoing	All	L-Explore ways to work with all District stakeholders to promote, encourage + instill the value of the arts (activities, communications)	Ongoing	2				
		<b>SKILLS DEVELOPMENT</b>			<b>SKILLS DEVELOPMENT</b>					
	LEARN IN	A-Train and inform other District staff on the merits of STEAM not simply STEM. Promote a District-wide mindset in this regard.	Ongoing		B-To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing				

Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.

2019  
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## GOALS

- 1) To innovate music and arts programming.
- 2) To work with all District stakeholders to promote, encourage and instill the value of the arts.
- 3) To review, update or create curriculum maps to ensure both vertical and horizontal alignment.
- 4) To provide professional development opportunities so all teachers are able to differentiated instruction as appropriate.
- 5) To continue to make improvements to programs that support student learning and achievement.

STUDENTS		CURRICULUM IMPROVEMENTS			CURRICULUM IMPROVEMENTS			OPERATIONAL IMPROVEMENTS				
		ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL		
<b>TEACHERS - SPECIAL EDUCATION:</b> Making learning possible one student at a time.	<b>INTERNAL OPERATIONS</b>	M-Establish consistent protocols in, but not limited to, the following: • IEPs • goals setting • teaching assistants • CSE meetings • PLEP statements • use of Aides • reading assessments • case management standards • regression statements	Ongoing	1	I-Create an Assessment Plan standard format.	4		F-Redesign the IEPs for High school and need to address the 8th-9th transition. Also address school year vs calendar year and other district examples (i.e.: Williamsville). Create a Transition Map to aid EVERYONE.	3	1		
					B-Implement a new protocol for the sign-off of IEPs for new students at the <i>beginning</i> of the yr. Work to address "not our students" thinking.	2	1					
					N-Create a Parent SpecEd "product": educate them on what progress looks like and include much of the same content from the Teacher training below.	Ongoing			K-Determine a SpecEd Co-ordinator for each building, ensure seamlessness + consistency + and 1 point-person for info dissemination to teachers especially. Hold regular meetings. Lead. T troubleshoot for continuum consistency.	5	2	
					D-Review HS RTI Programs and ensure alignment with the general education curriculum. Repeat for ES once scope, sequence + curriculum maps are completed.	3	5	O-Create recognition program for para-professionals who are the lifeline for students with special needs who often require 1:1 support all day.	Ongoing	2	Ongoing	
					A-Engage teachers in being paired with the student as part of the orientation (linkage +	2	5	J-Establish Continuum Working Group to address SpecEd deliverables noted herein + beyond.	5	2	L-Establish a Reading Department Chair to aid in consistency and oversight.	5
				E-Address with proponents the matter of students in High school not being functional readers	3	3	C-Re-evaluate and improve student assessments as they relate to reading and literacy.	2	5	H-Determine vision and goals of the High School Resources Room.	3	5
		<b>LEARNING</b>	<b>SKILLS DEVELOPMENT</b>			<b>SKILLS DEVELOPMENT</b>						
			A-Train staff on IEP writing to ensure consistency across all schools + buildings (goal writing etc.)	1		B-CPI training (for crisis) to include social workers and psychologists	1					
			C-Train staff on case manage. improvements.	2		F-Ensure all training is specific to SpecEd staff.	Ongoing					
			D-Using above protocols once defined, create a new employee orientation program	4		G-To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing					
	E-Train staff who teach/support students on SpecEd requirements, meaning, use of "LD", student needs through their K-12 education		Ongoing									

Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.

2019  
2024

**GOALS**

- 1) To enhance IEP/504 consistency and practices.
- 2) To improve communications + engagement between SpecEd and general education staff as well as with parents.
- 3) To review, update or create curriculum maps to ensure both vertical and horizontal alignment.
- 4) To provide professional development opportunities so all teachers are able to differentiated instruction as appropriate.
- 5) To continue to make improvements to programs that support student learning and achievement.

# ELEMENTARY STUDENTS WITH DISABILITIES: STUDENT ACHIEVEMENT GOALS

School / Grade Level	Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
Elementary Grades 2-5	ENGLISH + LANGUAGE ARTS		To increase the number of students who are proficient or approaching proficiency from 25% (average of the past 5 years) to 28%.	To increase the number of students who are proficient or approaching proficiency from 25% (average of the past 5 years) to 30%.	To increase the number of students who are proficient or approaching proficiency from 25% (average of the past 5 years) to 35%.	
Elementary Grades 2-5	MATHEMATICS		To increase the number of students who are proficient or approaching proficiency from 41% (average of the past 5 years) to 45%.	To increase the number of students who are proficient or approaching proficiency from 41% (average of the past 5 years) to 50%.	To increase the number of students who are proficient or approaching proficiency from 41% (average of the past 5 years) to 55%.	
Elementary Grade 4	SCIENCE		To increase the number of students who are proficient from 74% (average of the past 5 years) to 77%.	To increase the number of students who are proficient from 74% (average of the past 5 years) to 80%.	To increase the number of students who are proficient from 74% (average of the past 5 years) to 85%.	

# MIDDLE SCHOOL STUDENTS WITH DISABILITIES: STUDENT ACHIEVEMENT GOALS

School / Grade Level	Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
Middle School Grade 8	SCIENCE	Over the three years the average number of students who received a score of 1 was 8%, those that received 3 or better was 48%.	The average number of students that take the test and received a score of one will decrease by 3%.	The average number of students who received a 3 or better will increase by 10%.	The average number of students who received a 3 or better will increase by 10%.	Those that did not take the test consisted of an average of 58% per year.
Middle School Grades 6-8	ENGLISH + LANGUAGE ARTS	Over the three years, 6th grade students who received a score of 1 was 35%, seventh grade was 60% and 8th grade was 55%. On the opposite end, special education students who received a score of 3 or better was 6%, in seventh 5% and in eighth 18%.	The average number of students who received a score of 1 will decrease per grade by 5%.	The average number of students that achieved a 3 or better will increase per grade by 3%.	The average number of students that received a score of three or better will increase per grade level by 8%.	The data was taken from the years 2015-2018. Those that did not take the test: sixth 46%, seventh 57% and eighth 65%.
Middle School Grades 6-8	MATHEMATICS	Over the three years, 6th grade students who received a score of 1 was 60%, seventh grade was 56% and 8th grade was 53%. On the opposite end, special education students who received a score of 3 or better for sixth grade was 13%, in seventh 14% and in eighth 7%.	The average number of students who received a score of 1 will decrease per grade by 10%.	the average number of students that achieved a 3 or better will increase per grade level by 5%.	the average number of students that received a score of three or better will increase per grade level by 10%.	The data was taken from the years 2015-2018. Those that did not take the test: sixth 52%, seventh 64% and eighth 68%.

# MIDDLE SCHOOL STUDENTS WITH DISABILITIES: STUDENT ACHIEVEMENT GOALS

School / Grade Level	Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
Middle School Grade 8	ALGEBRA	Over the course of three years, one student took the exam and scored at a level 5.	Special education students taking the Algebra exam will receive a score of 4 or better.	Special education students who are participating in the Algebra exam will receive a score of 4 or better.	Special education students who are participating in the Algebra exam will receive a score of 4 or better.	
Middle School Grade 8	EARTH SCIENCE	Over the course of three years, one student took the exam and scored at a level 4 which is proficient.	Any special education student who participates in the Earth Science exam in 8th grade will receive a score of 4 being proficient.	Any special education student who participates in the Earth Science exam in 8th grade will receive a score of 4 being proficient.		

# HIGH SCHOOL STUDENTS WITH DISABILITIES: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
ALGEBRA	In 2016-2017, 12% of SWD earned no graduation credit by scoring below 55%, 24% of SWD earned 55-64 thus providing them Local Diploma graduation credit, 64% of SWD earned a 65% or higher providing them with Regents Diploma graduation credit, and 0% earned 85% or higher (mastery).	Improve Regents Diploma Graduation credit (students scoring 65% or higher) to 67%. Decrease failure rate to 10%.	Improve Regents Diploma Graduation credit (students scoring 65% or higher) to 70%. Decrease failure rate to 8%. Increase mastery rate.	Improve Regents Diploma Graduation credit (students scoring 65% or higher) to 72%. Decrease failure rate to 5%. Increase mastery rate to 5%.	This data was from two years ago when our SWD participated in a two-year Algebra Regents prep course (Algebra 1.1 and Algebra 1.2) and thus prior to the implementation of our current Algebra 1.1 one-year course. **Middle School honors SWD were included in this data. This is typically only 1-2 students. This would skew the data slightly.
ENGLISH 11	3 year trend (2015-17) indicates 82% SWD earning passing scores (65+).	Improve passing (65+) scores to 84%.	Improve passing (65+) scores to 86%.	Improve passing (65+) scores to 88%.	Increasing passing rate improves Regents Diploma rates, and provides SWD more options (Pathways to graduation), utilizing the low pass option for other curricular areas.
ALGEBRA II	Only 4 SWD took this exam in 2016-2017. There is no data for these students listed on the NYSED website.	No data was provided with which to determine student success in this class, consequently no projections can be substantiated.	No data was provided with which to determine student success in this class, consequently no projections can be substantiated.	No data was provided with which to determine student success in this class, consequently no projections can be substantiated.	During most school years, the number of SWD enrolled in Algebra 2 is minimal (less than 5 students in any given year). This course does not currently offer any form of Special Education support and thus our SpEd staff has little effect on student success.



# HIGH SCHOOL STUDENTS WITH DISABILITIES: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
GEOMETRY	In 2016 - 2017, only 7 SWD sat for the Geometry Regents Exam. All 7 students earned a passing score (65% or higher) however no students earned mastery (85% or higher).	Increase the # of overall students enrolled in Geometry with access to CT support. Keep passing rate above 90%.	Increase the # of overall students enrolled in Geometry with access to CT support. Keep passing rate above 90%.	Increase the number of overall students enrolled in Geometry with access to CT support. Keep passing rate above 90%.	Special education support was not added to Geometry until the 2017-2018 school year and thus this data is placed solely on Regular Ed support. During 2017-2018 only 5 students were programmed to receive CT support in Geometry and thus many SWD received no support.
GLOBAL	39 students took the exam in 2016-2017. 49% did not pass the exam with a grade of 65%.	Decrease failure rate from 49% to 45%.	Decrease failure rate to 40%.	Decrease failure rate to 35%.	With the changing exam and more skills-based curriculum, our team may need to gather new data and revisit our goals based on which exam our students take (Transition Exam or new Global Regents). Our team will continue to work on skills such as understanding stimulus based questions (maps, charts, diagrams, etc.) and interpreting evidence from primary sources.

# HIGH SCHOOL STUDENTS WITH DISABILITIES: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
US HISTORY	Currently GIHS students are enrolled in US History and Government in Grade 11, after having studied it in Grades 7 and 8.	GIHS Social Studies Department will review Grades 7 and 8 US History curricula and explore the possibility of moving US History curriculum to Grade 9.	Review the results of the new US History and Government Regents Exam format.	Decision and recommendation is made regarding the potential change of all GIHS Grade 9 SWD being enrolled in US History.	Grades 7 & 8 curricula focus on US History. Moving US History HS curricula to Grade 9 can improve retention of previously learned topics and allow students to use higher order thinking skills within the Grade 9 US History curriculum.
EARTH SCIENCE	Data for SWD taking Earth Science over the past four years (2013-2017) has shown that few students earn mastery (85+).	Increase variance and regents awarding scores. Decrease students failure rate by 10%.	Increase variance and regents awarding scores. Decrease student failure rate by 8%.	Increase variance and regents awarding scores. Decrease student failure rate by 6%.	By improving the number of students receiving variance credit (55+) other areas will increase as well. This will be done by exposing Earth Science students to more questions that following the changes of science standards that involve more math, reading and writing skills.

# HIGH SCHOOL STUDENTS WITH DISABILITIES: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
LIVING ENVIRONMENT	Students, not in an SC setting, take LE in 10th grade. There are no distinct trends in the data provided. Variance rate ranges from 85-96%, Students earning Regents credit range from 70-93%, and those earning mastery range from 9-11%.	The LE teachers will further investigate the implications of NGSS and how it effects SWD.	LE teachers will have 75% of labs aligned with NGSS to prepare students.	LE teachers will have 95% of labs aligned with NGSS to prepare students.	With the new implementation of NGSS, it is difficult to project, accurately, how our state assessments will change over time and consequently how SWD will perform. It is the goal of the LE DDI team, to further investigate the implications of this switch. It is imprudent to attempt to project how the new exam will impact passing/mastery rates, however the goal is to incorporate a great deal of higher level thinking and self-guidedness into the science curriculum, which will most likely, consequently, decrease our success.
CHEMISTRY	Historically, 1-3 SWD enrolls in Regents Chemistry.	No data was provided to determine student success in this class, consequently no projections can be substantiated.	No data was provided with which to determine student success in this class, consequently no projections can be substantiated.	No data was provided with which to determine student success in this class, consequently no projections can be substantiated.	Students who are marginally successful in CT Bio are not recommended to take Chemistry (by GIHS staff). Also, students who attend vocational schools as 11th and 12th graders are discouraged from taking science in our building (even local PECS).

# HIGH SCHOOL STUDENTS WITH DISABILITIES: STUDENT ACHIEVEMENT GOALS

Curriculum Area	Current Review of the Data	Year 1 Goal	Year 3 Goal	Year 5 Goal	Context-Notes
PHYSICS	Historically, only 1 SWD has participated in Regents Physics.	No data was provided to determine student success in this class, consequently no projections can be substantiated.	No data was provided with which to determine student success in this class, consequently no projections can be substantiated.	No data was provided with which to determine student success in this class, consequently no projections can be substantiated.	If students don't take Regents Chemistry (or are not successful on the exam) they are not recommended for Physics because they have not met the prerequisite.

STUDENTS	SERVICE IMPROVEMENTS			SERVICE IMPROVEMENTS			SERVICE IMPROVEMENTS		
	ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL
	<b>SOCIAL WORKERS - PSYCHOLOGISTS:</b> Supporting positive mental health and self-awareness for our students.	INTERNAL OPERATIONS			INTERNAL OPERATIONS			INTERNAL OPERATIONS	
B-Establish a Feeder School Working Group to address IEP consistency, readiness: HS to MS transition; communications; and other matters.		2	3	F-Identify refreshed/new communications protocols across buildings so as to improve services and time management of RT I/AIS Specialists.	3	4	N-Explore the needs of the Resource Rooms in both the HS and MS given the impact of other activities and outcomes of this plan.	Ongoing	2
K-Address matter of CSE meetings (Dec-May): calendar year IEPs vs school year IEPs.		5	3	G-Redefine meetings protocol amongst appropriate stakeholders so that all meetings are "in the system".	3	1	H-Continue to improve consistency, development of, and improvements to, both the IST and RTI Programs at each school and across all schools.	3	2
E-Consider establishing a Building Level Coordinator to shift from a Program Coordinator to address the absence of a special education coordinator at the building level. Implement for all buildings.		3	2	L-Identify opportunities and best practices to address the "splitting" of services to students among functions such as social work, psychology, crisis team, instructional support teams etc. Address direct student outcomes affected by this. Include also ancillary issues such as, but not limited to, travel, time management and general "fire fighting". The ideal outcome is for each building to have its own social work-psychologist-crisis-counsellor-instructional team (PBIS, congruence, CSE).	5	1	J-Seek out ways for behavioral professionals to be incorporated proactively into academic meetings. This could result in a significant savings in time for behavioral professionals and ultimately help student outcomes.	4	1
M-Educate all District stakeholders on the use of services for crisis (clarify the meaning thereof).		Ongoing	4				C-Address the need for alignment and consistency among Response Intervention Teams especially from K-8 where differences exist. Include also consideration for the sixth grade where teams are presently lacking. Create an Intervention Continuum. Educate stakeholders.	2	4
I-Address the availability, use and interpretation of data for classifications (i.e.: reading disabled). Emphasize empirical (not subjective) conclusions among relevant stakeholders. Outcome are to ensure more data informed/driven discussions, and process consistency and monitoring.		4	3	SKILLS DEVELOPMENT			STAFFING		
A-Continue to improve risk assessments (suicide prevention); self-care practices; and encourage teacher-specific training in anxiety, depression, tier 1 behavioral interventions, post-trauma care-being ostracized + confidentiality requirements.	Ongoing		A-Review the prevalence of outsourcing behavioral services and its impact on student outcomes and the service seamlessness.	3		D-Communicate the critical importance of IEP-504 regulations (504 is a legal document) to teaching professionals so that the timeliness of compliance (and ultimately) quality is improved. Also address the need for students to receive extra time on tests.	2	3	
B-Find a CPI Certification alternative that BOCES supports. (TCI, SCIP training considerations). Increase training for all District service and teaching professionals on dealing with crisis.	5		B-Review staffing allocation and functions given the results herein.	3		A-Identify a process to uniformly deliver, monitor and graduate students from counseling services (avoid automatically "grandfathering").	1	1	
A-Acquire more PD-specific presentations and training; observe other classrooms and secure other third-party expertise.	4								
									Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.
									<b>2019</b> <b>2024</b>

**GOALS**

- 1) To improve the seamlessness and capacity of behavioral services so that student outcomes are improved and services are more proactive and less reactive.
- 2) To help improve consistency across all buildings in services and communication.
- 3) To improve the understanding of all District stakeholders of the critical importance of IEP-504 regulations and legal requirements.
- 4) To ensure that there are consistent and targeted remediation/response intervention programs at all schools and at all grade levels.

STUDENTS		SERVICE IMPROVEMENTS			SERVICE IMPROVEMENTS			
		ACTIVITY	YR	GL	ACTIVITY	YR	GL	
<b>SPEECH LANGUAGE PATHOLOGISTS:</b> Helping make student communication possible.	INTERNAL OPERATIONS	H-Contribute and participate in all discussions relating to consistency among buildings in the provision of behavioral services.	Ongoing	1	F-Work with Superintendent to address the concern that grades often include a large participatory component and children with speech difficulties may be detrimented by this.	3	2	
		B-Resolve the matter with appropriate other professionals regarding student transitions from one building to another. Incorporate appropriate protocols and possible process maps to help train and reinforce working disciplines.	2	1	C-Address the distinctions between students with language skill development needs and those with comprehension skill development needs.	2	3	
		E-Confirm with behavioral staff and understand processes so that when staff change, processes remain the same.	3	1	D-Review and prepare a summary of resource needs and incorporate into future budget planning.	2	3	
		A-Address the practice of students moving through K-1 with IST and starting over at grade 2.	1	1	G-Adopt learning style assessments for students.	3	3	
	LEARNING	SKILLS DEVELOPMENT			STAFFING			
		A-Secure training or information presentation on the criteria for needing IEP and ERS services.	3		A-Explore innovative recruitment tactics for substitute speech pathologists including but not limited to sharing (i.e.: Tonawanda).	1		
		B-T raining to address the needs of non-verbal students and apraxia, including, but not limited to, the use of augmentative devices.	Ongoing		B-Explore ways to have department-head functions completed so that staff have support and future succession planning can be assured.	4		
								Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.
								<b>2019</b> <b>2024</b>

**GOALS**

- 1) To help improve consistency across all buildings in services and communication.
- 2) To work with the Superintendent and teaching professionals to ensure incorporation of speech considerations and support in the classroom.
- 3) To seek out both immediate and longer-time innovative staffing solutions so students’ needs can be met in a consistent fashion.

STUDENTS		CURRICULUM IMPROVEMENTS			OPERATIONAL IMPROVEMENTS			OPERATIONAL IMPROVEMENTS			
		ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL	
<b>SCHOOL COUNSELORS:</b> Stewarding academic, social and career journeys.	<b>INTERNAL OPERATIONS</b>	M-Review, refine and implement a refreshed College Readiness Program.	Ongoing	2	L-Work with teaching professionals and relevant stakeholders to formulate a more comprehensive Guidance Program for the MS.	5	4	H-Examine the power of Infinite Campus for scheduling especially as it relates to critical deadlines and reporting requirements.	3	1	
		F-Create and implement a comprehensive K-12 Student Counselling Program.	3	4	G-Create a Freshman Seminar Series: ethics (i.e.: cheating), character development, social media, regents, career planning, personal finances, critical thinking etc.	3	4	D-Adopt a new process or approach so as to ensure that every HS student has a Career Plan. Consider use of technology and digitization.	2	2	
		I-Reconcile the competing uses of Naviance and Indigo so that counsellor time and student adoption can be maximized. Explore solutions like technology, process maps etc.	4	1	N-Adopt all state-mandated changes for counsellors in 2019-2020. Also identify what software is to be used for the MS given this. Communicate new requirements to all District stakeholders for understanding and impact on everyone's work and expectations. State regs affect a significant number of areas and workload demands.	Ongoing	3	J-Establish a tutoring lab in the HS (study skills etc.) so that students might benefit from self-learning, regents preparation and college-employment readiness.	4	4	
		K-Create and/or formalize department protocols and practices around communications; best practices; rules and regulations: and behavioral services support and assistance.	5	1				O-Address the grade 8-9 transition by incorporating new approaches such as having HS come work with Guidance and expanding the HS orientation.	Ongoing	4	
		B-Form a Working Group to address digitizing career planning; master schedule; and College communications-materials. Consider using Infinite Campus I for registration with on-site kiosk.	2	1	C-Contribute to individual student team meetings as part of the MS implementation of the IST Program.	2	1	E-Work with behavioral professionals to adopt small counselling groups for life matters such as divorce, grief, new students, diversity-inclusion, handling stress and "fitting in".	2	4	
	<b>SKILLS DEVELOPMENT</b>			<b>STAFFING</b>			A-Work with the Administrator to help secure data from teaching professionals in order to inform decisions as it relates to CSE and 504.			1	3
	<b>LEARNING</b>	A-Secure 504 case manager training.	1		B-Review staffing and consider hiring additional school counsellors.	5					
		B-Receive additional training and support for managing parental expectations.	Ongoing		A-Find resources to help with the management of CDOS.	3					
		C-Training on Infinite Campus to fully utilize features; 504 regulatory training (and impacts); update on Pathway to Graduation; and, other non-District experts who can share expertise.	Ongoing								

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**GOALS**

- 1) To seek out efficiencies that help improve time spent with students.
- 2) To develop improve the overall college-employment readiness of students and create a Freshman Seminar Series.
- 3) To ensure the adoption, communication and troubleshooting for the New York State regulations.
- 4) To continue to refine, expand or create new programs/services that meet student needs.

STUDENTS		CURRICULUM IMPROVEMENTS			OPERATIONAL IMPROVEMENTS		
<b>TEACHERS - ENGLISH AS A NEW LANGUAGE:</b> <b>Seeing beyond ourselves to better ourselves.</b>	INTERNAL OPERATIONS	ACTIVITY	YR	GL	ACTIVITY	YR	GL
		D-Create and implement a dual program (one for Kagebein and one for Sidway). Adopt new protocols and educate all stakeholders/partners.	5	1	C-Formalize, embed and communicate programs to parents so that their engagement and understanding is enhanced and improved.	4	2
		E-Create CURRICULUM MAP.	5	3	H-Formalize all policies and procedures.	Ongoing	5
		B-Create or formalize access to an often-requested parental English-language program. Include also essential life skills education for them to access.	4	2	A-Address/resolve the scheduling conflict with the MS-HS exams-NYSESLT Test (over 4 days). District is part of consortium and results affect funding.	3	5
		G-Provide Respect + Cultural Diversity +Tolerance Training to ALL students.	Ongoing	1	F-Explore ways to expand the program for revenue generation.	5	1
	LEARNING	SKILLS DEVELOPMENT			SKILLS DEVELOPMENT		
		C-Provide Respect + Cultural Diversity + Inclusion Training to ALL District employees	Ongoing		E-To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing	
		D-Train administration + teachers on student placement-exit criteria and ENL standards. Include distinction between SpecED and ENL.	Ongoing				
		A-Ensure PD-specific training is available.	2		STAFFING		
		B-Create a Top 10 Video Series for teachers to reinforce the essentials of what they must know.	4		A-Explore the financial and operational feasibility of ENL staffing.	Ongoing	
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<b>2019 2024</b>							

**GOALS**

- 1) To educate all District staff and students on the importance of diversity and inclusion and programming related therein.
- 2) To engage parents.
- 3) To review, update or create curriculum maps to ensure both vertical and horizontal alignment.
- 4) To provide professional development opportunities so all teachers are able to differentiated instruction as appropriate.
- 5) To continue to make improvements to programs that support student learning and achievement.



STUDENTS		CURRICULUM IMPROVEMENTS		
<b>TEACHERS - Languages Other Than English:</b> <b>Discovering ourselves in other languages.</b>	INTERNAL OPERATIONS	ACTIVITY	YR	GL
		A- Create review and revise curriculum maps.	1	3
		B-Continue to cultivate parental engagement and work collaboratively with other District partners.	2	2
		C-Review the approach for individualized learning so that LOTE students can achieve success in their newly acquired language.	2	5
	D-To seek our ways and opportunities to reinforce and promote the importance of global diversity, inclusion and tolerance throughout the District and with all stakeholders.	Ongoing	1	
	LEARNING	SKILLS DEVELOPMENT		
		A-To contribute to training undertakings that address global diversity, inclusion and tolerance within the District.	3	
	B-To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing		
				Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.
				2019 2024

**GOALS**

- 1) To reinforce the importance of global diversity, inclusion and tolerance and related programming therein.
- 2) To engage parents.
- 3) To review, update or create curriculum maps to ensure both vertical and horizontal alignment.
- 4) To provide professional development opportunities so all teachers are able to differentiated instruction as appropriate.
- 5) To continue to make improvements to programs that support student learning and achievement.

STUDENTS		CURRICULUM IMPROVEMENTS			CURRICULUM IMPROVEMENTS			OPERATIONAL IMPROVEMENTS		
		ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL
<b>TEACHERS - CTE:</b> Charting career, business, trades and technical futures.	<b>INTERNAL OPERATIONS</b>	A-Explore, create and execute an Academies strategy in business, entrepreneurship technology, hospital tourism, fine arts etc.	2	2	L-Work with the Guidance Department on improving-refining the Career Pathway process so that it aligns with student interests.	Ongoing	5	M-Participate on a Technology Working Group to explore solutions to the demands and liability exposures that the maintenance of new technologies + STEM-related equipment and software put upon maintenance personnel, CTE Teachers + staff. (70% of students in business, FACS or Tech class.) (1,000 sq.' storage space needed.)	Ongoing	5
		D-Review and refresh FACS in Middle School to include more business and computer-related courses.	3	1	F-Create and include a financial literacy program for students: loans, credit cards, banking, insurance, personal budgets etc.	4	1			
		G-Review and refresh Technology Program in Middle School.	5	5	C-Examine ways and means to infuse INDIGO with business and future career electives.	2	1			
		H-Create a growth strategy for the MS CTE curriculum emphasizing careers of the future, starting students earlier, DECA, entrepreneurship + digital citizenship, coding, robotics, computer science etc.	5	5	I-Promote the value of internships through an Internship Coordinator (during business hours) Consider making internships mandatory for non-BOCES students.	5	2	K-Re-evaluate the purpose and future needs of the High School Food Lab.	5	5
		B-Revise curriculum map.	2	3	J-Create an Internship-VE Coordinator to oversee academies development based on the National Academic Foundation/Virtual Enterprise DECA is tied to this. Explore how to optimize this relationship to grow appeal and value of CTE education.					
	E-Investigate third-parties/colleges that can provide certificates in areas such as human resources, sports + entertainment management, leadership, personal finance, being a young profi, pre-collegiate prep etc. Secure partnership agreements to provide certification courses to CTE students.	4	1		5	5				
	<b>LEARNING</b>	<b>SKILLS DEVELOPMENT</b>			<b>SKILLS DEVELOPMENT</b>			<b>STAFFING</b>		
		A-Train CTE teachers in departmental standards so consistency is achieved.	Ongoing		C-To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.			A-Examine the financial feasibility of creating Academies.	3	
		B-Ensure PD-specific to CTE teacher needs: Training to include but not be limited to for example C&C plasma cutter, router, manual mill, Solidworks etc.	Ongoing					B- Explore financial and operational feasibility of creating Academies and include consideration of an Internship Coordinator who would be responsible for internship and academies.	Ongoing	

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**GOALS**

- 1) To engage students in CTE education earlier, exposing them to more real business connections, life experiences and career interests.
- 2) To expand the Internship Program and create Academy opportunities for students.
- 3) To review, update or create curriculum maps to ensure both vertical and horizontal alignment.
- 4) To provide professional development opportunities so all teachers are able to differentiated instruction as appropriate.
- 5) To continue to make improvements to programs that support student learning and achievement.

## C) CLASSIFIED PROFESSIONALS: STRATEGY MAPS & GOALS

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- Teaching Aides, Hall Monitors and Technicians
- Medical Services Professionals
- Clerk Professionals
- Transportation Professionals
- Food Service Professionals
- Custodial and Maintenance Professionals

STUDENTS		OPERATIONAL IMPROVEMENTS			OPERATIONAL IMPROVEMENTS			OPERATIONAL IMPROVEMENTS		
		ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL
<b>TEACHER AIDES - HALL MONITORS - TECHNICIANS:</b> <b>Critical support and care for our students.</b>	<b>INTERNAL OPERATIONS</b>	C-Revisit, refine and align Technology Plan with Strategic Plan.	2	4	L-Develop and launch Process Map District-wide to keep systems information current and users disciplined.	3	3	I-Create inventory and matrix to learn what specific curricular programs/software/licenses (expiration date and contact listed) exist and the essential training for each (include AV and Windows).	2	3
		D-Create student IT Onboarding Program (5 accounts) with online access.	2	3	P-Refine ID badge process including issuing and emergency-security measures and controls.	Ongoing		J-Identify a process for the flow of communication as it relates to faculty/staff building classroom changes.	2	1
		A-Learn what access is required for ALL GICSD employees and stakeholders and create standards on their administration and/or permissions.	1	3	E-Create student self-help, training modules: digital life/brand, apps, Chromebooks, phones etc.	2	5	N-Work with teaching professionals to improve reviews of lesson plans and necessary supports.(Teacher Aides).	4	1
		O-Merge project-based learning with core curriculum.	5	4	F-Create staff online learning portal (tech time saver for some applications). - IT would like a Teacher Support (TOSA) to assist.	2	3	K-Work with the Superintendent and teaching professionals to ensure that there are increased opportunities for students with special needs to participate fully in student life.	2	2
	<b>LEARNING</b>	<b>SKILLS DEVELOPMENT</b>			M-Assemble a list of best practices matrix among this staffing group and share so as to increase performance and management of issues.	4	3	B-Adopt the practice of regular meetings.	1	1
		B-Cross-train using the best practices matrix, especially for Aides, so that when primary is absent student support is seamless.	3					<b>STAFFING</b>		
		A-Be included in SRP training on Supt. Day.	1		G-Update IT asset management system.	2	3	B-Identify Aide substitute requirements and seek out innovative ways to recruit these positions.	3	
		D-Train on new software and updates as needed.	Ongoing		H-Address communications improvements with teaching professionals and establish new tactics and channels so students are best served.	2	1	A-Review Aide staffing complement in relation to student needs, support and future planning.	2	
		C-Utilize highly effective Aides as professional development leaders in sensitivity training (disability awareness and respect).	3							
		E-Learn what districts are championing	Ongoing							
<b>Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.</b>										
<b>2019</b>										
<b>2024</b>										

**GOALS**

- 1) To improve communications with teaching professionals so that students with special needs have the timely and consistent support they require to succeed.
- 2) To participate in and contribute to a District culture that places an emphasis on acceptance of differences and diversity.
- 3) To implement operational improvements that increase efficient use of resources.
- 4) To continue to make improvements to programs that support student learning and achievement.

STUDENTS		OPERATIONAL IMPROVEMENTS			OPERATIONAL IMPROVEMENTS			OPERATIONAL IMPROVEMENTS			Inspire all students to achieve their highest potential by fostering academic excellence, personal growth, and social responsibility.
		ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL	
<b>MEDICAL SERVICES PROFESSIONALS:</b> Care and taking the time to care.	INTERNAL OPERATIONS	B-Create a Parental Education Program to include expectations of Medical Services; weekend wounds + injuries; recommended educational videos; when to take your child to the doctor etc.	2	1	D-Launch Drink Water Campaign (dehydration can and does result in nursing visits)	2	1	•G-Continue to update comprehensive needs review of equipment, including, but not be limited to, recovery cots, audiometers, vision testers, blood pressure cups, otoscopes etc.	2	4	
					J-Seek ways to reduce significant nursing time spent on processing paperwork including for example, scanning (technology) and hiring.	4	2				
		K-Assemble/create in-service videos, to include but not be limited to (housed on parent portal AND shared with all school staff): • diabetes • allergies • mental health • asthma • bed bugs • hygiene • when to take your child to the doctor • weekend wounds and injuries • sleeping in class (rest + dehydration)	5	1	E-Complete a comprehensive review of Policies and Procedures and ensure that central repository is current; the policy review process is timely and that practices are in place to effectively communicate new policies to all critical stakeholders.	2	2	L-Review and investigate offices and Health Suites to ascertain needs and functionality.	5	4	
		C-Work with other school professionals to increase engagement in student care plans and CSE meeting participation.	2	1	A-Ensure that the appropriate use of Medical Services is communicated regularly to ALL staff.	1	2	H-Seek out and access programs and student educational resources that address drug use and vaping and identify appropriate channels for distribution.	2	1	
		I-Review service practices and determine best ways to meet substantial increase in MS mental health needs. Engage all stakeholders.	3	2	F-Explore creative staffing solutions to address the very high peak demand times at both the beginning and end of the school years.	2	2				
LEARNING	SKILLS DEVELOPMENT			SKILLS DEVELOPMENT			STAFFING				
	C-Formalize a training program for nursing. Ensure inclusion and input from retiring nursing professionals and other staff.	2		D-Increase training for all nurses + LPN professionals to optimize the use of Infinite Campus (i.e.: health office visits etc.)	2		A-Explore the financial feasibility of increasing the number of days a float nurse is available.	Ongoing			
	A-Ensure completion by all nurses of the NYS orientation program.	1		F-Ensure nursing + LPN-specific training on Superintendent Conference Days.	3		B-Recruit and increase the substitute pool for nursing services.	Ongoing			
	E-Create building-specific orientation programs.	3		B-T raining on data compilation for reporting.	1						
										<b>2019</b> <b>2024</b>	

**GOALS**

- 1) To engage and educate faculty, staff and parents so that students are healthy and can succeed academically.
- 2) To optimize time so as to be able to provide more care.
- 3) To improve the retention of nursing professionals.
- 4) To remain current in the identification and resourcing of equipment and capital needs.

STUDENTS		OPERATIONAL IMPROVEMENTS			OPERATIONAL IMPROVEMENTS			OPERATIONAL IMPROVEMENTS		
		ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL
<b>CLERK PROFESSIONALS:</b> Helping you to do what you do best.	INTERNAL OPERATIONS	A-Survey Clerks on best practices so that cross-training and sharing can occur to improve efficiencies and skills development.	2	2	C-Work with the Superintendent and teaching professionals on any communications improvements especially between buildings. Participate fully on working group to help realize greater seamlessness between buildings.  G-Work with each department create an Orientation PowerPoint (what we do, how we do it) to reinforce new + existing staff understanding.  H-Incorporate a slogan into all communications so that District-wide employees think to contact Clerks before launching a project. ("Call before you dig mindset.") Work with Administration to ensure that there is timely communication of decisions and expectations.	2	1	D-Continue the transition from the Finance Manager Program to NVision.	2	2
		F-Create policies and procedures guidelines for each functional area. Include in this project Process Maps.	3	2				E-Investigate the feasibility of making the timesheet process electronic in order to save time and District resources.	2	2
		B-Create a new-program protocol so that Clerks have enough advance notice to prepare and be trained on new software and technologies.	2	1				I-Create a Clerk Mentoring Program to aid in cross-training, succession and hiring.	4	3
		J-Adopt regular, bi-monthly meetings and how to communicate timely updates to stakeholders.	Ongoing	2						
		<b>SKILLS DEVELOPMENT</b>								
	LEARNING	A-Adopt a cross-training expectation in the Clerks culture so that the District can function		3						
		<b>STAFFING</b>								
					A-Review and investigate the concept of a Clerk floater.	5				

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**GOALS**

- 1) To steward improvements with Administration on communicating decisions and processes.
- 2) To recommend and adopt administrative improvements that increase the efficiency of how the District operates.
- 3) To improve skills sharing so that Clerks can be more efficient while supporting each other.

STUDENTS		RELIABLE TRAVEL			SAFE TRAVEL			CAPITAL IMPROVEMENTS					
		ACTIMTY	YR	GL	ACTIMTY	YR	GL	ACTIVITY	YR	GL			
<b>TRANSPORTATION SERVICE PROFESSIONALS: Education starts on the bus.</b>	<b>INTERNAL OPERATIONS</b>	I-Create + execute driver recruitment strategy.	Ongoing	3	G-Adopt comprehensive parental communications program re: behavior, "go-backs", MyStop App, accountability + behavior policy, repeat offender policy, on-the-bus tech policy, attendant-less special needs students, parental concerns, emergency management and active shooter etc.	5	1	C-Replace phone system (working with BOCES)	3	1			
		A-Formalize ALL best practices into a guide + include in orientation/training.	1	2				A-Continue to update and execute Fleet Replenishment Plan.	1	4			
		D-Implement Threat Assessment Plan.	2	2				D-Install iPads in the buses (GPS alignment, include route sheets)	5	1			
		B-Adopt regular monthly meetings	1	4				B-Address in-house trip assignment process.	1	4			
		C-Create communications protocol for new students on routes (registration + download time lag)	1	4				K-Regularly continue evacuation drills	Ongoing	2	E-T raining on ALL new capital improvements above (where necessary and essential)	Ongoing	2
		J-Address driver insurance issue + funding options (state-aid)	Ongoing	4				E-Update Transportation Policy Manual.	3	4			
	<b>LEARNING</b>	<b>SKILLS DEVELOPMENT</b>			<b>IMPROVED STUDENT BEHAVIORS</b>								
		E-Continue first aid + CPR training, EPI	Ongoing		F-Learn/adopt verbal + non-verbal calming techniques (behavior management)	4							
		A-Create/adopt new orientation program	2		L-Learn/adopt on-the-bus tech policy	Ongoing							
		F-Continue 2-way radio training improvements	Ongoing		H-Learn/adopt any policy to be included in the comprehensive parental communications program	5							
G-Continue attendant-less training for special needs students		Ongoing											
B-Emergency management, active shooter training		2											
D-Train email/tech/iPad usage		4											
C-Threat assessment training		3											
H-Regularly continue evacuation drills	Ongoing												

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**GOALS**

- 1) To adopt technologies to improve communications and efficiencies as well as communications practices to reaching out to parents.
- 2) To ensure that training is provided for all transportation professionals.
- 3) To seek out innovative recruitment practices to ensure driver availability.
- 4) To continue to adopt administrative practices that improve transportation services.
- 5) To adopt practices and approaches that support positive student behaviors on the bus.

STUDENTS		HEALTHY & APPEALING FOOD			FINANCIAL SUSTAINABILITY			CAPITAL IMPROVEMENTS		
<b>FOOD SERVICE PROFESSIONALS:</b> <b>Sustainability one bite at a time.</b>	INTERNAL OPERATIONS	ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL
		A-Develop new initiatives to enhance the school food service program.	1	2	G-Derive and execute a food service financial model addressing deficit, costs, accounts receivables, vendors, menus, labor, reduced waste, sustainability etc. for each school.	3	1	B-Consider in future capital planning the installation of air conditioning.	5	5
		B-Continue monthly management meetings and quarterly food service committee meetings.	1	5				A- Identify necessary operational and equipment needs based on financial sustainability and consider incorporating into future capital plans.	3	5
		D-Incorporate food service trends into menus addressing taste, health, cost and appeal to parents and students.	2	2	C-As part of financial modeling, complete a meal/labor hour analysis. Use results to inform model, operational approach and staffing complement.	1	1			
		E-Incorporate food service "tours" and education into parental engagement activities (attend orientations, engage with parents + students)	2	4	I-Learn ways to reduce stigma associated with fee and reduced lunches. Communicate to parents regularly the benefits of the schools' food and nutrition program to reduce misunderstandings and increase participation.	Ongoing	4			
	F-Review emergency procedures.	2	5							
	LEARNING	SKILLS DEVELOPMENT			H-Learn outcomes of Senator Jacobs' Food Qualifier by State Program and align to Food Services operations	5	3			
		A-Emulate and execute Sidways Allergy T training program across all schools	2							
		B-Ensure all Food Service Program employees are Serv-Safe Certified.	3							
		D-Complete substitute-training before new employees work their first shift	4							
E-Create + implement a back-up training program		5								
	C-Ensure incorporation of emergency training for food services and cafeteria into all district-wide emergency preparedness	3								

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**GOALS**

- 1) Achieve financial sustainability.
- 2) Innovate: food sourcing, menus, promotion of food services.
- 3) Align with state programs for funding and other opportunities.
- 4) Adopt practices that promote, engage and educate all stakeholders about Food Services.
- 5) Continue and adopt new practices to manage administrative and operational requirements essential to Food Services.



STUDENTS	OPERATIONAL IMPROVEMENTS			OPERATIONAL IMPROVEMENTS			CAPITAL IMPROVEMENTS			
	ACTIVITY	YR	GL	ACTIVITY	YR	GL	ACTIVITY	YR	GL	
<b>CUSTODIAL + MAINTENANCE SERVICE PROFESSIONALS:</b> Respect our spaces. Respect ourselves.	<b>INTERNAL OPERATIONS</b>	A-Continue preventative maintenance but formalize into a schedule in the Work Order System and/or investigate software solutions.	1	3	F-Work with CTE and Administration on a Technology Working Group to explore solutions to the demands and liability exposures that the maintenance of new technologies + STEM-related equipment and software put upon maintenance personnel and CTE Teachers and staff. (400 students in the technical pgm)	3	1	B-Continue 5-year cleaning machine change-out.	Ongoing	5
		D-Work with all staff to launch "Clean up after yourself." campaign-"Don't pass it up..pick it up	2	2				A-Replicate the Huth emergency notification system at the other schools.	4	5
		B-Continue at least quarterly regular meetings.	1	1				C-Continue to update Capital Plan. Ensure all costs are included, such as, high cost equipment replenishment and buildings.	Ongoing	5
		C-Create formal system cleaning protocols.	1	1	H-Acknowledge innovative and cost-effective capital projects/initiatives ( including the staff who created the lock-down system at Huth.)	Ongoing	1	D-Continue to optimize small capital outlays (<\$100,000) on an annual basis. Each year we plan on executing a small capital outlay.	Ongoing	5
		G-Update all protocols for cleaning including calendarization and promote calendarization into all internal communications.	Ongoing	1	E-Create an onboarding program for maintenance.	2	4	E-Continue the Comprehensive Building Conditions Survey Analysis.	Ongoing	5
								F-Support the execution of maintenance-related improvements related to any capital plan.	Ongoing	5
	<b>LEARNING</b>	<b>SKILLS DEVELOPMENT</b>			<b>STAFFING</b>			<b>STAFFING</b>		
		A-Execute SRP + teacher training on what custodial services does (in-person/video).	2		A-Create an onboarding program for custodial Ensure subs are brought in for summer training	2		F-Address custodial substitute staff complement and related scheduling challenges especially during the summer when cleaning demands are high. Overtime and hours shortages persist. Presently 10 substitutes (20 required). Explore best practices and other creative staffing approaches to address this issue.	3	
		B-T train all employees on formalized system cleaning protocols.	2		E-Create succession (including recruitment) plan due to pending retirement (3-5 in next 5 years)	3				
		C-Interview training for custodial-maintenance supervisors responsible for recruitment + hiring.	3		B-Explore other custodial professional services on how to enhance communications and relations with union-non-union personnel	2				
D-CROSS-TRAINING: Continue informal learning-as-you-go for maintenance functions and seek ways to formalize learning info for cross-training + self-learning (i.e.: online/portal)	Ongoing		C-Investigate the feasibility of an Assistant Maintenance Mechanic Crew Chief or a Grounds Crew Chief to assist with grounds crew oversight.	2		D-Address maintenance substitute staff complement. Explore ways to optimize and recruit more effectively (i.e.: bus drivers program).	2			

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**GOALS**

- 1) To expand best practices in order to increase efficiencies and time management.
- 2) To promote the ownership of cleanliness responsibility by all District stakeholders.
- 3) To formalize preventative maintenance scheduling.
- 4) To adopt training and on-boarding practices to share expertise and knowledge.
- 5) To continue to optimize small capital outlays and rigorous capital planning and improvement projects.

## D) APPENDICES

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- All Strategic Plan Deliverables by Year
- Skills Development List by Year
- Staffing Considerations List by Year
- Capital Considerations List by Year

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
Clerks	J- Adopt regular, bi-monthly meetings and how to communicate timely updates to stakeholders.	Ongoing	2
TRANS	I- Create + execute driver recruitment strategy.	Ongoing	3
TRANS	J- Address driver insurance issue + funding options (state-aid)	Ongoing	4
TRANS	K- Regularly continue evacuation drills	Ongoing	2
TRANS	L- Learn/adopt on-the-bus tech policy	Ongoing	1
Food	I- Learn ways to reduce stigma associated with fee and reduced lunches. Communicate to parents regularly the benefits of the schools' food and nutrition program to reduce misunderstandings and increase participation.	Ongoing	4
CUST MTCE	G- Update all protocols for cleaning including calendarization and promote calendarization into all internal communications.	Ongoing	1
CUST MTCE	H- Acknowledge innovative and cost-effective capital projects/initiatives ( including the staff who created the lock-down system at Huth.)	Ongoing	1
Counselors	M- Review, refine and implement a refreshed College Readiness Program.	Ongoing	2
Counselors	N- Adopt all state-mandated changes for counsellors in 2019-2020. Also identify what software is to be used for the MS given this. Communicate new requirements to all District stakeholders for understanding and impact on everyone's work and expectations. State regs affect a significant number of areas and workload demands.	Ongoing	3
Counselors	O- Address the grade 8-9 transition by incorporating new approaches such as having HS come work with Guidance and expanding the HS orientation.	Ongoing	4
TA-HM-TECHS	P- Refine ID badge process including issuing and emergency-security measures and controls.	Ongoing	All
Speech	H- Contribute + participate in all discussions relating to consistency among buildings in the provision of behavioral services.	Ongoing	1
SW PSYCH	M- Educate all District stakeholders on the use of services for crisis (clarify the meaning thereof).	Ongoing	4
SW PSYCH	N- Explore the needs of the Resource Rooms in both the HS and MS given the impact of other activities and outcomes of this plan.	Ongoing	2
Teachers CTE	L- Work with the Guidance Department on improving and refining the Career Pathway process including alignment to student interests.	Ongoing	5
Teachers CTE	M- Participate on a Technology Working Group to explore solutions to the demands and liability exposures that the maintenance of new technologies + STEM-related equipment and software put upon maintenance personnel, CTE Teachers + staff. (70% of students in business, FACS or Tech class.) (1,000 sq' storage space needed.)	Ongoing	5

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
Teachers M&A	J- Implement monthly regular meetings and ensure seamlessness between buildings.	Ongoing	All
Teachers M&A	K- Address scheduling issues and ensure that improvements are implemented.	Ongoing	2
Teachers M&A	L- Explore ways to work with all District stakeholders to promote, encourage and instill the value of the arts (activities, communications)	Ongoing	2
Teachers PE-Health	I- Review/create a strategy to meet the NYS PE-Health requirements at all 3 elementary schools. Incorporate mental health aspects.	Ongoing	5
Teachers PE-Health	D- Ensure vertical and horizontal integration K-12. Continue to address how we assess students (formative + summative); parental education; guidance support etc.	Ongoing	3
Teachers PE-Health	J- Examine grading practices: Ensure attitudes and behaviors are defined and parental understanding. Grades are based on discipline participation; following instructions (behavior, preparedness, safety, skill).	Ongoing	5
Teachers PE-Health	K- Work with SpecEd teachers and Administration to ensure that PE-Health staff input is included in IEPs for student adaptive equipment needs.	Ongoing	5
Teachers Elem	F- Review and revise curriculum maps	Ongoing	1
Teachers-Sec	H- Review and revise curriculum maps.	Ongoing	All
Teachers-Sec	I- Work with administration and all relevant stakeholders to help imbue the culture with accountability and valuing learning.	Ongoing	All
Teachers-Sec	J- Work to adopt consistent messaging in class (common theme) with respect to cheating and copying and ensure that there is consistency and rigor about the consequence and definitions about what cheating is and original thinking.	Ongoing	5
Teachers-Sec	K- To identify performance outcomes and meet targeted improvements on the Regents exam. (SEE TEACHERS: SECONDARY CURRICULUM GOALS IN THIS SECTION.)	Ongoing	All
Teachers-ENL	G- Provide Respect + Cultural Diversity +Tolerance T raining to ALL students.	Ongoing	1
Teachers-ENL	H- Formalize all policies and procedures.	Ongoing	5
Teachers-Spec Ed	M- Establish consistent protocols in, but not limited to, the following: IEPs, goals setting, teaching assistants, CSE meetings, PLEP statements, use of Aides, reading assessments, case management standards, regression statements	Ongoing	1
Teachers-Spec Ed	N- Create a Parent SpecEd "product": educate them on what progress looks like and include much of the same content from the T eacher training below.	Ongoing	All
Teachers-Spec Ed	O- Create recognition program for para-professionals who are the lifeline for students with special needs who often require 1:1 support all day.	Ongoing	2

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
Teachers-Spec Ed	P- Establish building-to-building consistent practices and incorporate into guide + training.	Ongoing	All
Teachers-LOTE	D- To seek our ways and opportunities to reinforce and promote the importance of global diversity, inclusion and tolerance throughout the District and with all stakeholders.	Ongoing	1
Brd-Admin	V- Ensure the review and revision of curriculum maps (Asst Supt. Curriculum)	Ongoing	5
Brd-Admin	W- Review, revise and expand benchmark assessments as appropriate.	Ongoing	6
Brd-Admin	X- Implement a District Safety & Security Program.	Ongoing	3
Brd-Admin	Y- Work with key stakeholders on absenteeism policy revisions, addressing impacts on teacher time, students behaviors and parental communications and engagement.	Ongoing	4
Brd-Admin	A- Board adoption of mission and core principles as part of the strategic plan.	1	All
Brd-Admin	B- Adopt The Agenda Project approach for all District areas so that strategic plan deliverables remain a focus of meetings and all operational efforts throughout the year, on an ongoing basis.	1	All
Brd-Admin	C- Address inter-building communications challenges and identify solutions and new practices to address gaps and inconsistencies.	1	3
Brd-Admin	D- Identify improvements to budget presentations for community information-engagement so that it is about "the story" and not just "the numbers."	1	2
TRANS	A- Formalize ALL best practices into a guide + include in orientation/training.	1	2
TRANS	B- Adopt regular monthly meetings	1	4
TRANS	C- Create communications protocol for new students on routes (registration + download time lag)	1	4
Food	A- Develop new initiatives to enhance the school food service program.	1	2
Food	B- Continue monthly management meetings and quarterly food service committee meetings.	1	5
Food	C- As part of financial modeling, complete a meal/labor hour analysis. Use results to inform model, operational approach and staffing complement.	1	1
CUST MTCE	A- Continue preventative maintenance but formalize into a schedule in the Work Order System and/or investigate software solutions.	1	3
CUST MTCE	B- Continue at least quarterly regular meetings.	1	1
CUST MTCE	C- Create formal system cleaning protocols.	1	1

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
Counselors	A- Work with the Administrator to help secure data from teaching professionals in order to inform decisions as it relates to CSE & 504.	1	3
TA-HM-TECHS	A- Learn what access is required for ALL GICSD employees and stakeholders and create standards on their administration and/or permissions.	1	3
TA-HM-TECHS	B- Adopt the practice of regular meetings.	1	1
Med Services	A- Ensure that the appropriate use of Medical Services is communicated regularly to ALL staff.	1	2
Speech	A- Address the practice of students moving through K-1 with IST and starting over at grade 2.	1	1
SW PSYCH	A- Identify a process to uniformly deliver, monitor and graduate students from counseling services (avoid automatically "grandfathering").	1	1
Teachers-LOTE	A- Create review and revise curriculum maps.	1	3
Brd-Admin	<b>E- Create a PLC culture: Ensure that students learn; foster a culture of collaboration; and focus on results.</b>	<b>2</b>	<b>4</b>
Brd-Admin	F- Assemble a Wellness Task Force to monitor and address student mental health and behavioral matters.	2	1
Brd-Admin	G-Consider expansion of universal pre-kindergarten to provides more opportunities for children.	2	2
Brd-Admin	G- Embrace + promote an authentic learning culture: mentorship; GI business leaders, experiential learning in the community.	2	2
Brd-Admin	H- Form working relationships with business and community leaders to foster better budget understanding AND to ensure that GICSD is part of the Town's economic development strategy. Forge a close relationship with the Town advising them of District needs (and vice versa).	2	2
Brd-Admin	I- Improve attendance commitment, frequency and agenda management of administration meetings. Explore other communications channels to streamline work and prioritization of efforts.	2	All
Brd-Admin	J- Establish an International Studies Coordinator to facilitate foreign exchange visits in keeping with classes such as social studies, LOTE etc.	2	4
Clerks	A- Survey Clerks on best practices so that cross-training and sharing can occur to improve efficiencies and skills development.	2	2
Clerks	B- Create a new-program protocol so that Clerks have enough advance notice to prepare and be trained on new software and technologies.	2	1
Clerks	C- Work with the Superintendent and teaching professionals on any communications improvements especially between buildings. Participate fully on working group to help realize greater seamlessness between buildings.	2	1
Clerks	D- Continue the transition from the Finance Manager Program to NVision.	2	2
Clerks	E- Investigate the feasibility of making the timesheet process electronic in order to save time and District resources.	2	2

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
TRANS	D- Implement Threat Assessment Plan.	2	2
Food	D- Incorporate food service trends into menus addressing taste, health, cost and appeal to parents and students.	2	2
Food	E- Incorporate food service "tours" and education into parental engagement activities (attend orientations to engage with parents and students)	2	4
Food	F- Review emergency procedures.	2	5
CUST MTCE	D- Work with all staff to launch "Clean up after yourself." campaign-"Don't pass it up..pick it up"	2	2
CUST MTCE	E- Create an onboarding program for maintenance.	2	4
Counselors	B- Form a Working Group to address digitizing career planning; master schedule; and College communications-materials. Consider using Infinite Campus I for registration with on-site kiosk.	2	1
Counselors	C- Contribute to individual student team meetings as part of the MS implementation of the IST Program.	2	1
Counselors	D- Adopt a new process or approach so as to ensure that every HS student has a Career Plan. Consider use of technology & digitization.	2	2
Counselors	E- Work with behavioral professionals to adopt small counselling groups for life matters such as divorce, grief, new students, diversity-inclusion, handling stress and "fitting in".	2	4
TA-HM-TECHS	C- Revisit, refine and align Technology Plan with Strategic Plan.	2	4
TA-HM-TECHS	D- Create student IT Onboarding Program (5 accounts) with online access.	2	3
TA-HM-TECHS	E- Create student self-help, training modules: digital life/brand, apps, Chromebooks, phones etc.	2	5
TA-HM-TECHS	F- Create staff online learning portal (tech time saver for some applications). - IT would like a Teacher Support (TOSA) to assist.	2	3
TA-HM-TECHS	G- Update IT asset management system.	2	3
TA-HM-TECHS	H- Address communications improvements with teaching professionals and establish new tactics and channels so students are best served.	2	1
TA-HM-TECHS	I- Create inventory and matrix to learn what specific curricular programs/software/licenses (expiration date and contact listed) exist and the essential training for each (include AV and Windows).	2	3
TA-HM-TECHS	J- Identify a process for the flow of communication as it relates to faculty/staff building classroom changes.	2	1
TA-HM-TECHS	K- Work with the Superintendent and teaching professionals to ensure that there are increased opportunities for students with special needs to participate fully in student life.	2	2

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
Med Services	B- Create a Parental Education Program to include expectations of Medical Services; weekend wounds + injuries; recommended educational videos; when to take your child to the doctor etc.	2	1
Med Services	C- Work with other school professionals to increase engagement in student care plans and CSE meeting participation.	2	1
Med Services	D- Launch Drink Water Campaign (dehydration can and does result in nursing visits)	2	1
Med Services	E- Complete a comprehensive review of Policies and Procedures and ensure that central repository is current; the policy review process is timely and that practices are in place to effectively communicate new policies to all critical stakeholders.	2	2
Med Services	F- Explore creative staffing solutions to address the very high peak demand times at both the beginning and end of the school years.	2	2
Med Services	G- Continue to update comprehensive needs review of equipment, including, but not be limited to, recovery cots, audiometers, vision testers, blood pressure cups, otoscopes etc.	2	4
Med Services	H- Seek out and access programs and student educational resources that address drug use and vaping and identify appropriate channels for distribution.	2	1
Speech	B- Resolve the matter with appropriate other professionals regarding student transitions from one building to another. Incorporate appropriate protocols and possible process maps to help train and reinforce working disciplines.	2	1
Speech	C- Address the distinctions between students with language skill development needs and those with comprehension skill development needs.	2	3
Speech	D- Review and prepare a summary of resource needs and incorporate into future budget planning.	2	3
SW PSYCH	B- Establish a Feeder School Working Group to address IEP consistency, readiness: HS to MS transition; communications; and other matters.	2	3
SW PSYCH	C- Address the need for alignment and consistency among Response Intervention Teams especially from K-8 where differences exist. Include also consideration for the sixth grade where teams are presently lacking. Create an Intervention Continuum. Educate stakeholders.	2	4
SW PSYCH	D- Communicate the critical importance of IEP-504 regulations (504 is a legal document) to teaching professionals so that the timeliness of compliance (and ultimately) quality is improved. Also address the need for students to receive extra time on tests.	2	3



## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
Teachers CTE	A- Explore, create & execute an Academies strategy in business, entrepreneurship technology, hospital tourism, fine arts etc.	2	2
Teachers CTE	B- Revise curriculum map.	2	3
Teachers CTE	C- Examine ways and means to infuse INDIGO with business and future career electives.	2	1
Teachers M&A	A- Ensure NYS Learning Standards for the Visual and Media Arts are implemented in all programs	2	3
Teachers M&A	B- Complete K-12 ARTS curriculum maps.	2	3
Teachers M&A	C- Complete K-12 MUSIC curriculum map.	2	3
Teachers PE-Health	A- Review, plan and implement scheduling procedures to ensure equity and efficient time management.	2	5
Teachers PE-Health	B- Confirm impacts + policy to open elementary schools for practices (after 4 pm).	2	5
Teachers Elem	A- Address communications and curriculum inconsistencies between building K-1 and 2-5.	2	1
Teachers Elem	B- Explore opportunities for increased student social skills development.	2	5
Teachers-Sec	A- Create and implement a Freshman Study Series (include organizational skills). Hold an opposite lab every four days and have it teacher-led. Perhaps, consider incorporating this into a test-taking center. (Liaise with Guidance.)	2	5
Teachers-Sec	B- Address the function and potential of learning support and opportunities in the library.	2	5
Teachers-Spec Ed	A- Engage teachers in being paired with the student as part of the orientation (linkage + tone).	2	5
Teachers-Spec Ed	B- Implement a new protocol for the sign-off of IEPs for new students at the <i>beginning</i> of the yr. Work to address "not our students" thinking.	2	1
Teachers-Spec Ed	C- Re-evaluate and improve student assessments as they relate to reading and literacy.	2	5
Teachers-LOTE	B- Continue to cultivate parental engagement and work collaboratively with other District partners.	2	2
Teachers-LOTE	C- Review the approach for individualized learning so that LOTE students can achieve success in their newly acquired language.	2	5
Brd-Admin	K- Work with community representatives to focus on environmental stewardship; Releaf Program; Eco Island; and solar communities with the goal of educating students on informed activism.	3	2
Brd-Admin	L- Support teaching professionals in adopting flexibility in instruction that is adaptable to each student's learning style.	3	4
Brd-Admin	M- Expand upon the Community Relations Committee with reps from each community board to derive a communications strategy (and embrace activities herein) to help foster the relationship and identify opportunities for the District in a timely fashion. Hold forums twice yearly and adopt an e-bulletin to all stakeholders.	3	2

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
Brd-Admin	N- Complete formalization of all HR functions District-wide (policies, forms, training of staff). (Human Resources)	3	All
Brd-Admin	O- Work with colleagues in other districts, as part of PLC, on data-driven instruction.	3	2
Clerks	F- Create policies and procedures guidelines for each functional area. Include in this project Process Maps.	3	2
Clerks	G- Work with each department create an Orientation PowerPoint (what we do, how we do it) to reinforce new + existing staff understanding.	3	2
Clerks	H- Incorporate a slogan into all communications so that District-wide employees think to contact Clerks before launching a project. ("Call before you dig mindset.") Work with Administration to ensure that there is timely communication of decisions and expectations.	3	1
TRANS	E- Update Transportation Policy Manual.	3	4
Food	G- Derive and execute a food service financial model addressing deficit, costs, account receivables, vendors, menus, labor, reduced waste, sustainability etc.for each school.	3	1
CUST MTCE	F- Work with CTE and Administration on a Technology Working Group to explore solutions to the demands and liability exposures that the maintenance of new technologies + STEM-related equipment and software put upon maintenance personnel and CTE Teachers and staff. (400 students in the technical pgm)	3	1
Counselors	F- Create and implement a comprehensive K-12 Student Counselling Program.	3	4
Counselors	G- Create a Freshman Seminar Series: ethics (ie: cheating), character development, social media, regents, career planning, personal finances, critical thinking etc.	3	4
Counselors	H- Examine the power of Infinite Campus for scheduling especially as it relates to critical deadlines and reporting requirements.	3	1
TA-HM-TECHS	L- Develop and launch Process Map District-wide to keep systems information current and users disciplined.	3	3
Med Services	I- Review service practices and determine best ways to meet substantial increase in MS mental health needs. Engage all stakeholders.	3	2
Speech	E- Confirm with behavioral staff and understand processes so that when staff change, processes remain the same.	3	1
Speech	F- Work with Superintendent to address the concern that grades often include a large participatory component and children with speech difficulties may be detrimented by this.	3	2
Speech	G- Adopt learning style assessments for students.	3	3

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
SW PSYCH	E- Consider establishing a Building Level Coordinator to shift from a Program Coordinator to address the absence of a special education coordinator at the building level. Implement for all buildings.	3	2
SW PSYCH	F- Identify refreshed/new communications protocols across buildings so as to improve services and time management of RTI/AIS Specialists.	3	4
SW PSYCH	G- Redefine meetings protocol amongst appropriate stakeholders so that all meetings are "in the system".	3	1
SW PSYCH	H- Continue to improve consistency, development of, and improvements to, both the IST and RTI Programs at each school and across all schools.	3	2
Teachers CTE	D- Review and refresh FACS in Middle School to include more business and computer-related courses.	3	1
Teachers M&A	D- Explore a cross-age student-to-student tutoring program in the fine arts.	3	1
Teachers M&A	E- Create and launch an Arts Appreciation Program to include display boards; respect as a valid field of study (skills competencies + generalization); and future careers.	3	2
Teachers PE-Health	C- Research, prepare and pilot an After-School Sport Activity Program for Sidway.	3	1
Teachers Elem	C- Identify performance outcomes and define and meet targeted improvements on various benchmark assessments.	3	3
Teachers Elem	D- Work to adopt consistent messaging in class (common theme) with respect to cheating and copying and ensure that there is consistency and rigor about the consequence and definitions about what cheating is and original thinking.	3	5
Teachers-Sec	C- Contribute to and support the creation of tactics and efforts that increase parental engagement such as, but not limited to, academic tours (starting in grade 6).	3	1
Teachers-Sec	D- Participate in the creation of College Prep seminars and experiences so that students are adequately prepared for College and adult life.	3	5
Teachers-ENL	A- Address/resolve the scheduling conflict with the MS-HS exams-NYSESLT Test (over 4 days). District is part of consortium and results affect funding.	3	5
Teachers-Spec Ed	D- Review HS RTI Programs and ensure alignment with the general education curriculum. Repeat for ES once scope, sequence and curriculum maps are completed.	3	5
Teachers-Spec Ed	E- Address with proponents the matter of students in Highschool not being functional readers	3	3
Teachers-Spec Ed	F- Redesign the IEPs for Highschool and need to address the 8th-9th transition. Also address school year vs calendar year and other district examples (ie: Williamsville). Create a Transition Map to aid EVERYONE.	3	1

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
Teachers-Spec Ed	G- List, address and resolve start-of-year 504 administrative issues with all proponents.	3	1
Teachers-Spec Ed	H- Determine vision and goals of the High School Resources Room.	3	5
Brd-Admin	P- Identify opportunities for student-led learning in the community that would forge partnerships and building relationships with business and groups who are part of GI's social fabric. Identify opportunities IN the community where students can participate on advisory boards.	4	2
Brd-Admin	Q- Execute Administrative team planning to identify commonalities; disconnects; and, leadership-execution of this strategic plan. Evolve the team into a PLC with shared norms; values; procedures; and reflection. (Clarify what the team values and	4	All
Brd-Admin	R- Work with key stakeholders to create a K-5 Summer Learning Program.	4	4
Brd-Admin	S- Create student self-help, training modules to include but not be limited to digital life or personal brand, apps, Chromebooks use, social media and professional etiquette.	4	4
Clerks	I- Create a Clerk Mentoring Program to aid in cross-training, succession and hiring.	4	3
TRANS	F- Learn/adopt verbal + non-verbal calming techniques (behavior management)	4	5
Counselors	I- Reconcile the competing uses of Naviance and Indigo so that counsellor time and student adoption can be maximized. Explore solutions like technology, process maps etc.	4	1
Counselors	J- Establish a tutoring lab in the HS (study skills etc.) so that students might benefit from self-learning, regents preparation and college-employment readiness.	4	4
TA-HM-TECHS	M- Assemble a list of best practices matrix among this staffing group and share so as to increase performance and management of issues.	4	3
TA-HM-TECHS	N- Work with teaching professionals to improve reviews of lesson plans and necessary supports (Teacher Aides).	4	1
Med Services	J- Seek ways to reduce significant nursing time spent on processing paperwork including for example, scanning (technology) and hiring.	4	2
SW PSYCH	I- Address the availability, use and interpretation of data for classifications (ie: reading disabled). Emphasize empirical (not	4	3
SW PSYCH	J- Seek out ways for behavioral professionals to be incorporated proactively into academic meetings. This could result in a significant savings in time for behavioral professionals and ultimately help student outcomes.	4	1
Teachers CTE	E- Investigate third-parties/colleges that can provide certificates in areas such as human resources, sports + entertainment management, leadership, personal finance, being a young professional, pre-collegiate preparation etc. Secure partnership agreements to provide certification courses to CTE students.	4	1
Teachers CTE	F- Create and include a financial literacy program for students: loans, credit cards, banking, insurance, personal budgets etc.	4	1

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
Teachers M&A	F- Consider additional curriculum programs, including but not limited to: computer software (Photoshop), Technology in the Arts Program, DDP (can be taught by tech or arts faculty), artists in residence program	4	1
Teachers M&A	G- Review the Elementary School scheduling as it pertains to ensemble and small group instruction.	4	2
Teachers M&A	H- Work with proponents to solve event coordination conflicts.	4	2
Teachers PE-Health	E- Engage parents unilaterally or through an existing committee about expectations of Athletics, support and grading. Enlist input on garnering more community support to make the PE-Health Program go from good to great.	4	1
Teachers Elem	E- Expand upon the Sidway Parent University to other grade levels.	4	5
Teachers-Sec	E- Revisit the learning objectives and complexity of College-bearing courses with the goals of reducing complexity and define specific learning outcomes beyond the credit-bearing result alone.	4	5
Teachers-Sec	F- Address course sequencing with relevant District stakeholders.	4	1
Teachers-ENL	B- Create or formalize access to an often-requested parental English-language program. Include also essential life skills education for them to access.	4	2
Teachers-ENL	C- Formalize, embed and communicate programs to parents so that their engagement and understanding is enhanced and improved.	4	2
Teachers-Spec Ed	I- Create an Assessment Plan standard format.	4	
Brd-Admin	T- Investigate and expand the digital curriculum, coding, programming, data analytics, drones, robotics etc. and align to jobs of the future.	5	4
Brd-Admin	U- Provide training to Administrators on balancing operational demands with leading-by-walking-around. "Be out there and still get the job done."	5	All
TRANS	G- Adopt comprehensive parental communications program re: behavior, "go-backs", MyStop App, accountability + behavior policy, repeat offender policy, on-the-bus tech policy, attendant-less special needs students, parental concerns, emergency management and active shooter etc.	5	1
TRANS	H- Learn/adapt any policy to be included in the comprehensive parental communications program	5	1
Food	H- Learn outcomes of Senator Jacobs' Food Qualifier by State Program and align to Food Services operations.	5	3
Counselors	K- Create and/or formalize department protocols and practices around communications; best practices; rules and regulations: and behavioral services support and assistance.	5	1
Counselors	L- Work with teaching professionals and relevant stakeholders to formulate a more comprehensive Guidance Program for the MS.	5	4

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
TA-HM-TECHS	O- Merge project-based learning with core curriculum.	5	4
Med Services	K- Assemble/create in-service videos, to include but not be limited to (housed on parent portal AND shared with all school staff): diabetes, allergies, mental health, asthma, bed bugs, hygiene, when to take your child to the doctor, weekend wounds and injuries, sleeping in class (rest + dehydration)	5	1
Med Services	L- Review and investigate offices and Health Suites to ascertain needs and functionality.	5	4
SW PSYCH	K- Address matter of CSE meetings (Dec-May): calendar year IEPs vs school year IEPs.	5	3
SW PSYCH	L- Identify opportunities and best practices to address the "splitting" of services to students among functions such as social work, psychology, crisis team, instructional support teams etc. Address direct student outcomes affected by this. Include also ancillary issues such as, but not limited to, travel, time management and general "fire fighting". The ideal outcome is for each building to have its own social work-psychologist-crisis-counsellor-instructional team (PBIS, congruence, CSE).	5	1
Teachers CTE	G- Review and refresh Technology Program in Middle School.	5	5
Teachers CTE	H- Create a growth strategy for the MS CTE curriculum emphasizing careers of the future, starting students earlier, DECA, entrepreneurship and digital citizenship, coding, robotics, computer science etc.	5	5
Teachers CTE	I- Promote the value of internships through an Internship Coordinator (during business hours) Consider making internships mandatory for non-BOCES students.	5	2
Teachers CTE	J- Create an Internship-VE Coordinator to oversee academies development based on the National Academic Foundation/ Virtual Enterprise DECA is tied to this. Explore how to optimize this relationship to grow appeal and value of CTE education.	5	5
Teachers CTE	K- Re-evaluate the purpose and future needs of the High School Food Lab.	5	5
Teachers M&A	I- Consider additional curriculum programs, including but not limited to: digital music, ear-improvisational training, Music in Our Lives Program, K-12 mandatory ensemble lessons, outside Master Class, small group lesson choral group	5	1
Teachers PE-Health	F- Explore grants for adaptive equipment so as to create and launch new programming for students with special needs.	5	2
Teachers PE-Health	G- Create curriculum maps.	5	3
Teachers PE-Health	H- Identify potential programming along with the feasibility of a related MS-HS fitness room(s) on the secondary campus.	5	1

## ALL STRATEGIC PLAN DELIVERABLES: SORTED BY YEAR

Area	Deliverable	Year	Goal
Teachers-Sec	G- Replicate the Parent University model or program currently at Sidway to other grade levels.	5	5
Teachers-ENL	D- Create and implement a dual program (one for Kagebein and one for Sidway). Adopt new protocols and educate all stakeholders/partners.	5	1
Teachers-ENL	E- Create CURRICULUM MAP.	5	3
Teachers-ENL	F- Explore ways to expand the program for revenue generation.	5	1
Teachers-Spec Ed	J- Establish Continuum Working Group to address SpecEd deliverables noted herein + beyond.	5	2
Teachers-Spec Ed	K- Determine a SpecEd Co-ordinator for each building, ensure seamlessness + consistency + and 1 point-person for info dissemination to teachers especially. Hold regular meetings. Lead. Troubleshoot for continuum consistency.	5	2
Teachers-Spec Ed	L- Establish a Reading Department Chair to aid in consistency and oversight.	5	5

## SKILLS DEVELOPMENT LIST BY YEAR

Area	Skill Development	Year
TRANS	E- Continue first aid + CPR training, EPI	Ongoing
TRANS	F- Continue 2-way radio training improvements	Ongoing
TRANS	G- Continue attendant-less training for special needs students	Ongoing
TRANS	H- Regularly continue evacuation drills	Ongoing
CUST MTCE	D- CROSS-TRAINING: Continue informal learning-as-you-go for maintenance functions and seek ways to formalize learning information for cross-training and self-learning (i.e.: online/portal)	Ongoing
Counsellors	B- Receive additional training and support for managing parental expectations.	Ongoing
Counsellors	C- Training on Infinite Campus to fully utilize features; 504 regulatory training (and impacts); update on Pathway to Graduation; and, other non-District experts who can share expertise.	Ongoing
TA-HM-TECHS	D- Train on new software and updates as needed.	Ongoing
TA-HM-TECHS	E- Learn what districts are championing in IT-Tech	Ongoing
Speech	B- Training to address the needs of non-verbal students and apraxia, including, but not limited to, the use of augmentative devices.	Ongoing
SW PSYCH	C- Continue to improve risk assessments (suicide prevention); self-care practices; and encourage teacher-specific training in anxiety, depression, tier 1 behavioral interventions, post-trauma care-being ostracized + confidentiality requirements.	Ongoing
Teachers CTE	A- Train CTE teachers in departmental standards so consistency is achieved.	Ongoing
Teachers CTE	B- Ensure PD-specific to CTE teacher needs: Training to include but not be limited to for example C&C plasma cutter, router, manual mill, Solidworks etc.	Ongoing
Teachers CTE	C- To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing



## SKILLS DEVELOPMENT LIST BY YEAR

Area	Skill Development	Year
Teachers M&A	A- Train and inform other District staff on the merits of STEAM not simply STEM. Promote a District-wide mindset in this regard.	Ongoing
Teachers M&A	B- To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing
Teachers PE-Health	A- Educate and instill in all teachers that PE is state-mandated (not optional).	Ongoing
Teachers PE-Health	B- Create a working group to explore HOW to instill lifelong movement/exercise into all grades and especially graduating seniors.	Ongoing
Teachers PE-Health	C- To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing
Teachers Elem	B- Secure training and cross-collaboration with District behavioral professionals on how to manage behavioral issues in the classroom.	Ongoing
Teachers Elem	C- Implement teacher peer best practices series: teachers identify and share techniques, tactics and learning strategies with each other.	Ongoing
Teachers Elem	D- To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing
Teachers-Sec	D- Summarize list after maps finalized.	Ongoing
Teachers-Sec	E- To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing
Teachers-Sec	F- Implement teacher Best Practices Series: they identify and share technique, tactics and learning strategies with each other.	Ongoing
Teachers-ENL	C- Provide Respect + Cultural Diversity + Inclusion Training to ALL District employees	Ongoing
Teachers-ENL	D- Train administration + teachers on student placement-exit criteria and ENL standards. Include distinction between SpecED and ENL.	Ongoing
Teachers-ENL	E- To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing

## SKILLS DEVELOPMENT LIST BY YEAR

Area	Skill Development	Year
Teachers-Spec Ed	E- Train staff who teach/support students on SpecEd requirements, meaning, use of "LD", student needs through their K-12 education	Ongoing
Teachers-Spec Ed	F- Ensure all training is specific to SpecEd staff.	Ongoing
Teachers-Spec Ed	G- To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing
Teachers-LOTE	B- To seek out and execute any opportunities for teachers to participate in PD on differentiated instruction, as appropriate.	Ongoing
Brd-Admin	A- Create and implement a Board Orientation Training Program (New Trustee Essentials).	1
Counsellors	A- Secure 504 case manager training.	1
TA-HM-TECHS	A- Be included in SRP training on Supt. Day.	1
Med Services	A- Ensure completion by all nurses of the NYS orientation program.	1
Med Services	B- Training on data compilation for reporting.	1
Teachers-Spec Ed	A- Train staff on IEP writing to ensure consistency across all schools and buildings (goal writing etc.)	1
Teachers-Spec Ed	B- CPI training (for crisis) to include social workers and psychologists	1
Brd-Admin	B- Work with District stakeholders to formulate cultural diversity-inclusion training.	2
Brd-Admin	C- Review, revise and expand the use of Google calendar as it relates to CSE + professional development scheduling.	2
Brd-Admin	D- Put announcements and important student self-study and improvement opportunities on screens throughout the buildings. (Admin)	2
TRANS	A- Create/adopt new orientation program	2
TRANS	B- Emergency management, active shooter training	2
Food	A- Emulate and execute Sidway's Allergy Training program across all schools	2
CUST MTCE	A- Execute SRP + teacher training on what custodial services does (in-person/video).	2
CUST MTCE	B- Train all employees on formalized system cleaning protocols.	2

## SKILLS DEVELOPMENT LIST BY YEAR

Area	Skill Development	Year
Med Services	C- Formalize a training program for nursing. Ensure inclusion + input from retiring nursing professionals and other staff.	2
Med Services	D- Increase training for all nurses + LPN professionals to optimize the use of Infinite Campus (ie: health office visits etc.)	2
Teachers Elem	A- Re-implement CSLO training to elementary.	2
Teachers-ENL	A- Ensure PD-specific training is available.	2
Teachers-Spec Ed	C- Train staff on case manage improvements.	2
Brd-Admin	E- Training for all teachers in Google in the classroom: Chromebooks, digital storytelling, screencasting, flipped classroom, Docs, Drive, Slides, Forms, Sites, Hangouts, smart polling, social media and gamification. (HR)	3
Clerks	A- Adopt a cross-training expectation in the Clerks culture so that the District can function optimally and coverage for absences is more efficient.	3
TRANS	C- Threat assessment training	3
Food	B- Ensure all Food Service Program employees are Serv-Safe Certified.	3
Food	C- Ensure incorporation of emergency training for food services and cafeteria into all district-wide emergency preparedness.	3
CUST MTCE	C- Interview training for custodial-maintenance supervisors responsible for recruitment + hiring.	3
TA-HM-TECHS	B- Cross-train using the best practices matrix, especially for Aides, so that when primary is absent student support is seamless.	3
TA-HM-TECHS	C- Utilize highly effective Aides as professional development leaders in sensitivity training (disability awareness-respect).	3
Med Services	E- Create building-specific orientation programs.	3
Med Services	F- Ensure nursing + LPN-specific training on Superintendent Conference Days.	3
Speech	A- Secure training or information presentation on the criteria for needing IEP and ERS services.	3
Teachers-Sec	A- Secure training and cross-collaboration with District behavioral professionals on how to manage behavioral issues in the classroom.	3
Teachers-Sec	B- Optimize the expertise of District Master Teacher professionals in peer development and support.	3
Teachers-Sec	C- Encourage and support teacher applicants to the Master Teacher Program.	3
Teachers-LOTE	A- To contribute to training undertakings that address global diversity, inclusion and tolerance within the District.	3

## SKILLS DEVELOPMENT LIST BY YEAR

Area	Skill Development	Year
TRANS	D- Train email/tech/iPad usage	4
Food	D- Complete substitute-training before new employees work their first shift	4
SW PSYCH	A- Acquire more PD-specific presentations + training; observe other classrooms and secure other third-party expertise.	4
Teachers-ENL	B- Create a Top 10 Video Series for teachers to reinforce the essentials of what they must know.	4
Teachers-Spec Ed	D- Using above protocols once defined, create a new employee orientation program	4
Food	E- Create + implement a back-up training program	5
SW PSYCH	B- Find a CPI Certification alternative that BOCES supports. (TCI, SCIP training considerations). Increase training for all District service and teaching professionals on dealing with crisis.	5
Brd-Admin	F- Training on the governance versus operational roles of the Board and Administration (Board and Administration).	Ongoing
Brd-Admin	G- Training outside of the District on new instructional strategies and approaches to data-driven instruction. (Administration)	Ongoing

## STAFFING CONSIDERATIONS LIST BY YEAR

Area	Staffing Consideration	Year
Med Services	A- Explore the financial feasibility of increasing the number of days a float nurse is available.	Ongoing
Med Services	B- Recruit and increase the substitute pool for nursing services.	Ongoing
Teachers CTE	B- Explore financial and operational feasibility of creating Academies and include consideration of an Internship	Ongoing
Teacher ELEM	G-BOARD-ADMIN-COMMUNITY: Consider expansion of universal pre-kindergarten to offer more opportunities for children.	Ongoing
Teachers-ENL	A- Explore the financial and operational feasibility of ENL staffing.	Ongoing
Speech	A- Explore innovative recruitment tactics for substitute speech pathologists including but not limited to sharing (ie:Tonawanda).	1
Teachers PE-Health	A- Examine New York State requirements for PE-Health-student populations and continue to make appropriate staffing adjustments.	1
CUST MTCE	A- Create an onboarding program for custodial. Ensure subs are brought in for summer training	2
CUST MTCE	B- Explore other custodial professional services on how to enhance communications and relations with union-non-union personnel	2
CUST MTCE	C- Investigate the feasibility of an Assistant Maintenance Mechanic Crew Chief or a Grounds Crew Chief to assist with grounds crew oversight.	2
CUST MTCE	D- Address maintenance substitute staff complement. Explore ways to optimize and recruit more effectively (i.e.: bus drivers pgm).	2
TA-HM-TECHS	A- Review Aide staffing complement in relation to student needs, support and future planning.	2

## STAFFING CONSIDERATIONS LIST BY YEAR

Area	Staffing Consideration	Year
CUST MTCE	E- Create succession (including recruitment) plan due to pending retirement (3-5 in next 5 years)	3
CUST MTCE	F- Address custodial substitute staff complement and related scheduling challenges especially during the summer when cleaning demands are high. Overtime and hours shortages persist. Presently 10 substitutes (20 required). Explore best practices and other creative staffing approaches to address this issue.	3
Counselors	A- Find resources to help with the management of CDOS.	3
TA-HM-TECHS	B- Identify Aide substitute requirements and seek out innovative ways to recruit these positions.	3
SW PSYCH	A- Review the prevalence of outsourcing behavioral services and its impact on student outcomes and the service seamlessness.	3
SW PSYCH	B- Review staffing allocation and functions given the results herein.	3
Teachers CTE	A- Examine the financial feasibility of creating Academies.	3
Speech	B- Explore ways to have department-head functions completed so that staff have support and future succession planning can be assured.	4
Clerks	A- Review and investigate the concept of a Clerk floater.	5
Counselors	B- Review staffing and consider hiring additional school counselors.	5

## CAPITAL CONSIDERATIONS LIST BY YEAR

Area	Capital Consideration	Year	Goal
TRANS	E- Training on ALL new capital improvements above (where necessary and essential)	Ongoing	2
CUST MTCE	B- Continue 5-year cleaning machines change-out.	Ongoing	5
CUST MTCE	C- Continue to update Capital Plan. Ensure all costs are included, such as, high cost equipment replenishment and buildings.	Ongoing	5
CUST MTCE	D- Continue to optimize small capital outlays (<\$100,000) on an annual basis. Each year we plan on executing a small capital outlay.	Ongoing	5
CUST MTCE	E- Continue the Comprehensive Building Conditions Survey Analysis.	Ongoing	5
CUST MTCE	F- Support the execution of maintenance-related improvements related to any capital plan.	Ongoing	5
Teachers M&A	D- Evaluate and inventory instrumentation needs and create a five-year replenishment plan.	Ongoing	2
Teachers M&A	A- Explore the cost to replace the auditorium reservation system.	1	2
TRANS	A- Continue to update and execute Fleet Replenishment Plan.	1	4
TRANS	B- Address in-house trip assignment process.	1	4

## CAPITAL CONSIDERATIONS LIST BY YEAR

Area	Capital Consideration	Year	Goal
TRANS	C- Replace phone system (working with BOCES)	3	1
Food	A- Identify necessary operational and equipment needs based on financial sustainability and consider incorporating into future capital plans.	3	5
Teachers M&A	B- Assemble Capital Plan may include costs for air conditioning installation and running water and bathroom facilities in the music wing.	3	2
Teachers PE-Health	A- Consider investment in technological improvements (ie: projects, screens) in all gymnasiums.	3	2
CUST MTCE	A- Replicate the Huth emergency notification system at the other schools.	4	5
TRANS	D- Install iPads in the buses (GPS alignment, include route sheets)	5	1
Food	B- Consider in future capital planning the installation of air conditioning.	5	5
Teachers M&A	C- Evaluate Art classroom needs and determine if future capital investments are required based on the activities of this plan.	5	2
Teachers PE-Health	B- Consider incorporating capital costs into a plan for expansion of the secondary campus Weight Room (space and equipment) as well as Middle School locker room.	5	2
Teachers PE-Health	C- Support the execution of athletics-related improvements in future Capital Plans.	5	2