

North Rose-Wolcott Central School District
Superintendent's 2015-16 Goal Update
January 12, 2016

Goal I:

Facilitate the development of a District Strategic Action Plan focused on student academic outcomes

Key Strategies:

- A. Review student performance results on all state assessments to include longitudinal data as available / appropriate
- B. Review administrative reports pertaining to student achievement to include quarterly grade distributions, item analysis/disaggregation of data for midterm, final, and Regents Examinations, as well as performance on standardized testing instruments
- C. Promote and plan for the addition/reorganization of instructional staff in areas that students are not making adequate progress
- D. Monitor the impact on student achievement of the Common Core NYS proficiency standards in grades PreK-12 as well as College and Career preparedness as defined by NYSED

The Strategic Planning Team and Partners are approximately half way through their planning process. Plans are being developed and revised by the Partners that reflect the feedback from the Team members. The next meeting will feature both groups and will continue the work towards an outcome-based, student-centered plan.

This year, for the first time, interim assessments are being used in grades 2-8. These "snapshot" assessments are given three times a year preceding the state exams for the purpose of determining how individual students and the class as a whole are progressing toward mastery of the standards. Following the assessments, teachers are afforded time to discuss results and to inform their instruction based on the results for the next block of time.

The School Based Inquiry Process (SBIP) has been established and the instructional staff continually uses data throughout the school year. In September data is reviewed as a preparatory step in preparing for incoming students and to gauge and analyze how the previous year's class performed. This affords teachers to critically reflect on their own teaching and to discuss with their colleagues. This is done by individual teachers and at the District level. Many of these results are shared with the Board on a regular basis. The staff is at different places in the process but all staff needs to be proficient in self-assessing and recalibrating.

We have added reading support in the elementary school in the form of reading recovery and at the middle school in the form of two additional reading teachers. If we are able to increase reading levels many other learning challenges will fade. Additional reading supports will be recommended at both levels for the 16-17 school year depending on state aid.

The Leverage Leadership coaching program has been very well received by teachers and administrators. The program divides teaching staff into teams with an administrative coach. The coach observes instruction at least every two weeks and a meeting is held within 24 hours after the visit to discuss what was observed. This program allows for teacher and administrator reflection on instruction and creates a connected dialogue throughout the year. The administrator is also responsible for the formal observations of the same people creating a micro professional learning community. This process has the power to change culture and positively influence teaching and learning.

The decision to come to NRW for me was based on my desire to increase opportunities for the students. In order to consistently achieve this goal, student achievement must improve, thus my concentration on teaching and learning. If students perform better they will ultimately have more opportunity/choices as they leave high school.

Goal 2:

Facilitate the negotiation of the mandated New York State Annual Professional Performance Review system for Principals and Teachers

Key Strategies:

- A. Meet with NRWTA in an effort to reach an agreement on various negotiable items pertaining to and incorporating new NYSED regulations.
- B. Meet with Lead Evaluators of Teachers bi-monthly in order to review all records, discuss challenges and provide feedback on the process
- C. Compile data associated with the APPR process so as to make recommendations to the Board of Education in regard to staffing

Since the new law was introduced we have met nine times to discuss and negotiate the terms of the new APPR. This process has been a difficult one with the Board of Regents and the Governor making mid-stream changes while we are negotiating. The current APPR was designed to protect inadequate teachers. It is wrought with administrative pitfalls and teacher protections far exceeding neighboring districts. With this as a starting point, you can see how difficult it would be trying to move the group from teacher protection mode to shared responsibility mode. My message to the committee is what has been done in the past has not equated to improving teaching and student results. Three quarters of our teachers under the current system are rated as highly effective. I have also used data from teacher evaluations and student achievement to illustrate the disconnect.

The changes to the law are not a point of negotiation but the union's rationale for status quo is fear of the unknown. While I appreciate the unpredictability of our executive and legislative State government and agree that many issues surrounding the implementation of the Common Core and APPR have been disastrous, this is an opportunity to dramatically increase accountability for all staff and ultimately influence student achievement. With the Board of Regents recent action discounting student test scores in the evaluation process (until 2020), I find their argument to be mute.

We are continuing our negotiations in good faith and hope that we can come to an agreement prior to the February deadline. If we are unable to do so, we will be forced to apply for an additional waiver. Based on the information that we have received from State Education Department, receiving a second waiver will be much more difficult.

Goal 3:

Monitor/assess/mentor all administrators/managers in order to promote efficiency in all facets of the District's operation.

Key Strategies:

- A. Monitor progress of each administrator/manager and provide individual and group feedback as needed
- B. Facilitate the creation of written protocols in instructional and non-instructional areas to include: Special Education, Curriculum Coordination, Pre K-12 Curriculum Integration, Maintenance, Food Service, and Transportation
- C. Provide team building activities to strengthen the communication and cooperation within the administrative/management team.

The Leverage Leadership program (for administrators coached by me) has allowed me to continually provide feedback and gain insights to/from building principals, Bob Magin and Melanie Stevenson. Being in the buildings on a regular basis and having constant communication benefits all involved. The ability to meet face to face concentrating on instruction and best practice is strengthening our understanding of the work to be done and our professional relationships.

Bob Magin and Melanie have been working with me on letter B above to develop consistent written protocols in a number of areas to include attendance reporting, purchasing, curriculum audit and design. We will all continue to work in the aforementioned areas to make processes predictable and to streamline wherever possible.

We have scheduled additional individual and group meetings focusing on single issues. These "focused" meetings are held to address issues that arise that influence all areas of operation. We have completed one book study as a group (Leverage Leadership) and a have started a second (You Don't Have To Be Bad To Get Better).

Goal 4:

Investigate the need/feasibility of capital improvements for all District facilities

Key Strategies:

- A. Work with the District's architect to perform and complete the five-year Building and Condition Survey
- B. Review BCS with Buildings and Grounds Committee and formulate next step recommendation to Board of Education

C. Investigate the feasibility of commissioning a community-wide organizational study of District resources

The BCS has been conducted and posted on the District website for review. You have authorized a committee comprised of 25 community members to review the District's facilities and to make non-binding recommendations. In addition, you have authorized the facilitators of the committee to make an additional set of non-binding recommendations for your review. All of these activities are an attempt to engage the public in a discussion about the future of the District and to establish a transparent process for reviewing and deciding how to proceed. There was a great deal of communication that has taken place regarding the condition of our facilities and encouraging residents to become involved. The goal of these activities is to engage community members and to have community support when the Board decides on a course of action.

Ultimately, the past six months have been the busiest of my career and you as a Board have initiated a number of processes in an effort to improve your school district for the students and residents. I have enjoyed working on these projects and am excited to implement a strategic plan that concentrates on student outcomes and a facilities plan that will meet the instructional needs of the students and staff and that is affordable for our current and future taxpayers.