

Manchester-Shortsville Central School District

STRATEGIC PLAN

2014 - 2020



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Our Mission

We will challenge all learners and work in partnership with students, parents and community to achieve high standards.

Our Vision

Every employee of the District plays a vital role in the success of our students. With uncompromising commitment in the pursuit of excellence, we will meet the unique needs of every student, regardless of social advantage, race or gender and ensure he or she has a safe learning environment and acquires necessary foundational skills. We will promote healthy habits and provide challenging, real-world learning experiences. We will cultivate student ownership for goal-setting, learning and citizenship by partnering with families and community groups. We will promote a learning environment of critical thinking, creative problem-solving, self-direction and collaboration in order to maximize each student's ability and potential to succeed in an ever-changing, highly technical and diverse world. Together, we will develop and maintain the highest level of ethical and professional practice, demonstrating a culture of respect, cooperation, and pride, with care and dignity for all.

Our Beliefs and Core Values

EXCELLENCE

Challenge and learning are the goals and rewards.

LEADERSHIP

We are all leaders and role models.

DIGNITY for ALL

Everyone is treated with dignity and contributions are heard, valued and encouraged.

COMMUNICATION

Open and honest dialogue ensures that we are all working towards a common goal.

COLLABORATION

Working together is critical to our success.

CONTINUOUS IMPROVEMENT

We are all accountable for continually improving our practice.

STUDENTS FIRST

We are responsive to the needs of *all* students.

RESOURCEFULNESS

We seek out educational opportunities within and beyond the walls of our school.

FISCAL RESPONSIBILITY

We use our resources responsibly.

PRIDE

We respect ourselves, each other and our school.

-Shared Vision September 2013
-Reviewed August 23, 2016
-Reviewed August 23, 2017

Long Range Goals

Goals are aligned with the school's mission, vision, beliefs and values.

ACHIEVEMENT: Strive to create a positive learning environment by providing students and staff with tools, training and facilities needed to promote continuous student growth.

COMMUNITY INVOLVEMENT: Improve community support of the district as a whole by promoting its positive attributes, maintaining open lines of communication and encouraging parent and community member involvement.

FISCAL: Practice responsible budgeting by maximizing financial resources, and advocating for our District, while balancing student needs and a desire to ease the tax burden.

POLICY & GOVERNANCE: Continue to review and update Board of Education policies and long range plan.

-Developed October 22, 2014
-Reviewed September 23, 2015
-Revised August 23, 2016
-Reviewed August 23, 2017

Board of Education Goals

ACHIEVEMENT: Stay abreast of student performance and support our District staff in achieving District and building goals.

- quarterly updates on cohort data and performance, including those at risk for not graduating.
- mid-year review of Building council goals
- Summer review of graduation rate

COMMUNITY INVOLVEMENT: Continue to educate community members to improve understanding of District needs.

- Create district calendar of events to ensure Board presence and visibility

FISCAL: Work collaboratively with the superintendent to advocate for the financial needs of our District locally and at the State level. The Board will maximize resources to ensure long term sustainability and a positive learning and working environment.

- Devote one work session to in depth budget categories and information
- Capital Project updates at least 3 times per year

POLICY & GOVERNANCE: Ensure policies are routinely reviewed and updated to meet changes in educational law.

- Review 50% of policy manual each year
- Each board member will attend 1 professional development workshop/meeting per year
- At least one work session per year will be devoted to professional development

-Developed October 22, 2014
-Reviewed September 23, 2015
-Revised August 23, 2016
-Reviewed August 23, 2017
-Revised Nov. 8, 2017

District Goals

ACADEMIC

Given the current New York State Education Department mandates for implementation of Common Core State Standards (CCSS), Annual Professional Performance Review (APPR), and Student (Data) Driven Instruction, the leadership team is committed to continually increasing student achievement. The percentage of students passing the Regents examinations will be 90% or will increase by a minimum of 5% over the previous June.

-Developed July 2014
-Reviewed September 23, 2015
-Revised August 23, 2016
-Revised September 27, 2017

June 2017 Regents Results

	% Passing
Algebra	96% HS/100% MS
Living Environment	98%
US History	95%
Global History	72%
Chemistry	76%
Physics	95%
Geometry	75%
Algebra2/Trig	100%
Earth Science	89%
ELA	100%

SCHOOL CULTURE

The District recognizes the ongoing importance of Positive Behavioral Interventions and Supports (PBIS), including community and family involvement. We will increase positive feedback and recognition of students and staff by supporting the related initiatives in each of the building council plans in an effort to demonstrate a culture of respect and dignity for all.

-Developed July 2014
-Reviewed September 23, 2015
-Revised August 23, 2016
-Reviewed September 27, 2017
-Revised August 23, 2017

Building Council Goals High School

2016

1. Collaboration & Communication: Continue to communicate to the students, staff, and community regarding school policies and events through multiple mediums. Create new pathways for teacher-to-parent communication.
 - a. Goal Summary: Achieved. The high school utilized multiple methods to communicate for events. Attendance was not always tracked at school wide events and/or the collection of that data was not available.
2. Behavior: Increase a sense of whole school pride through proactive in-school and community measures; reduce number of targeted infractions.
 - a. Goal Summary: Not achieved: Last year the "Brag Board" was used and the BC (Building Council) stated that it needed to be updated more frequently and with a more diverse representation of the student body. Community groups were contacted; but the BC was unsure how many or for what reason. The current BC admitted that the promotion of risk taking in staff was difficult to measure. The last strategy/action step was achieved through tracking referrals for insubordination/disrespect.
3. Academic Integrity: Increase the number of students who score at or above 75% on Regents Exams (including Common Core assessments) by 5% per exam (ultimate goal is for 80% of students to score at target mark per exam).

- a. Goal Summary: Partially achieved. The BC looked at the overall regents results from the prior two years and gains were made. The current BC did not look at each individual student to calculate the growth. More time would be needed to determine overall goal results.
- 4. Attendance: Maintain or decrease the number of students with 10+ tardies (5%). Implement more resources to combat habitual tardiness.
 - a. Goal Summary: Partially achieved. More information would be needed from the past principal.
- 5. Culture: At least 20% of the student body will be recognized for positive behavior throughout the 16-17 school year.
 - a. Goal Summary: Achieved. Specific data regarding student recognition was not tracked and/or information was not available. The BC said there was a guest speaker. Pictures in the hallway were changed.
- 6. Continuous Improvement: Focus on the success of students transitioning from 8th to 9th grade.
 - a. Goal Summary: Partially achieved. Digital copies on student Chromebooks did not happen. The other action steps were not tracked and/or information was not available.

2017

- 1. Culture: Red Jacket High School will create a welcoming, supportive, and positive learning environment for all students and work environment for all staff by recognizing 30% of the student body, and increasing opportunities for staff recognition.
- 2. Communication: Red Jacket High School will continue to effectively use the available communication tools to bridge and connect students, staff, and parents.
- 3. Attendance: Red Jacket High School will implement and continue strategies to increase overall student attendance by 5%.
- 4. Behavior: Red Jacket High School will promote a positive prosocial environment with an increase of 10% in positive referrals submitted through Infinite Campus.
- 5. Academic: 75% of Red Jacket High School students will achieve a 5 point increase in their yearly Grade Point Averages (GPA).

-Developed August 2017

Middle School

2016

- 1. At least 70% of all RJMS students will be at level or no more than 1 grade level below in reading as assessed by classroom assessments and iReady benchmarking.
 - a. Goal Summary: The middle school faculty and staff worked together to build literacy across all curriculum areas. The sixth grade teachers were trained and implemented running reading records with students in Academic Intervention Services. iReady benchmarking data shows room for improvement- leading the middle school to implement additional literacy initiatives for the 2017-18 school year including DEAR (Drop Everything and Read), Independent Reading Challenge, additional reading assessments, and literacy initiatives across content areas.
- 2. RJMS staff will partner with students and their families to improve academic performance and maximize each student's individual potential as evidenced by quarterly grades, parent-teacher-student communication (email and Google), IC/Parent Portal usage, and tracking assignments and assessment dates via Google calendar.

- a. Goal Summary: Retention rate reduced- one student in grades 6-8. Principal held at-risk meetings with students failing more than one subject at each progress report period. Teachers consistently used Google Classroom and Calendar to communicate assignments to parents and students. IC Parent Portal used by the majority of parents and a parent tutorial was held on open house night.
3. RJMS will strategically target interventions to decrease the number of students deemed chronically absent (more than 10% missed school days). Baseline Data: In the 2015-2016 school year, 20 students fell into this category.
- a. Goal Summary: Baseline Data: In the 2015-2016 school year, 20 students fell into this category. In the 2016-2017 school year, 16 students fell into this category (20% reduction).
4. The RJMS will partner with parents and students to improve student behavior through the continued implementation of PBIS (Positive Behavioral Intervention Supports).
- a. Goal Summary: Colleen Joy, Samantha Cassavaugh, Emma Stutzman and Karen Hall attended training on Tier 1 and Tier 2 interventions and supports. 5-week PRIDE rewards- 75-85% of students eligible each 5 weeks. End-of-year Behavior Reward Trip- 50% of students attended. SWIS data review- 602 minor and major referrals- ten students responsible for 315 referrals- those students received Tier 2 and 3 interventions. -Developed August 2016

2017

1. At least 70% of all RJMS students will be at level or no more than 1 grade level below, and 55% of RJMS students at or above grade level in reading as assessed by classroom assessments and iReady benchmarking.
2. RJMS staff will partner with students and their families to improve academic performance and maximize each student’s individual potential as evidenced by quarterly grades, parent-teacher-student communication (email and Google), IC/Parent Portal usage, and tracking assignments and assessment dates via Google calendar.
3. RJMS will strategically target interventions to decrease the percentage of students deemed chronically absent (more than 10% missed school days).
 Baseline Data: In the 2015-2016 school year, 20 students fell into this category (9.5%).
 In the 2016-2017 school year, 16 students fell into this category (8.3%).
4. The RJMS will partner with parents and students to improve student behavior through the continued implementation of PBIS (Positive Behavioral Intervention Supports). -Developed August 2017

Elementary School

2016

1. Academic:
 *Grades 3-5 will rank in the top 50% or higher in the region on the NYS Math and ELA exams. (13th place or higher out of 25 districts)
Goal Summary: This goal cannot be assessed until regional comparisons are calculated by WFL BOCES.
 *70% of students will achieve a year’s growth in reading.
Goal Summary: Students in the elementary school were benchmarked in September, January, and May of the 2016-2017 school year using the Fountas & Pinnell (F&P) Benchmark Assessment System. Data was collected to determine student growth over the course of the school year. After analyzing the data, it was determined that 84% of first through fifth graders made one year’s growth in reading.

2. PBIS:

*100% of students will be recognized for showing PRIDE. Student will be recognized for positive behavior choice, academic achievement, and citizenship.

Goal Summary: All students in the elementary school were recognized at least one time for showing PRIDE during the school year. Students were selected by teachers, administrators, and support staff. In addition to receiving a PRIDE Shout Out award, one student from each classroom was also selected as the "Student of the Month". Student names were read on the announcements and included in the building newsletter.

*20% of students will be recognized for consistently exceeding PRIDE expectations.

Goal Summary: During the 2016-2017 school year 49% of students were recognized as exceeding the building PRIDE expectations. Students received pizza, gift certificates, ice cream, and donuts donated by local businesses.

3. Family Engagement:

* Targeted indicator: Developing family ability to strengthen learning at home will be at a Level 2 or higher by the end of the school year.

Goal Summary: Through a staff survey, the elementary school rated itself a level 2 in the area of strengthening learning at home. The elementary school hosted open houses, a literacy night, awards ceremonies, and individual teachers had classroom presentation. Information shared at these events encouraged parents to work with their children to set academic goals.

-Developed August 2016

2017

1. Academic:

- 75% of students will achieve one year's growth in reading on the Fountas and Pinnell benchmark.
- 75% of students will demonstrate proficiency and/or achieve 20 points growth on the Pearson end-of-year math assessment.

2. P.R.I.D.E.:

- 100% of students will be recognized for showing P.R.I.D.E.
- 20% of students will be recognized for consistently exceeding P.R.I.D.E. expectations.

3. Family Engagement:

- At the end of the school year, 70% of our Red Jacket families will rate the elementary building as having a welcoming and family-friendly atmosphere.

-Developed August 2017