



# **2010-11 DISTRICT GOALS, OBJECTIVES & ACTION PLAN**

COMMITTED TO EXCELLENCE THROUGH CONTINUOUS IMPROVEMENT

*Presented by:  
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Superintendent of Schools*

## 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.

## 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>				
<b>a. Foster and promote innovative learning and 21st century teaching practices to support the characteristics of the Profile of a Shenendehowa Graduate.</b>	<p>Define process and purpose of curriculum mapping and review software and professional development needed to support all teaching and learning.</p> <p>Develop vertically aligned 9-12 curriculum which goes well beyond state standards to include national and international models of exceptional education for every student.</p> <p>Integrate school and department goals into the APPR (Annual Professional Performance Review) process so that 21<sup>st</sup> century skills are embedded into daily instruction.</p> <p>The program of studies review task group will develop a curriculum review lens that will be used to align our current program with 21<sup>st</sup> century skills.</p> <p>Establish curriculum design process to include guiding principles, systems of assessments, related policies and regulations and connections to 21<sup>st</sup> century learning.</p>	<p>Principal</p> <p>School Leadership Team (SLT)</p> <p>Academic Administrators</p> <p>Faculty</p> <p>Staff</p> <p>Professional Development</p> <p>Asst. Supt. For Instruction, Curriculum and Assessment</p> <p>Instructional Support Team (IST)</p>	<p>Students</p> <p>Parents</p> <p>Faculty</p> <p>Staff</p> <p>Partnership Teams</p> <p>Community groups</p> <p>Business leaders</p> <p>District Data Team</p>	<p><b>Metric 1:</b> Rubric (lenses) developed to address each new curriculum document for incorporation of the principals of Understanding by Design, 21st century skills, Habits of Mind, Global Awareness, and Experimental/Project-based learning activities and assessments.</p> <p><b>Target-Year 1:</b> Establish curriculum design process to include guiding principles, systems of assessments, related policies/ regulations, and connections to 21st century learning. A review committee, established in September 2010, will review current curriculum mapping software to make a proposal for the TOP process by December 2010.</p> <p><b>Target-Year 2:</b> 9-12 curriculum for English/Language arts, mathematics, science, and visual and performing arts created, and mapped for implementation in SY 11-12. Integrated units of study for teams of students focusing on Big Ideas across disciplines (seminar style) with technological support (pods).</p>

*High School –Respond to Student Needs (continued)*

<p><i>High School (continued)</i></p> <p><i>Foster and promote innovative learning and 21st century teaching practices to support the characteristics of the Profile of a Shenendehowa Graduate.</i></p>	<p>Increase enrollment in honors and college-level courses to enhance the high school experience, and ensure college and career readiness.</p> <p>Increase the number of students involved in advanced placement (AP)/college level course consistent with the ratio of students who are accepted and attend 2 and 4 year colleges.</p>			<p><b>Metric 1:</b> Percent participation in grades 10- 12 in one or more AP courses and percent successful completion (by qualifying scores) of High School (grades 10 -12) AP courses.</p> <p><b>Target-Year 1:</b> Use 20% gap reduction formula to identify the increased participation rate AP/college level courses with a 95% success rate in AP/college level courses (grade C or higher).</p> <p><b>Target-Year 2:</b> Use 20% formula to increase participation rate in AP/college level courses with a 100% success rate (grade C or higher) in AP/college level courses.</p> <p><b>Metric 2:</b> Use data regarding acceptance and attendance at two- and four-year colleges as the basis for improvement in numbers of students in grades 9-12 enrolled in honors level courses.</p> <p><b>Target-Year 1:</b> Use 20% formula to increase the numbers of students enrolled in honors level courses.</p> <p><b>Target-Year 2:</b> Use 20% formula to increase the numbers of students enrolled in honors level courses.</p>
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*High School –Respond to Student Needs (continued)*

<p><i>High School (continued)</i></p> <p><i>Foster and promote innovative learning and 21st century teaching practices to support the characteristics of the Profile of a Shenendehowa Graduate.</i></p>	<p>Implement 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>Increase on-line training opportunities to enhance understanding and learn new practices from other districts or resources.</p> <p>Investigate and assess the feasibility of alternative scheduling models (blocks) to afford more student/teacher contact time. Research and review student project based learning and internships.</p> <p>School Improvement Team will examine the potential for additional graduation requirements for the Class of 2015 to be considered by the BOE. These would include on-line, independent study courses and community service projects based on student interest and future field of study/career options.</p> <p>Continue to support the institutionalization of teaching and learning practices based on 21<sup>st</sup> century skills (i.e. media literacy and financial literacy).</p>			<p><b>Metric 1:</b> Increase on-line training opportunities for various support services throughout the district.</p> <p><b>Target – Year 1:</b> Departments to utilize on-line training for targeted sub-groups (1-2 times).</p> <p><b>Target – Year 2:</b> Departments to utilize on-line training for targeted sub-groups (2-4 times).</p> <p><b>Metric 2:</b> Progress and assessment of feasibility study of alternative approaches, structures, and formats of providing educational services.</p> <p><b>Target-Year 1:</b> Group will create an action plan and timeline for implementation by March 1, 2011</p> <p><b>Target-Year 2:</b> Initiate concrete changes for full and effective utilization during the 2011-12 school year.</p> <p><b>Metric 1:</b> % /# of staff using technology, consistent with DITIC targets</p> <p><b>Target - Year 1:</b> Training provided at all levels for all new technology including but not limited to Microsoft 2007, interactive whiteboards and video conferencing All teachers housed in classrooms equipped with 21<sup>st</sup> century technology components fully utilizing to enhance instruction and data collection.</p>
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*High School –Respond to Student Needs (continued)*

<p><i>High School (continued)</i></p> <p><i>Foster and promote innovative learning and 21st century teaching practices to support the characteristics of the Profile of a Shenendehowa Graduate.</i></p>	<p>Comprehensive PDP addressing the increasingly changing pedagogy for 21<sup>st</sup> century learning.</p> <ul style="list-style-type: none"> <li>• Coaching and mentoring to support key curricular/ instructional initiatives (RtI, PLC, and co-teaching).</li> <li>• Targeted training with emerging technologies.</li> <li>• Using video conference capabilities to enhance educational experience via virtual field trips, as well as professional development delivery to a wider cross-section of individuals in multiple locations.</li> </ul>	<p>Professional Development Coordinators</p> <p>Asst. Supt. For ICA</p> <p>Director of Planning and Instructional Programs</p> <p>Director for Human Resources</p> <p>Principals</p> <p>Academic Admin.</p> <p>Lead Teachers for Instructional Technology</p> <p>Professional Teaching and Support Staff</p>		<p><b>Metric 1:</b> Progress on development and implementation of updated PDP.</p> <p><b>Target - Year 1:</b> Training provided at all levels on the fundamentals of RtI, co-teaching, and PLC initiatives, with all stakeholders speaking a common language and focused on full-scale implementation.</p>
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*High School –Respond to Student Needs (continued)*

<p><i>High School (continued)</i></p> <p><i>Foster and promote innovative learning and 21st century teaching practices to support the characteristics of the Profile of a Shenendehowa Graduate.</i></p>	<p>Essential Content and Competencies (ECCs) and Performance Tasks- reflecting 21st century learner and consistent with national core standards and curriculum.</p> <ul style="list-style-type: none"> <li>• Updated Essential Content and Competencies (ECCs) with initial focus on English language arts and mathematics standards, with clear documentation on-line for ease and use by teachers, and understanding by parents.</li> <li>• Update Performance Tasks to meet the needs of our 21<sup>st</sup> century learners; create new Performance Tasks that are interdisciplinary and incorporate 21<sup>st</sup> century skills.</li> </ul>			<p><b>Metric 1:</b> Progress on development and implementation of updated ECCs. <b>Target - Year 1:</b> ELA and math ECCs updated to reflect national core curriculum (NYSESED adaptation) and 21<sup>st</sup> century learning.</p> <p><b>Metric 2:</b> Progress on development and implementation of updated Performance Tasks. <b>Target - Year 1:</b> Performance tasks updated to reflect national core curriculum (NYSESED adoption) and 21<sup>st</sup> century learning.</p>
<p><b>b. Expand the application of the principles of Professional Learning Communities (PLC) in all departments and grade levels to improve student learning performance.</b></p>	<p>Implement benchmarks and timeline for professional learning communities within the school. Post to intranet, so departments can examine what other departments are doing with PLC time.</p> <p>Use faculty and department meetings to provide common planning time for professional learning communities to work using consistent templates for agendas, notes.</p> <p>Teachers review, reflect and modify course objectives, essential questions, and assessments.</p>	<p>Professional Development</p> <p>Principal</p> <p>School Leadership Team (SLT)</p> <p>Academic Administrators</p> <p>Teachers</p>	<p>Asst. Supt. for ICA</p> <p>Superintendent</p>	<p><b>Metric 1:</b> Progress on development and implementation of building and department level PLCs. <b>Target - Year 1:</b> The form used to document and summarize the work at the monthly PLC meeting will be uploaded to the intranet and will be completed and posted after each meeting so that departments can see the progress.</p>

*High School –Respond to Student Needs (continued)*

<p><i>High School (continued)</i></p> <p><i>Expand the application of the principles of Professional Learning Communities (PLC) in all departments and grade levels to improve student learning performance.</i></p>	<p>Develop formative and summative assessments to align with 21st century curriculum design.</p>			<p><b>Metric 1:</b> Progress on development and adjustment of the comprehensive assessment plan to ensure consistency across 9-12 in all content areas.</p> <p><b>Target - Year 1:</b> The four major content areas will produce and submit for approval to administration, one formative and one summative assessment for each course by Monday, January 31<sup>st</sup>, 2011 and an additional formative and summative assessment by Monday June 6, 2011. For content areas that have progressed to this level, the expectation is that implementation of the assessments will be followed by analysis of the data to use for instructional planning purposes. The other curricular areas will be expected to produce these common formative and summative assessments by June of 2011.</p> <p><b>Target - Year 2:</b> 100% of all curriculum content areas will replicate the formative and summative assessment prototype models and incorporate them into the design of the new curricula within each program area.</p>
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High School –Respond to Student Needs (continued)

<p><b>c. Implement the Response to Intervention (Rtl) model to provide a consistent continuum of programs and services to meet the needs of ALL students and improve student performance.</b></p>	<p>Continue professional development in the application of Response to Intervention (Rtl) at the high school level to drive student performance.</p> <p>Implement programs designed to support academically challenged students transitioning to HSW and HSE, including Operation Graduation and Counselor Watch. Support those who experience socio-emotional deficiencies through supervised study halls, Saturday School, and learning labs.</p> <p>Refinement of IST and monitoring system for academic achievement.</p> <p>Provide individualized support to all students through the use of tiered interventions via the Rtl framework to ensure that all students achieve academic success.</p> <p>Department meeting and PLC time will be devoted to the review of the Tier 1 “toolbox” strategies developed during the 2009-2010 school year.</p> <p>Each department will feature a Tier 1 intervention, presented by faculty at department meetings. HS opening faculty meeting will focus on the Tier 1 strategies. It will include information regarding reading in content areas.</p>	<p>Principal</p> <p>School Leadership Team (SLT)</p> <p>Director of Planning and Instructional Programs</p> <p>Academic Administrators</p> <p>Professional Development</p> <p>Instructional Support Team (IST)</p> <p>Literacy teacher</p> <p>Special Education Teacher</p> <p>English Department</p> <p>Counselors</p>	<p>Administration</p> <p>Faculty</p> <p>Staff</p> <p>Partnership Teams</p> <p>Parents</p> <p>Students</p>	<p><b>Metric 1:</b> % of student population referred for special education services and % of student population with IEPs.</p> <p><b>Target - Year 1:</b> 4% of student population referred for special education services and 10% of student population with IEPs.</p> <p><b>Target - Year 2:</b> 3% of student population referred for special education services and 8% of student population with IEPs.</p> <p><b>Metric 2:</b> Integration of Tier 1 and Tier 2 activities in all departments as indicated by referrals to IST.</p> <p><b>Target - Year 1:</b> The High School will reduce the numbers of students with GPAs of less than 75% using a 20% gap reduction formula (grade 9 -21% to 17%, grade 10 – 17% to 14%, grade 11 – 18% to 15% and grade 12 – 15% to 12%).</p>
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*High School –Respond to Student Needs (continued)*

<p><i>High School (continued)</i></p> <p><i>Implement the Response to Intervention (RtI) model to provide a consistent continuum of programs and services to meet the needs of ALL students and improve student performance..</i></p>	<p>Tier 2 interventions will focus on using Homework Club in HS East and West, the Academic Resource Centers, literacy strategies developed through the literacy teacher, as well as using scheduled teacher office hours to provide interventions for identified students.</p> <p>School Improvement Team will evaluate grading schedules (6, 8, 10 weeks) to determine what makes sense for evaluating students.</p> <p>Academic administrators will work with Mr. Melia and faculty to ensure teachers input grades into IC in a timely manner in order for IST to evaluate students falling below 75% averages.</p>			
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<p><b>d. Foster an inclusive learning environment in which every economically disadvantaged student has access to the standard curriculum.</b></p>	<p>Administration and guidance counselors will create a “course-work profile” of economically disadvantaged and special education students to provide background analysis of student population and to develop appropriate scheduling options to ensure academic achievement.</p> <p>Use models of alternative instruction, including on-line courses, distance learning, and twilight school.</p> <p>Academic Resource Centers to provide additional support for students who struggle academically.</p>	<p>Principal</p> <p>School Leadership Team (SLT)</p> <p>Academic Administrators</p> <p>Professional Development</p> <p>Instructional Support Team (IST)</p> <p>Counselors</p> <p>Director of Planning and Instructional Programs</p>	<p>Administration</p> <p>Faculty</p> <p>Staff</p> <p>Partnership Teams</p> <p>Parents</p> <p>Students</p>	<p><b>Metric 1:</b> Regents ELA % pass for economically disadvantaged subgroup and Regents math % pass for economically disadvantaged subgroup. <b>Target - Year 1:</b> The High School will improve English and math Regents scores for students from economically disadvantaged students to a passing rate of 85%. <b>Target - Year 2:</b> The High School will improve English and math Regents scores for economically disadvantaged students to a passing rate of 90%.</p> <p><b>Metric 2:</b> On-time graduation rate for economically disadvantaged subgroup. <b>Target - Year 1:</b> On-time graduation rates for economically disadvantaged will increase anytime graduation rate will increase to 90%. <b>Target - Year 2:</b> On-time graduation rates for economically disadvantaged will increase to 90%, and anytime graduation rate will increase to 95%.</p>
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<p><b>e. Fostering an inclusive learning environment in which every child with disabilities has access to the standard curriculum across a continuum of services.</b></p>	<p>Administration and guidance department will provide individual analysis of the students with disabilities who do not graduate within 4 years with regular HS diplomas. Individual special education scheduling will be provided for review as students enter the next grade level toward graduation.</p> <p>Develop individualized academic plan (different IEP) for each student beginning with Class of 2014 cohort, to track and chart progress toward graduation.</p> <p>Review and improve the special education continuum of services and program delivery.</p> <p>Institutionalize co-teaching collaborative partnerships and increase access to general education curriculum for all special education students, with specific focus in math and science.</p> <p>Effective communication regarding special education initiatives, especially assistive technology and co-teaching, to parents, faculty and staff, using various methods, including Intranet, SIS Messenger, principal’s newsletter, website, and parent survey.</p> <p>Provide professional development for teachers in content-based, literacy teaching strategies, co-teaching, working with students with disabilities.</p>	<p>Director of Special Education</p> <p>Special Education Department</p> <p>Principal</p> <p>Academic Administrators</p> <p>School Leadership Team (SLT)</p> <p>Faculty</p> <p>Staff</p> <p>Professional Development</p> <p>Counselors</p>	<p>Asst. Supt. for ICA</p> <p>Superintendent</p> <p>Partnership Teams</p> <p>Parents</p> <p>Faculty</p> <p>Staff</p>	<p><b>Metric 1:</b> % of pass rates on ELA and mathematics Regents for students with disabilities. <b>Target - Year 1:</b> 75% ELA Pass Rate for students with disabilities 85% math pass rate for students with disabilities. <b>Target - Year 2:</b> 85% ELA pass rate for students with disabilities 100% math pass rate for students with disabilities.</p> <p><b>Metric 2:</b> On-time graduation rate for students with disabilities. <b>Target - Year 1:</b> 80% on-time graduation rate for students with disabilities with standard, standard technical, advanced, advanced technical diploma. <b>Target - Year 2:</b> 85% on-time graduation rate for students with disabilities with standard, standard technical, advanced, advanced technical diploma.</p> <p><b>Metric 3:</b> Number of self-contained students - grades k-12 enrollment reports - period nine (May). <b>Target - Year 1:</b> 10% of students with disabilities who are served in self-contained. <b>Target - Year 2:</b> 7% of students with disabilities who are served in self-contained.</p>
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*High School –Respond to Student Needs (continued)*

<p><i>High School (continued)</i></p> <p><i>Fostering an inclusive learning environment in which every child with disabilities has access to the standard curriculum across a continuum of services.</i></p>	<p>Ensure communications between the general education and special education teachers – particularly in the special areas that are not receiving support from co-teachers.</p>			<p><b>Metric 4:</b> Number of out of district IEP students grades 1-12.</p> <p><b>Target - Year 1:</b> 3% of students with disabilities aged 6 through 21 with IEPs who are served in programs outside.</p> <p><b>Target - Year 2:</b> 1% of students with disabilities aged 6 through 21 with IEPs who are served in programs outside.</p> <p><b>Metric 5:</b> Number of inclusion students - grades 1-12 - enrollment report - period nine.</p> <p><b>Target - Year 1:</b> 85% of students with disabilities aged 6 through 21 with IEPs who are in regular class more than 80% of the day.</p> <p><b>Target - Year 2:</b> 95% of students with disabilities aged 6 through 21 with IEPs who are in regular class more than 80% of the day.</p>
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High School –Respond to Student Needs (continued)

<p><b>f. Identify and implement best practices in literacy across the content areas.</b></p>	<p>Administer reading assessment to all 9<sup>th</sup>-grade students by Oct. 5, 2010 to measure comprehension skills to provide appropriate academic intervention for students scoring below average and to provide appropriate text based on student’s reading level; as well as to document baseline information and to create push-in and pull-out intervention strategies for targeted 9<sup>th</sup> graders. Assessments shall be re-administered to measure baseline progress.</p> <p>Literacy teams established at each level for vertical articulation and implementation of literacy best practices.</p> <p>Targeted students will be provided appropriate interventions, including reading beginning in grade 9 to allow for successful transition through the high school program.</p> <p>Implement a school-based, reading teacher to deliver targeted instruction as part of intervention.</p> <p>Reading Committee expanded to include a literacy teacher and additional content teachers from gr. 10-12 to establish expectations for school-wide literacy.</p>			<p><b>Metric 1:</b> Progress on administration and effectiveness of reading screen as a comprehensive assessment of literacy deficiencies.</p> <p><b>Target – Year 1:</b> 85% of students exiting 9<sup>th</sup> grade will be reading on grade level.</p>
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2. Effective planning and targeted support				
<p><b>a. Use data to analyze program effectiveness and inform learning and teaching practices-illumination of values and beliefs.</b></p>	<p>Use data to inform instruction, such as ad-hoc reports from Infinite Campus (IC) and Tableau by department and academic administrator.</p> <p>Data Committee will review and report data at appropriate intervals.</p>	<p>Principal</p> <p>School Leadership Team (SLT)</p> <p>Academic Admin.</p> <p>Instructional Service Team (IST)</p>	<p>Students</p> <p>Parents</p> <p>Faculty</p> <p>Staff</p>	<p><b>Metric 1:</b> Use ad-hoc report timeline to produce reports measuring and monitoring progress.</p> <p><b>Target-Year 1:</b> 5 week ad-hoc reports created by all Academic Administrators and reviewed by counselors and IST for academic achievement: 10/11, 11/23, 1/4 , 2/9, 3/14, 4/18, 5/19, to chart student progress and inform instruction.</p>
	<p>Fully utilize or expand current information systems to provide data for management and planning.</p>	<p>Faculty/Staff</p> <p>Professional Development</p>		<p><b>Metric 2:</b> Utilize reporting systems to provide meaningful data.</p> <p><b>Target - Year 1:</b> Develop quarterly reports that provide ability to assess performance.</p>
	<p>Use the program evaluation model to guide decision making about programs and initiatives.</p> <p>Use intranet to share data.</p>	<p>Asst. Supt. for ICA</p> <p>Asst. Supt. For Mgmt. Svc. and QC</p>		<p><b>Metric 3:</b> Analysis of program effectiveness with concrete and objective measures.</p> <p><b>Target-Year 1:</b> Courses in ELA, science, math, and technology will be scrutinized with a focus on 21<sup>st</sup> century skills applicability and effectiveness.</p>

*High School –Effective planning and targeted support (continued)*

<p><b>b. Provide clear and on-going school-family communications through the parent/student portal, electronic grade book, student messenger system and website.</b></p>	<p>High school administration will attempt to go paperless with parent communications, beginning with the student schedules, to be distributed via portal and following with principal newsletters and other communications via messenger.</p> <p>Conduct outreach to increase the number of parents using the parent portal beginning with Open House nights.</p> <p>Increase the use of Infinite Campus Messenger to communicate with families.</p> <p>Increase use of electronic referral and utilize email communication to parents.</p> <p>Continue training and support for teachers using electronic grade-book.</p> <p>Create and use a communication log tab in Infinite Campus to allow teachers to record parental communication.</p>	<p>Principal</p> <p>Asst. Supt.</p> <p>School Leadership Team (SLT)</p> <p>Academic Administrators</p> <p>Faculty</p> <p>Staff</p> <p>Professional Development</p>	<p>Partnership Teams</p> <p>PTA</p> <p>Parents</p> <p>Community members</p> <p>Faculty</p> <p>Staff</p> <p>Students</p>	<p><b>Metric 1:</b> Parent use of portal. Feedback survey measures teacher/parent satisfaction.</p> <p>Professional Development Summary Reports and staff surveys to measure satisfaction rates.</p> <p>Administration and Data Committee works with Assistant Supt and pilots usage with faculty (Dec.).</p> <p><b>Target-Year 1:</b> Increase use by parent portal by 20% in comparison to data from 2009-2010.</p> <p><b>Metric 2:</b> Data on teacher usage of electronic grade-book <b>Target - Year 1:</b> All core content area teachers fully utilizing, and the large majority of special area teachers (exception of Physical Education)</p>
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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)
<b>MIDDLE SCHOOLS</b>				
<b>1. Respond to student needs</b>				
<p><b>a. Foster and promote innovative learning and 21st century teaching practices to support the characteristics of the Profile of a Middle School Student.</b></p>	<p>Develop awareness at the middle school level regarding the Program of Studies Review process and related documents.</p> <p>Develop a process to vertically align 6-8 curricula to ensure it goes beyond state standards and incorporates national and international models of exceptional education for every student.</p> <p>Integrate school and department goals into the APPR (Annual Professional Performance Review) process so that 21<sup>st</sup> century skills are embedded into daily instruction.</p> <p>Complete a curriculum review of the middle school program of studies to ensure that it is reflective of 21<sup>st</sup> century skills, inclusive of alternative schedule model (blocks) to afford more student/teacher contact time.</p> <p>Research and identify curriculum mapping process and software.</p> <p>Establish curriculum design process to include guiding principles, systems of assessments, related policies and regulations and connections to 21<sup>st</sup> century learning.</p>	<p>Building Administrators</p> <p>Academic Administrators</p> <p>Teachers</p> <p>Lab aides</p>	<p>Building Administrators</p> <p>Academic Administrators</p> <p>Teachers</p> <p>Lab aides</p> <p>Partnership Teams</p>	<p><b>Metric 1:</b> Rubric (lenses) developed to address each new curriculum document for incorporation of the principles of 21st century Skills.</p> <p><b>Target-Year 1:</b> Curriculum mapping product identified and recommended for purchase through TOP process.</p> <p><b>Target-Year 1:</b> Provide PD for leadership and teachers related to curriculum mapping process. 6-8 curriculum for English/language arts, mathematics, science, social studies and visual and performing arts created and mapped, for implementation in SY 11-12.</p> <p><b>Target-Year 2:</b> Provide PD for leadership and teachers related to curriculum mapping software product.</p>

*Middle School –Respond to Student Needs (continued)*

<p><i>Middle School (continued)</i></p> <p><i>Foster and promote innovative learning and 21st century teaching practices to support the characteristics of the Profile of Middle School Student.</i></p>	<p>Vibrant demonstration of Profile characteristics- all students, starting with 6<sup>th</sup> grade, create an electronic portfolio.</p>			<p><b>Metric 1:</b> Complete draft of MS profile to incorporate 21<sup>st</sup> century skills and maintain consistency with revisions to Elementary and High School profiles. Progress on development and implementation of electronic portfolio.</p> <p><b>Target - Year 1:</b> 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.</p>
	<p>Comprehensive PDP addressing the increasingly changing pedagogy for 21<sup>st</sup> century learning.</p> <ul style="list-style-type: none"> <li>• Coaching and mentoring to support key curricular/ instructional initiatives (RtI, PLC, and Co-teaching).</li> <li>• Targeted training with emerging technologies.</li> <li>• Using video conference capabilities to enhance educational experience via virtual field trips, as well as professional development delivery to a wider cross-section of individuals in multiple locations.</li> </ul>	<p>Professional Development Coordinators</p> <p>Asst. Supt. for ICA</p> <p>Director for Human Resources</p> <p>Director of Planning and Instructional Programs</p> <p>Principals</p> <p>Academic Admin.</p> <p>Lead Teachers for Instructional Technology</p> <p>Professional Teaching and Support Staff</p>		<p><b>Metric 1:</b> Progress on development and implementation of updated PDP.</p> <p><b>Target - Year 1:</b> 25% increase of total staff trained in 2009-10 compared to %/# of total staff trained in 2010-11.</p> <p><b>Metric 2:</b> Staff using technology, consistent with DITIC targets.</p> <p><b>Target - Year 1:</b> Targeted training with emerging technologies provided at all levels including, but not limited to, Microsoft 2007, interactive whiteboards and video conferencing.</p>

*Middle School –Respond to Student Needs (continued)*

<p><i>Middle School (continued)</i></p> <p><i>Foster and promote innovative learning and 21st century teaching practices to support the characteristics of the Profile of Middle School Student.</i></p>	<p>Promote innovative curriculum delivery models and provide professional development, as well as support new and existing piloted initiatives and technologies.</p> <p>Provide PD opportunities to integrate and embed technology into instructional delivery to expand the curricula and increase the rigor and relevance.</p> <p>Review criteria for honors courses and articulate the difference between Honors and non-Honors.</p> <p>Essential Content and Competencies (ECCs) and Performance Tasks- reflecting 21st century learner and consistent with national core standards and curriculum.</p> <ul style="list-style-type: none"> <li>• Updated Essential Content and Competencies (ECCs) with initial focus on English language arts and mathematics standards, with clear documentation on-line for ease and use by teachers, and understanding by parents.</li> <li>• Update Performance Tasks to meet the needs of our 21<sup>st</sup> century learners; create new Performance Tasks that are interdisciplinary and incorporate 21<sup>st</sup> century skills.</li> </ul>			<p><b>Metric 2:</b> % participation in PD offerings. % teachers responding to survey indicating they tried something “innovative.”</p> <p><b>Target-Year 1:</b> Establish a baseline of “innovative” classroom approaches in the fall (IWB, videoconferencing, blogs, “poll everywhere”, etc.) and measure growth at year end (target 20% increase).</p> <p><b>Metric 3:</b> Articulation of honors curriculum and criteria completed.</p> <p><b>Target-Year 1:</b> Longitudinal study of student achievement completed.</p> <p><b>Metric 1:</b> Progress on development and implementation of updated ECCs.</p> <p><b>Target - Year 1:</b> ELA and math ECCs updated to reflect national core curriculum (NYSED adaptation) and 21<sup>st</sup> century learning.</p> <p><b>Metric 2:</b> Progress on development and implementation of updated Performance Tasks.</p> <p><b>Target - Year 1:</b> Performance tasks updated to reflect national core curriculum (NYSED adoption) and 21<sup>st</sup> century learning.</p>
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*Middle School –Respond to Student Needs (continued)*

<p><b>b. Expand the application of the principles of Professional Learning Communities (PLC) in all departments and grade levels to improve student learning performance.</b></p>	<p>Implement benchmarks and timelines for professional learning communities within the school as articulated in PD plans. Post to intranet, so departments can examine what other departments are doing with PLC time.</p> <p>Development of formative and summative assessment to align with 21st century curriculum design.</p> <p>Use faculty and department meetings to provide common planning time for professional learning communities to work using consistent templates for agendas, notes.</p> <p>Teachers review, reflect and modify course objectives, essential questions, and assessments.</p>	<p>Building Administrators</p> <p>Academic Administrators</p> <p>Professional Development</p> <p>Teachers</p> <p>Director of Planning and Instructional Programs</p>	<p>Teachers</p> <p>Psychologists</p> <p>Counselors</p>	<p><b>Metric 1:</b> Progress on development and implementation of all aspects of PLC as articulated in the plans.</p> <p><b>Target - Year 1:</b> Elements of PLC implemented in all subject areas and across subjects as delineated in PD plans. Progress made on: Training in formative and summative assessment, use of data, and guaranteed and viable curriculum.</p> <p>The four major content areas will produce and submit for approval to administration, one formative and one summative assessment for each course January 2011 and an additional formative and summative assessment June 2011. For content areas that have progressed to this level, the expectation is that implementation of the assessments will be followed by analysis of the data to use for instructional planning. The other curricular areas will be expected to produce these common formative and summative assessments by June of 2011.</p> <p><b>Target - Year 2:</b> Common assessments developed and implemented in all curriculum areas.</p>
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*Middle School –Respond to Student Needs (continued)*

<p><b>c. Implement the Response to Intervention (RtI) model to provide a consistent continuum of programs and services to meet the needs of ALL students and improve student performance.</b></p>	<p>Implementation of intervention programs/plans to address specific deficits (which may include a need for enrichment/acceleration).</p> <p>Implementation of IST at each building.</p> <p>Development of an ELA universal screening tab in IC. Request that MS ELA teachers have access to grade 5 universal screening tabs in IC.</p> <p>Continue to research and evaluate universal screening programs/tools for gr. 5-8 and transfer students.</p> <p>Continued training on Instructional Support Teams and RtI in buildings.</p>	<p>Building Administrators</p> <p>Academic Administrators</p> <p>Psychologists</p> <p>Counselors</p> <p>Professional Development Coordinator</p> <p>Director of Planning and Instructional Programs</p> <p>Literacy Guides</p>	<p>All instructional staff</p>	<p><b>Metric 1:</b> RtI processes are in place in all three middle schools.</p> <p><b>Target - Year 1:</b> Monitor data acquired on all students identified for any level of RtI. The Middle Schools will have a 20% gap reduction on performance of students who are proficient on the ELA and math exams. 85% of students exiting 6<sup>th</sup> grade will be reading on grade level.</p> <p><b>Metric 2:</b> % of student population referred for special education services and % of student population with IEPs.</p> <p><b>Target - Year 1:</b> 4% of student population referred for special education services and 12% of student population with IEPs</p> <p><b>Target - Year 2:</b> 3% of student population referred for special education services and 10% of student population with IEPs.</p> <p><b>Metric 3:</b> Progress on development and implementation of updated PDP.</p> <p><b>Target - Year 1:</b> Training provided at all levels on the fundamentals of RtI, co-teaching, and PLC initiatives, with all stakeholders speaking a common language and focused on full-scale implementation.</p>
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*Middle School –Respond to Student Needs (continued)*

<p><b>d. Foster an inclusive learning environment in which every economically disadvantaged student has access to the standard curriculum.</b></p>	<p>Administration and guidance dept. will create a “course-work profile” of economically disadvantaged and special education students to provide background analysis of student population and to develop appropriate scheduling options to ensure academic achievement.</p> <p>Targeted students will be provided appropriate interventions, including reading beginning in grade 6 to allow for successful transition through the middle school program.</p>	<p>Principal</p> <p>Academic Administrators</p> <p>Professional Development</p> <p>Instructional Support Team (IST)</p> <p>Director of Planning and Instructional Programs</p> <p>Counselors</p>	<p>Administration</p> <p>Faculty</p> <p>Staff</p> <p>Partnership Teams</p> <p>Parents</p> <p>Students</p>	<p><b>Metric 1:</b>          NYSED ELA % pass for economically disadvantaged subgroup and NYSED math % pass for economically disadvantaged subgroup.</p> <p><b>Target - Year 1:</b>          20% gap reduction in number of students below proficient level.</p> <p>20% gap reduction of number of students with GPAs of less than 80%.</p>
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*Middle School –Respond to Student Needs (continued)*

<p><b>e. Fostering an inclusive learning environment in which every child with disabilities has access to the standard curriculum across a continuum of services.</b></p>	<p>Administration and guidance department will provide individual analysis of the students with disabilities.</p> <p>Review and monitor the implementation of the special education continuum of services and program delivery.</p> <p>Communicate the continuum of services to all staff.</p> <p>Continue to develop co-teaching collaborative partnerships and increase access to general education curriculum for all special education students.</p> <p>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 education.</p> <p>Effective communication regarding special education initiatives, especially assistive technology and co-teaching, to parents, faculty and staff, using various methods.</p> <p>Provide professional development for teachers in content-based, literacy teaching strategies, co-teaching, working with students w/ disabilities.</p> <p>Ensure communications between the general education and special education teachers – particularly in the special areas that are not receiving support from co-teachers.</p>	<p>Director of Special Education &amp; Department</p> <p>Principals</p> <p>Academic Administrators</p> <p>School Leadership Team (SLT)</p> <p>Faculty</p> <p>Staff</p> <p>Professional Development</p> <p>Counselors</p>	<p>Superintendent</p> <p>Asst. Supt. for ICA</p> <p>Partnership Teams</p> <p>Parents</p>	<p><b>Metric 1:</b> Special education resource binder compiled and shared with all staff. <b>Target - Year 1:</b> Each middle school will have at least two teams of teachers who have gone through all three levels of training by June 2012.</p> <p><b>Metric 2:</b> % pass rates on 6-8 ELA and mathematics students with disabilities. <b>Target - Year 1:</b> 75% ELA pass rate for Students with Disabilities. 85% math pass rate for students with disabilities. <b>Target - Year 2:</b> 85% ELA pass rate for students with disabilities. 100% math pass rate for students with disabilities.</p>
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*Middle School –Respond to Student Needs (continued)*

<p><b>f. Identify and implement best practices in literacy across the content areas.</b></p>	<p>Tri-building professional development and implementation of literacy and high student engagement best practices.</p> <p>Literacy guides established in order to articulate and implement best practices.</p> <p>Content teachers will integrate literacy strategies into their instructional practices.</p>	<p>Principals</p> <p>Academic Administrators</p> <p>School Leadership Team (SLT)</p> <p>Faculty</p> <p>Staff</p> <p>Prof. Development</p>	<p>Superintendent</p> <p>Asst. Supt. for ICA</p> <p>Partnership Teams</p> <p>Parents</p>	<p><b>Metric 1:</b> % pass on NYSED Assessments</p> <p><b>Target - Year 1:</b> 20% gap reduction in number of students below proficient level.</p>
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2. Effective planning and targeted support				
<p><b>a. Utilization of data to inform learning and instructional practices-illumination of values and beliefs.</b></p>	<p>Collection, analysis, dissemination and use of data by departments.</p> <p>Use intranet to share data.</p> <p>Fully utilize or expand current information systems to provide data for management and planning.</p>	<p>MS Data Committee</p> <p>Building principals</p> <p>Academic Administrators</p> <p>Asst. Supt. For MS &amp; Data</p>	<p>All instructional staff/counselors/psychologists</p>	<p><b>Metric 1:</b> # of academic departments using ad-hoc data reports on a regularly scheduled basis to chart student progress and inform instruction.</p> <p><b>Target-Year 1:</b> Full-scale use of data in all academic departments.</p> <p><b>Metric 2:</b> Utilize reporting systems to provide meaningful data.</p> <p><b>Target - Year 1:</b> Develop quarterly reports that provide ability to assess performance.</p>
<p><b>b. Provide clear and on-going school-family communications through the parent/student portal, electronic grade book, student messenger system and website.</b></p>	<p>Written action plan created and disseminated to staff with guidelines and examples of appropriate written and verbal communication with parents.</p> <p>Conduct outreach to increase the number of parents using the parent portal beginning with Open House nights.</p> <p>Increase the use of Infinite Campus Messenger to communicate with families</p> <p>Continue training and support for teachers using electronic grade-book.</p> <p>Create and use a log tab in Infinite Campus so teachers can record parental communication.</p> <p>Pilot email communication to parents of students receiving behavior referrals.</p>	<p>Building Administrators</p> <p>Academic Administrators</p> <p>Asst. Supt. For MS &amp; Data</p> <p>School Leadership Team (SLT)</p> <p>Faculty &amp; Staff</p>	<p>Instructional staff</p> <p>Counselors/ Psychologists</p> <p>Partnership Teams</p> <p>PTA</p> <p>Parents</p> <p>Students</p> <p>Community Members</p>	<p><b>Metric 2:</b> Usage data on parent portal. Feedback survey measuring teacher/parent satisfaction. Parent survey report.</p> <p><b>Target - Year 1:</b> 25% increase in portal accounts and usage.</p> <p>Weekly IC Messenger communications from Principal's Office (on-going).</p> <p>100% parental satisfaction on about the school and district level of commitment to improve student learning.</p> <p><b>Metric 2:</b> Data on teacher usage of electronic grade-book</p> <p><b>Target - Year 1:</b> All core content area teachers fully utilizing, and the large majority of special area teachers (exception of Physical Education)</p>

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>ELEMENTARY SCHOOLS</b>				
<b>1. Respond to student needs</b>				
<p><b>a. Foster and promote innovative learning and 21st century teaching practices to support the characteristics of the Profile of an Elementary Student.</b></p>	<p>Define process and purpose of curriculum mapping and review software and professional development needed to support all teaching and learning.</p> <p>Development of vertically aligned K-5 curriculum which goes well beyond state standards to include national and International models of exceptional education for each and every student.</p> <p>Integrate school and department goals into the APPR (Annual Professional Performance Review) process so that 21<sup>st</sup> century skills are embedded into daily instruction.</p> <p>Integrate and embed various technologies to support the efforts of DITIC.</p> <p>Establish curriculum design process to include guiding principles, systems of assessments, related policies and regulations and connections to 21<sup>st</sup> century learning.</p> <p>Implement 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>Principals</p> <p>Faculty</p> <p>Academic Administrators</p> <p>Lead Teachers of Technology</p> <p>Professional Development</p> <p>Asst. Supt. For Instruction, Curriculum and Assessment</p> <p>Director of Planning and Instructional Programs</p>	<p>Partnership Teams</p> <p>PTA</p>	<p><b>Metric 1:</b> Rubric (lenses) reviewed and adapted from HS and MS levels to address each new curriculum document for incorporation of the principals of 21st century skills-and assessments.</p> <p><b>Target-Year 1:</b> Research and purchase curriculum mapping software that addresses appropriate design process to include guiding principles, systems of assessments, related policies and regulations, and connections to 21st century learning. Provide professional development on the use of the software and curriculum mapping process.</p> <p><b>Target-Years 2 and 3:</b> Map K-5 curriculum for English/language arts, mathematics, science, and visual and performing arts created, for implementation in SY 11-12.</p>

*Elementary School –Respond to Student Needs (continued)*

<p><i>Elementary School (continued)</i></p> <p><i>Foster and promote innovative learning and 21st century teaching practices to support the characteristics of the Profile of an Elementary Student.</i></p>	<p>Fully utilize or expand current information systems to provide data for management and planning.</p>			<p><b>Metric 2:</b> Utilize reporting systems to provide meaningful data. <b>Target - Year 1:</b> Develop quarterly reports that provide ability to assess performance.</p>
	<p>Comprehensive PDP addressing the increasingly changing pedagogy for 21<sup>st</sup> century learning.</p> <ul style="list-style-type: none"> <li>• Coaching and mentoring to support key curricular/ instructional initiatives (RtI, PLC, and co-teaching).</li> <li>• Targeted training with emerging technologies.</li> <li>• Using video conference capabilities to enhance educational experience via virtual field trips, as well as professional development delivery to a wider cross-section of individuals in multiple locations.</li> <li>• All stakeholders speaking a common language and focused on full-scale implementation.</li> </ul>	<p>Professional Development Coordinators</p> <p>Asst. Supt. for ICA</p> <p>Director for Human Resources</p> <p>Principals</p> <p>Academic Administrators</p> <p>Lead Teachers for Instructional Technology</p> <p>Professional Teaching and Support Staff</p>		<p><b>Metric 1:</b> Progress on development and implementation of updated PDP. <b>Target - Year 1:</b> Targeted training with emerging technologies provided at all levels for all new technology including but not limited to Microsoft 2007, interactive whiteboards and video conferencing.</p> <p><b>Metric 2:</b> % /# of staff using technology, consistent with DITIC targets. <b>Target - Year 1:</b> Use of technology components of new elementary math series to enhance instruction and data collection.</p> <p><b>Metric 1:</b> Progress on development and implementation of updated PDP. <b>Target - Year 1:</b> % /# of total staff trained in 2009-10 compared to %/# of total staff trained in 2010-11.</p>

*Elementary School –Respond to Student Needs (continued)*

<p><i>Elementary School (continued)</i></p> <p><i>Foster and promote innovative learning and 21st century teaching practices to support the characteristics of the Profile of an Elementary Student.</i></p>	<p>Essential Content and Competencies (ECCs) and Performance Tasks with initial focus on English language arts and mathematics - reflecting 21st century learner and consistent with national core standards and curriculum.</p> <ul style="list-style-type: none"> <li>• Updated Essential Content and Competencies (ECCs) with initial focus on English language arts and mathematics standards, with clear documentation on-line for ease and use by teachers, and understanding by parents.</li> <li>• Update Performance Tasks to meet the needs of our 21<sup>st</sup> century learners; create new Performance Tasks that are interdisciplinary and incorporate 21<sup>st</sup> century skills.</li> </ul>			<p><b>Metric 1:</b> Progress on development and implementation of updated ECCs.</p> <p><b>Target - Year 1:</b> ELA and math ECCs updated to reflect national core curriculum (NYSED adaptation) and 21<sup>st</sup> century learning.</p> <p><b>Metric 2:</b> Progress on development and implementation of updated Performance Tasks.</p> <p><b>Target - Year 1:</b> Performance tasks updated to reflect national core curriculum (NYSED adoption) and 21<sup>st</sup> century learning.</p>
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*Elementary School –Respond to Student Needs (continued)*

<p><b>b. Expand the application of the principles of Professional Learning Communities (PLC) in all departments and grade levels to improve student learning performance.</b></p>	<p>Implement benchmarks and timeline for professional learning communities within the school. Post to intranet, so departments can examine what other departments are doing with PLC time.</p> <p>As a result of PLC work formative (pre and post testing) assessments to guide PLC work.</p> <p>Incorporate 21st century curriculum design by developing authentic project-based formative assessment through collaboration with Professional Development.</p> <p>Use faculty meetings and common planning times for PLC teams to work using consistent templates for agendas, notes.</p> <p>Teachers review, reflect and modify course objectives, essential questions and assessments.</p> <p>Define process and purpose of curriculum mapping and review software and professional development needed to support all teaching and learning.</p>	<p>Principals</p> <p>All faculty</p> <p>Academic Administrators</p> <p>Professional Development</p> <p>Director of Instructional Programs and Planning</p>	<p>Asst. Supt. For Instruction, Curriculum and Assessment</p> <p>Partnership Teams</p> <p>PTA</p>	<p><b>Metric 1:</b> Progress on development and implementation of common formative assessments to be posted on the Intranet (summative will be created at the district level)</p> <p><b>Target - Year 1:</b> Minimum of two common grade level formative assessments will be designed and implemented in at least two content areas.</p> <p><b>Target - Year 2:</b> All core curriculum areas will have a minimum of one formative assessment.</p> <p><b>Target - Year 2:</b> District quarterly summative assessments will be established to incorporate 21 century skills in math and ELA.</p>
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*Elementary School –Respond to Student Needs (continued)*

<p><b>c. Implement the Response to Intervention (Rti) model to provide a consistent continuum of programs and services to meet the needs of ALL students and improve student performance.</b></p>	<p>Utilize a consistent continuum of support and services to ensure that students who are emerging with needs (based on data) are reviewed using the Rti process</p> <p>Review Continuum of Instructional Support Services by evaluating the Universal Screening Points data in conjunction with report card grades to determine baseline scores that require referral to IST. Adjust Rti process and procedures at district level as needed.</p> <p>Implement a concise and consistent continuum of programs and services using data warehousing, mining and analyzing to inform instructional practices, such as the universal screening process.</p> <p>The use of RTI data in CSE meetings to support the case of need.</p> <p>Quarterly meetings will be held to review data across all 8 elementary schools.</p> <p>Continued training on Instructional Support Teams and Response to Intervention in buildings.</p>	<p>Building Instructional Support Team Members</p> <p>Principals</p> <p>Academic Administrators</p> <p>Director of Instructional Programs and Planning</p>	<p>Asst. Supt. For ICA</p> <p>Assistant Superintendent for Management Services &amp; Quality Control</p> <p>Lead Teacher for Technology</p>	<p><b>Metric 1:</b> Integration of Tier 1 and Tier 2 interventions as indicated by referrals to IST and CSE</p> <p><b>Target – Year 1</b> Creation of baseline scores for universal screening.</p> <p>The Elementary Schools will have a 20% gap reduction on performance of students who are proficient on the gr. 3-5 ELA and math exams.</p> <p><b>Metric 2:</b> % of student population referred for special education services and % of student population with IEPs</p> <p><b>Target - Year 1:</b> Reduce referrals to special education by 10%.</p>
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*Elementary School –Respond to Student Needs (continued)*

<p><b>d. Foster an inclusive learning environment in which every economically disadvantaged student has access to the standard curriculum.</b></p>	<p>Administration will create a “course-work profile” of economically disadvantaged and special education students to provide background analysis of student population and to develop appropriate scheduling options to ensure academic achievement.</p> <p>Targeted students will be provided appropriate interventions.</p>	<p>Principal</p> <p>Academic Administrators</p> <p>Prof. Development</p> <p>Instructional Support Team (IST)</p> <p>Director of Planning and Instructional Programs</p> <p>Counselors</p>	<p>Administration</p> <p>Faculty</p> <p>Staff</p> <p>Partnership Teams</p> <p>Parents</p> <p>Students</p>	<p><b>Metric 1:</b>          NYSED ELA % pass for economically disadvantaged subgroup and NYSED math % pass for economically disadvantaged subgroup.</p> <p><b>Target - Year 1:</b>          20% gap reduction in number of students below proficient level.</p>
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*Elementary School –Respond to Student Needs (continued)*

<p><b>e. Foster an inclusive learning environment in which every child with disabilities has access to the standard curriculum across a continuum of services.</b></p>	<p>Administration will provide individual analysis of the students with disabilities.</p> <p>Review and monitor the implementation of the special education continuum of services and program delivery.</p> <p>Communicate the continuum of services to all staff.</p> <p>Continue to develop co-teaching collaborative partnerships and increase access to general education curriculum for all special education students.</p> <p>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 education.</p> <p>Effective communication regarding special education initiatives, especially assistive technology and co-teaching, to parents, faculty and staff, using various methods.</p> <p>Provide professional development for teachers in content-based, literacy teaching strategies and co-teaching, working with students w/ disabilities.</p> <p>Ensure communications between the general education and special education teachers – particularly in the special areas that are not receiving support from co-teachers.</p>	<p>Director of Special Education &amp; Department</p> <p>Principals</p> <p>Academic Administrators</p> <p>Instructional Support Teams (IST)</p> <p>Faculty</p> <p>Staff</p> <p>Professional Development</p>	<p>Superintendent</p> <p>Asst. Supt. for ICA</p> <p>Partnership Teams</p> <p>Parents</p>	<p><b>Metric 1:</b> Special education resource binder compiled and shared with all staff. <b>Target - Year 1:</b> Each school will have at least one grade-level teacher who have gone through all three levels of training by June 2012.</p> <p><b>Metric 2:</b> % pass rates on 3-5 ELA and mathematics students with disabilities. <b>Target - Year 1:</b> 20% gap reduction in number of students with disabilities below proficient level. <b>Target - Year 2:</b> 85% ELA and math pass rate for students with disabilities.</p>
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Elementary School –Respond to Student Needs (continued)

<p><b>f. Identify and implement Best Practices in Literacy across the content areas</b></p>	<p>Literacy teams established at each level for vertical articulation and implementation of literacy best practices.</p> <p>Create a K-5 Literacy Framework for our schools</p> <ul style="list-style-type: none"> <li>- Review data based on current practices in each building</li> <li>- Develop an elementary literacy belief statement</li> <li>- Review evidenced-based best practices in literacy instruction</li> <li>- Consult with university personnel and reading specialists on best practices and recent research</li> <li>- Research and identify appropriate assessment tools</li> </ul> <p>Review use of literacy specialists</p> <p>Provide professional development for teachers in content-based, literacy teaching strategies.</p>	<p>Principals</p> <p>Academic Administrators</p> <p>Professional Development</p> <p>Director of Instructional Programs and Planning</p>	<p>Asst. Supt. For ICA</p> <p>Partnership Teams</p> <p>PTA</p>	<p><b>Metric 1:</b> Professional development plan in area of literacy instruction</p> <p><b>Target – Year 1:</b> 3 year professional development plan developed with at least 1 offering provided in the area of reading for all elementary teachers in year 1.</p> <p><b>Target – Year 2:</b> Professional development plan implemented with fidelity where 100% of teaching staff have attended specific offerings in 2011-2012 school year</p> <p><b>Metric 2:</b> Progress on development and implementation of formative and summative assessments</p> <p><b>Target - Year 1:</b> Identify and purchase reading assessment for students in grades 3-5</p> <p>Creation of common K-5 Shenendehowa Core Curriculum in ELA based on updated national, state and district standards.</p> <p><b>Target – Year 2</b> Training for teachers on administration of new reading assessment and scores of 3-5 reading assessment posted in Universal Screening Points</p> <p>Training on new K-5 Core Curriculum in ELA with implementation by all teaching staff.</p>
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2. Effective planning and targeted support				
<p><b>b. Use data to analyze program effectiveness and inform learning and teaching practices-illumination of values and beliefs.</b></p>	<p>Collection, analysis, dissemination and use of data by teachers.</p> <p>Use intranet to share data.</p> <p>Fully utilize or expand current information systems to provide data for management and planning.</p>	<p>School Data Teams</p> <p>Asst. Supt. For MS &amp; Data</p> <p>Building principals</p> <p>Academic Administrators</p>	<p>All instructional staff/counselors/psychologists</p>	<p><b>Metric 1:</b> # of teachers using ad-hoc data reports on a regularly basis to chart student progress and inform instruction.</p> <p><b>Target-Year 1:</b> Full-scale use of data at grades 3-5</p> <p><b>Metric 2:</b> Utilize reporting systems to provide meaningful data.</p> <p><b>Target - Year 1:</b> Develop quarterly reports so that teachers can easily assess performance.</p>
<p><b>b. Provide clear and on-going school-family communications through the parent/student portal, electronic grade book, student messenger system and website.</b></p>	<p>Conduct outreach to increase the number of parents using the parent portal beginning with Open House nights.</p> <p>Increase the use of Infinite Campus Messenger to communicate with families.</p> <p>Pilot the use of electronic Grade Book in grades 3-5.</p>	<p>Principals</p> <p>Asst. Supt. For MS &amp; Data</p> <p>Faculty &amp; Staff</p> <p>Professional Development</p>	<p>Partnership Teams</p> <p>PTA</p> <p>Parents</p> <p>Community Members</p>	<p><b>Metric 2:</b> Usage data on parent portal. Feedback survey measuring teacher/parent satisfaction. Parent survey report.</p> <p><b>Target - Year 1:</b> 25% increase in portal accounts and usage.</p> <p>100% parental satisfaction on about the school and district level of commitment to improve student learning.</p> <p><b>Metric - Gradebook</b> <b>Target – Year 1:</b> Pilot completed by at least 2 teachers per building in grades 3-5.</p> <p><b>Target - Year 2:</b> 85% of elementary teachers using the electronic gradebook.</p>

# 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>				
<b>a. Recruitment in various venues and modes.</b>	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.  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.  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.	Director for Human Resources  Administrators	Superintendent of Schools	<b>Metric 1:</b> Progress on development and implementation of efforts to diversify the candidate pool and subsequent number of candidates from diverse backgrounds and/or racial groupings.  <b>Target - Year 1:</b> Increase pool of diverse candidate by 50%, and minority employees in instructional positions by 150%

Human Resources (continued)

<p><b>b. Comprehensive update of APPR process.</b></p>	<p>APPR revisions based on state / national objectives and recent legislation pertaining to teacher and principal evaluation.</p> <p>Provide online, learning resources for professional development using current technology and best options.</p>	<p>Director for Human Resources</p> <p>Asst. Supt. for ICA</p> <p>Representative Council of Shenendehowa Teachers' Association (STA)</p> <p>CSEA and SUSA Officers</p>	<p>Superintendent of Schools</p> <p>Board of Education</p> <p>All administrators and teaching staff</p> <p>All classified staff</p>	<p><b>Metric 1:</b> Progress on development and implementation of updated APPR processes, procedures and forms</p> <p><b>Target - Year 1:</b> 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</p> <p><b>Metric 2:</b> Progress of online, on-demand professional development</p> <p><b>Target - Year 1:</b> Procedures investigated and plans with budget implications presented for the 2011-12 school year implementation</p>
<p><b>c. Electronically integrated forms, processes, procedures.</b></p>	<p>All applications and updates to be completed online and sent to the Office of Human Resources.</p> <p>Staff data relative to seniority, certification, etc. on the district's Finance Manager program such that forms can be produced and updated as needed.</p> <p>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>Implement on-line open enrollment system for health and dental insurance options.</p>	<p>Director for Human Resources</p> <p>Assistant Supt for Finance &amp; Operations</p> <p>Office of Human Resources Staff</p> <p>All administrators</p>	<p>Superintendent of Schools</p> <p>Shenendehowa Board of Education</p> <p>All staff members Community</p>	<p><b>Metric 1:</b> Progress on development and implementation of updated on-line applications and access by employees and reviewers.</p> <p><b>Target - Year 1:</b> Applications sent electronically by individuals applying for district positions</p> <p><b>Metric2:</b> Progress on implementation of on—line health and dental enrollment system</p> <p><b>Target - Year 1:</b> Pilot on-line enrollments with new staff beginning Fall 2010, Utilize for open enrollment period for December 2010</p> <p><b>Target – Year2:</b> Fully utilize on-line open enrollment system for health and dental options</p>

# 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>				
<b>a. Making changes and new initiatives obvious and enormously interesting to and involving respective stakeholders.</b>	Increase parental and public awareness of the district’s 20/20 vision, pertaining to the formation and sustaining of 21 <sup>st</sup> century learning environments and next generation of program and services.  Leadership Academy meeting agendas reflect a consistent and synergistic focus.	ALL	ALL	<b>Metric 1:</b> Increased awareness of district goals and initiatives through communications with families. <b>Target - Year 1:</b> Regular updates, internal and external to communicate work being done to upgrade curriculum and alignment with 21 <sup>st</sup> century learning. At least two different focus groups and study circles held.

*Organizational Culture (continued)*

<p><b>b. Fostering an ambitious and entrepreneurial perspective to innovation.</b></p>	<p>Increase leadership, faculty, parental and public awareness of the district’s 20/20 vision, pertaining to the formation and sustaining of 21<sup>st</sup> century learning environments and next generation of program and services.</p> <p>Provide the “permission” to seek out and initiate creative endeavors to build capacity for student performance.</p> <p>Provide students and staff with knowledge of educational practices in other world regions via partnerships with schools throughout the country and world.</p> <p>Research and seek out affordable technological applications and visual/teleconferencing resources to allow for optimum interactivity.</p>	<p>All administrators</p>	<p>Faculty</p>	<p><b>Metric 1:</b> # of focus groups and study circles held, the number of attendees, and the related feedback and suggestions. <b>Target - Year 1:</b> Focus groups meet four times a year.</p> <p><b>Metric 2:</b> # of leadership academies held and the related feedback and suggestions. <b>Target - Year 1:</b> Agendas reflect a sequential discussion that encompasses 21st century skills and environments as an emphasis with outcomes in the areas of program and services.</p> <p><b>Metric 3:</b> New or expanded partnerships with businesses, colleges, or other organizations and agencies. <b>Target - Year 1:</b> Collaboration with local collegiate institutions to facilitate the sharing of Best Practices, such as University at Albany and elementary literacy instruction.</p>
<p><b>c. District - wide commitment to the physical, social and emotional safety of our students and reinforcement of the sense of responsibility of all Shen community members have to ensure that safety.</b></p>	<p>Develop awareness of effective anti-bullying strategies with wide-spread knowledge of definition of bullying.</p> <p>Implement positive behavioral strategies and initiatives through the Character Education Program to promote positive engagements between students, staff and the community.</p> <p>Transportation to pilot a program on bullying with one elementary school.</p>	<p>All administrators</p>	<p>Faculty and Staff</p> <p>Partnership Teams/PTA</p> <p>Director of Policy and Community Development</p> <p>Community</p> <p>Prevention Coalition</p>	<p><b>Metric 1:</b> Every department/school able to demonstrate efforts to promote positive behaviors. <b>Target - Year 1:</b> Expansion of bucket-filler program across the elementary schools and consistent use of the program.</p> <p>Anti-Bullying strategies developed and disseminated in every building.</p>

# 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>				
<b>a. Assess technology infrastructure and hardware to preserve future needs.</b>	Collaboration with District Instructional Technology Integration Committee (DITIC), administrators and teachers to ensure the full utilization of innovative technology in classrooms.  Redevelop learning spaces to meet the needs of our 21 <sup>st</sup> century learners.  Create grade-level specific images for teacher stations that include links to district curricula and resources.  Fully utilize necessary technology upgrades for current systems that enhance efficiency and effectiveness.	Asst. Supt. for ICA  Assistant Supt for Finance & Operations  Director of Facilities  Director of Information Management Services  DITIC Committee  Director of Food Svc.	Building and Academic Administrators  Teachers	<b>Metric 1:</b> Progress of full-scale installation of innovative technology in classrooms. <b>Target - Year 1:</b> 85% of instructional spaces equipped with innovative technology (i.e. white boards, EIKI units). <b>Target - Year 2:</b> 100% of instructional spaces equipped with innovative technology (i.e. white boards, EIKI units).  <b>Metric2:</b> Progress on system upgrades. <b>Target1:</b> Begin implementation of upgrading hardware for food service to permit real time sharing of data (computers and cash registers).

<p><b>b. Comprehensive plan for future referendums to address impending and forecasted capacity and program demands.</b></p>	<p>Assessing current and anticipated status of facilities via the Building Conditions Survey, Five-year Facilities Plan and Futures Committee Study.</p> <p>Utilization of district Environment Committee to investigate and apply for grants to implement alternative (green) energy resources, other enhancements and technology solutions.</p> <p>Maximize use of grants, building aid, partnerships and other funding resources.</p>	<p>Assistant Supt for Finance &amp; Operations</p> <p>Director of Facilities</p> <p>Director of Operations</p> <p>Construction Project Manager</p> <p>Architect and Engineer</p>	<p>Building Administrators</p> <p>District Leadership Team</p> <p>SAVE Committee</p> <p>Futures Committee</p>	<p><b>Metric 1:</b> Development and progress of comprehensive facilities plan.</p> <p><b>Target - Year 1:</b> Building Condition Survey and Futures Committee Study completed and cross-referenced to ensure consistency of focus.</p> <p><b>Target - Year 2:</b> Capital project referendum plan completed and presented to the board and general public to facilitate understanding and support.</p> <p><b>Metric 2:</b> Number of grant sources sought and awarded</p> <p><b>Target - Year 1:</b> Minimum of three, large-scale grant applications submitted.</p>
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# 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. Proactively maintain good stewardship of district / taxpayer resources while sustaining the Commitment to Excellence.</b>				
<b>a. Strong fiscal health of district to support high quality programs.</b>	Close scrutiny and analysis of expenditures to facilitate efficiency and allow for accurate forecasting of needs.  Monitor budgeted revenue regularly and pursue methods to maximize.  Regular monitoring of appropriation status reports and purchasing operations.  Careful analysis of contract provisions, outside services, and in-house resources.  Access grants, partnerships and other funding opportunities.	Assistant Supt. for Finance & Operations  Administrators  Superintendent  Business Office	Board of Education  Community	<b>Metric 1:</b> Maintaining and exceeding budgeted projections <b>Target - Year 1:</b> Expenditure limited to 97% of budget, allowing for fund balance capacity  <b>Metric 2:</b> Realization of alternative funding sources to support program demands and expansion <b>Target - Year 1:</b> Minimum of at least six (6) grants pursued (including the possibility of partnering with other agencies and organizations)

*Budget and Resources (continued)*

<p><b>b. Transparent financial protocols and processes</b></p>	<p>Engage strong audit and internal claims assessment to ensure appropriateness and maximization of funds.</p> <p>Enhance convenience and transparency by facilitating online access to property tax information regarding amounts due and making payments.</p>	<p>Assistant Supt. for Finance &amp; Operations</p> <p>Administrators</p>	<p>Administrators</p> <p>Superintendent</p> <p>Business Office</p>	<p><b>Metric 1:</b> Comprehensive audit and claims process. <b>Target - Year 1:</b> Claims errors reduced by 50% from 2009-10.</p> <p><b>Metric2:</b> Progress to online payments for public. <b>Target – Year 1:</b> Expand use of on-line payment system for various customer/uses including payment of fees, taxes, etc.</p> <p><b>Metric 3:</b> Provide on-line access to tax information. Target - Year 1 Provide on-line access to tax bills.</p>
<p><b>c. Facilitation of a successful multi-year budget plan that preserves a passable budget.</b></p>	<p>Educate both staff and community of multi-year budget plans and process.</p> <p>Review and revise long range projections to reflect changed economic climate.</p>	<p>Assistant Supt. for Finance &amp; Operations</p> <p>Superintendent</p>	<p>District-wide</p>	<p><b>Metric 1:</b> Comprehensive budget developed and presented to voters. <b>Target - Year 1:</b> Passed budget by more than 2:1 margin of support.</p>



**Superintendent of Schools**

Dr. L. Oliver Robinson

**Board of Education:**

Janet Grey, President

Mary Blaauboer, Vice President

William Acker

Gary DiLallo

Andrew McCarty

Richard Mincher

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**Communications Specialist**

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