

**language in italics is new information*

Strategic Plan Goal	Action Step	Progress
1) By June 2017, all students taking a state assessment will be proficient (3 or 4, 65 or higher).	<ul style="list-style-type: none"> Identify a team to develop core beliefs and common practices for MTSS, as evidenced with an MTSS handbook. 	<ul style="list-style-type: none"> MTSS handbooks developed for each building; LC will be hearing a presentation on MTSS at October meeting and then will be revising the handbooks at each level. February conference day will focus on MTSS. <i>Refinements to the handbook in each building are being done.</i> <i>Baseline data for where each building is with RtIMDirect is being collected and plans will be developed from there for staff expectations with regard to the system, along with training.</i>
	<ul style="list-style-type: none"> <i>Leadership Council develop a curriculum review and monitoring process</i> 	<ul style="list-style-type: none"> <i>On the October LC agenda-did not get to in October. Rescheduled for December.</i>
	<ul style="list-style-type: none"> Leadership Council, teachers, administrators develop PK-12 curriculum 	<ul style="list-style-type: none"> ELA and Math K-6 Math 7 & 8 SS 6-8 English 9-12 AP Literature Algebra Geometry Library PK-6 Music Pk-4 Living Environment Health

	<ul style="list-style-type: none"> Teachers develop interim assessments based on curriculum 	<ul style="list-style-type: none"> HS staff (core teachers) worked with Tammy Jones from BOCES on 10/4 and 10/6 to develop interim assessments <i>3-12 core teachers will administer the 1st round of interims the week of 11/6 & will be analyzing the results using the School Based Inquiry Process</i>
	<ul style="list-style-type: none"> Schools will reexamine SDM teams to promote the mission, vision, goals 	<ul style="list-style-type: none"> Curriculum Council changed to Leadership Council, with each building establishing a School Leadership Team
	<ul style="list-style-type: none"> LC will engage in SBIP process to identify learning targets for professional learning/LC recommends professional development initiatives 	<ul style="list-style-type: none"> LC developed PD plan for Nov. 10th conference day-formative assessment. February conference day plans still being developed, but likely will target MTSS.
	<ul style="list-style-type: none"> Develop extended school year opportunities 	<ul style="list-style-type: none"> Elementary summer school was revamped with a focus on guided reading, writing, and math fluency, including an enrichment project. Data collected will be analyzed and recommendations for future programming will be made by Nov. 2016. <i>J. Muto's October report contains summer school information and recommendations for the future.</i>
	<ul style="list-style-type: none"> IT Department will evaluate the use of technology in each building and update the District Technology Pan to reflect instructional needs. 	<ul style="list-style-type: none"> Tadge O'Brien-BOCES Instructional Tech. Coordinator is surveying staff, visiting classrooms and meeting with teachers. <i>Melanie, Bob, and Tadge met in October to talk about who would be covering what without having a director of technology. Tadge is continuing with the instructional tech work and is helping out as he can in other areas.</i>
<p>2) By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new</p>	<ul style="list-style-type: none"> Research what other districts do for enrichment at each level and develop district definition of enrichment 	<ul style="list-style-type: none"> Elementary math specialist has made contact with multiple districts regarding their enrichment programs and has used that research to develop elementary enrichment/STEAM for the upcoming year. Leadership

<p>students achieving mastery will increase.</p>		<p>Council will be engaging in this discussion.</p> <ul style="list-style-type: none"> Instructional technology integration specialist has joined the STEAM task force and is researching additional ways to involve students in enrichment activities such as coding and creation using technology.
	<ul style="list-style-type: none"> Develop a process for recommending students for advanced classes 	<ul style="list-style-type: none"> Students that are in advanced classes at MS have been notified that if they do not achieve at the college and career ready level in Algebra (80) they will have to re-take the exam the following January
	<ul style="list-style-type: none"> Use NYS and Regents results to identify students that are high 3's and low 4's and develop plan to move them forward 	<ul style="list-style-type: none"> Reading and Math specialists in each building have reviewed data and developed groupings for students. Dir. of Special Ed. will be sharing data with Principals regarding students that were at proficiency and above and will oversee process to ensure maintenance at that level.
	<ul style="list-style-type: none"> Provide PD for quality assessment writing 	<ul style="list-style-type: none"> Done; Tammy Jones will be doing follow-up training in October (10/4 & 10/6) and March for secondary folks
<p>3) By June 2019, by the end of 2nd grade, all students will read at or above grade level.</p>	<ul style="list-style-type: none"> Teachers at all grade levels will complete a full F & P benchmark 	<ul style="list-style-type: none"> PD was provided by J. Hayden and reading teachers in June 2016 Teachers are currently engaging in F & P testing-it is taking quite a while as they are testing to frustration, meaning they are testing students at multiple levels until they get to frustration level <i>Teachers have been reviewing the data and making decisions regarding instructional groupings and instructional focus areas for guided reading based on the F & P</i>

		<ul style="list-style-type: none"> Running reading records will be used to monitor student progress and for adjusting instructional focus areas for guided reading in between the administration of F & P
	<ul style="list-style-type: none"> Direct guidance on how to use guided reading and writing workshop 	<ul style="list-style-type: none"> PD provided and expectations set at elementary level during opening days B. Serapilio-Frank (BOCES ELA coach) will be providing individual and team coaching for elementary staff around Writer's Workshop
	<ul style="list-style-type: none"> Create a vertical grade level committee of teachers, reading teacher, administrators, etc. 	<ul style="list-style-type: none"> SLT team established and will be meeting in Aug.-Sept.
	<ul style="list-style-type: none"> Any changes to master schedule will accommodate guided reading every day 	<ul style="list-style-type: none"> Completed July 2016; expectations will be communicated to teachers on opening day Elementary Principal's Leverage Leadership visits are targeting guided reading and Principal has shared rubric with teachers.
<p>4) Starting in the 2018-19 school year, we will increase all students' participation in STEAM courses by 10% each year.</p>	<ul style="list-style-type: none"> Create STEAM task force <i>Develop district definition of STEAM</i> 	<ul style="list-style-type: none"> Meetings are set for the year. Task force met on 9/28 and started work on the definition. They also created a flowchart for their work this year. <i>Task force met on 10/26 and continued work on the definition and characteristics of a STEAM program. They will also look at current course offerings and determine which courses fall in STEAM</i>

Professional Development

The PD plan has been submitted to SED and approval is still pending. We have heard that other districts' plans are still pending as well. Plans are being finalized for the November 10th conference day. We will have a staff developer from BOCES 2 working with the elementary school and Cinda Lisanto working with the high school for some time on the 10th.

Steve, Mark Mathews, 2 Leadership Council members and I attended the Fall convening for the LEAF grant that we are a part of. Our focus for this grant has been teacher/principal collaboration, specifically empowering our teachers and teacher leaders to be decision makers and have shared responsibility (and accountability) for the implementation of our strategic plan. Through the convening we learned about how some districts are using peer-to-peer observations and are empowering their staff. This grant was part of the catalyst for changing Curriculum Council into Leadership Council and it has guided much of the work done with LC and each School Leadership Team thus far. We are not sure if the grant is going to continue, however the work that we have done around teacher leadership will continue and will grow.

DCIP, SCEP, and LAP Plans

We are still implementing and collecting data for each of our plans. This work coincides with the work of the strategic plan. We are in the process of contracting with a consultant who is certified as an outside educational expert (OEE) who will come in and help us with the in-house review of the middle school Spring 2017. The review will mirror the review with SED from this past spring, but no one from SED will be present.

We are going to be administering a survey to staff and students as part of the middle school SCEP. It is a requirement that we have to adhere to. We may be using an outside vendor for the survey or we may be able to use an existing survey we have used previously. The School Improvement Grant (SIG) will cover any costs associated with doing the survey.

APPR

Training was provided for staff in October. Principals and Director have started scheduling the announced observations. The committee will be meeting to talk about those staff not subject to APPR this week and will also be meeting for inter-rater reliability training. We are still working on the independent outside observer service through BOCES.

Other Notes

Joe Kosiorek from SWBR will be at the next Leadership Council meeting (11/8) and will present the proposed capital project changes to the middle school, including a substantial question and answer period following the presentation. Leadership Council will then formulate and implement a plan to gather stakeholder input from middle school staff regarding the project. The information and feedback collected will be filtered back through Leadership Council and shared with SWBR so that staff voices will have been heard and understood prior to the start of any project.

Melanie E. Stevenson

