

# Gananda Central School District Strategic Plan



**Board of Education**

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**Academic High Performance Task Force**

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**Student Experience Task Force**

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**Family/Community Engagement Task Force**

Jim Giancursio - Facilitator/Parent  
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## **To The Gananda Central School District Board of Education:**

It is with great pleasure that we submit this Strategic Plan on behalf of the Core Team and our three Task Forces. The work process has been very rigorous and the Teams were focused and highly determined throughout the entire process, committed to delivering a “blueprint” which would take our student achievement to top-notch levels. Most importantly, everyone agreed from the beginning that this plan must have our students at the center.

The Core Team and Task Forces utilized a data-based, best practices, and research model. This is represented in each of the attached Task Force Reports. The Core Team and Task Forces should be credited with the major accomplishment of conducting The Data Triangle, a comprehensive review of quantitative and qualitative survey data from our staff, students, and community relative to over 200 research-based benchmarks. Not only did this accomplishment provide an outstanding source of information, it also provides a tool for the school to continually and objectively evaluate benchmark success and monitor progress. As the Board considers the Strategic Plan, engages in discussion, and ultimately takes action, the following clarifications will be helpful:

### **Vision, Mission, Beliefs and Parameters**

Vision, Mission, Beliefs and Parameters form the framework for our plan. Vision describes our future state; how we see the school moving forward. Mission is our core purpose – what we do. Beliefs provide a set of core values for all to embrace and follow. Finally, Parameters provide some of the key elements we know will be important as we seek to implement our plan.

### **Strategic Intent (Goals)**

Strategic Intent are goals with precise targets. They are written to a five year period; annual targets will be set. These are the measurable components that the Core Team and Task Forces determined would give us “evidence of success.” The following questions were asked of the Core Team and Task Forces:

*-Do you believe these Strategic Intent are in the better interest of moving our school forward?*

*-Will they have a positive impact on our students?*

*-Are they consistent with our stated Vision, Mission, Beliefs and intended direction?*

### **Strategies and Action Plans (Actions)**

Strategies are multi-year initiatives that support the achievement of the Strategic Intent. The Board should take action on adopting the Parameters and Strategic Intent. The Board has previously approved the Vision, Mission and Beliefs. Action Plans are specific tactical projects that are selected year by year, typically by administration with involvement of staff and community.

This Strategic Plan is a great source of pride for all those involved. Many worked diligently, on behalf of our students, staff and community. We now have a blueprint, which will carry the District forward on a purposeful and deliberate path. The next component – implementation, we look forward to with the same energy and enthusiasm that this group showed all through the months of hard work.

Congratulations to the Gananda School District.

Respectfully,  
Tammy Farrell & Donna J. Fountain  
PLC Associates, Inc.

## Our Vision

- Offers a *personalized, premier educational* experience where all reach their potential
- Engages students in *challenging, dynamic curricula* enhanced by innovative technology to develop lifelong learners who thrive in a global society and
- *Partners* with staff, students, parents and community to produce students who become *responsible, contributing citizens*.

## Our Mission

*The Gananda School District educates all students for success.*

## Parameters

- *We will not add/eliminate/revise any program or service without careful and detailed analysis or appropriate supports.*
- *We embrace collaborative decision-making that is inclusive of our greater school community, and supports our Strategic Plan.*
- *Student needs will always be at the core of our decision-making.*
- *We recognize that change can be challenging, but necessary to move forward, and will approach the change with a growth mindset.*
- *We will align all of our work with the Strategic Plan in order to achieve our Mission, Vision, Beliefs and Strategic Intents.*

## Our Beliefs

*Our core beliefs reflect the potential of our students and the impact of our teachers, leaders, district, families and community on student achievement and our commitment to promote a culture of high expectations and accountability.*

- We believe that education includes intellectual, moral and social instruction and exploration for our students; the classroom is more than desks and chairs. We will support curricula and extra-curricular activities; we will support children exploring, experimenting, performing and interacting with each other and adults.*
- We believe that all students can learn and achieve at high levels. We will prepare every student to be college or career ready.*
- We believe that diversity and cultural differences should be embraced. We will provide positive, supportive and safe environments that are essential to teaching and learning. We will create school communities with positive cultures and high-quality supports for students and staff.*
- We believe that excellent teaching has the greatest positive impact on student achievement. We will recruit, develop, support and retain dedicated, hard-working teachers who fully support our beliefs.*
- We believe that effective leadership produces excellent results. We will recruit, develop and retain leaders who champion a focus on high student achievement and effectively manage teacher talent. We will engage in data-driven decision making to ensure continuous improvement and accountability for performance at all levels.*
- We believe that the involvement of parents and community is vital to improving educational outcomes. We will develop and implement effective and sustainable partnerships with parents, families, and the community at both the school and district level to enhance student learning. We will ensure transparency at all levels, as an open exchange of ideas builds trust and confidence.*
- We believe that student and staff are worthy of wise investments. We will be fiscally responsible.*

## Academic High Performance

Task Force:	Co-Facilitator(s):
Academic High Performance	Matt Mahoney Hailey Forshay

<b>Date:</b>	December 7, 2016
<b>Charge:</b>	<p>The Task Force is charged with the comprehensive audit, analysis and investigation of current levels of student achievement, infrastructure and teaching and learning processes so that our learners experience the rigorous, comprehensive offerings and dynamic curriculum that will prepare them for college and/or career readiness. In order to accomplish this, the Task Force will consider the following actions:</p> <ul style="list-style-type: none"> <li>• Investigate our CCLS-aligned, diverse and targeted curriculum which guarantees that students will benefit from enriched experiences</li> <li>• Examine the inclusion of AP courses, enrichment opportunities and rigor</li> <li>• Investigate the extent to which our students are able to benefit from advanced levels of technology to support learning</li> <li>• Review the extent to which all students benefit from the targeted, leveraged teaching and learning opportunities that meet their needs, goals and learning preferences</li> <li>• Review our cultural components, assuring that our school environment is predicated on high expectations and further, that we have a culture which will sustain our efforts</li> <li>• Examine our district as a true professional learning community (PLC) that engages in high levels of reflective practice and teamwork</li> <li>• Investigate consistent application of data, best practices, and research as a platform for instructional and educational decision-making</li> <li>• Consider a model for a district-wide Data Dashboard which will feature all relevant measures of student success.</li> <li>• Investigate the instructional activities and strategies that cause students to develop a keen interest in their educational experience and maintain focus</li> <li>• Examine the 21<sup>st</sup> Century Learning Skills that are necessary for post-graduate success in college or career</li> </ul>

- Investigate the uses of technology, including SMART Boards and other venues so that these tools are fully utilized to involve and engage students
- Examine the role of critical thinking as it applies to student inquiry and problem-solving
- Develop a deep understating of “what motivates and challenges” students at varying levels and with different experiences
- Canvas students for their input and ideas around the “ways they learn best”
- Investigate the role of co-curricular activities as a means of involving students more fully in their school experience
- Examine possibilities for student involvement in school-based direction and decision-making

The Task Force is charged with creating SMART Goals and measurements that will allow us to assess progress, evaluate success and plan next steps.

#### **Our Critical Issues:**

1. How can our academic program address the needs of all students?
2. How can we challenge students to reach higher levels of learning?
3. How can we capture the interest and attention of unmotivated students?
4. How do we address the differences in students’ academic preparedness?
5. Do we have equity in achievement, considering our various demographic groups?
6. What successes have we realized, by content area, according to state assessments?
7. Do we have a formatted longitudinal data base for purposes of assessing results?
8. Do we have ongoing, long term schedules for analyzing and updating curriculum?
9. Have we rigorously benchmarked successful schools in the area of student achievement?
10. How effectively do we utilize research in our teaching and learning processes?
11. What can we learn from our Data Triangle: staff, student and family/community surveys?
12. Do our grade level/content area teams have clear agendas for guiding their work?
13. How do we use classroom-based formative assessments?
14. Do all courses have and use interim common assessments?
15. How skilled are our teachers at using data to inform instruction?
16. How can we help students to take a more active role in creating teacher partnerships?
17. Do we have specifically identified student outcomes, both academically and in terms of life skills?
18. How can we incorporate internships and expand our possibilities through an established community network?
19. How should workload be apportioned so that assignments (reading/homework) are balanced?
20. What type of feedback do we provide and how often is it needed for students?

21. What kinds of clubs and activities are students interested in joining?
22. How do we maximize the use of technology both by both students and teachers?
23. How do we utilize social media venues to support student engagement?
24. How do we get students to accept ownership of learning?
25. How can we get and incorporate student input? (Also, let them know that we are incorporating their input?)
26. How do we identify students' stress that may not be visibly apparent?
27. What should we do, from the student perspective, to make the school day more positive?
28. How do we increase learning time?
29. How do we improve school pride?
30. How do we move Student Council into a higher governance and decision-making role?
31. How do we build student-adult trust?
32. What curriculum can we offer that will prepare our students for employment and other life experiences in the 21<sup>st</sup> Century?
33. How are administrators conducting walkthroughs?
34. Do school leaders meet to discuss and review data?
35. How and when do school leaders offer targeted instructional feedback to teachers?

# Academic High Performance

## Strategic Intentions or Goals

**AHP 1:** By 2020/2021 75% of respondents will agree that schools have a school wide data system and that school leaders provide clear and specific guidance around understanding and application of data systems to inform instruction.

School Performance Scan #17

Baseline: 38%

**AHP 2:** By 2020/2021 75% of respondents will agree that teachers help students track their learning and assess their progress.

Student Voice Survey MS/HS #29

Baseline: 49.7%

**AHP 3:** By 2020/2021 75% of respondents will agree that the school helps families prepare students for life challenges, including thinking about being college and career ready.

School Performance Scan #85

Baseline: 43.3%

**AHP 4:** By 2020/2021 90% of student's grades 3-8 will achieve Level 3 or higher on the NYS ELA & Math Assessments.

NYS Assessment Results 2016

Baseline: ELA - 42 Math - 48 %

**AHP 5:** By 2020/2021 95% of graduating seniors will achieve a Regent's Diploma

NYS School Report Card

Baseline: 90%

**AHP 6:** By 2020/2021, survey responses for 10 out of 10 of the following teacher practices will be at asset level:

- Teachers give assignments that help me learn.
- Teachers involve students in projects and group work.
- Teachers often check to see if all students understand what is being taught.
- Teachers provide clear feedback on my work, including tests that help me learn.
- Teachers provide meaningful homework to reinforce my learning.
- Teachers ask questions that make me think.
- Classes are interesting and keep my attention.
- Teachers explain things in different ways so that all students learn.
- Teachers motivate me to work hard and improve.
- Teachers present information in a way that I understand.

Student Voice Secondary #16-21, 25, 31, 33, 34 Baseline: 0 of 10 at asset (All at 75%)

# Academic High Performance

## Strategy (Action) #1

Implement a comprehensive district wide data system to improve student achievement.

### Action Plans

**1.1** Assemble a district data steering team with representatives from all stakeholder groups (i.e., administration, staff, parents & students) that will develop a district data plan including:

- Data management system
- Protocol for sharing data with stakeholders

**1.2** Appoint an internal district-wide data oversight team that is responsible for implementing and monitoring the data plan.

**1.3** School leaders will provide ongoing professional development focused on ensuring adequate stakeholder knowledge in how to access, interpret and use data.

**1.4** All teachers will engage in research based professional development focused on the effective use of data to drive teaching and learning i.e. access, interpret, and apply.

## Strategy (Action) #2

Provide data-driven instruction and interventions that meet the needs of all students.

### Action Plans

**2.1** Provide teachers time with colleagues to analyze and discuss data to adjust curriculum and instruction.

**2.2** Implement a comprehensive Response to Intervention (RtI) framework to improve student achievement

- a. Assemble a district-wide RtI Steering Team
- b. Have all district-wide staff complete the Self-Assessment Tool for RtI Readiness and Implementation to assist in determining our current status.
- c. Use data from survey to develop an RtI Plan that addresses the following:
  - i. Tiered Instruction (Tiers 1, 2, 3)
  - ii. Assessment (screening & progress monitoring)
  - iii. Infrastructure
  - iv. Leadership
  - v. Professional Development
  - vi. Teaming/Collaboration
  - vii. Parent Involvement

**2.3** Provide teachers with professional development and resources in order to teach students universal test taking strategies.

**2.4** Teachers will participate in on-going professional development to build capacity in an effort to provide specific and timely feedback to students on their performance.

- 2.5 Students will use feedback to identify needs and set goals to improve achievement.
- 2.6 Research and develop a way to increase use of cross curricular academic and content based vocabulary.
- 2.7 Explore and implement a system for increasing the capacity of families to support their child's academic achievement (see 4.4 FE.)
- 2.8 Implement a student-to-student mentoring system.

### Strategy (Action) #3

Increase student capacity to be successful in the college and or career environment.

#### Action Plans

- 3.1 Assemble a team that will develop a K-12 curriculum that will:
  - a. expose all students to postsecondary opportunities (e.g. career days, job fairs, job shadowing, internships, career inventories, college fairs etc.).
  - b. Include explicit instruction in skills necessary for postsecondary success (e.g. presentations, teamwork, communication, financial literacy).
- 3.2 All 9-12 students will experience a college level or equivalent course.
- 3.3 Build a system for educating K-12 students and families on life skills including but not limited to: financial planning, college preparation, financial aid, career exploration.

### Strategy (Action) #4

Increase Student Engagement.

#### Action Plans

- 4.1 Implement Personalized Learning.
- 4.2 Students are provided timely and meaningful feedback that will help them to participate in tracking and assessing their progress including:
  - a. personal goal setting
  - b. student led conferences  
(see FE 4.3)
- 4.3 Create assignments and assessments that:
  - a. promote student learning and thinking
  - b. check for understanding
- 4.4 Provide instruction that is relevant and motivating.
- 4.5 Provide more student choice and ownership in their learning.
- 4.6 Develop a system of continuous research based professional development for action plan 4.1-4.5.

## Student Experience

Task Force:	Facilitator(s):
The Student Experience Task Force	Tracie Douglas Danielle O'Brien

<b>Date:</b>	December 7, 2016
<b>Charge:</b>	<p>The Student Experience Task Force is charged with identifying the elements that will cause students to be “drivers of their own learning” and accept responsibility as active partners in their education, starting at the elementary level and sustaining through high school. In order to accomplish this, the Task Force will consider the following actions:</p> <ul style="list-style-type: none"> <li>• Investigate the instructional activities and strategies that cause students to develop a keen interest in their educational experience and maintain focus</li> <li>• Examine the 21<sup>st</sup> Century Learning Skills that are necessary for post-graduate success in college or career</li> <li>• Investigate the uses of technology, including SMART Boards and other venues so that these tools are fully utilized to involve and engage students</li> <li>• Examine the role of critical thinking as it applies to student inquiry and problem-solving</li> <li>• Develop a deep understating of “what motivates and challenges” students at varying levels and with different experiences</li> <li>• Canvas students for their input and ideas around the “ways they learn best”</li> <li>• Investigate the role of co-curricular activities as a means of involving students more fully in their school experience</li> </ul> <p>The Task Force is charged with creating SMART Goals and measurements that will allow us to assess progress, evaluate success and plan next steps. This will be part of the Data Dashboard.</p>

## Our Critical Issues:

1. What curriculum can we offer that will prepare our students for employment and other life experiences in the 21<sup>st</sup> Century?
2. Do we have specifically identified student outcomes, both academically and in terms of life skills?
3. How can we incorporate internships and expand our possibilities through an established community network?
4. What did we learn from The Data Triangle?
5. What do students consider “boring”?
6. What should students do to create learning partnerships with teachers?
7. How should workload be apportioned so that assignments (reading/homework) are balanced?
8. What type of feedback and how often is it needed for students?
9. What kinds of clubs and activities are students interested in joining?
10. How do we maximize use of technology both by both students and teachers?
11. How do we utilize social media venues to support student engagement?
12. How do we get students to accept ownership of learning?
13. How can we get and incorporate student input? (Also, let them know that we are incorporating their input?)
14. How do we identify students’ stress that may not be visibly apparent?
15. What should we do from the student perspective to make the school day more positive?
16. How do we increase learning time?
17. How do we improve school pride?
18. How do we move Student Council into a higher governance and decision-making role?
19. How do we build student-adult trust?



# Student Experience

## Strategic Intents or Goals

**SE 1:** By 2020/2021 75% of respondents will agree that our school’s recognition programs encourage and motivate students.

**Student Voice Secondary All #2**

**Baseline: 51.8%**

**SE 2:** By 2020/2021 75% of respondents will agree that there is an effective system for developing student social and emotional health.

**School Performance Scan #61**

**Baseline: 30.8%**

**Student Voice #43**

**Baseline: 30.6%**

**SE 3:** By 2020/2021 90% of respondents will agree that they feel welcome and part of the school.

**Student Voice Secondary #39**

**Baseline: 56.1%**

**SE 4:** By 2020/2021 80% of respondents will agree that the school deals effectively with bullying.

**Student Voice Secondary #38**

**Baseline: 46.3%**

**SE 5:** By 2020/2021 75% of respondents will agree that the school has sufficient clubs activities and events to help students become engaged and connected to school.

**School Performance Scan #80**

**Baseline: 51.4%**

# Student Experience

## Strategy (Action) #1

Create criteria for current recognition programs to ensure vertical and horizontal alignment as well as alignment with Building and District Goals.

### Action Plans

**1.1** Form building level committees, including students, to investigate and document current recognition programs.

**1.2** Survey students to identify what they find motivating and encouraging.

**1.3** Research and investigate Best Practices for student motivation.

**1.4** Create a rubric for assessing current programs that is representative of district goals.

## Strategy (Action) #2

Develop and implement Building and District-Wide Recognition Programs to encourage and motivate students.

### Action Plans

**2.1** Carry out recommendations from building level committees regarding current programs.

**2.2** Explore student survey data to build programming.

**2.3** Explore and identify gaps in Building/District goals and current recognition programs.

**2.4** Utilize gap analysis to develop recognition strategies to address social/emotional and academic goals not addressed with current programs.

**2.5** Create a system for evaluating students' recommendations for recognition

- To encourage consistent criteria
- To promote communication between staff who may have recommended the same student(s) repeatedly

**2.6** Develop a system for evaluating whether receiving recognition increases students motivation.

## Strategy (Action) #3

Investigate researched based programs that address the social and emotional health of our students. Programs such as PBIS, Restorative Justice, Responsive Classroom.

### Action Plans

**3.1** Form a committee to investigate programs and make recommendations to leadership for implementation.

**3.2** Develop a rubric identifying priority criteria for programs addressing the social and emotional health of our students.

**3.3** Identify a program or program(s) that best meet criteria.

**3.4** Develop a plan for measuring effectiveness of program including tools used and data collection schedule.

**3.5** Provide ongoing professional development to staff focused on highly effective strategies for implementing the program.

### Strategy (Action) #4

Develop and implement researched based programs that create a welcoming and positive school culture.

### Action Plans

**4.1** Create a committee in each school consisting of students, parents, teachers and administrators to research, select and implement best practices in creating a welcoming school.

**4.2** Provide training to students, parents and staff.

**4.3** Create a Principal's student/parent cabinet to review ongoing program effectiveness.

### Strategy (Action) #5

Develop and implement a system for ongoing investigation, proactive education and response to bullying.

### Action Plans

**5.1** Investigate bullying occurrences and trends of bullying within each school.

**5.2** Identify opportunities/areas for implementation of curriculum that includes proactive strategies.

**5.3** Build a comprehensive data system for evaluating effectiveness of identified approach.

### Strategy (Action) #6

Increase students' roles in creating and maintaining clubs, activities and events.

### Action Plans

**6.1** Investigate current clubs and processes in the district for the creation of clubs, activities and events K-12.

**6.2** Create a student oriented process for the formation of clubs, activities and events.

**6.3** Create a partnership for clubs, activities and events with Walworth Recreation, community volunteers and organizations.

**6.4** Promote club activities (for example during club fair at 6<sup>th</sup> and 9<sup>th</sup> grade orientation and at Open House nights K-12).

**6.5** Promote clubs, activities, and events through extra-curricular website link and social media.



## Community/Family Engagement

Task Force:	Facilitator(s):
Community/Family Engagement	Michael VanDeMar Jim Giancursio

<b>Date:</b>	December 7, 2016
<b>Charge:</b>	<p>The Task Force will audit, analyze and investigate how the Gananda Central School District currently engages parents and community in dynamic partnerships in support of student achievement at all levels. The Task Force will investigate current practices, review data, review best practices in exemplar level schools and examine research in the area of parent and community engagement in order to:</p> <ul style="list-style-type: none"> <li>• Improve student achievement, increasing our results as compared to the region, state and nation</li> <li>• Rally our community in support of our students</li> <li>• Build a strong collaborative culture based on high expectations for all students</li> <li>• Enhance the quantity and quality of family engagement</li> <li>• Promote the power of the school-community relationships through effective communication and the advanced use of technology</li> <li>• Provide families with specific training and information that will assist students in their school experience</li> <li>• Involve alumni purposefully in continuing to identify successes of our school</li> <li>• Identify ways to involve all community members, including those who may not have students enrolled</li> <li>• Find opportunities to connect regional employers and students for experiential learning and possible internships</li> </ul> <p>The Task Force is charged with creating SMART Goals and measurements that will allow us to assess progress, evaluate success and plan next steps. This will be part of the Data Dashboard.</p>

## Our Critical Issues:

1. What should be the expected level of family involvement? What models are most successful?
2. Are we providing families the information they need to understand and assist their children as we make such dramatic shifts in CCLS?
3. Are we using all available networks to link our families to school?
4. What did we learn from The Data Triangle?
5. How do we maximize the use of technology in the learning process?
6. How do we connect better with our community?
7. How do we receive parent input?
8. How do we make parents feel more included?
9. Are there parent workshops we should be offering as we move toward higher standards?
10. From a parent's perspective, what would qualify as a high-performing school?
11. How do we build trust?
12. How do we form partnerships with community groups? Businesses?
13. What course offerings should be available and/or expanded for families?
14. How do we communicate all the good things happening in our classrooms?
15. In what decisions should parents be involved?
16. What would make Gananda an outstanding district from the parents' perspective?
17. How do we publicize our academic achievements?

## Community/Family Engagement

### Strategic Intents or Goals

**FCE 1:** By 2020/2021 75% of respondents will agree that our community and school work together.

Community Engagement Survey #7

Baseline: 48.9%

**FCE 2:** By 2020/2021 50% of respondents will agree that our schools actively involve our community in planning.

Community Engagement Survey #4

Baseline: 29.6%

**FCE 3:** By 2020/2021 75% of respondents will agree that our schools actively engage families in conversations around needs/progress.

Family Engagement Survey #41

Baseline: 46%

**FCE 4:** By 2020/2021 60% of respondents will agree our schools have programs for families to build their capacity to help students at home.

Family Engagement Survey #44

Baseline: 29.7%



## Community/Family Engagement

### Strategy (Action) #1

Promote family and community involvement with the work of school.

### Action Plans

**1.2** Create a district/community-centered initiative that engages members in a common goal (i.e. accessible side-walks, a community garden, a community biking trail).

**1.2** Assemble an advisory council of community business owners and institutes of higher education to meet and strategize with the Superintendent at least bi-monthly to form a partnerships.

**1.3** Explore and implement avenues to foster communication between district and community (i.e. Facebook, Facebook Live, Live Stream BOE meetings, electronic signage, district website, on-line community forums, newsletters, and teacher pages).

**1.4** Explore community involvement that maximizes volunteer opportunities without compromising limited resources (i.e. Volunteer Hub.)

**1.5** Seek community participation in future review, revision and promotion of the district's mission and vision.

**1.6** Identify resources within the community to promote college/career readiness via presentations, shadowing, internships, and more.

### Strategy (Action) #2

Engage Gananda Alumni in school functions and events.

### Action Plans

**2.1** Establish an alumni database.

**2.2** Provide opportunities to include alumni at school functions.

**2.3** Establish a Wall of Fame for distinguished alumni.

**2.4** Arrange building tour nights for alumni and community members.

**2.5** Recognize alumni at school events.

**2.6** Provide a yearly alumni function that will allow new and past graduates to meet, socialize and give feedback to the district about their Gananda experience.

### Strategy (Action) #3

Develop a system of outreach from school to families to meet the needs of Gananda's community.

#### Action Plans

**3.1** District will compile mental health resources to provide website resources (i.e. monthly topic); to be developed by mental health staff.

**3.2** Provide an advocate to schedule and coordinate a calendar of events for community educational opportunities (i.e. parenting support and resources) through both in person and print resources.

**3.3** Develop a system for Q&A and FAQ in which families and the community can receive timely, relevant and targeted information from the district. (i.e. quick link on the web, telephone voicemail box).

**3.4** Create a meet and greet team for families of new students in the district (joint group between teachers, students, and parent volunteers).

### Strategy (Action) #4

Increase the capacity of families to support the social/emotional and academic growth and development of their children.

#### Action Plans

**4.1** Develop a system for transportation that will support families' ability to participate in school related events such as conferences, curriculum nights, meetings and other events.

**4.2** Re-evaluate the open house and orientation programs to develop a program that meets the parents' needs; directly involve the parents in the development of the format. (see SE 6.4)

**4.3** Research and develop a system for parent/family conferences that actively involves students (see AHP 4.2)

**4.4** Explore and implement a system for involving parent/family in curriculum and instruction that includes a variety of modes such as Lunch and Learn, Monthly Coffee with Principal, and Web based videos. (see AHP 2.7)