DISTRICT STRATEGIC PLAN

DRAFT (2-8-16)

The _MISSION_ of the North Rose Wolcott Central School District is to prepare each student for a successful future.

The _CORE BELIEFS_ of the North Rose-Wolcott Central School District are that:

☐ The potential of each child will be achieved.

☐ Learning is a shared responsibility of all.

☐ Each child will be provided a safe, creative and encouraging environment.

☐ Each child will be prepared for their future.

Strategic Goal 1:

By June 2017, all students taking a state assessment will be proficient (3 or 4, 65 or higher).

The *MISSION* of the North Rose Wolcott Central School District is to prepare each student for a successful future.

Measurable Result 1.1: Each student will be proficient on every NYS assessment.

Action Step	Implementation Methodology	Implementation Partners	Resource Use	Evidence of Completion
Action Step 1: Establish and implement district-wide Multi-tiered Systems of Support (MTSS) for academics and behavior.	1. Identify a team (CSDC) to develop core beliefs and a common language related to effective practices for tiered instruction (MTSS). (By June 30, 2016) 2. Clarify at the district level processes related to School Climate Transformation Grant (SCTG) and MTSS (Now) 3. Provide building-level professional development related to the 3 tiers of MTSS, both academic and behavioral. What does that look like? Faculty meetings, early release days, Supt. conference days, workshops outside the district, workshops in district (Now, ongoing) 4. Identify and implement common reliable screening tools to measure and monitor student progress. In addition, develop minimum of 3 interim assessments per grade/class that mirror state assessments. (Now, ongoing) 5. Vertical teams engage in the School Based Inquiry Process (SBIP) to identify focus areas and develop action plans to improve tier one core instruction,	MTSS district team Teachers Administrators Counselors MTSS coaches Psychologists Social worker Support staff Data Coordinator Data Consultant SRO	LinkIt STAR? School Climate Transformation Grant CSCD Instructional team time SchoolTool Ongoing training for MTSS coaches RtIM Direct Substitute teachers	District-wide implementation of common RtI screening tool In-service to clarify processes for MTSS and the SCTG Building-wide PD on MTSS Progress monitoring data related to common screening tool Action plans including monitoring from SBIP Student survey related to transition

	oversight by CSDC. First verify that it was taught as part of the curriculum. (now, ongoing) 6. Utilize all SBIP protocols to monitor and adjust action plans. Use the SBIP to analyze student results on designated days per district calendar. (Now, ongoing) 7. Utilize the Leverage Leadership model to support teachers in their implementation of MTSS. (Now, ongoing) 8. Collaborate on building-level systems to accommodate efficient student transitions (ex: scheduling). (Now) 9. Practice selective abandonment of aspects of the curriculum that may not be working, may be repetitive, etc. *Develop timelines for action step completion			
Action Step 2: Provide access to General Education curriculum for all students	1. CSDC will create a plan for curriculum development with timelines based on student achievement data (triage of priority) (by June 30, 2015) 2. Schools and IT Dept. evaluate the use of technology in each building and update the district technology plan to reflect instructional needs. (Now)	Teachers CSDC Administrators Parents/Community BOCES staff	Instructional team Curriculum Writing teams Ongoing Coaching from BOCES personnel	

		developers		
	3. Create a subcommittee of CSDC to research the curricula of other schools paying special attention to those high degree of proficiency (by June 30, 2016) 4. CSDC and teachers develop a curriculum review and monitoring process, using SBIP (by Sept. 1, 2016) 5. CSDC, teachers, parents, administrators develop a standards-aligned (including Common Core literacy & numeracy standards) PK-12 curriculum, outlining what students should Know, Understand, and Do (ongoing) along with assessments aligned to curriculum and standards for each 6. Director of Curriculum and Instruction attain board approval for curriculum (ongoing) 7. All teachers gather information from all stakeholders at various stages of the process of curriculum development (Now, ongoing) 8. Teachers develop interim assessments based on Curriculum (ongoing) 9. Analyze current curricula and use selective abandonment (ongoing)			
Action Step 3:	1. Teachers and administrators research	Public Relations	McKinney-Vento	Survey data from

Work with families as partners in learning.	what works for making families as partners in learning, based on demographic groups. 2. Based on the research, develop ways to create families as learning partners PK-12, utilizing students as presenters. 3. Provide opportunities for parents/community members to become educated on the resources available in our district. 4. Survey the community to find out their preferred method of engagement. 5. Create a team to review and improve our current practices related to student attendance and achievement and parent attendance to school events. Identify who needs to be engaged and target from there. Strategy should be based on the group we are targeting. "MTSS" for parent engagement. 6. Utilize in-district agency support to act as liaison between school and families. 7. Each school reexamines their shared decision making team to promote the district's mission, vision, strategic goals 8. Update parent contact information in the student management system.	Coordinator Teachers Administrators Building parent teams Attendance team members In-district agency support members Parents/community members Home school liaisons SRO	Publication cost for outreach Survey and associated costs Time for parent teams Costs associated with community nights (food, materials, etc.) 21st Century Grant	community related to preferred method of engagement Action Plan from attendance team Establishment of building parent team

	9. Practice selective abandonment of strategies for communicating and engaging parents that do not currently work. 10. CSDC will research other district's homework policies and will develop a homework policy-frequency, purpose, grading, parent support, etc.			
Action Step 4: Utilize focused professional learning to support district-wide initiatives.	1. CSDC and all stakeholders will collaborate to foster greater understanding and implementation of effective instructional methods and standards across PK-12 (Now, ongoing). 2. Teachers and CSDC establish a consistent method of assessment and reworking of curriculum based on student assessments and ability to meet student needs including professional development on assessment writing (Now, ongoing) -PD for assessment writing -writing of the assessments -quality control of assessments 3. Engage in the SBIP process to identify learning targets for professional learning. Analyze student achievement data, identify trends, set targets for PD that address teacher needs based on the data (now, ongoing)	CSDC Teachers Administrators Vertical teams Teacher mentors Data Coordinator	Curriculum time Curriculum materials Focused professional development (money, time) New teacher mentor activities Substitutes BOCES coaching	CSDC meeting minutes Professional Development Plan

	4. Develop practices to support new teachers based on data, research-based practices, teacher input, etc. New teacher induction (multi-year) (now) Teacher mentor program. 5. Director of Curriculum, CSDC, Principals, teachers create a continuum of supports for all teachers and administrators. (now) *PD plan that outlines required learning for all staff, how learning will be measured, monitoring plan 6. Curriculum Staff Development Council (CSDC) recommends professional development initiatives. (establish priorities to address first) (now)			
Action Step 5: Develop opportunities for targeted instructional time for students who are not meeting benchmarks.	1. Department of Curriculum and Instruction and district leaders develop extended school year opportunities. (school -year and summer school.) (Now) 2. BOCES employees, Principals, assistant principals, teachers, community members, utilize grants to support extending instructional time for students (now, ongoing) 3. Department of Curriculum and Instruction establishes and examines the goals/purpose of Summer school for PK-8 and 9-12 (Now)	Teachers Administrators Grant coordinators	21st Century Grant and others	

	4. Department of Curriculum and Instruction connects MTSS structures to targeted instructional time including extended school day and Summer School Programs (Now, ongoing) 5. District leaders review past data related to achievement outcomes (pre and post) for students enrolled in summer school in the past 3 years. Data will be used to identify improvement targets for summer school			

Strategic Goal 2:

By June 2017, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.

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Measureable Result 2.1: Each student will demonstrate mastery on state assessments and Regents exams. Students who are at mastery will maintain at that level.

Action Step	Implementation Methodology	Implementation Partners	Resource Use	Evidence of Completion
Curriculum **Action Step 1:** Provide access to enrichment opportunities for all students **Action Step 2:** Provide professional development for staff as it relates to curriculum writing, enrichment, and tiered lessons	1) Develop district definition of mastery and what students need to know, understand, and do at each grade level/each class (Summer 2016) 2) Research what other districts do for enrichment at each level and develop District definition of enrichment (Now) 3) Develop curriculum maps that include higher level texts (above gr. Level) and higher level questioning (Summer 2016) 4) Incorporate enrichment activities into curriculum maps-determine the assured experiences that are part of each grade level/course (Summer 2016) 5) Research what other districts do for recommending students for advanced classes and which classes they offer (Now) 6) Communicate with students regarding which AP courses could be offered, which would be most relevant give the path they are on post-HS, and assess student interest in which AP classes to offer 7) Determine which advanced courses we will continue to offer, when to offer	Teachers Administrators DCI CSDC-lead teachers Data coordinator Counselors Technology Director BOCES coaches	Use of BOCES support for PD Outside consultants for curriculum mapping and enrichment-money Addition of extracurricular clubs and activities and staff to support-money NYLearns or other curriculum mapping program Google Drive/Classroom Grants-Math/Science, etc. Chromebooks, iPads, Laptops	Student Achievement Results: interim assessments, mid- & end-of-module assessments, 3-8 NYS tests, Regents results District calendar SBIP written action plans District PD Plan Monitoring protocol notes MTSS meeting minutes District Technology Plan Teacher observations Student course enrollment

	them, and which ones we will discontinue based on data, enrollment requirements (Summer 2016)			
	8) Expand advanced course offerings at the MS and HS (Fall 2016)			
	9) Develop a process & criteria for recommending students for advanced classes (Fall 2016)			
	10) Increase the number of students participating in advanced classes (Now)			
	11) Provide personalized learning opportunities for students utilizing technology (district technology plan) (Fall 2016-Chromebook pilot)			
	12) Provide enrichment opportunities outside the school day for, e.g. Lego, Robotics, Science Olympiad (Fall 2016)			
Assessment **Action Step 3:**	1) Use NYS assessment and Regents results to identify students that are high 3's and low 4's and determine what is	Teachers	NYS testing data	SBIP Action plans

Use assessment information to intervene for students at proficiency and mastery levels **Action Step 4:** Provide professional development for staff around quality assessment writing and data analysis	getting in the way of the 3 becoming a 4 and what is needed so that the 4 stays a 4, etc. (Summer 2016) 2) Insure that interim assessments allow students to perform at mastery level, not just at proficiency (Bloom's taxonomy, etc.) 3) Use interim assessment data to progress monitor students (Ongoing) 4) Develop individualized student or group plans for students at levels 3 and 4 (Fall 2016) 5) Research Standards-based report card feasibility at MS/HS level (Winter 2017) 6) Continue SBIP training (16-17 school year) 7) Provide PD for quality assessment writing (Summer 2016)	Administrators DCI BOCES coaches CSDC-lead teachers Outside consultants	Interim assessments LinkIt! Time-summer work and work outside school day Time-report card work NYS standards & modules Money-to pay people for summer work	Interim assessments LinkIt! reports PD plan MTSS meeting notes Standards-based report card PD reflections and evaluations
MTSS **Action Step 5:** Develop a continuum of	1) Continue to develop district assessment plan (now) 2) Progress monitor all students using	Teachers	SCT Grant RtIM Direct and other progress monitoring	Student data-interim assessments, NYS testing, Regents data

support for students achieving at all levels **Action Step 6:** Provide professional development for staff around MTSS and types of intervention at higher levels	common district assessments (ongoing) 3) Develop different types of interventions for tier1, 2, and 3 for students at proficiency and above (Summer 2016) 4) Provide support for students in advanced classes (Fall 2016) 5) Structure schedules so that all students have access to academic intervention supports, including students at proficiency and mastery levels (Now) 6) Utilize District MTSS process for moving students in and out of tiered interventions (Fall 2016) 7) Structure support for teachers so that professional development is ongoing and is targeted to district initiatives and teachers' areas of need (Now-June) 8) Research summer enrichment programs (Summer 2016)	Administrators DCI Counselors Parents Students CSDC-lead teachers BOCES and outside consultants	systems e.g. STAR reports Time Money for summer work and work outside school day	Grant reports School Schedules Teacher schedules MTSS plans for students and groups MTSS meeting notes PD plan PD reflections and evaluations MTSS triangle Classroom observations District MTSS handbook
Parent & Community Partnerships	1) Communicate to parents the District definition of mastery and what it looks like at each grade level/course, e.g. at a curriculum night (Fall 2016)	Teachers Administrators	Website and newsletters for communication Money-for	Website and other communications SDM meeting notes

Action Step 7: Create partnerships with parents and community members that support students achieving at mastery level **Action Step 8:** Provide professional development for students, staff, and parents around growth mindset and having a future story	2) Establish parent/community advisory groups to share information and solicit feedback regarding curriculum, assessments, enrichment (SDM?) (Fall 2016) 3) Offer P/T conferences for all students (Fall 2016/Spring 2017) 4) Communicate and celebrate students that achieve at the mastery level and students that maintain at the mastery level (ongoing) 5) Research community businesses, colleges, and agencies that would be willing to partner with the school (now) 6) Establish community and business partnerships that support students extending their learning and applying what they learned in a real-world setting, e.g. Math and Science Partnership grants (Summer 2016) 7) Partner with area colleges to: expand our advanced course offerings, connect students with colleges early (Fall 2016) 8) Provide PD for staff and students around growth mindset through staff book study, faculty meetings, etc. (Opening Day 2016) 9) All students will have a written future	Parents Community members and business leaders DCI BOCES coaches Counselors Outside consultants for FUP BOCES 2 SBIP trainers CSDC Lead Teachers	refreshments when we bring parents and community members in Rewards for students Transportation of students to area businesses	and agendas P/T conference schedules Student recognition examples Observations of student visits to area colleges and businesses Meeting notes and agendas from meetings with businesses and colleges Student future stories

	story starting at grade 5 that is reviewed and revised each year, and that will be used for course selection in HS (Fall 2016) (Better place for this-2.1.2 also)			

Strategic Goal 3:

By June 2019, by the end of second grade, all students will read at or above grade level.

The *MISSION* of the North Rose Wolcott Central School District is to prepare each student for a successful future.

Measurable Goal 3.1: Each student in grades K-2 will read on or above grade level as evidenced by Fountas and Pinnell Benchmarking Assessments, Fountas and Pinnell Continuum of Literacy Learning, and the results on the NYS 3rd Grade ELA Assessment.

Action Step	Implementation Methodology	Implementation Partners	Resource Use	Evidence of Completion
Action Step 1: Year One 2016-2017 Fully implement the Fountas and Pinnell Benchmark and the Continuum of Literacy Learning with fidelity * Training will be provided to all staff the first year of implementation and new teachers and all subsequent years with continual coaching. The Continuum of Literacy Learning: - Interactive Read Alouds -Shared and Performance Reading -Writing About Reading -Writing -Oral, Visual, and	1. Teachers at all grade levels will complete a full Fountas and Pinnell Benchmark three times per year (including the words per minute and writing) - 1.5 PD days : June 23rd and June 24th 2016 2. Teachers at all grade levels PK-8 will use the Continuum of Literacy Learning as a guide for Guided Reading and Writing. Reading teachers provide training for administering assessments. Reading Teachers will also provide quality assurance checks-inter-rater reliability. -2016-2017 school year 3. The Vertical Grade Level Committee PK-12 will evaluate and inventory our current reading and writing programs, practices and materials to collaboratively abandon, change, or reorganize continually -2016-2017 school year	BOCES staff developer Teachers Administration Reading Teachers	✓ Staff development on improving reading between benchmark period for K-4 with informal running records ✓ Consistent Running Record forms ✓ Continuum of Literacy Learning Book ✓ Fountas and Pinnell Benchmarking Kits for individual teachers ✓ Staff development on a full Fountas and Pinnell Benchmark grades K-4	Reading folders for every student are only updated at the beginning of the school year and every trimester with all information -Student writing samples match their reading level -Informal running records are implemented during Guided Reading Block regularly -3rd Grade ELA NYS exams results will improve

Technological Communication -Phonics, spellings, word study -Guided Reading Fountas and Pinnell Benchmark System - Sight Words -Reading Record : Words Per Minutes, Accuracy, Self-correction rate, Fluency, Comprehension, Writing	4. Teachers at all grade levels PK-6 will use informal running records to facilitate Guided Reading instruction in between Benchmarking periods. - Reading Teachers will implement Running Record Training at the first data day September 2016. 5. Any change to the Calendar, master schedule, or academic day due to special events or half-days will include guided reading. -Direct guidance on how to use GRAIR and Writing Workshop - 2 PD days in August 2016		✓ Staff development on using the Continuum of Literacy Learning for Guided Reading and Writing State-wide Conferences	
Action Step 2: Year 1 Data Analysis: Use cohort (grade level) data, group MTSS data, and individual student data with regards to most current assessments Where to get the data: -classroom teachers -reading teachers -student datafolios	1. Determine skill specific Tier 2 interventions for the lowest 20% of students for grades K-2 -already started and will continue -MTSS Sharpening committee (formally RTI Sharpening Committee) will create an inventory of Tier 2 research based interventions -2016-2017 school year 2. Move students in and out of Tier 1, 2, and 3 interventions as needed `already happening and will continue	Reading Teachers Teaching Assistants Teachers Administration Substitutes Continuing Contact for Reading Recovery through BOCES	✓ Reading Recovery ✓ Leveled Literacy Intervention ✓ Fluency Groups ✓ Skill Intervention Groups ✓ PD for TAs running skills groups ✓ Post for substitute teachers ✓ 3rd grade NYS	-Building Calendar reflects Data Meetings -Staff Development is scheduled -All teachers performing informal running records between Benchmark Assessments -Established Lists for sight words for K-2

How to store the data: RTIm Direct Cumulative file Assessments used: - Fountas and Pinnell Benchmark -NYS Assessments - Individual progress monitoring toward student goals. -Observation Survey -Established Sight Word list	-Direct refreshers on how to input data will be given throughout the year. -2016-2017 school year -Time will be allotted at certain staff meetings and grade levels throughout the year to input data and collaborate on student study (group MTSS). -2016-2017 school year 3. Monitor effectiveness of interventions including Reading Recovery after grade 1 and adjust as data dictates -already happening and will continue 4. If something is not working, a collaborative effort will be made to abandon or change the practice -2016-2017 school year -MTSS Sharpening committee will continually meet to update and evaluate current interventions -2016-2017 school year -Teachers will continually meet at MTSS meetings to change or update individual or group interventions.		ELA Assessments results ✓ 6-week Data Meetings ✓ KDG Data includes: sight words from pre-primer and primer lists, letter names and sounds ID, and concepts of print ✓ Teaching Assistants ✓ Reading Recovery Training ✓ LLI Training ✓ Professional Development for Running Records, Fountas and Pinnell Benchmarking, determining sight word lists and running record passages	-Examination of 3rd grade NYS ELA Assessment results -Intervention flexibility is evident in RTIm Direct -Staff is conversant in common language surrounding assessments and skills development

			✓ 1st Grade Data includes: Observation Survey	
	-already happening and will continue		✓ 2nd Grade Data includes: words per minute, Fountas and Pinnell Benchmarking Components, and Running Records	
			✓ Data Days	
Action Step 3: Year 1 and Year 2 Establish a culture that fosters a community of readers and writers	1. Provide year-round opportunities for students to engage in interest based reading and writing experiences -2016-2017 -Track the attendance and participation of literacy nights, author visits, poetry café, Florentina Fun days, etc. -2016-2017 - Increase opportunities for students to publish, display, and view student work -2016-2017 - Expose students to professionals and community members as readers and writers	BOCES Staff Developer and Coach All School Staff Community Members Authors Administrators Families Miss Frizzle Substitutes -Posting for additional aide position.	✓ Writing Gallery ✓ Daily 5 ✓ Cubby and Florentina Mailbox ✓ Writing Workshop ✓ Vertical Grade Level Meetings ✓ Assemblies and School-Wide Events ✓ Literacy Night	-Schedule adjusted to reflect reading and writing priorities -Celebrations of students as readers and writers are added to assemblies -Creation of writing gallery -Utilizing BOCES PD staff to explore best practices

	2017-2018 -Integrate reading and writing into special areas -2017-2018 2. Create a vertical grade level committee of teachers, reading teacher, administrators, special areas, parent voice -January 2017 -The committee will evaluate and inventory our current reading and writing programs, practices and materials to collaboratively abandon, change, or reorganize continually. -2017-2018 3. All students are treated as readers and writers that are continually improving their craft *exemplars shared -2016-2017		✓ Time ✓ Post for Substitute Teachers ✓ Author Visits ✓ Florentina Fun Days ✓ Money for Assemblies and additional author visits ✓ BOCES Coach ✓ Summer School ✓ Enrichment Teacher ✓ Staff Development ✓ State-wide Conferences	-School calendar reflects scheduled activities that develop students as readers and writers -Evaluation of current programs outside of the core curriculum for effectiveness

	- Teachers will have access/training to Ruby Payne's "A Framework for Understanding Poverty, BOCES staff development on Writing Workshop, The Continuum of Literacy Learning, Running Record quality assurance, etc. -2016-2017 -Students and teachers will participate in writing workshop throughout the school year. 2016-2017 4. Exposure to higher level text for all students 2016-2017 -The committee will evaluate student access to quality text throughout the building through inventory and teacher and student survey. 2017-2018 - an additional aide position will be added to inventory, monitor, and maintain guided reading resources and additional literacy based activities. *consider making them part of the school library or reallocating resources			

Action Step 4: Differentiate Tier 1 Instruction and Support for ELA	1. Teach UPK and KDG students concepts of print -2016-2017 2. Reading Recovery strategies will be used during Tier 1 Reading and Writing instruction Pre-K – 4 2017-2018 - Reading Recovery Teachers will provide PD on direct reading and writing strategies 2017-2018 3. All students will have access to differentiated content during Tier 1 instruction, including ELA Domains and GRAIR 2016-2017 4. Pull out for Tier 2 or Tier 3 interventions must be scheduled with consideration to individual students' reading and writing priorities within Tier 1. -2016-2017 -Teaching assistants will be used to	Teaching Assistants Teachers Reading Teachers Administration UPK Coordinator	✓ Reading Teachers staff development with UPK-4th grade teachers ✓ Teaching Assistants to run smalls group ✓ Time to collaborate to determine when TA's are needed in classrooms, student progress, etc. ✓ UPK meetings with HeadStart ✓ State-wide Conferences	--Schedule adjusted to reflect reading and writing priorities - Building Calendar reflects needed staff development -Less students referred to Tier 2 and Tier 3 interventions -Incoming Kindergarten and 1st grade students will demonstrate an increased awareness of concepts about print

	maximize small group instruction opportunities -2016-2017			
Action Step 5: All students will have access to interventions in the least restrictive environment	1. Teachers will document Tier 1 interventions in RTIm Direct prior to an MTSS meeting and moving to a more restrictive intervention -January 2017-2018 - Teachers will provide evidence and data for all Tier 1 interventions used in the classroom prior to a student moving to a Tier 2 intervention for individual referrals -2017-2018 2. All students will have access to Tier 2 and Tier 3 interventions based on the coordination of resources through MTSS meetings/ IEP Team meetings/ CSE meetings. -2017-2018 3. MTSS sharpening committee will evaluate intervention design for individual and group MTSS interventions to give every student access to the rigor within their	Reading Teachers Behavioral Health Staff Service Providers All Teachers Staff Developers for RTImDirect and the RTI process Families BOCES Staff Developer for LLI Teaching Assistants Administration	✓ Professional Development for the RTI process ✓ List of possible Tier 1 interventions for academic and behavioral needs ✓ Professional Development on RTIm Direct ✓ Reading Recovery ✓ Leveled Literacy Intervention ✓ Training in LLI for Special Education Teachers ✓ Data Days ✓ BOCES PD for LLI ✓ Leverage Leadership	Classification rate for students in grades K-2 decreasing -All active interventions for Tier1, 2, and 3 are documented in RTImDirect - Building Calendar reflects needed staff development -Decrease in the number of individualized RTI referrals -LL calendars and documentation

	classroom. 2017-2018 - Evaluate Pull out versus push in interventions and services for each student or group 2017-2018 -Flexible grouping protocol based on Data Days and grade level grouping to include the lowest 20% of each grade level. -happening currently and will continue		Meetings ✓ State-wide Conferences	

*Numeracy skills PK-2?

Strategic Goal 4:

Starting in the 2018-19 school year, we will increase all students' participation in STEAM (science, technology, engineering, art, mathematics) courses by 10% each year.

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Measurable Result 4.1: Research STEAM in grades PK-12 in 2016-2017.

Action Step	Implementation Methodology	Implementation Partners	Resource Use	Evidence of Completion
Action Step 1: Create a STEAM task force (10 members, 3 per school, and an administrator) Determine: What does a great STEAM program look like and include? (Report 3/15/17)	1. Define what constitutes a STEAM course at NRW ES, MS, and HS. 2. Evaluate current STEAM courses at NRW ES, MS, and HS. 3. Use data to develop baseline for % of students in STEAM courses. 4. Identify student demographics for students in STEAM and **not** in STEAM courses. 5. Research and provide opportunities to develop a STEAM initiative. 5. Determine the financial implications of these plans. Prioritize with assistance from business manager and technology department. 6. Follow-up on feedback received from groups-survey information from students and community along with research 7. Research to integrate with technology plan of district.	Students Teachers Administration Data coordinator Counselors BOCES WTCC P-Tech staff Community Colleges Work force integration/assistance	Course lists from district schools Attend conferences through WFL BOCES Attend National STEM/STEAM conference Research for related grants Quality time to visit other district programs Community and student body survey on web site - include student access to technology outside of school Community College 21st Century Grant/other grants	Produce list of STEAM courses Attend conference, report out and make a recommendation to the district Data driven dialogue discussion baseline % and demographics

Measurable Result 4.2: Increase awareness of STEAM in grades PK-12 in 2017-2018.

Action Step	Implementation Methodology	Implementation Partners	Resource Use	Evidence of Completion
Action Step 1: Present findings to BOE, CSDC, and buildings (March 2017 or early 2018)	1. Set calendar dates with BOE, CSDC, and buildings time to disseminate information (2nd semester of 16-17 school year)	STEAM task force BOE CSDC Building principals BOCES/WTCC PTech staff Community	Superintendent Conference Day BOE meetings CSDC meetings Community forums	Completion of presentations and reflection on feedback
Action Step 2: Promote STEAM through NRW educational community	1. Develop promotional videos that will play in the school's foyer and be used during recruitment activities. 2. Develop and distribute parent packets and information brochures that will provide the community with a comprehensive overview of the school. 3. Provide enrichment/extension activities like Legos or robotics at all levels (before/after school?)	STEAM task force AV Club Students Teachers Counselors Building Admin Community	District PR Video technology	Video/Brochure produced
Action Step 3: All Teachers of STEAM content are knowledgeable on STEAM and have	1. Teachers will engage in workshops through professional development, superintendent conference days, grade and cross-grade level meetings to acquire and utilize academic vocabulary that is	STEAM task force Director of Curriculum	Time in calendar year. Experts in STEAM field or other educators	Professional development Documents created for curriculum and

confidence in teaching in STEAM curriculum.	consistent through the STEAM content areas (PK-12). 2. The STEAM academic vocabulary would be progressive according to cognitive ability and grade level, infused into the content areas.	Building Admin Teachers	Community Colleges	vocabulary

Measurable Result 4.3: STEAM curriculum approved for PK-12 in 2017-2018.

Action Step	Implementation Methodology	Implementation Partners	Resource Use	Evidence of Completion
Action Step 1: Curriculum team members develop curriculum	1. Team members create a vertically aligned curriculum including PBL in all STEAM areas while integrating district technology plan.	DO Bldg admin Teachers Counselors BOCES/WTCC PTech staff Community	Summer and school time for creation Curriculum template	Curriculum map document
Action Step 2: Performance task created for year-end proficiency in STEAM courses (May 2018)	1. Team members create performance tasks for each grade level. Ex: Grade 1 & 3 : Art Grade 4 & 7 Technology Grade 8 & 11: Engineering	DO Bldg admin Teachers Counselors BOCES/WTCC PTech staff Community	Summer and school time for creation. Reallocation of support staff to meet greatest student/teacher needs. Feedback from administration. Community college	Curriculum map document
Action Step 3: Continue to adjust to meet student needs and	1. Establish a constant and consistent system of assessment and reworking of the curriculum based on state	Teachers Administrators	Professional development if new instructional	Beginning review process of curriculum to prioritize and align

abandon what does not work.	assessments and ability to meet students' needs. 2. Through administrative facilitation, teachers will constantly monitor instruction and programs and periodically assess their value. 3. Identify students' interests and aptitudes 4. If something is not working, a collaborative effort will be made to abandon/change current practice/program. Any change will be thoroughly researched and validated based upon data and standards.	Reallocation of support staff to meet greatest student/teacher needs. Feedback from administration. Pk-4 = Paws in Jobland 5-8 = Career inventory 9-12 = ASVAB	practice/program is implemented. Curriculum hours to adjust current curriculum.	with state standards and assessments Through faculty observation and 5 x 5's, engaging teachers in conversations about what works and what needs to be changed

Measurable Result 4.4: PK-12 students actively participate and meet the expectations of the STEAM program by 2018-2019.

Action Step	Implementation Methodology	Implementation Partners	Resource Use	Evidence of Completion
Action Step 1:| Enroll students PK-12 in a STEAM related course per curriculum pathway.	1. Register students to participate in a STEAM course and/or activity. 2. Monitor student enrollment 3. Collect data on student enrollment in STEAM course and/or activity.	Bldg admin Counselors BOCES/WTCC PTech staff Community	Summer Throughout school year College courses/, dual enrollment 21st Century Grant/other grants	Curriculum map document Enrollment data and other related data reports
Action Step 2: Re-evaluate the status of the STEAM initiative to reach the strategic goal.	1. STEAM task force meets quarterly to adjust and monitor any facet of the program. 2. Enrollment projections for 2019-2020 in STEAM courses.	STEAM task force DO Bldg admin BOCES/WTCC PTech staff Community	Data from enrollment #s. Strategic goal measurable results for STEAM	Meeting minutes. Reach goal of 10% increase.

<u>Overall Feedback from 2/8:</u>

-triage some of this-can't do it all at once
-seriously implement selective abandonment
-we will be presenting 3/22 BOE meeting, with plan going to BOE the Friday prior
-we will need to summarize the parts of the plan for the BOE; determine who will be doing the presentation from each team (Melanie will organize); 5 min. for each goal
-we are on a journey to get better for all kids; we are looking at growth over time