

**IMPLEMENTATION OF THE
CENTRAL VALLEY CENTRAL SCHOOL DISTRICT
STRATEGIC PLAN**

“The Central Valley Central School District will provide a relevant, progressive educational and social foundation to graduate all students as lifelong learners prepared for career and/or college.”

A COMMITMENT FROM THE CENTRAL VALLEY BOARD OF EDUCATION

ACHIEVEMENT STRATEGIES

We will evaluate, align and pledge the school community, financial and physical resources necessary to achieve our strategic goals en route to our mission.

We will inspire students, staff and all other members of our community to embrace, commit to, and achieve our strategic goals en route to our mission.

We will communicate with and engage our school community to develop, implement and monitor our strategic plan and meet or exceed our goals.

FOCUS FOR SUCCESS

We will only accept, implement or continue programs or services that:

- are consistent with and contribute to our mission;
- are staffed and funded sufficiently;
- include an implementation plan with designated authority and accountability;
- are accompanied by the means to assess its effectiveness.

Strategic Goal 1: Beginning in the 2016-17 school year, by the end of 2nd grade, the literacy and numeracy skills of all students will be at or above grade level.

Measurable Result 1.1: Each student will demonstrate proficiency for ELA and Math via i-Ready and other supporting benchmarks (writing).

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 1: Establish a culture of accountability that is supportive and provides a safe environment for staff and students.</p>	<ol style="list-style-type: none"> 1. All teachers will be responsible for teaching material that is consistent with State Standards and local grade level curriculum. Exemplars will be created and utilized to provide models of good instruction at all levels and content areas. 2. Research-based grade level appropriate material will be extended and refined and taught to mastery whenever possible. 3. Skills and vocabulary will be consistent with State Standards and State assessments. 4. Reflective dialogue will be established across the curriculum to establish a clear and consistent purpose and instruction will use best practices that have a positive effect on student learning. 5. Superintendent’s Conference Days, faculty meetings, grade-level meetings, content area meetings and PLC meetings will focus on maintaining and improving instruction and student performance. 6. Teachers will continually engage in self-evaluation and set goals aligned to literacy and numeracy. 7. All core curriculums will be aligned with the State Standards and entered into Buzz or other applicable LMS. 8. The newly adopted and aligned curriculum will be provided to all teachers and administration for purposes of monitoring and updating with exemplars as models of good instruction. 	<p>Teachers</p> <p>Principals and Directors to monitor, implement, evaluate and adjust.</p> <p>Professional support specialists in technology and BOCES Professional Developers.</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs). 2. Quality time for teachers and administration to meet and generate dialogue. 3. Reallocation of support staff to meet greatest student/teacher needs. 4. Feedback from all implementation partners. 5. State Standards core curriculum documents, Buzz. 	<ol style="list-style-type: none"> 1. Essential questions or “I can” statements posted for each lesson, written from students’ perspective for each lesson aligned to State Standards and local curriculum. 2. Formative assessments aligned to each lesson’s essential questions used to inform instruction and address learning gaps. 3. Quarterly benchmarks aligned to State Standards and local curriculum. 4. Final exams created by the grade level that students will be entering in the subsequent school year aligned to State Standards and local curriculum. 5. Documented use of real time data to alter instruction in both individual classrooms and across grade levels. 6. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance.

	<p>9. Provide students with all the opportunities they need to achieve academic success such as standards-based instruction, time, textual materials, organizational skills, technology, and applicable support staff. This will include uninterrupted learning blocks for both ELA and Math (minimal 90 minute blocks for grades P-2). Alternate schedules will be used to avoid conflicts with learning blocks (emergency days, assemblies, etc.).</p>			<p>7. Instructional Rounds and administration classroom visits to measure progress of goals.</p> <p>8. Updated BOE Ineligibility/RTI policy to reflect action step and methodology.</p>
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<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 2: Analyze data from ongoing daily formative assessments to modify instruction to facilitate mastery.</p>	<ol style="list-style-type: none"> 1. Teachers will engage in workshops through professional development, Superintendent’s conference days, grade, cross-grade level and PLC meetings to develop, acquire and utilize formative assessments consistently across all content areas, units, modules and lessons (PK-2). Professional development will be phased in over multiple years to ensure all staff learn and apply the training. 2. Use data to identify ELA and Math students who need Response to Intervention and monitor their progress. 3. Identify students’ different learning styles and adjust instruction appropriately through personalization. 4. Through continual collaboration with the classroom teacher, generate a list of students that need personalized/differentiated instruction and assign specific staff to assist students in designated areas and times. This shall be done minimally every five weeks. 5. Research and provide professional development that will inform instruction and target students’ deficits and strengths. 6. Child Study Teams (CST) will create and oversee efforts to make sure every child is learning at his/her full potential. 	<p>Teachers</p> <p>Guidance Counselors</p> <p>Support Staff</p> <p>Principals and Directors to monitor, implement, evaluate and adjust.</p> <p>Regional Information Center data analysis specialist.</p> <p>Professional instructional specialists including coaches, and BOCES Professional Developers.</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs). 2. Quality time for teachers and administration to meet and generate dialogue. 3. Reallocation of support staff to meet greatest student/teacher needs. 4. Feedback from all implementation partners. 5. Software to assist with data analysis to allow teacher to track student progress in real time. 6. Regional Information Center data analysis specialist. 	<ol style="list-style-type: none"> 1. Essential questions or “I can” statements posted for each lesson, written from students’ perspective for each lesson aligned to State Standards and local curriculum. 2. Formative assessments aligned to each lesson’s essential questions used to inform instruction and address learning gaps. 3. Documented use of real time data to alter instruction in both individual classrooms and across grade levels. 4. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance. 5. Instructional Rounds and administration classroom visits to measure progress of goals. 6. Updated BOE Ineligibility/RTI policy to reflect action step and methodology.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 3: Frequently evaluate top priorities to meet student needs and abandon practices that do not work.</p>	<p>1. Via discussion and surveys from PLC, curriculum, faculty, and other meetings, the administration will determine top priorities and communicate them with all staff. Examples include but are not limited to:</p> <ul style="list-style-type: none"> a. Rigorous curriculum aligned to both formative and summative assessments. b. Assessments must mirror state and national standards and/or assessments thereby removing less rigorous forms of assessment such as true/false, word searches and fill in the blank. c. Student-centered learning and the increased application of learning will be measured by amount of time teacher is doing versus students are doing. This will result in an increase of student autonomy with teachers providing learning support. d. Maximizing classroom time through good practices such as bell ringers, learning targets, exit tickets, rotational/flex models, technology integration. e. Removal of busy work that is unaligned to the curriculum and does not support learning. f. All field trips and similar events during the school day must be connected to the curriculum with a corresponding measure of student learning. <p>2. Teachers will continually engage in self-evaluation and set goals that reflect top priorities. This will done through PLC, grade, cross-grade level and other meetings facilitated by an administrator or teacher leader.</p> <p>3. Establish a constant and consistent system of assessment and reworking of the curriculum based on state assessments and ability to meet students' needs.</p>	<p>Teachers will conduct, research, implementation, and monitoring through collaboration.</p> <p>Administration monitor and provide feedback during meetings, observations and walkthroughs.</p> <p>Parents</p>	<p>1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs).</p> <p>2. Quality time for teachers and administration to meet and generate dialogue.</p> <p>3. Feedback from all implementation partners.</p>	<p>1. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance.</p> <p>2. Instructional Rounds and administration classroom visits to measure progress of goals.</p> <p>3. Completed assessments and corresponding student data.</p>

	<p>4. Through administrative facilitation, teachers will constantly monitor instruction and programs and periodically assess their value. This will be done using PLCs, classroom walkthroughs, observations, etc. and include targeted feedback.</p> <p>5. If a program or instructional component 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 state standards.</p>			
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<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 4: Work with families as partners.</p>	<ol style="list-style-type: none"> 1. Research how to work to establish relationships with parents from birth of child to conduct developmental readiness training workshops for targeted needs of parents. Measure the progress of this method annually. 2. Restructure open-house, parent conferences, and teacher/parent collaboration to focus not only on students' progress, but to inform/instruct parents how they can be proactive with regards to their children's education. 3. Offer parental in-person and digital workshops regarding State testing, curriculum, grading, homework, and parent access to student data (Schooltool, Buzz, etc.). Resources should be available through multiple means including video clips and quick links. 4. Establish a positive, ongoing, and effective channel of communication with parents to help his/her child reach mastery. 5. Utilize community resources to provide in-home parental training regarding behavioral and academic interventions (ex. Kids Oneida, United Way, School-based health clinics, etc.). 	<p>Teachers</p> <p>Guidance Personnel</p> <p>School Psychologists</p> <p>Social Workers</p> <p>Support Staff</p> <p>Administration</p> <p>Community partners</p> <p>Families</p>	<ol style="list-style-type: none"> 1. Parental notification, support and feedback. 2. Time for teachers and administration to meet with parents. 3. Location for meetings. Possible costs for publication of newsletters, instructional material. 4. Resources to overcome barriers to parent participation include transportation, child care (student organizations to provide babysitting service). 5. Instructional videos showing parents how to Support their children regarding instruction including reading and math. 6. Adult education courses (in-person and virtual). 7. Parent surveys to measure connection and relationship with schools and classrooms. 	<ol style="list-style-type: none"> 1. Increased parent participation in the education of their child and at school events. 2. Increased learning opportunities for parents. 3. Increased use and participation in adult education (in-person and virtual). 4. Increased connection and relationship with schools and classrooms measured via survey.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 5: All homework must be relevant, high quality, purposeful, consistent and related to the corresponding lesson.</p>	<ol style="list-style-type: none"> 1. Professional development and/or visitation to an area school that has done extensive research on the relevance and effectiveness of homework and its place in assessment/grading. 2. Discuss/review/establish a consistent grading and homework policy focused on mastery and personalized learning. 3. Homework must provide students with opportunities to acquire and or deepen their understanding and skills relative to content that has been initially presented to and previously practiced by them. <ol style="list-style-type: none"> a. The amount of homework assigned to students will be different from elementary to middle school to high school and student to student as established via research conducted by teachers and administrators. b. Parent involvement should only be used to provide their student with a suitable structure and routine that includes time and place. At no time should parents be responsible for doing the homework with for child. c. If homework is assigned it must be commented on to provide actionable feedback to the student well beyond checks to see if merely completed (Marzano). d. If a project is assigned as homework, there must be regular checks for progress along the way. e. Parents must have timely access to student work, related feedback and academic progress. This should include access to student data (currently Schoooltool, but will transition to BUZZ as the Learning Management System and grading platform). 	<p>Administrators</p> <p>Teachers</p> <p>Support Staff</p> <p>Professional instructional specialists</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs). 2. Quality time for teachers and administration to meet and generate dialogue. 3. Parental notification, support and feedback. 	<ol style="list-style-type: none"> 1. Updated BOE homework policy to reflect action step and methodology including role of student, parent and teacher. 2. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance. 3. Instructional Rounds and administration classroom visits to measure progress of goals.

Strategic Goal 2: Beginning in the 2016-17 school year, all students in grades 3-8 will be proficient on the state assessments.

Measurable Result 2.1: Each student will demonstrate proficiency for ELA and Math via i-Ready and CV writing benchmarks.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 1: Establish a culture of accountability that is supportive and provides a safe environment for staff and students.</p>	<ol style="list-style-type: none"> 1. All teachers will be responsible for teaching material that is consistent with State Standards and local grade level curriculum. Exemplars will be created and utilized to provide models of good instruction at all levels and content areas. 2. Research-based grade level appropriate material will be extended and refined and taught to mastery whenever possible. 3. Skills and vocabulary will be consistent with State Standards and State assessments. 4. Reflective dialogue will be established across the curriculum to establish a clear and consistent purpose and instruction will use best practices that have a positive effect on student learning. 5. Superintendent’s Conference Days, faculty meetings, grade-level meetings, content area meetings and PLC meetings will focus on maintaining and improving instruction and student performance. 6. Teachers will continually engage in self-evaluation and set goals aligned to proficiency in literacy and numeracy. 7. All core curriculums will be aligned with the State Standards and entered into Buzz or other applicable LMS. 8. The newly adopted and aligned curriculum will be provided to all teachers and administration for purposes of monitoring and updating with exemplars as models of good instruction. 	<p>Teachers</p> <p>Guidance Counselors</p> <p>Principals and Directors to monitor, implement, evaluate and adjust.</p> <p>Professional support specialists in technology and BOCES Professional Developers.</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs). 2. Quality time for teachers and administration to meet and generate dialogue. 3. Reallocation of support staff to meet greatest student/teacher needs. 4. Feedback from all implementation partners. 5. State Standards core curriculum documents, Buzz. 6. Mobile devices and access to broadband. 	<ol style="list-style-type: none"> 1. Essential questions or “I can” statements posted for each lesson, written from students’ perspective for each lesson aligned to State Standards and local curriculum. 2. Formative assessments aligned to each lesson’s essential questions used to inform instruction and address learning gaps. 3. Quarterly benchmarks aligned to State Standards and local curriculum. 4. Final exams created by the grade level that students will be entering in the subsequent school year aligned to State Standards and local curriculum. 5. Documented use of real time data to alter instruction in both individual classrooms and across grade levels. 6. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance. 7. Instructional Rounds and administration classroom visits to measure progress of goals.

	<p>9. Provide students with all the opportunities they need to achieve academic success such as standards-based instruction, time, textual materials, organizational skills, technology, and applicable support staff. This will include uninterrupted learning blocks for both ELA and Math (minimal 90 minute blocks for grades 3-4, 60 minutes total for grades 5-6). Alternate schedules will be used to avoid conflicts with learning blocks (emergency days, assemblies, etc.).</p>			<p>8. Updated BOE Ineligibility/RTI policy to reflect action step and early intervention methodology.</p>
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<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 2: Analyze data from ongoing daily formative assessments to modify instruction to facilitate mastery.</p>	<ol style="list-style-type: none"> 1. Identify high 2's and low 3's to adjust curriculum and instruction to close gaps accordingly by providing these students with supplemental resources. 2. Teachers will engage in workshops through professional development, Superintendent's conference days, grade, cross-grade level and PLC meetings to develop, acquire and utilize formative assessments consistently across all content areas, units, modules and lessons (3-8). Professional development will be phased in over multiple years to ensure all staff learn and apply the training. 3. Use data to identify ELA and Math students who need Response to Intervention and monitor their progress. 4. Identify students' different learning styles and adjust instruction appropriately through personalization. 5. Through continual collaboration with the classroom teacher, generate a list of students that need personalized/differentiated instruction and assign specific staff to assist students in designated areas and times. This shall be done minimally every five weeks. 6. Research and provide professional development that will inform instruction and target students' deficits and strengths. 7. Child Study Teams (CST) will create and oversee efforts to make sure every child is learning at his/her full potential. 	<p>Teachers</p> <p>Guidance Counselors</p> <p>Support Staff</p> <p>Principals and Directors to monitor, implement, evaluate and adjust.</p> <p>Regional Information Center data analysis specialist.</p> <p>Professional instructional specialists including coaches, and BOCES Professional Developers.</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs). 2. Quality time for teachers and administration to meet and generate dialogue. 3. Reallocation of support staff to meet greatest student/teacher needs. 4. Feedback from all implementation partners. 5. Software to assist with data analysis to allow teacher to track student progress in real time. 6. Regional Information Center data analysis specialist. 	<ol style="list-style-type: none"> 1. Essential questions or "I can" statements posted for each lesson, written from students' perspective for each lesson aligned to State Standards and local curriculum. 2. Formative assessments aligned to each lesson's essential questions used to inform instruction and address learning gaps. 3. Documented use of real time data to alter instruction in both individual classrooms and across grade levels. 4. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance. 5. Instructional Rounds and administration classroom visits to measure progress of goals. 6. Updated BOE Ineligibility/RTI policy to reflect action step and methodology.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 3: Frequently evaluate top priorities to meet student needs and abandon practices that do not work.</p>	<p>1. Via discussion and surveys from PLC, curriculum, faculty, and other meetings, the administration will determine top priorities and communicate them with all staff. Examples include but are not limited to:</p> <ul style="list-style-type: none"> a. Rigorous curriculum aligned to both formative and summative assessments. b. Assessments must mirror state and national standards and/or assessments thereby removing less rigorous forms of assessment such as true/false, word searches and fill in the blank. c. Student-centered learning and the increased application of learning will be measured by amount of time teacher is doing versus students are doing. This will result in an increase of student autonomy with teachers providing learning support. d. Maximizing classroom time through good practices such as bell ringers, learning targets, exit tickets, rotational/flex models, technology integration. e. Removal of busy work that is unaligned to the curriculum and does not support learning. f. All field trips and similar events during the school day must be connected to the curriculum with a corresponding measure of student learning. <p>2. Teachers will continually engage in self-evaluation and set goals that reflect top priorities. This will be done through PLC, grade, cross-grade level and other meetings facilitated by an administrator or teacher leader.</p> <p>3. Establish a constant and consistent system of assessment and reworking of the curriculum based on state assessments and ability to meet students' needs.</p>	<p>Teachers will conduct, research, implementation, and monitoring through collaboration.</p> <p>Administration monitor and provide feedback during meetings, observations and walkthroughs.</p> <p>Parents</p>	<p>1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs).</p> <p>2. Quality time for teachers and administration to meet and generate dialogue.</p> <p>3. Feedback from all implementation partners.</p>	<p>1. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance.</p> <p>2. Instructional Rounds and administration classroom visits to measure progress of goals.</p> <p>3. Completed assessments and corresponding student data.</p>

	<p>4. Through administrative facilitation, teachers will constantly monitor instruction and programs and periodically assess their value. This will be done using PLCs, classroom walkthroughs, observations, etc. and include targeted feedback.</p> <p>5. If a program or instructional component 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 state standards.</p>			
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<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 4: Work with families as partners.</p>	<ol style="list-style-type: none"> 1. Research how to work to establish relationships with parents from birth of child to conduct developmental readiness training workshops for targeted needs of parents. Measure the progress of this method annually. 2. Restructure open-house, parent conferences, and teacher/parent collaboration to focus not only on students' progress, but to inform/instruct parents how they can be proactive with regards to their children's education. 3. Offer parental in-person and digital workshops regarding State testing, curriculum, grading, homework, and parent access to student data (Schooltool, Buzz, etc.). Resources should be available through multiple means including video clips and quick links. 4. Establish a positive, ongoing, and effective channel of communication with parents to help his/her child reach mastery. 5. Utilize community resources to provide in-home parental training regarding behavioral and academic interventions (ex. Kids Oneida, United Way, School-based health clinics, etc.). 	<p>Teachers</p> <p>Guidance Personnel</p> <p>School Psychologists</p> <p>Social Workers</p> <p>Support Staff</p> <p>Administration</p> <p>Community partners</p> <p>Families</p>	<ol style="list-style-type: none"> 1. Parental notification, support and feedback. 2. Time for teachers and administration to meet with parents. 3. Location for meetings. Possible costs for publication of newsletters, instructional material. 4. Resources to overcome barriers to parent participation include transportation, child care (student organizations to provide babysitting service). 5. Instructional videos showing parents how to support their children regarding instruction including reading and math. 6. Adult education courses (in-person and virtual). 7. Parent surveys to measure connection and relationship with schools and classrooms. 	<ol style="list-style-type: none"> 1. Increased parent participation in the education of their child and at school events. 2. Increased learning opportunities for parents. 3. Increased use and participation in adult education (in-person and virtual). 4. Increased connection and relationship with schools and classrooms measured via survey.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 5: All homework must be relevant, high quality, purposeful, consistent and related to the corresponding lesson.</p>	<ol style="list-style-type: none"> 1. Professional development and/or visitation to an area school that has done extensive research on the relevance and effectiveness of homework and its place in assessment/grading. 2. Discuss/review/establish a consistent grading and homework policy focused on mastery and personalized learning. 3. Homework must provide students with opportunities to acquire and or deepen their understanding and skills relative to content that has been initially presented to and previously practiced by them. <ol style="list-style-type: none"> a. The amount of homework assigned to students will be different from elementary to middle school to high school and student to student as established via research conducted by teachers and administrators. b. Parent involvement should only be used to provide their student with a suitable structure and routine that includes time and place. At no time should parents be responsible for doing the homework with for child. c. If homework is assigned it must be commented on to provide actionable feedback to the student well beyond checks to see if merely completed (Marzano). d. If a project is assigned as homework, there must be regular checks for progress along the way. e. Parents must have timely access to student work, related feedback and academic progress. This should include access to student data (currently Schooltool, but will transition to BUZZ as the Learning Management System and grading platform). 	<p>Administrators</p> <p>Teachers</p> <p>Support Staff</p> <p>Professional instructional specialists</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs). 2. Quality time for teachers and administration to meet and generate dialogue. 3. Parental notification, support and feedback. 	<ol style="list-style-type: none"> 1. Updated BOE homework policy to reflect action step and methodology including role of student, parent and teacher. 2. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance. 3. Instructional Rounds and administration classroom visits to measure progress of goals.

Strategic Goal 3: Beginning in the 2016-17 school year, all students will graduate with a Regents diploma with 50% achieving a Regents diploma with advanced designation.

Measurable Result 3.1: A minimum of 50% of students will meet the Aspirational Performance Measure (At least a 75 on ELA Regents Exam and 80 on a Math Regents exam.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 1: Establish a culture of accountability that is supportive and provides a safe environment for staff and students.</p>	<ol style="list-style-type: none"> 1. All teachers will be responsible for teaching material that is consistent with State Standards and local grade level curriculum. Exemplars will be created and utilized to provide models of good instruction at all levels and content areas. 2. Research-based grade level appropriate material will be extended and refined and taught to mastery whenever possible. 3. Skills and vocabulary will be consistent with State Standards and State assessments. 4. Reflective dialogue will be established across the curriculum to establish a clear and consistent purpose and instruction will use best practices that have a positive effect on student learning. 5. Superintendent’s Conference Days, faculty meetings, grade-level meetings, content area meetings and PLC meetings will focus on maintaining and improving instruction and student performance. 6. Teachers will continually engage in self-evaluation and set goals that reflect top priorities. 7. All core curriculums will be aligned with the State Standards and entered into Buzz or other applicable LMS. 8. The newly adopted and aligned curriculum will be provided to all teachers and administration for purposes of monitoring and updating with exemplars as models of good instruction. 	<p>Teachers</p> <p>Guidance Counselors</p> <p>Principals and Directors to monitor, implement, evaluate and adjust.</p> <p>Professional support specialists in technology and BOCES Professional Developers.</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs). 2. Quality time for teachers and administration to meet and generate dialogue. 3. Reallocation of support staff to meet greatest student/teacher needs. 4. Feedback from all implementation partners. 5. State Standards core curriculum documents, Buzz. 6. Mobile devices and access to broadband. 	<ol style="list-style-type: none"> 1. Essential questions or “I can” statements posted for each lesson, written from students’ perspective for each lesson aligned to State Standards and local curriculum. 2. Formative assessments aligned to each lesson’s essential questions used to inform instruction and address learning gaps. 3. Quarterly benchmarks aligned to State Standards and local curriculum. 4. Final exams created by the grade level that students will be entering in the subsequent school year aligned to State Standards and local curriculum. 5. Documented use of real time data to alter instruction in both individual classrooms and across grade levels. 6. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance.

	<p>9. Provide students with all the opportunities they need to achieve academic success such as standards-based instruction, time, textual materials, organizational skills, technology, and applicable support staff. This will include additional content lab and academic support as individually necessary.</p> <p>10. Alternate schedules will be used to avoid conflicts with learning blocks (emergency days, assemblies, etc.).</p> <p>11. All courses will be rigorous and aligned to State standards with the supports for students and teachers to be successful.</p> <p>12. Cohort data will be utilized to track progress of students, beginning in 7th grade, to meet APM and used to inform instruction and delivery.</p>			<p>7. Instructional Rounds and administration classroom visits to measure progress of goals.</p> <p>8. Updated BOE Ineligibility/RTI policy to reflect action step and early intervention methodology.</p>
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<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 2: Analyze data from ongoing daily formative assessments to modify instruction to facilitate mastery.</p>	<ol style="list-style-type: none"> 1. Identify learning gaps and appropriate academic placement, including course and sequence, on an individual student basis to adjust curriculum and instruction accordingly. 2. Teachers will engage in workshops through professional development, Superintendent’s conference days, grade, cross-grade level and PLC meetings to develop, acquire and utilize formative assessments consistently across all content areas, units, modules and lessons (9-12). Professional development will be phased in over multiple years to ensure all staff learn and apply the training. 3. Use data to identify ELA and Math students who need Response to Intervention and monitor their progress. 4. Identify students’ different learning styles and adjust instruction appropriately through personalization. 5. Through continual collaboration with the classroom teacher, generate a list of students that need personalized/differentiated instruction and assign specific staff to assist students in designated areas and times. This shall be done minimally every five weeks. 6. Research and provide professional development that will inform instruction and target students’ deficits and strengths. 7. Child Study Teams (CST) will create and oversee efforts to make sure every child is learning at his/her full potential. 8. Cohort data will be utilized to track progress of students, beginning in 7th grade, to meet APM and used to inform instruction and delivery. 	<p>Teachers</p> <p>Guidance Counselors</p> <p>Support Staff</p> <p>Principals and Directors to monitor, implement, evaluate and adjust.</p> <p>Regional Information Center data analysis specialist.</p> <p>Professional instructional specialists including coaches, and BOCES Professional Developers.</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs). 2. Quality time for teachers and administration to meet and generate dialogue. 3. Reallocation of support staff to meet greatest student/teacher needs. 4. Feedback from all implementation partners. 5. Software to assist with data analysis to allow teacher to track student progress in real time. 6. Regional Information Center data analysis specialist. 	<ol style="list-style-type: none"> 1. Essential questions or “I can” statements posted for each lesson, written from students’ perspective for each lesson aligned to State Standards and local curriculum. 2. Formative assessments aligned to each lesson’s essential questions used to inform instruction and address learning gaps. 3. Documented use of real time data to alter instruction in both individual classrooms and across grade levels. 4. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance. 5. Instructional Rounds and administration classroom visits to measure progress of goals. 6. Updated BOE Ineligibility/RTI policy to reflect action step and methodology. 7. Increased number of students in upper level courses.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 3: Frequently evaluate top priorities to meet student needs and abandon practices that do not work.</p>	<p>1. Via discussion and surveys from PLC, curriculum, faculty, and other meetings, the administration will determine top priorities and communicate them with all staff. Examples include but are not limited to:</p> <ul style="list-style-type: none"> a. Rigorous curriculum aligned to both formative and summative assessments. b. Assessments must mirror state and national standards and/or assessments thereby removing less rigorous forms of assessment such as true/false, word searches and fill in the blank. c. Student-centered learning and the increased application of learning will be measured by amount of time teacher is doing versus students are doing. This will result in an increase of student autonomy with teachers providing learning support. d. Maximizing classroom time through good practices such as bell ringers, learning targets, exit tickets, rotational/flex models, technology integration. e. Removal of busy work that is unaligned to the curriculum and does not support learning. f. All field trips and similar events during the school day must be connected to the curriculum with a corresponding measure of student learning. <p>2. Teachers will continually engage in self-evaluation and set goals that reflect top priorities. This will be done through PLC, grade, cross-grade level and other meetings facilitated by an administrator or teacher leader.</p> <p>3. Establish a constant and consistent system of assessment and reworking of the curriculum based on state assessments and ability to meet students' needs.</p>	<p>Teachers will conduct, research, implementation, and monitoring through collaboration.</p> <p>Administration monitor and provide feedback during meetings, observations and walkthroughs.</p> <p>Parents</p>	<p>1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs).</p> <p>2. Quality time for teachers and administration to meet and generate dialogue.</p> <p>3. Feedback from all implementation partners.</p>	<p>1. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance.</p> <p>2. Instructional Rounds and administration classroom visits to measure progress of goals.</p> <p>3. Completed assessments and corresponding student data.</p>

	<p>4. Through administrative facilitation, teachers will constantly monitor instruction and programs and periodically assess their value. This will be done using PLCs, classroom walkthroughs, observations, etc. and include targeted feedback.</p> <p>5. If a program or instructional component 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 state standards.</p>			
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<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 4: Work with families as partners.</p>	<ol style="list-style-type: none"> 1. Research how to work to establish relationships with parents from birth of child to conduct developmental readiness training workshops for targeted needs of parents. Measure the progress of this method annually. 2. Restructure open-house, parent conferences, and teacher/parent collaboration to focus not only on students' progress, but to inform/instruct parents how they can be proactive with regards to their children's education. 3. Offer parental in-person and digital workshops regarding State testing, curriculum, grading, homework, and parent access to student data (Schooltool, Buzz, etc.). Resources should be available through multiple means including video clips and quick links. 4. Establish a positive, ongoing, and effective channel of communication with parents to help his/her child reach mastery. 5. Utilize community resources to provide in-home parental training regarding behavioral and academic interventions (ex. Kids Oneida, United Way, School-based health clinics, etc.). 	<p>Teachers</p> <p>Guidance Personnel</p> <p>School Psychologists</p> <p>Social Workers</p> <p>Support Staff</p> <p>Administration</p> <p>Community partners</p> <p>Families</p>	<ol style="list-style-type: none"> 1. Parental notification, support and feedback. 2. Time for teachers and administration to meet with parents. 3. Location for meetings. Possible costs for publication of newsletters, instructional material. 4. Resources to overcome barriers to parent participation include transportation, child care (student organizations to provide babysitting service). 5. Instructional videos showing parents how to support their children regarding instruction including reading and math. 6. Adult education courses (in-person and virtual). 7. Parent surveys to measure connection and relationship with schools and classrooms. 	<ol style="list-style-type: none"> 1. Increased parent participation in the education of their child and at school events. 2. Increased learning opportunities for parents. 3. Increased use and participation in adult education (in-person and virtual). 4. Increased connection and relationship with schools and classrooms measured via survey.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 5: All homework must be relevant, high quality, purposeful, consistent and related to the corresponding lesson.</p>	<ol style="list-style-type: none"> 1. Professional development and/or visitation to an area school that has done extensive research on the relevance and effectiveness of homework and its place in assessment/grading. 2. Discuss/review/establish a consistent grading and homework policy focused on mastery and personalized learning. 3. Homework must provide students with opportunities to acquire and or deepen their understanding and skills relative to content that has been initially presented to and previously practiced by them. <ol style="list-style-type: none"> a. The amount of homework assigned to students will be different from elementary to middle school to high school and student to student as established via research conducted by teachers and administrators. b. Parent involvement should only be used to provide their student with a suitable structure and routine that includes time and place. At no time should parents be responsible for doing the homework with for child. c. If homework is assigned it must be commented on to provide actionable feedback to the student well beyond checks to see if merely completed (Marzano). d. If a project is assigned as homework, there must be regular checks for progress along the way. e. Parents must have timely access to student work, related feedback and academic progress. This should include access to student data (currently Schooltool, but will transition to BUZZ as the Learning Management System and grading platform). 	<p>Administrators</p> <p>Teachers</p> <p>Support Staff</p> <p>Professional instructional specialists</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs). 2. Quality time for teachers and administration to meet and generate dialogue. 3. Parental notification, support and feedback. 	<ol style="list-style-type: none"> 1. Updated BOE homework policy to reflect action step and methodology including role of student, parent and teacher. 2. Minutes from PLC, curriculum chairs, grade-level and other meetings to include all curriculum, assessment development and what changes are being made to adjust instruction to improve student learning and performance. 3. Instructional Rounds and administration classroom visits to measure progress of goals.

Strategic Goal 4: Beginning in the 2016-17 school year, all students will explore post-secondary careers aligned to his/her career plan which will be updated annually.

Measurable Result 4.1: All P-12 students will make meaningful contributions to the classroom, school, home, and/or community.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 1: By graduation, all students will complete community service as per Central Valley Board Policy.</p>	<ol style="list-style-type: none"> 1. Create a Central Valley Central School District Board of Education creates a policy, based on research that addresses community service applicable to P-6 and 7-12. 2. This policy will include minimum requirements for graduation from Central Valley. Examples of meaningful community service will be included. 3. Verification forms must be completed for each activity. 4. These files will be maintained digitally and monitored by the building Principal, guidance personnel and others as applicable. 5. Each student receives a certificate of completed hours at graduation. 	<p>Teachers</p> <p>Guidance Personnel</p> <p>Administration</p> <p>Community partners</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. All Staff 2. Need to expand the current student management system to include this field. 3. Develop verification form for hours. 4. Verification form needs to be signed by recipient. 5. Community Service Club Advisors stipend & supplies. 6. Possible transportation budget item. 7. Certificate of completed hours given to each student at graduation. 8. Feedback from all implementation partners. 	<ol style="list-style-type: none"> 1. BOE policy to reflect action step and methodology including examples of meaningful service. 2. Completed verifications forms and tally of hours for each student P-12. 3. List of activities completed including the sponsoring organization and those that benefitted from the service.

Measurable Result 4.2: All students exhibit respect, responsibility and ethical behavior.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 1: Develop District Wide Character Education - Leadership Curriculum.</p>	<p>1. Review and select a character education program for students in kindergarten through high school. Provide examples of what has been used in the past and the effectiveness of those programs.</p> <p>2. The goal will integrate daily classroom curriculum with a school climate program. This will include activities that coordinate with and provide enrichment.</p> <p>3. The curriculum will coordinate the efforts of teachers, principals, support staff, parents, and community to provide a positive focus for the entire school community.</p>	<p>Teachers</p> <p>Guidance Personnel</p> <p>Support Staff</p> <p>Administration</p> <p>Community partners</p> <p>Parents</p>	<p>1. Cost of program, trainers, workshops, reallocation or possible stipend for existing staff member to chair/oversee development and implementation.</p> <p>2. Quality time for teachers and administration to meet and generate dialogue.</p> <p>3. Surveys to measure progress and school climate.</p> <p>4. Feedback from all implementation partners.</p>	<p>1. List of activities completed including the sponsoring organization and the benefits from the service.</p> <p>2. Written character education/leadership curriculum.</p> <p>3. Results from student/parent/staff surveys as to effectiveness of the curriculum and overall school climate.</p> <p>4. Character Education theme visibility around the school.</p>

Measurable Result 4.3: All students will annually create post-secondary career plans.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 1: All students will be exposed to a variety of career options in order to build a relevant educational plan for the learner.</p>	<ol style="list-style-type: none"> 1. Research techniques and best methods to expose students to career options. 2. Research related job markets to help prepare students for jobs that will be available when they complete their anticipated education. 3. Review and select career presentations based on interest surveys completed by the students. 4. Soft skills, required to be successful employees as researched and defined by the district, will be researched and embedded throughout the curriculum. 	<p>Teachers</p> <p>Guidance Personnel</p> <p>Support Staff</p> <p>Administration</p> <p>Community partners</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Cost of program, trainers, workshops, reallocation or possible stipend for existing staff member to chair/oversee development and implementation. 2. Cost of guest speakers, School-to-Careers, Internships. 3. Possible transportation budget item. 4. Feedback from all implementation partners. 	<ol style="list-style-type: none"> 1. Student reflections on attended career presentations, interviews, experiences. 2. Student portfolio will include documentation of career exploration. 3. Published success stories via digital and/or print, highlighting career learning options.
<p>Action Step 2: Each year, students will complete writing tasks aligned with the student's post-secondary career plans.</p>	<ol style="list-style-type: none"> 1. Research portfolio formats, methods of storage and easy access for parents and students. 2. The goal will require each student to continually self-evaluate the career plans they have in place and self-assess their progress towards reaching that goal (SMART goals). 3. Establish and utilize student portfolios that include meaningful prescriptive writing, to ensure alignment with students plans. 4. The writing tasks, which will include the connection with community service, will be monitored by the guidance department in collaboration with classroom teachers. 5. Student portfolios and completed writing will be used as a discussion item in furthering student research into careers with the skills and education to achieve that career. 	<p>Teachers</p> <p>Advisory/Mentors</p> <p>Guidance Personnel</p> <p>Support Staff</p> <p>Administration</p> <p>Community partners</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Cost of guest speakers, School-to-Careers, Internships. 2. Portfolio platforms and digital resources, including but not limited to Naviance, Epiphany, BUZZ, etc. 3. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs). 4. Feedback from all implementation partners. 	<ol style="list-style-type: none"> 1. Student portfolios to include writing prompts regarding the area of study and other related documents.

<u>Action Step</u>	<u>Implementation Methodology</u>	<u>Implementation Partners</u>	<u>Resource Use</u>	<u>Evidence of Completion</u>
<p>Action Step 3: Prior to the end of the graduating year, all students will complete and submit at least one application for employment, college/training, and/or military.</p>	<ol style="list-style-type: none"> 1. Creation of a course/sequence/curriculum to address all aspects of applications including interviews, resumes, references, etc. 2. Utilize job shadowing and internships opportunities through programs such as school-to-careers. 3. Soft skills, required to be successful employees as researched and defined by the district, will be embedded throughout the curriculum. 	<p>Advisory/Mentors</p> <p>Guidance Personnel</p> <p>Support Staff</p> <p>Administration</p> <p>Community partners</p> <p>Parents</p>	<ol style="list-style-type: none"> 1. Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conf., Faculty, Grade Level, PLC, Curriculum Chairs). 2. Cost of guest speakers, School-to-Careers, internships. 3. Portfolio platforms and digital resources. 4. Possible transportation budget item. 5. Feedback from all implementation partners. 	<ol style="list-style-type: none"> 1. Student guidance folders to include completed applications. 2. Guidance log of job shadowing/internship experiences. 3. Post-secondary survey. 4. Naviance or similar program to track college applications. 5. Completed mock interview evaluation form. 6. ASVAB results.