

*\*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"> <li>Identify a team to develop core beliefs and common practices for MTSS, as evidenced with an MTSS handbook.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Refinements to the handbook in each building are being done.</li> <li>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.</li> <li><i>February 3<sup>rd</sup> Superintendent's Conference Day will focus on MTSS</i></li> </ul>
	<ul style="list-style-type: none"> <li>Leadership Council develop a curriculum review and monitoring process</li> </ul>	<ul style="list-style-type: none"> <li>On the October LC agenda-did not get to in October. Rescheduled for February.</li> </ul>
	<ul style="list-style-type: none"> <li>Leadership Council, teachers, administrators develop PK-12 curriculum</li> </ul>	<ul style="list-style-type: none"> <li>ELA and Math K-6</li> <li>Math 7 &amp; 8</li> <li>SS 6-8</li> <li>English 9-12</li> <li>AP Literature</li> <li>Algebra</li> <li>Geometry</li> <li>Library PK-6</li> </ul>

		<ul style="list-style-type: none"> <li>• Music Pk-4</li> <li>• Living Environment</li> <li>• Health</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers develop interim assessments based on curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• HS staff (core teachers) worked with Tammy Jones from BOCES on 10/4 and 10/6 to develop interim assessments</li> <li>• 3-12 core teachers will administer the 1<sup>st</sup> round of interims the week of 11/6 &amp; will be analyzing the results using the School Based Inquiry Process</li> <li>• <i>Intervention groups in each building have been assessed and rearranged if necessary based on interim assessment data</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Schools will reexamine SDM teams to promote the mission, vision, goals</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Council changed to Leadership Council, with each building establishing a School Leadership Team</li> </ul>
	<ul style="list-style-type: none"> <li>• LC will engage in SBIP process to identify learning targets for professional learning/LC recommends professional development initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• LC developed PD plan for Nov. 10<sup>th</sup> conference day-formative assessment. February conference day plans still being developed, but likely will target MTSS.</li> <li>• <i>Each SLT meets with the building principal and provides input into the monthly focus areas for faculty meeting PD and Leverage Leadership visits</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Develop extended school year opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• 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. J. Muto's October report contains summer school information and recommendations for the future.</li> </ul>
	<ul style="list-style-type: none"> <li>• IT Department will evaluate the use of technology in each building and update the District Technology Pan to reflect instructional</li> </ul>	<ul style="list-style-type: none"> <li>• Tadge O'Brien-BOCES Instructional Tech. Coordinator is surveying staff, visiting classrooms and meeting with teachers.</li> </ul>

	needs.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• <i>Leadership Council will engage in a discussion during the January meeting regarding a possible pilot of 1:1 devices and will provide input into the direction that the district heads with regard to instructional technology</i></li> </ul>
2) By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.	<ul style="list-style-type: none"> <li>• Research what other districts do for enrichment at each level and develop district definition of enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• 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 Council will be engaging in this discussion.</li> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop a process for recommending students for advanced classes</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
	<ul style="list-style-type: none"> <li>• Use NYS and Regents results to identify students that are high 3's and low 4's and develop plan to move them forward</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and Math specialists in each building have reviewed data and developed groupings for students.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide PD for quality assessment writing</li> </ul>	<ul style="list-style-type: none"> <li>• Done; Tammy Jones will be doing follow-up training in October (10/4 &amp; 10/6) and March for secondary folks</li> </ul>
<p>3) By June 2019, by the end of 2<sup>nd</sup> grade, all students will read at or above grade level.</p>	<ul style="list-style-type: none"> <li>• Teachers at all grade levels will complete a full F &amp; P benchmark</li> </ul>	<ul style="list-style-type: none"> <li>• PD was provided by J. Hayden and reading teachers in June 2016</li> <li>• Teachers are currently engaging in F &amp; 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</li> <li>• Teachers have been reviewing the data and making decisions regarding instructional groupings and instructional focus areas for guided reading based on the F &amp; P</li> <li>• 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 &amp; P</li> </ul>
	<ul style="list-style-type: none"> <li>• Direct guidance on how to use guided reading and writing workshop</li> </ul>	<ul style="list-style-type: none"> <li>• PD provided and expectations set at elementary level during opening days</li> <li>• B. Serapilio-Frank (BOCES ELA coach) will be providing individual and team coaching for elementary staff around Writer's Workshop</li> </ul>
	<ul style="list-style-type: none"> <li>• Create a vertical grade level committee of teachers, reading teacher, administrators, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT team established and will be meeting in Aug.-Sept.</li> </ul>
	<ul style="list-style-type: none"> <li>• Any changes to master schedule will accommodate guided reading every day</li> </ul>	<ul style="list-style-type: none"> <li>• Completed July 2016; expectations will be communicated to teachers on opening day</li> <li>• Elementary Principal's Leverage Leadership visits are targeting guided reading and Principal has shared rubric</li> </ul>

		with teachers.
4) Starting in the 2018-19 school year, we will increase all students' participation in STEAM courses by 10% each year.	<ul style="list-style-type: none"> <li>• Create STEAM task force</li> <li>• Develop district definition of STEAM</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings are set for the year.</li> <li>• Task force met on 9/28 and started work on the definition. They also created a flowchart for their work this year.</li> <li>• 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</li> <li>• <i>Melanie and Brian will be meeting with the Task Force on 1/25 to provide greater clarity regarding the charge of the Task Force and the work that needs to be accomplished by the end of the year</i></li> </ul>

**Professional Development**

We had a couple of minor changes to our sponsor application and those have been uploaded to SED. We are anticipating approval of our application very soon, and it will be retroactive to July 1, 2016.

We have an upcoming Superintendent's Conference Day, the focus of which will be Multi-tiered Systems of Support (MTSS), which is the combination of Response to Intervention (academic interventions) and PBIS (social/emotional interventions). Each School Leadership Team (SLT) is planning and facilitating the staff development on this day.

**DCIP, SCEP, and LAP Plans**

The Quarter 1 report for the SCEP from the middle school is done and was fairly simple-all that needed to be recorded were any changes that were made to the SCEP as a result of the feedback that we received on our plan. We continue to implement the SCEP at the MS, the LAP at the elementary school, and the DCIP at the district level, all of which are aligned with the District's Strategic Action Plan.

### **APPR**

We are in full-swing with our implementation of the APPR plan. Principals have been conducting observations and we have not heard any complaints from staff thus far. The committee will be meeting in a couple of weeks to discuss how things are going and problem-solve any issues. That committee is made up of administrators and teachers. Our outside independent evaluator, Gary Astles, participated in training with BOCES, and will be starting unannounced observations at the start of the 2<sup>nd</sup> semester. If you recall, each teacher has an unannounced observation which is done in most cases by their principal, and each teacher will have an unannounced observation done by the outside independent evaluator.

The committee also did some work around the people who do not fall under APPR and the group came to some good solutions and feel that the time was well-spent and productive.

The administrative team and 2 representatives from the NRWTA will participate in inter-rater reliability exercises over the course of the school year.

### **Other Notes**

I will be traveling to Albany at the end of the month for additional training regarding the focused review process and the development of quality DCIP and SCEP plans. I will share what I learned during the February meeting.

You will be hearing a mid-year update regarding the Strategic Plan, presented by Leadership Council at the February BOE meeting.

*Melanie E. Stevenson*