



# 2009-10 DISTRICT GOALS, OBJECTIVES and ACTION PLAN

**COMMITTED TO EXCELLENCE THROUGH CONTINUOUS IMPROVEMENT**

*Presented by:  
Dr. L. Oliver Robinson,  
Superintendent of Schools*

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## Leadership Commitment

The Shenendehowa Central School District is committed to providing a continuum of effective strategies, opportunities, programs and services that support all students' meeting or exceeding challenging learning standards, and maximizing their individual academic potential. In so doing, emphasis is placed on the social, emotional, and physical health and development of students. The goals and objectives represents a compilation of data and information provided by principals, academic administrators, district-level administrators, supervisors, with tremendous support and contributions from the Board of Education, staff and the community.

The five strategic goals were adopted by the Board of Education and annually strategic objectives are identified for each goal to make this document dynamic and reflective of current practices and performance expectations.

## District Goals:

1. **Instructional Programs** - To develop and implement high quality educational programs aligned with the *Profile of a Shenendehowa Graduate*, *Profile of a Shenendehowa Middle School Student*, *Profile of a Shenendehowa Elementary Student* and consistent with the *Essential Content and Competencies*, and the district's *Values and Beliefs*, recognizing that children develop and learn at different rates and in different ways. This entails the articulation and provision of a high-quality K-12 curriculum for all academic areas that are aligned with district, NYS and federal standards and embedded into classroom lesson plans.
2. **Human Resources** - The District affirmatively seeks to recruit, employ and retain diverse, highly qualified and well-prepared personnel in all capacities, and provide opportunities for professional growth and accomplishment of relevant district objectives.
3. **Organizational Culture** - To cultivate and sustain an organizational culture consistent with the district's mission, *Profile of a Shenendehowa Graduate*, *Profile of a Shenendehowa Middle School Student*, *Profile of a Shenendehowa Elementary Student* and the school community's *Values and Beliefs*.
4. **Facilities and Operations** - Ensure that adequate and appropriate resources are available and allocated to sustain quality facilities, and maintain effective and efficient operational processes and procedures to support learning and safeguarding community assets. This is inclusive of all four operational areas; Food Services, Transportation, Facilities, and Building Operations and Grounds, as well as the Network Operating Center for technology.
5. **Budget and Finance** - Maintain a sound financial base for the support and expansion of programs via comprehensive budget process that maximizes the use of available resources to support high quality instructional programs and provide quality facilities to enhance learning.

# Instructional Programs

**GOAL:** *To develop and implement high quality educational programs aligned with the Profile of a Shenendehowa Graduate, Profile of a Shenendehowa Middle School Student, Profile of a Shenendehowa Elementary Student and consistent with the Essential Content and Competencies, and the district's Values and Beliefs, recognizing that children develop and learn at different rates and in different ways. This entails the articulation and provision of a high-quality K-12 curriculum for all academic areas that are aligned with district, NYS and federal standards and embedded into classroom lesson plans.*

**Objectives have been developed for instruction and learning at the high school, middle school and elementary school levels as well as curricular areas that span K-12.**

## Instruction and learning at the high school

The Shenendehowa high school has consistently yielded high levels of Regents diploma graduates and by many standards is viewed as high performing. The predominant focus will be on building professional learning communities that support innovative pedagogical models, approaches and opportunities, provide a pyramid of intervention options, and support and develop progressive program offerings encompassing essential 21<sup>st</sup> Century skills and that are aligned with the Profile of a Shenendehowa Graduate.

The demand to prepare students with the skill sets for the 21<sup>st</sup> Century is marked by an increasingly competitive global society and rapid technological advancements, manifesting in a heightened sense of accountability for performance. Subsequently, we must embrace the challenge of functioning in an environment that demands increased rigor and increased expectations for performance by students, as indicative on high stake tests.

Our commitment to success for and by all students dictates that being good is simply not good enough. Subsequently, courses that were once considered reserved for post-high school study are now offered so that students can be competitive at the next level. Congruently, much more engaging and interactive pedagogical practices, additional intervention supports and alternative educational provisions are being researched, developed, and implemented.

## Instruction and learning at the middle schools

There is tremendous parity in student achievement across all three Shenendehowa middle schools, reflecting increased consistency in program and services. The predominant focus will be on building professional learning communities that support innovative pedagogical models, approaches and opportunities, provide a pyramid of intervention options, and support and develop progressive program offerings encompassing essential 21<sup>st</sup> Century skills and that are aligned with the Profile of a Shenendehowa Middle School Student.

The phenomenon of high stakes testing and students contending with increased rigor and increased expectations for performance is prevalent at the middle level. There exists an increasing need to steadfastly focus on the provision of quality continuum of special education and academic intervention services, as well as an intensified focus on balanced literacy. Subsequently, the presence of a strong pyramid of intervention is vital to ensuring that middle school students are indeed prepared to be successful at the high school level.

The middle schools, like the high school, are increasingly being expected to prepare students with the skill sets for the 21<sup>st</sup> Century. More than ever, it is critical that middle school students are well prepared for the transition to the more demanding high school curriculum and graduation standards. Further still, there is an increased demand for the middle schools to provide enrichment and acceleration opportunities for an increasing population that is identified via multiple data points.

## Instruction and learning at the elementary schools

The predominant focus will be on building professional learning communities that support innovative pedagogical models, approaches and opportunities, provide a pyramid of intervention options, and support and develop progressive program offerings encompassing essential 21<sup>st</sup> Century skills and that are aligned with the Profile of a Shenendehowa Elementary School Student.

We will continue to provide programs and services that are standardized across all buildings while acknowledging the need for individual teaching/learning styles. There is tremendous parity in student achievement across all Shenendehowa elementary schools, reflecting the benefits of efforts rendered thus far to ensure increased consistency in program and services. The elementary level serves as the platform for the provision of programs and the introduction of skill sets for the 21<sup>st</sup> Century.

Subsequently, there shall be a steadfast focus on responsive teaching methods, a balanced approach to literacy across the content areas, and the provision of a comprehensive pyramid of intervention- encompassing RTI, AIS, and a continuum of special education services. Further still, there is an increase in the demand for our schools to provide enrichment and acceleration opportunities for an increasing population that is deemed qualified via multiple data points.

# "BRINGING OUT THE GENIUS IN EVERY CHILD THROUGH SYNERGISM"

## Facilities and Operations

**Provide safe facilities with ample capacity**

- Assess technology infrastructure and hardware to preserve future needs
- Explore and begin planning for future referendums to include addressing the needs identified under the 5-year facility maintenance plan (Futures Com.)

## Human Resources

**Highly qualified and diverse employees**

- Recruitment in various venues and modes
- Comprehensive protocols and procedures at finger tips of end-user
- Electronically integrated forms, processes, procedures

**Professional growth to enhance student performance**

- Coaching and mentoring to support key curricular/instructional initiatives (RTI, PLC, Co-teaching, QUEST)
- Targeted training with emerging technologies
- Continued refinement of Essential Content and Competencies (ECCs)- reflecting 21st century learners

## Instructional Programs

**Respond to student needs**

- Vibrant demonstration of Profile characteristics- all students, all grades
- Integrated and embedded utilization of various technology- fostering and promoting innovative learning and 21st century teaching practices
- Mainstreamed and ample access to general curriculum for special education students- all students learning at high levels
- Institutionalization of co-teaching- collaborative partnerships for enhanced instruction
- Effective application of RTI model- concise and consistent continuum of programs and services
- Institutionalization of PLC- all departments, all grades, all teachers acting in concert and in good faith best interest of students
- Literacy across the curriculum and content areas- common strand to preserve learning

**Effective planning and targeted support**

- Data warehousing, mining, and analyzing to inform learning and instructional practices- illumination of values and beliefs
- Student mentoring via college and university collaborations- academic learning centers
- Clear and on-going, school-parent communications- parent/student portal, electronic grade book
- Revision and use of common assessments across content areas

## Organizational Culture

**Empowering a community of learners**

- Making changes and new initiatives obvious and enormously interesting to everyone
- Fostering an ambitious and entrepreneurial perspective to innovation
- Consistent focus on environmental sustainability efforts and wellness initiatives

## Budget and Finance

**Sustaining the Commitment to Excellence**

- Ensure sufficient revenues to support high quality programs
- Close scrutiny and analysis of expenditures to facilitate efficiency and allow for accurate forecasting of needs.
- Transparent protocols and processes to effectively monitor resource utilization
- Proactive engagement and promotion of a multi-year budget plan that preserves a passable budget



## SHENENDEHOWA'S COMMITMENT TO EXCELLENCE

• Shared mission, vision, values, beliefs and goals • Collaborations focused on learning • Action and result oriented • Committed to continuous improvement

# INSTRUCTIONAL OBJECTIVES:

Objective	Action Plan – Critical steps, strategies or activities (Specific)	Person(s) Accountable/ Authority to Act	Who should be informed and included?	Evidence of Achievement- impact on student performance or learning environment (can be formal or informal)
<b>HIGH SCHOOL</b>				
<b>1. Respond to student needs</b>				
a. Expand the implementation of the principles of professional learning communities in all departments at the high school.	Expand awareness of faculty and staff to the principles of Professional Learning Communities (PLCs) in the high school faculty by providing job-embedded and differentiated professional development opportunities.	Staff Development Principal School Leadership Team (SLT) Academic Administrators STA Leadership CSEA Leadership	Administration Faculty Staff Partnership Teams	Monitor implementation of principles of Professional Learning Communities(PLCs) (guaranteed and viable curriculum, common assessments, data-driven instruction, use of instructional support services in each department, evidenced in meeting agendas and department reports (on-going)
	Use faculty and department meeting times to provide common planning time for professional learning communities to work using consistent templates for agendas, notes.			Departments will continue to implement aspects of PLCs at varying levels and develop evidence of principles of PLCs (guaranteed and viable curriculum, common assessments, data-driven instruction, use of instructional support services) from each department
	School Leadership Team (SLT) and academic administrators will participate in professional development using concepts from the book, <u>Crucial Conversations</u> , and introduce key principles to faculty and staff in cooperation with the STA and CSEA union leaderships to foster sustainability.			Training will take place during October Academic Administrators meeting and November faculty meeting, proceeded by an overview at SLT-STA and SLT-CSEA meetings. Positive outcomes will be established on faculty and staff surveys.
	Integrate building and department goals related to PLCs into APPR plans.			Administration will observe principles of PLCs during individual evaluations of department members. (Sept.- March)
	Building and department administration will identify and assign appropriate opportunities to encourage staff to use professional development days on PLC training.			Evidence this as part of Professional Development Summary Report (January and June)

*High School – Respond to student needs (continued)*

<p>b. Develop an RtI model for the high school which systematizes a safety-net continuum of programs and services.</p>	<p>Provide professional development in the principles of Response to Intervention (RtI) at the high school level in order to build an RtI model.</p>	<p>Principal School Leadership Team (SLT) Academic Administrators Staff Development Child Study Team (CST) Instructional Support Team (IST)</p>	<p>Administration Faculty Staff Partnership Teams Parents Students</p>	<p>Positive evaluations of professional development activities (on-going) Establish attendance rate at RtI training at 95% (Professional development sign-in sheets, on-going) Increased attendance, professional development offerings and summary report faculty meeting agendas</p>
	<p>Develop a systemic pyramid of interventions for Tier 1 and Tier 2 including a referral system, interventions, roles and responsibilities, establishment of CST and IST, and monitoring system for attendance, behavior and academic achievement.</p>			<p>Integrate Tier 1 and Tier 2 activities in all departments Increase referrals to IST and CST ( weekly meeting logs) Decrease by 20% the number of students with GPAs of 65-74% each marking periods(5 week monitoring reports and Student Success Summary reports)</p>
	<p>Communicate modifications for CST and IST structure and functions to the faculty and staff.</p>			<p>Development of a flow chart to identify for faculty and staff the purpose, function and process of the CST and IST for faculty and department meeting review in September</p>
	<p>Provide targeted support for students who struggle academically, including Operation Graduation and Counselor Watch, those who experience socio-emotional deficiencies including supervised study halls and Saturday School.</p>			<p>Improved academic achievement outcomes for targeted population as evidenced on interims, report cards and graduation rates. (September – June) Improved behavior equaling 10% decrease in referrals as evidenced in student discipline referrals and Student Success Summary (4 week monitoring reports) Improved attendance to 95% for each marking period reported in Student Success Summary ( 4 week monitoring reports) Reformation of CST and communication to faculty and staff via faculty meeting and development of visual flow chart</p>
	<p>Implement programs designed to support students transitioning to HSW and HSE.</p>			<p>Monitor and survey student participation and satisfaction (September, January, June)</p>

*High School – Respond to student needs (continued)*

<p><i>b. Develop an RtI model for the high school which systematizes a safety-net continuum of programs and services (continued)</i></p>	<p>Develop a proposal to link student participation in co-curricular activities to positive student attendance and behavior.</p>			<p>Building level administration will develop guidelines with Partnership Team, Senate and staff for late fall, 2009 implementation Monitoring reports reviewed by administration and CST</p>
	<p>Develop an evaluation plan for the high school RtI model.</p>			<p>Formative and summative evaluation results to be completed in January, March and June</p>
	<p>Investigate and advocate for options for school-based reading teacher to deliver targeted instruction as part of Tier 3 intervention.</p>			<p>Administration and faculty will develop Tier 3 intervention strategies as part of Professional Development with CST. SLT will work with Assistant Superintendent to finalize a proposal as part of the 2010-2011 budgeting process (January)</p>
	<p>Investigate different models of alternative instruction for all students.</p>			<p>Review of current literature on alternative strategies including on-line courses, distance learning, and twilight school to make budget recommendations, staffing decisions for 2010-2011 school year (January)</p>
	<p>Pilot awarding grades in ELL as a method of increasing student engagement.</p>			<p>Increased achievement for students in ELL program as measured by achievement in core academic areas on interim reports and report cards (5 week intervals) Positive survey results from students and parents measuring student and parent attitudes and perceptions about services, instruction and engagement in high school program (January and June) ELL teacher observations(on-going)</p>
	<p>Initiate programs to provide support to students as they transition from 8<sup>th</sup> to 9<sup>th</sup> grade and 9<sup>th</sup> to 10<sup>th</sup> grade.</p>			<p>Orientation materials, including attendance summaries and survey results</p>
	<p>Restructure the Child Study Team to increase the number of students being addressed (set agendas, set times), including process identified for staff.</p>			<p>Visual flow chart of restructured CST, meeting agendas Referral data</p>
	<p>Establish Academic Resource Centers to provide additional support for students who struggle academically.</p>			<p>Usage logs and lists of volunteers(October-May)</p>

*High School – Respond to student needs (continued)*

c. Increase access to general education curriculum for all special education students by mainstreaming and institutionalizing co-teaching collaborative partnerships.	Develop and disseminate the criteria for student placement based on the revised continuum of services which is used at CSE meetings, to all faculty and staff.	Special Education Department Principal Academic Administrators School Leadership Team (SLT) Faculty Staff Staff Development	Partnership Teams Parents Faculty Staff	Documentation of the continuum of services to all staff at initial staff meetings and through the Intranet (September-October)
	Increase the frequency of communication regarding special education initiatives, especially assistive technology and co-teaching, to parents, faculty and staff.			Use various methods, including Intranet, SIS Messenger, Principal’s Newsletter, website. Positive parent survey produced (May 2010), continuum published, reviewed and disseminated criteria for student placement
	Continue efforts to mainstream Academic Needs program students in English and social studies in grades 9-11.			Increase in student participation and achievement in Regents test score in English and social studies Make AYP in English for participation and scores
	Promote co-teaching as a common practice in order to increase faculty participation in this model. Communicate to stakeholder groups. Expand the co-teaching model to the Business Department.			Positive results on attitude survey conducted with teachers and students in this model (January and June) Initiate the delivery model to new department in September
	Resolve issues presented by co-teaching model, as they relate to scheduling, grading and curriculum modification.			Increase efficiency in building the master schedule to accommodate more co-teaching assignments. Work with Asst. Superintendent for Accountability and with building Data Team (summer and on-going)
	Analyze the effectiveness of learning labs and co-teaching to allocate resources for succeeding school year.			Increase special education students’ quarterly grades, Regents test scores and overall GPA (on-going). Make AYP in English and math in participation and performance for students w/disabilities and economically disadvantages as measured by the School Report Card (May)
	Investigate and advocate for options for school-based reading teacher to deliver Tier 3 interventions.			Research best practices for Tier 3 interventions and make budget proposal to Assistant Supt. for addition of a reading teacher at the high school (January)
	Provide professional development for teachers in content-based literacy teaching strategies, co-teaching, working with students w/ disabilities.			Faculty participation and survey results measured as part of Staff Development Summary Report (January and June)
	Continue to provide professional development to co-teaching pairs using a differentiated, tiered approach (three tiers: first year; pairs in second and third year training in assistive technology).			Staff development offerings, participation and summary report results
	Increase communications between the general education and special education teachers – particularly in the special areas that are not receiving support from co-teachers.			Faculty and department meeting agenda items

*High School – Respond to student needs (continued)*

<p>d. Foster and promote teaching and learning based on 21<sup>st</sup> century skills and the Profile of the Shenendehowa Graduate.</p>	<p>Continue to support the institutionalization of teaching and learning practices based on 21<sup>st</sup> century skills.</p>	<p>Principal School Leadership Team (SLT) Academic Administrators Faculty Staff Staff Development Assist. Supt. For Instruction, Curriculum and Assessment Instructional Support Team (IST)</p>	<p>Students Parents Faculty Staff Partnership Teams Community groups Business leaders District Data Team</p>	<p>Increased enrollment in advanced/Honors/AP/SUPA courses(October) Increased number of students enrolled in 4<sup>th</sup> year of LOTE and Mathematics(October) Increase in the number of Advanced Regents diplomas(June) Increased participation in Freshmen Seminar (Oct.) Establishment of Green and White Letter Awards(September) Increased participation in Senior Give-back Day(May and June)</p>
	<p>Integrate school and department goals into the APPR process so that 21<sup>st</sup> Century skills are embedded into daily instruction.</p>			<p>Integration evidenced by APPR reports and teacher observations by administration (on-going)</p>
	<p>Establish and enhance partnerships with universities to develop new program offerings.</p>			<p>Participation by college students in Academic Resource rooms(October-May) Participation in program audit(October-December)</p>
	<p>Establish a community advisory committee to provide guidelines for the completion of a comprehensive Program of Studies audit.</p>			<p>Ad-hoc committee established with High School Partnership Team to create vehicle for program audit, as evidenced in meeting agendas and minutes(October-May)</p>
	<p>Complete a curriculum audit of the high school program to ensure that the Program of Studies is reflective of 21<sup>st</sup> Century skills.</p>			<p>Program of Studies audit completed and reported to faculty, staff and administration(January)</p>
	<p>Ensure high school faculty representation on the District Instructional Technology Committee.</p>			<p>Solicit and recruit faculty participation via email and survey(October)</p>
	<p>HS Technology Committee will develop best practices video for integration of technology into instruction.</p>			<p>Videos to be shared at faculty and department meetings throughout the school year(on-going)</p>
	<p>Continue to research innovative curriculum delivery models (i.e. Virtual Schools), and provide professional development, as well as support new and existing piloted initiatives and technologies.</p>			<p>Positive faculty surveys as part of Staff Development Summary Report District data team and faculty meeting agendas(on-going)</p>
<p>e. Promote a continued focus on literacy across the curriculum and content areas.</p>	<p>Identify and promote classroom instructional expectations for teaching reading in the content areas.</p>	<p>School Leadership Team (SLT) Building Admin. Academic Admin. Instructional Service Team (IST) Assist. Supt. for ICA</p>	<p>Faculty Students Parents</p>	<p>School Leadership Team and academic administrators will review these at faculty and department meetings as evidenced in meeting agendas. Benchmark common assessments in Grade 9 English and social studies, Grade 10 English to measure reading comprehension skills in these areas, monitored and analyzed(on-going)</p>

	Identify and administer a reading assessment to all 9 <sup>th</sup> graders new to the Shenendehowa CSD.			Implement test administration to all 9 <sup>th</sup> graders new in Fall 2009 to Shenendehowa and utilize this information for appropriate program placement Common assessments in grade 9 English and social studies measuring reading comprehension skills in the content areas
<b>2. Effective planning and targeted support</b>				
a. Use data to analyze program effectiveness and inform learning and teaching practices.	Conduct professional development on use of data to inform instruction, ad-hoc reports from Infinite Campus (IC) and program evaluation.	Principal School Leadership Team (SLT) Academic Administrators	Students Parents Faculty Staff	Staff development offerings and summary reports Ad-hoc reports generated(on-going) Program evaluation utilized and reported back to various stakeholder groups(May)
	HS Data Committee will review and report data at appropriate intervals.	Instructional Service Team (IST)		Ad-hoc reports generated at various times throughout the year, along with class assistant principal's (CAP's) monitoring reports
	HS departments will use data to inform instructional practices and make program decisions.	Faculty Staff Staff Development		Analysis of ad-hoc reports by departments and Academic Administrators working with the Office of Management Services and Quality Control
	HS administration will use the program evaluation model to guide decision making about programs and initiatives	Assist. Supt. for ICA Assist. Supt. For Management Service and QC		Program evaluation model utilized to determine effectiveness of programs and modifications needed
	Data will be shared regularly with faculty and staff at faculty and department meetings.			Faculty meeting and department meeting agendas, presentations provided by administration and staff
b. Improve on-going school-parent communications.	Conduct outreach to increase the number of parents using the parent portal beginning with Open House nights.	Principal Asst. Supt. School Leadership Team (SLT) Academic Administrators	Partnership Teams PTA Parents Community members Faculty Staff Students	Usage data on parent portal Feedback survey measures teacher/parent satisfaction Staff development offerings and summary reports Parent survey report
	Write a "tip sheet" for parents to increase appropriate use of the parent portal.	Faculty Staff Staff Development		Distribution of "Tip Sheet" for portal use in Principal's Newsletter
	Increase the use of Infinite Campus Messenger to communicate with parents and families			Weekly IC Messenger communications from Principal's Office(on-going)
	Increase efficiency of communications in IC Messenger to target emails to various groups. Increase use of electronic referral and utilize email communication to parents .			Use of email data to identify number of email contacts for behavior referrals Keep data on number of email communications to create a baseline
	Provide training and support for teachers using electronic grade-book. Create and use a communication log tab in IC to allow teachers to record parental communication			Staff Development Summary Reports and staff surveys to measure satisfaction rates Administration and Data Committee works with Assistant Supt and pilots usage with faculty(Dec.) Increase use by comparing data from 2008-2009 to present(January)

Objective	Action Plan –Critical steps. Strategies or activities (Specific)	Person(s) Accountable/ Authority to Act	Who should be informed and included?	Evidence of Achievement- impact on student performance or learning environment (can be formal or informal)
<b>MIDDLE SCHOOLS</b>				
<b>1. Respond to student needs</b>				
a. Vibrant demonstration of Profile characteristics- all students, all grades.	All 6 <sup>th</sup> grade students will create an electronic portfolio. Grade 6 Technology teachers will work with Grade 6 ELA teachers on further implementation of products from academics being added to their profiles. Every 7 <sup>th</sup> grade teacher will require each student to put one piece of information per quarter on their student portfolio.	Building Administrators Academic Administrators Teachers Lab aides	Building Administrators Academic Administrators Teachers Lab aides Partnership Teams	All 6 <sup>th</sup> and 7 <sup>th</sup> grade students and 7 <sup>th</sup> grade staff able to utilize the electronic portfolio.
	Continued student and staff participation in activities that demonstrate the attributes of the profile such as robotics, Koda Café, Spotlight on Gowana, Accent on Acadia, mentor program, etc.	Building Administrators Academic Administrators Teachers	All Staff Parents Students	Attendance at extra-curricular activities and school events Reduction on referrals Increase in attendance
b. Integrated and embedded utilization of various technology- fostering and promoting innovative learning and 21st Century teaching practices.	All admin will read the summary of the DITIC committee— where are we now? Share out with buildings/departments and expect compliance in APPR plans	Building Administrator Academic Administrators Teachers	Building Administrators Academic Administrators Teachers Partnership Teams	Clear understanding of all instructional staff on DITIC and the technology vision of the district. Faculty meetings at least once per quarter should be devoted to technology showcasing/presentations. Keep it in the forefront beyond committee members.
	Create a Middle School Technology Integration Committee (mirrored from the high school) to investigate the most current technological advances with potential impact on education/achievement	Assist. Supt. For Instruction, Curriculum and Assessment		Existence of committee, defined charge, and status report provided as a part of Mid-year Goals Report Expect to see at least one pilot initiative for the year.
c. Mainstreamed and ample access to general curriculum for special education students- all students learning at high levels.	Clearly defining the criteria to place students in self-contained programs	Assist. Supt. For ICA Building Administrators	All teachers Counselors Psychologists	Evaluate achievement and test scores of students who would have previously been placed in a self-contained class.
	Complete a program evaluation of existing special education programs and services to access how best to increase access of special education students to general curriculum and other mainstreaming opportunities.	Academic Administrators Special Education teachers	All core teachers	Completed report and presentation to various stakeholders- outlining action steps, and future planning needs.

*Middle School – Respond to student needs (continued)*

d. Institutionalization of co-teaching-collaborative partnerships for enhanced instruction.	Review state definitions of sped services, state mandates, data, quality review goals and how we currently assign special education staff, considering special education staff as specialists	Building Administrators Academic Administrators Assist. Supt. For Instruction, Curriculum and Assessment Professional Development coordinators	All teachers Counselors Psychologists All core teachers	Trainings provided and attended Survey data to demonstrate increased understanding
	Continued support for non-core teachers in understanding special education and disabilities to promote ownership (including clearly defined roles and responsibilities; professional development for all teachers on special ed.)			Special education teachers attending English Language Arts and math department meetings
	Complete curriculum audit of middle school program of studies to ensure it reflects 21 <sup>st</sup> century skills and alignment with the high school program of studies.			Program of studies completed with proposals to IPAC, budget (LOTE, Acceleration)
e. Effective application of RTI model- concise and consistent continuum of programs and services to meet the needs of <u>ALL</u> students.	Continued training on Instructional Support Teams and Response to Intervention in buildings.	Building Admin Academic Administrators Psychologists Counselors Professional Development coordinators	All instructional staff	Full implementation of Instructional Support Teams in each of the 3 middle schools, which entails a clearly defined intervention plan. Increase in student performance as evidenced by grades and test scores.
	Investigation of intervention programs/plans to address specific deficits (which may include a need for enrichment/acceleration).			Implementation of a universal screening program for 5-6 <sup>th</sup> and transfer students
f. Institutionalization of PLC- all departments, all grades, all teachers acting in concert and in good faith in the best interest of students.	Professional development staff will meet with building teams, as well as completing joint sessions with building administrators and Academic Administrators to discuss Professional Learning Communities (define, discuss district goals, where are we now) and engage in peer observations of existing models within the district, such as at Okte.	Building Administrators Academic Administrators Staff Development Teachers	Teachers Psychologists Counselors	Common understanding, vocabulary and utilization of the process by all instructional staff.  Established common assessments.
g. Literacy across the curriculum and content areas-common strand to preserve learning.	Pilot with Acadia and Gowana 6 <sup>th</sup> grade teams to encourage content specialists to teach literacy in their content area.	Academic Administrators Building Administrators Professional Development coordinators	All instructional staff	Development of Literacy Plan with clear and objective criteria for program evaluation. Completed Pilot of grade 6 Literacy Plan reported out to building Partnership Teams and building administration in May 2010.
	Develop a multi-year plan to address literacy instruction across content areas, including the evaluation of the ELA Academy.			Review and analysis of grades, test scores, behavior, attendance and student beliefs.

Middle School

**2. Effective planning and targeted support**

<p>a. Data warehousing, mining, and analyzing to inform learning and instructional practices-illumination of values and beliefs.</p>	<p>Middle School data committee will create an action plan which will include data collection, analysis, and dissemination (in buildings and departments). The plan will also include using data to create common assessments and targeted instruction in each academic area.</p>	<p>MS Data Committee Building principals Academic Administrators</p>	<p>All instructional staff/counselors/psychologists</p>	<p>Development of MS Data Plan</p>
<p>b. Clear and on-going school-parent communications-parent/student portal, electronic grade book.</p>	<p>Written action plan created and disseminated to staff with guidelines and examples of appropriate written and verbal communication with parents.</p>	<p>Building Administrators Academic Administrators</p>	<p>Instructional staff Counselors Psychologists Partnership Teams PTA</p>	<p>Development of a guidance document for parent communication</p>
	<p>Conduct outreach to increase the number of parents using the parent portal beginning with Open House nights.</p>	<p>Principal Asst. Supt. School Leadership Team (SLT) Academic Administrators Faculty Staff Staff Development</p>	<p>Partnership Teams PTA Parents Community members Faculty Staff Students</p>	<p>Usage data on parent portal Feedback survey measuring teacher/parent satisfaction Staff development offerings and summary reports Parent survey report</p>
	<p>Write a "tip sheet" for parents to increase appropriate use of the parent portal.</p>			<p>Distribution of "Tip Sheet" for portal use in Principal's Newsletter</p>
	<p>Increase the use of Infinite Campus Messenger to communicate with parents and families.</p>			<p>Weekly IC Messenger communications from Principal's Office(on-going)</p>
	<p>Increase efficiency of communications in IC Messenger to target emails to various groups.</p>			<p>Mass email to parents not using Parent Portal Keep data on number of email communications to create a baseline</p>
	<p>Provide training and support for teachers using electronic grade-book.</p>			<p>Staff Development Summary Reports and staff surveys to measure satisfaction rates Administration and Data Committee works with Assistant Superintendent's Office and pilots usage with faculty(December) Increase use by comparing data from 2008-2009 to present(January)</p>
	<p>Create and use a communication log tab in IC so teachers can record parental communication.</p>			<p>Teachers' logs of parent contact</p>
<p>c. Revision and use of common assessments across content areas.</p>	<p>Increase use of electronic referral and utilize email communication to parents.</p>			<p>Data comparison between 2008-2009 vs. 2009-2010 Use of email data to identify number of email contacts for behavior referrals Pilot email communication to parents of students receiving behavior referrals (December)</p>

	Develop and use common assessments in the core academic areas	Academic Admin Building Admin Teachers	Instructional staff Parents	Specific documented common assessments in the core areas.
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Objective	Action Plan –Critical steps. Strategies or activities (Specific)	Person(s) Accountable/ Authority to Act	Who should be informed and included?	Evidence of Achievement- impact on student performance or learning environment (can be formal or informal)
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## ELEMENTARY SCHOOLS

### 1. Respond to student needs

a. Integrated and embedded utilization of various technology-fostering and promoting innovative learning and 21st Century teaching practices as outlined in the Profile of an Elementary Student.	Use monthly principals' meetings with Assist. Supt. for ICA and Academic Administrators to discuss profile of all students K-5.	Assist. Supt. For Instruction, Curriculum and Assessment Principals Faculty Academic Administrators	Lead Teachers of Technology Professional Development All Elementary Faculty Partnership Teams PTA	Increased number of teachers taking advantage of staff development activities, with representatives from each building.
	Professional development opportunities will be available to all faculty.			Survey results to determine increased use of technology in the classroom.
	Continue to support the efforts of DITIC" by maximizing technology currently available" and implement new technologies as they become available.			Student demonstration of skills achieved through class projects (i.e. performance tasks incorporate the use of technology and reflect components of the profile of an elementary student).
b. Mainstreamed and ample access to general curriculum for special education students- all students learning at high levels.	Continue to implement the recommendations of the Special Education Quality Review study, including: Continue professional development in understanding IEPs, responsive teaching and supporting students with accommodations and modifications.	Faculty Principals Academic Administrators for Special Education K-8 Academic Administrators	Assist. Supt. For Instruction, Curriculum and Assessment Partnership Teams PTA	Increased number of students being serviced in the general education setting.  Marked changes in declassification rates or level of placements (least restrictive).
c. Continue to build awareness of the benefits of co-teaching & collaborative partnerships for enhanced instruction.	Initiate training for fourth grade teams and expand the pilot training for the fifth grade team.	Academic Administrators for Special Education, Faculty and Principals	Assist. Supt. For Instruction, Curriculum and Assessment Professional Development Special Ed. and Regular Ed. teachers in grade 4 and 5	Increase number of co-teaching teams in the elementary buildings.

*Elementary School – Respond to student needs (continued)*

d. Implement the RtI (Response to Intervention) process to increase student achievement - concise and consistent continuum of programs and services using data warehousing, mining and analyzing to inform instructional practices.	Continue to develop and implement a consistent continuum of support and services at the elementary level to ensure that students who are emerging with needs (based on data) are reviewed using the RtI process. The RtI process may involve gifted students as interventions may include an enrichment and/or accelerated program to address student need.	Building Instructional Support Team Members Principals Academic Administrators	Assist. Supt. For Instruction, Curriculum and Assessment Assistant Superintendent for Data Management & Quality Control Lead Teacher for Technology	The use of RTI data in CSE meetings to support the case of need. School summary charts reflect appropriate services based on criteria. Building level IST will meet weekly to review student progress. Increased professional development on researched based intervention strategies. Clear process and criteria for identification of students in need of gifted programs. Use of the district’s student information system to help with the data collection process.
	Train all elementary faculty to utilize the district’s student information system (SIS) to accurately and consistently collect universal screening points in a timely manner.			
e. Institutionalization of PLC (Professional Learning Communities)- where all are working in concert and in good faith in the best interest of students.	Regularly scheduled meetings of PLC teams in each school.	All faculty Principals Academic Administrators Professional Development	Assist. Supt. For Instruction, Curriculum and Assessment Professional Development Partnership Teams PTA	Minutes of meetings posted on school intranet site. Common assessments created and utilized.
	Training with the DuFours and differentiated professional development within district.			Demonstration of broader understanding of PLC concepts and application of PLC concepts within schools and at each grade level.
	Plan for formative common assessments and collaborative scoring (i.e., building team or grade level teams).			Development of common assessments, review of student performance by grade level, and evidence of differentiated instruction based on student need.
f. Literacy across the curriculum and content areas-common strand to preserve learning.	Provide ongoing support to promote consistent application of best practices at the elementary level.	Principals K-8 Academic Administrators Professional Development	Assist. Supt. For Instruction, Curriculum and Assessment Partnership Teams PTA	Instructional Best Practices outlined in journal articles and recent publications will be shared at staff meetings, grade level meetings, and coordinators meetings.
	Increased professional development on researched based strategies to promote literacy development in all content areas.			Lesson Plans—all new units of study created will incorporate elements of literacy skills.

**2. Effective planning and targeted support**

a. Clear and on-going school-parent communications-parent/student portal, electronic grade book.	Pilot the use of electronic Grade Book.	All Faculty, Principals, and Academic Administrators	Assist. Supt. for ICA Lead Teachers Assistant Supt for DM & QC Partnership Teams PTA	Information (TBD) posted on the Grade Book.  Survey of usefulness of the data that was inputted by those accountable.
	Develop an ad-hoc committee to research and determine the critical elements of an elementary based Grade Book.			Significant elementary data points for each grade level determined. Consistent criteria developed and used to assign report card grades. Grade Book component of SIS at elementary level reviewed to ascertain capacity

# Human Resources

**GOAL** *The District affirmatively seeks to recruit, employ and retain diverse, highly qualified and well-prepared personnel in all capacities, and provide opportunities for professional growth and accomplishment of relevant district objectives.*

Pedagogy has evolved from the days of teachers simply assigning, monitoring and correcting to the necessity for educators to now be facilitators of learning whether it is through multi-discipline collaboration, technological integration, globally-based lesson planning or differentiated teaching.

In recent years there has been a plethora of research on how the brain works and how students learn. We are keenly aware of the various learning styles and the critical need to focus teaching and learning on critical thinking, problem solving, creative innovation and contextual learning skills through targeted Professional Development initiatives.

Further still is the need for educators to collaborate and construct learning communities that are supported by a systemic professional development framework. Underlying such a deliberate investment in human capital is the prominence of hiring highly skilled, competent, and appropriately credentialed personnel that reflect our current needs and demands increasingly diverse demographics, and our vision for future endeavors. As we endeavor to prepare and graduate globally competent students, the presence of and interaction with faculty and staff from different backgrounds provides for stimulating discussions in the classroom and brings different perspectives.

Objective	Action Plan –Critical steps, strategies or activities (Specify)	Person(s) Accountable/ Authority to Act	Who should be informed and included?	Evidence of Achievement- impact on student performance or learning environment (can be formal or informal)
<b>1. Highly qualified and diverse employees</b>				
a. Recruitment in various venues and modes.	<p><b>District</b></p> <p>Continue to maintain contacts with agencies and national publications dealing with minority recruitment such as National Minority Update and Career Opportunities for Minority College Graduates to promote employment opportunities with the district</p> <p>Pursue additional liaisons with college and university departments and career planning centers to emphasize the district’s desire to recruit and hire a diverse work force</p> <p>Work with the district’s Committee on Diversity and Multiculturalism to complete an assessment of the demographics of the district and compare with staff and student demographic data</p>	Assistant Superintendent for Human Resources	Superintendent of Schools; Assistant Superintendent for Management Services & Quality Control; Principals and Assistant Principals	Success in recruiting and hiring of an increasingly diverse staff, both certified and classified

*Human Resource - Highly qualified and diverse employees*

<p>b. Comprehensive protocols and procedures at finger tips of end-user.</p>	<p><b><u>District</u></b>          Bring closure to the review of processes, procedures, and forms related to the district's Annual Professional Performance Review (APPR) for teachers and related professional support staff          Continue to review and make necessary modifications to the district's recruitment and hiring procedures as well as appendices to these procedures involving appropriate interview questions, actions of the interview committee, and checking of references          Formalize procedures for determination of seniority of certified and classified staff as per law and collective bargaining agreements as well as procedures for consideration of potential reduction in staff due to budgetary constraints</p>	<p>Assistant Superintendent for Human Resources; Board of Education; Representative Council of Shenendehowa Teachers' Association (STA); CSEA and SUSA Officers</p>	<p>Superintendent of Schools;          All administrators and teaching staff;          All classified staff</p>	<p>Updated APPR processes, procedures, and forms ratified by the Shenendehowa Board of Education and Shenendehowa Teachers' Association Rep Council by February 2010          Newly approved APPR processes and forms to be implemented for the 2010-11 school year          Updated recruitment and hiring procedures reviewed with administrators in early spring 2010 prior to the hiring of new staff for the 2010-11 school year          Documents regarding seniority and potential reduction in staff updated and shared with all staff members in early spring 2010</p>
<p>c. Electronically integrated forms, processes, procedures.</p>	<p><b><u>District</u></b>          Update all applications for certified staff, classified staff, coaches, volunteers, etc., making them forms that can be completed on-line and sent to the Office of Human Resources          Entering of all staff data relative to seniority, certification, etc. on the district's Finance Manager program such that forms can be produced and updated as needed          Continue to make use of the district's intranet capabilities by providing all relevant Human Resources and benefits forms (e.g., health insurance) to staff</p>	<p>Assistant Superintendent for Human Resources; Office of Human Resources Staff</p>	<p>Superintendent of Schools; Shenendehowa Board of Education; All staff members; Community members and individuals accessing the Shenendehowa website</p>	<p>Streamlining of having applications sent electronically by individuals applying for district positions          Ability to generate up-to-date and useful documents relating to data involving staff seniority, certification, etc.          Increased use of the district intranet by Shenendehowa staff in dealing with Human Resources process, issues, and forms</p>

2. Professional growth to enhance student performance				
a. Coaching and mentoring to support key curricular/ instructional initiatives (RTI, PLC, Co-teaching, QUEST).	<p><b>District</b> Ongoing coaching and training will take place throughout the 2009-10 school year as the district begins to implement Response to Intervention (RTI) procedures, Professional Learning Communities (PLCs), co-teaching, and the acceleration program for elementary students, QUEST</p>	<p>Professional Development Coordinators; Assistant Superintendent for ICA Assistant Supt for Human Resources</p>	<p>Superintendent of Schools; Principals; Academic Administrators; Professional Teaching and Support Staff</p>	<p>RTI – Monitor discipline referrals, surveys, assessments PLCs – school report card and assessment results Co-teaching initiative – teacher surveys and assessment results QUEST – pre-assessments and post-assessments of curriculum units</p>
	<p><b>Elementary Schools</b> PLC teams will meet and building plans will be reviewed/presented at staff meetings Staff meeting will include updates on district initiatives Principals and/or academic admin. will attend and facilitate meetings directly related to RtI, PLC, etc.</p>	<p>Principals, Academic Administrators Staff development</p>		<p>Principals will share professional development plans with each other. Faculty and staff will feel informed. All stakeholders will be speaking a common language. Increase in attendance for professional development offerings relating to the instructional initiatives.</p> <p>Faculty and staff will feel informed as evidenced by the use of a common language and interest in attending professional development offerings.</p>
b. Targeted training with emerging technologies.	<p><b>District</b> Training is ongoing for all new emerging technologies such as Microsoft Office 2007, the district’s Student Information System (SIS), teacher electronic grade-book, LCD projectors, use of SMART boards, and podcasting</p>	<p>Lead Teachers Assistant Superintendent for Mgmt Svc &amp; QC Assistant Supt for ICA</p>	<p>Superintendent Assistant Supt for Human Res. Principals Academic Admin. Teachers</p>	<p>Exit cards (surveys) and pre-assessment surveys with new teachers</p>
	<p><b>Elementary Schools</b> Professional development will be offered when new technology is purchased and installed.</p>	<p>Lead Teachers for technology Faculty Principals</p>	<p>Assistant Supt for ICA DITIC Professional Development</p>	<p>Attendance at Professional Development opportunities by the majority of teaching staff to learn the technology components of the new math series.</p> <p>Use of technology components of new elementary math series to enhance instruction and data collection.</p> <p>Expanded use of the Inside Shen Intranet</p>

c. Continued refinement of Essential Content and Competencies (ECCs) - reflecting 21st Century learners.	<b><u>District</u></b> The district's Essential Content and Competencies (ECCs) will continue to be updated to reflect 21st century skills, with a special focus on English language arts and mathematics standards	Professional Development Coordinators; Academic Administrators	Superintendent Assistant Supt for ICA Assistant Supt for Human Resources; Teachers	Updated draft of English language arts, mathematics ECCs completed by the end of the 2009-10 school year
	<b><u>Elementary Schools</u></b> Ensure there is alignment of ECCs with the 21st century goals document.	Faculty Academic Administrators Principals	Assistant Supt for ICA Professional Development	Confirmation of alignment by elementary curriculum coordinator group.

# Organizational Culture

**GOAL:** To cultivate and sustain an organizational culture consistent with the *mission, Profile of a Shenendehowa Graduate, Profile of a Shenendehowa Middle School Student, Profile of a Shenendehowa Elementary Student and the school community's Values and Beliefs.*

As leaders for learning our sole objective should be the purposeful building of conditions for continuous improvement in student learning. The culture of a school and the district should reflect vibrant and purposeful partnerships that promote internal and external collaborations. Such a culture is built on the notion of functional teamwork- meaning everyone (educators, students, and parents) is present, participating and fully engaged in the process of deciding and doing.

At the center of it all is the recognition and internalization that the culture of the school plays the dominant role in exemplary performance, and school leaders play a critical role in shaping the elements of a school culture much the way a potter shapes clay. With that comes the need to appreciate change as the catalyst to progress, coupled with that is the infusion of shared values and beliefs into every aspect of the culture.

Further, the collective personality of a school is largely based upon an atmosphere distinguished by the social and professional interactions of the individuals in the school. This is often encouraged by celebrations and recognitions that foster an *esprit de corps*.

Objective	Action Plan –Critical steps, strategies or activities (Specify)	Person(s) Accountable/ Authority to Act	Who should be informed and included?	Evidence of Achievement- impact on student performance or learning environment (can be formal or informal)
<b>1. Empowering a community of learners</b>				
a. Making changes and new initiatives obvious and enormously interesting to everyone.	<p>Faculty will share best practices in various venues</p> <p>Planned communication between principals and Academic Administrators to improve sharing of information</p> <p>To provide trainings and opportunities for monitors and aides (allow for networking and collaboration) to help improve student behavior</p>	All administrators	Faculty	<p>Best practices shared and observed during classroom observations and listed on faculty APPRs.</p> <p>Leadership Academy meeting agendas reflect a consistent and synergistic focus.</p> <p>Aides/monitors being more aware of policies and regulations that directly affect their relationship with students.</p>
b. Fostering an ambitious and entrepreneurial perspective to innovation.	Continued focus on promoting innovative practices, providing the “permission” to seek out and initiate creative endeavors to build capacity for student performance.	All administrators	Faculty	Number of new grant opportunities garnered. New or expanded partnerships with businesses, colleges, or other organizations and agencies

*Organization Culture - Empowering a community of learners*

<p>c. Consistent focus on environmental sustainability efforts and wellness initiatives</p>	<p>District Wellness and Environmental committees will update buildings on existing and planned initiatives.</p> <p>Continued implementation of Daily Dozen in physical education classes at the elementary level, recognizing that the provision of physical activity to students have shown positive effects on academic achievements; including increased concentration, improved math, reading, and writing,</p> <p>All buildings will institute a recycling process and there will be a reduction of overall paper use in the building. Implement paperless efforts across the district</p> <p>Continue partnerships with local (PTA, Captain, YMCA) and wider community agencies such as the Shenendehowa Prevention Coalition and The Saratoga Interagency Collaboration.</p> <p>Diversity Committee continued focus on building awareness of the increasingly multi-cultural aspects of the district and community</p>	<p>Health and Wellness Committee Academic Administrator for Physical Education, Health and Wellness, PE teachers and Faculty</p>	<p>Principals Faculty and Staff Students Parents</p>	<p>Achievement of the mandated 120 minutes of physical activity per week at the elementary level.</p> <p>All classrooms completing additional 12 minutes of physical activity per day with students, at the elementary level.</p> <p>Classroom survey of teachers, students, and parents to evaluate the effectiveness of the additional 12 minutes of physical activity per day.</p>
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# Facilities and Operations

**GOAL:** *Ensure that adequate and appropriate resources are available and allocated to sustain quality facilities, and maintain effective and efficient operational processes and procedures to support learning and safeguarding community assets. This is inclusive of all four operational areas; Food Services, Transportation, Facilities, and Building Operations and Grounds, as well as the Network Operating Center for technology.*

The physical environment and architecture of schools communicate meaning. Students and staff spend much of their time in the school buildings hence the physical setting exerts a lot of influence on one’s perception of value and the overall quality of the learning experience. From the size of classrooms, to the locations of libraries and gymnasiums, to the cleanliness of hallways, to the appearance of the grounds, and to the quality of pupil services (transportation, food services); messages are sent and received about what is important and what are the real priorities.

Objective	Action Plan –Critical steps, strategies or activities (Specify)	Person(s) Accountable/ Authority to Act	Who should be informed and included?	Evidence of Achievement- impact on student performance or learning environment (can be formal or informal)
<b>1. Provide safe facilities with ample capacity</b>				
a. Assess technology infrastructure and hardware to preserve future needs.	Collaboration with District Instructional Technology Integration Committee (DITEC), administrators to determine current and future needs, develop time line and strategy to secure financial resources to support capacity needed	Director of Facilities Director of Information Management Services (IMS)	Building and Academic Administrators (DITIC)	Continued implementation of the Eiki Project Timely installation and operation of cutting edge technology that supports the District’s Goals
	Continue obsolescence planning and review to keep software and hardware compatible with changing technologies	Director of IMS IMS Staff Assistant Superintendent for ICA	Lead Teachers Principals Academic Administrators All staff DITIC	Increase digital projection capabilities in classrooms Increase access to Interactive White Boards in classrooms Updated software listing
b. Explore and begin planning for future referendums to include addressing the needs identified under the 5-year facility maintenance plan (Future’s Committee).	Assessing current and anticipated status of facilities at varying intervals over the course of the next 20 years. Investigate and apply for grants to implement alternative (green) energy resources, and other enhancements and technology solutions. Recommendations from the Facilities Committee Recommendations from the Futures Committee Maximizing use of grants, building aid, partnerships and other funding resources	Assistant Supt for Finance & Operations Director of Facilities Director of Operations Construction Project Manager Architect and Engineer	Building Administrators District Leadership Team SAVE Committee Future Committee	Development of long range plans consistent with Building Condition Survey that take into account anticipated enrollments and building use for the foreseeable future Planning that takes into account operational inefficiencies Grant applications submitted and status of alternative energy initiatives

# Budget and Resources

**GOAL:** *Maintain a sound financial base for the support and expansion of programs via comprehensive budget process that maximizes the use of available resources to support high quality instructional programs and provide quality facilities to enhance learning.*

Ultimately, the role of a school leader is to marshal every resource of the school district in the service of student achievement. As higher expectations and standards of performance make the mission of the district more demanding, rising costs and taxpayer fatigue make the leadership responsibility more challenging.

Objective	Action Plan –Critical steps, strategies or activities (Specify)	Person(s) Accountable/ Authority to Act	Who should be informed and included?	Evidence of Achievement- impact on student performance or learning environment (can be formal or informal)
<b>1. Sustaining the Commitment to Excellence</b>				
a. Ensure sufficient revenues to support high quality programs.	Monitor budgeted revenue regularly and pursue methods to maximize. Access grants, partnerships and other funding opportunities.	Assistant Supt for Finance & Operations	Administrators Superintendent Business Office	Maintaining and exceeding budgeted projections Additional grant funding Reduced costs(if partnering)
b. Close scrutiny and analysis of expenditures to facilitate efficiency and allow for accurate forecasting of needs.	Regular monitoring of appropriation status reports and purchasing operations  Careful analysis of contract provisions, outside services, and in-house resources	Assistant Supt for Finance & Operations	Administrators Superintendent Business Office	Reduced expenditures without reduced services Maintaining and exceeding budgeted projections “Invisible” support operations such that effective operations means they are not a distraction to the educational process
c. Transparent protocols and processes to effectively monitor resource utilization.	Proactively maintain good stewardship of district / taxpayer resources  On-going communication of budget status, under or over expenditures, Review of process and procedures that result in effective outcomes or elimination of processes that are ineffective	Assistant Supt for Finance & Operations Administrators	Administrators Superintendent Business Office	Regular communication with administrators and appropriate support staff, proactive plans in place to address predicted events
d. Proactive engagement and promotion of a multi-year budget plan that preserves a passable budget.	Communicate a well-planned budget process Educate both staff and community of multi- year budget plans and process  Review and revise long range projections to adapt to new facts and realities as they emerge Continue implementation of reorganization of administrative staff in light of reduction in staff and current/future budget efficiencies.	Assistant Supt for Finance & Operations Superintendent	District-wide	Informed staff and community Community supported budget



**Superintendent of Schools**

Dr. L. Oliver Robinson

**Board of Education:**

Janet Grey, President

Sharon Bowles, Vice President

Gary DiLallo

Mary Wiggins

Richard Mincher

Mary Blaauboer

Dr. William Acker

**Communications Specialist**

Kelly DeFeciani

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