



District Strategic Action Plan

2018-2021

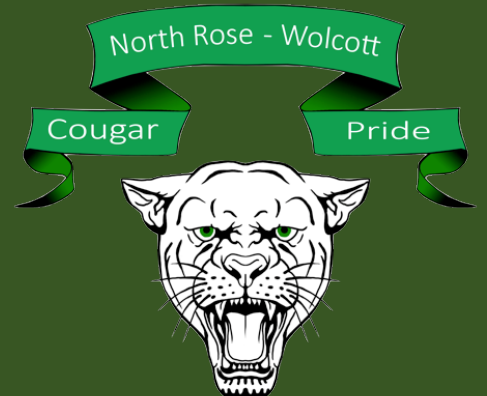


Table of Contents

[District Mission & Core Beliefs](#)..... 2

[Strategic Goals](#)..... 3

[Focus Area 1: Multi-Tiered Systems of Supports](#)..... 4

[Focus Area 2: Curriculum](#)..... 13

[Focus Area 3: Community Engagement](#)..... 18

[Focus Area 4: Professional Learning](#)..... 21

[For More Information](#)..... 27

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

The ***CORE BELIEFS*** of the North Rose-Wolcott Central School District are that:

- The potential of each student will be achieved.
- Learning is a shared responsibility of all.
- Each student will be provided a safe, creative and encouraging environment.
- Each student will be prepared for their future.

Strategic Goal 1: By June 2021, all students taking a state assessment will be proficient (3 or 4, 65 or higher).

Strategic Goal 2: By June 2021, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.

Strategic Goal 3: By June 2021, by the end of second grade, all students will read at or above grade level.

Strategic Goal 4: By the 2020-2021 school year, we will increase all students' participation in STEAM (science, technology, engineering, art, mathematics) courses by 10% each year.

Focus Area 1: Multi-Tiered Systems of Supports

Action Step 1: Refine the district-wide Multi-tiered Systems of Support (MTSS) for academics and behavior.

1. Core beliefs about MTSS will be developed and communicated district wide.
2. Further explore and refine the implementation of common reliable screening tools to measure and monitor student progress.
3. Tier 1 teams will use data to inform instruction.
4. Utilize the Leverage Leadership model to support teachers in their implementation of MTSS.
5. Collaborate on building-level systems to accommodate efficient student transitions (ex: scheduling, records and info).
6. Incorporate social-emotional supports and interventions at all 3 Tiers.

Implementation Partners: Coordinator of MTSS-building level MTSS teams; Teachers; Administrators; Counselors; MTSS coaches; Psychologists; Social worker; Support staff; Data Coordinator; Grants consultant; Wayne Behavioral

Resource Use: School Climate Transformation Grant; Leadership Council; Tier 1 Instructional team time; SchoolTool; Ongoing training for staff; Education Elements (personalized learning); Tiered Fidelity Inventory; Interim Assessments; Tier 1 Minutes; Leverage Leadership notes; Why Try; Skills Streaming; Renew/Wrap Around; Check in/ Check Out; Check and Connect; Responsive Classroom; Conscious Discipline book study; Positivity Project; After School Family Counseling 2 nights/week

Evidence of Completion: District-wide implementation of common beliefs; Ongoing PD on MTSS; Progress monitoring data related to common screening tool; Action plans including monitoring from SBIP; End-of-year status report for PL; Data meetings; Individual group action plans based on data; Individual teacher meetings with NYS data to develop plans to move students levels on NYS assessments

Progress: We will continue to work on improving cyclical review, analysis, and use of assessment data, both formative and summative.

Action Step 2: Develop opportunities for targeted instructional time for students who are not meeting benchmarks.

1. Department of Curriculum and Instruction and district leaders develop extended school year opportunities. (school-year and summer school.)
2. BOCES employees, principals, assistant principals, teachers, community members, utilize grants to support extending instructional time for students
3. Department of Curriculum and Instruction establishes and examines the goals/purpose of Summer school for PK-8 and 9-12
4. Department of Curriculum and Instruction connects MTSS structures to targeted instructional time including extended school day and summer school programs
5. District leaders review past data related to achievement outcomes (pre and post) for students enrolled in summer school in the past 3 years. Data will be used to identify improvement targets for summer school

Implementation Partners: Teachers; Administrators; Grant coordinators

Resource Use: 21st Century Grant and others

Evidence of Completion: LIFT Program at HS; After School Discovery and Summer Escape at the Elementary Building and Middle School; Morning tutoring sessions for grades 3 and 4, and Reading Recovery; All students attending summer school receive math and ELA instruction

Action Step 3: Use assessment information to intervene for students at proficiency and mastery levels

1. Utilize NYS assessment and Regents results to identify students that are high 3's and low 4's to determine what is getting in the way of the 3 becoming a 4 and what is needed so that the 4 stays a 4, etc.
2. Ensure that interim assessments allow students to perform at mastery level, not just at proficiency (Bloom's taxonomy, etc.)
3. Use interim assessment data to progress monitor students
4. Develop individualized student or group plans for students at levels 3 and 4

Implementation Partners: Teachers; Administrators; ASI; BOCES coaches; Leadership Council-lead teacher; Instructional Coaches

Resource Use: NYS testing data; Interim assessments; LinkIt!; Time-summer work and work outside school day; Time-report card work; Money-to pay people for summer work

Evidence of Completion: SBIP Action plans; Interim assessments; LinkIt! reports; PD plan; MTSS meeting notes; Standards-based report card; PD reflections and evaluations

Action Step 4: Develop a continuum of support for students achieving at all levels

1. Continue to develop district assessment plan
2. Progress monitor all students using common district assessments
3. Develop different types of interventions for Tier 1, 2, and 3 for students at proficiency and above
4. Structure schedules so that all students have access to academic intervention supports, including students at proficiency and mastery levels
5. Utilize District MTSS process for moving students in and out of tiered interventions

Implementation Partners: Teachers; Administrators; ASI; Counselors; Parents; Students; LC; BOCES and outside consultants

Resource Use: SCT Grant; Progress monitoring systems e.g. STAR reports; Time; Money for summer work and work outside school day professional development

Evidence of Completion: Student data-interim assessments, NYS testing, Regents data; STAR Data; Grant reports; School and teacher Schedules; Teacher schedules; MTSS plans for students and groups; MTSS meeting notes; PD plan; PD reflections and evaluations; MTSS triangle (Identified interventions at all 3 tiers); Classroom observations

Action Step 5: 100% of students will be reading on grade level or above by the end of grade 2.

1. Teachers at all grade levels will complete a full Fountas and Pinnell and STAR Reading Benchmark three times per year
2. Teachers at all grade levels PK-8 will use the Continuum of Literacy Learning as a guide for Guided Reading and Writing.
3. Reading teachers will provide training for administering assessments. Reading Teachers will also provide quality assurance checks-inter-rater reliability.
4. Fountas and Pinnell Benchmark System
 - Sight Words
 - Reading Record (Words Per Minutes, Accuracy, Self-correction rate, Fluency, Comprehension, Writing)
5. The Continuum of Literacy Learning:
 - Interactive Read Alouds
 - Shared Reading
 - Writing About Reading
 - Writing
 - Oral, Visual, and Technological Communication
 - Phonics, spelling and word study
 - Guided Reading
6. Ongoing evaluation of our vertical K-12 ELA program
7. Teachers at all grade levels K-2 will use informal running records to facilitate Guided Reading instruction in between Benchmarking periods
8. Any change to the Calendar, master schedule, or academic day due to special events or half-days will continue to prioritize Guided Reading instruction
9. Ongoing staff development on improving reading between benchmark period for K-4 with informal running records.

Implementation Partners: BOCES staff developers; Teachers; Administration; Reading Teachers; Instructional Coach

Resource Use: Continuum of Literacy Learning Book; Fountas and Pinnell Benchmarking Kits for individual teachers; Teacher and reading team collaboration on grade level benchmarking each trimester; Staff development on a full Fountas and Pinnell Benchmark grades K-2; Staff development on using the Continuum of Literacy Learning for Guided Reading and Writing; Statewide Conferences; Supporting teachers with professional development texts yearly

Evidence of Completion: K-2 data will be maintained including local and state student assessment results; Student writing samples match their reading level; Assessment results will improve; Ongoing yearly training offered for new teachers and building substitutes; Curriculum audit for ELA; Adjustments to the PK-6 schedule to formalize guided reading time to implement programming; Ongoing differentiated professional development in guided reading; Ongoing support by the building and district level financially in the expansion of text quality and variety for student use

Action Step 6: Use cohort (grade level) data, group MTSS data, and individual student data to determine appropriate interventions for students who are not meeting grade level benchmarks (K-6 reading).

1. Determine skill specific Tier 2 interventions for the lowest 20% of students for grades K-6
2. Monitor effectiveness of interventions, including Reading Recovery after grade 1, and adjust as data dictates

Implementation Partners: Reading Teachers; Teachers; Teaching Assistants; Administration; Instructional Coaches; Continuing Contact for Reading Recovery through BOCES

Resource Use: Reading Recovery; Leveled Literacy Intervention; Skill Intervention Groups; NYS ELA Assessments results; KDG Data including: sight words from pre-primer and primer lists, letter names and sounds ID, and concepts of print; Reading Recovery Training; LLI Training; Professional Development for Running Records, Fountas and Pinnell Benchmarking, determining sight word lists and running record passages; 1st Grade Data includes: Observation Survey; 2nd Grade Data includes: words per minute, Fountas and Pinnell Benchmarking Components, and Running Records; Utilizing STAR to assess grade 2 fluency and reading comprehension

Evidence of Completion: Building Calendar reflects Tier 1 meetings; Staff Development is scheduled based on data/need/initiative; All teachers performing informal running records between Benchmark Assessment; Staff uses common language surrounding assessments and skills development; Staff participates in varied PD on reading including Wilson and Orton Gillingham programs

Action Step 7: Differentiate Tier 1 Instruction and Support for ELA (elementary Reading)

1. Continue to explore UPK and KDG students concepts of print
2. Reading Recovery strategies will be used during Tier 1 Reading and Writing instruction Pre-K – 4
3. Reading Recovery Teachers will provide PD on direct reading and writing strategies
4. All students will have access to differentiated content during Tier 1 instruction (reteaching, alternate strategies/modalities if needed) through a balanced literacy framework
5. Pull out for Tier 2 or Tier 3 interventions must be scheduled with consideration to individual students' reading and writing priorities within Tier 1
6. Teaching assistants will be used to maximize small group instruction opportunities

Implementation Partners: Teachers; Teaching Assistants; Reading Teachers; Administration; Instructional coaches

Resource Use: Teachers with expertise will provide staff development with UPK-4th grade teachers; Teaching Assistants to run smalls group; Time to collaborate regarding student progress; UPK/HeadStart collaboration

Evidence of Completion: Building Calendar reflects needed staff development; Incoming Kindergarten and 1st grade students will demonstrate an increased awareness of concepts about print

Action Step 8: All students will have access to interventions in the least restrictive environment *students with IEP’s access *Instructional “elbow coaching” (elementary Reading)

1. Teachers will document the effectiveness and attempts at Tier 1 interventions in the Request for Assistance form with a shared intention to offer the most effective intervention at the least restrictive environment
2. Teachers will provide evidence and data for all Tier 1 interventions used in the classroom prior to a student moving to a Tier 2 intervention for individual referrals
3. All students will have access to Tier 2 and Tier 3 interventions based on the coordination of resources through MTSS meetings/ IEP Team meetings/ CSE meetings.
4. Flexible grouping protocol based on Data Days and grade level grouping to include the lowest 20% of each grade level.

Implementation Partners: Behavioral Health Staff; Related Service Providers; Teachers; Families; BOCES Staff Development as needed; Teaching Assistants; Administration

Resource Use: Professional Development/conferences; List of possible Tier 1 interventions for academic and behavioral needs; Reading Recovery; Leveled Literacy Intervention, reading skill area interventions; Data meetings; Leverage Leadership

Evidence of Completion: Classification rate for students in grades K-2 decreasing; Addition of interventions for all students in the least restrictive environment; Related services are provided as a push-in model if it is determined that it would be beneficial to the student; Consultant teaching model; All active interventions for Tier 1, 2, and 3 are documented; Building Calendar reflects a response to needed staff development; Refinement of student data evaluation at Tier 1 to determine appropriate Tier 2 aligned interventions

Action Step 9: Enroll students PK-12 in STEAM courses each year.

1. Register students to participate in STEAM courses and activities.
2. Collect data on student enrollment in STEAM courses and activities, as well as study hall enrollment. [annually]

Implementation Partners: STEAM Task Force; Counselors; Building admin; STEAM Teachers

Resource Use: STEAM Course Guide; Data on enrollment; Promotional STEAM materials

Evidence of Completion: Data reports showing increased enrollment in STEAM courses and activities; Students K-4 receive once a week class in STEAM (2017-2018); Students in PreK-4 will receive one day a week STEAM incorporating literacy skills, media skills, and STEAM standards. (PreK/K will receive 30 minutes, grade 1-4 will receive 60 minutes per week).

Focus Area 2: Curriculum

Action Step 1: Provide access to General Education curriculum for all students.

1. Leadership Council will create a plan for curriculum development and review with timelines based on student achievement data by June 2021.
2. District Tech committee evaluates the use of technology in each building and updates the district technology plan to reflect instructional needs. (June 2019)
3. Teachers, parents, administrators develop a standards-aligned (Next Generation Learning Standards) PK-12 curriculum, outlining what students should Know, Understand, and Do (ongoing) along with assessments aligned to curriculum and standards for each
4. Integrate reading and writing into special areas
5. All teachers gather information from all stakeholders at various stages of the process of curriculum development
6. Teachers develop interim assessments based on Curriculum

Implementation Partners: Teachers; Leadership Council; Administrators; Parents/Community; BOCES staff developers; Coordinator of Technology Integration; Director of Technology

Resource Use: Instructional team; Curriculum Writing teams; Instructional Coaches for each level; IXL and other digital tools

Evidence of Completion: Technology plan for the district that reflects PL work and instructional needs. Creation of process to request software/apps/tech; Completion of ELA program audit at level K-12; Interim Assessments-regular revision; Restorative discipline to decrease suspension from the general education settings.

Action Step 2: Provide access to enrichment opportunities for all students

1. Develop district definition of mastery and what students need to know, understand, and do at each grade level/each class
2. Develop curriculum maps that include higher level texts (above gr. Level) and higher level questioning
3. Incorporate enrichment activities into curriculum maps-determine the assured experiences that are part of each grade level/course
4. Communicate with students regarding which AP courses could be offered, which would be most relevant given the path they are on post-HS, and assess student interest in which AP classes to offer
5. Determine which advanced courses we will continue to offer, when to offer them, and which ones we will discontinue based on data, enrollment requirements
6. Expand advanced course offerings at the MS and HS
7. Increase the total percentage of students participating in advanced classes
8. Provide enrichment opportunities outside the school day for, e.g. Lego, Robotics, Science Olympiad
9. All students will have a written future story starting at grade 5 that is reviewed and revised each year, and that will be used for course selection in HS (Better place for this-2.1.2 also)

Implementation Partners: Teachers; Administrators; ASI; Leadership Council-lead teachers; Data coordinator; Counselors; Technology Director; BOCES coaches

Resource Use: Use of BOCES support for PD; Outside consultants for curriculum mapping and enrichment-money; Addition of extracurricular clubs and activities and staff to support-money; NYLearns or other curriculum mapping program; Google Drive/Classroom; Grants-Math/Science, etc.; Chromebooks, iPads, Laptops

Evidence of Completion: Student Achievement Results: interim assessments, mid- & end-of-module assessments, 3-8 NYS tests, Regents results, STAR Reading and Math; District calendar; SBIP written action plans; District PD Plan; Monitoring protocol notes; MTSS meeting minutes; District Technology Plan; Teacher observations; Student course and enrichment opportunity enrollment; Enrichment opportunities for students in grade 4 rotating through STEAM activities; LIFT at HS ; After School Discovery at the ES and MS; Personalized Learning-Learning Walks

Action Step 3: Promote STEAM learning opportunities through the NRW educational community

1. Provide enrichment/extension activities like Legos or robotics at all levels (before/after school?)
2. Provide opportunities for students to experience STEAM courses before enrolling through family and community events, showcases, and/or presentations.
3. Provide counselors with a STEAM course guide connected to future stories.

Implementation Partners: Students; Teachers; Administration; Data coordinator; Counselors; BOCES; WTCC; P-Tech staff; Community; Colleges; Workforce integration/assistance

Resource Use: Course lists from district schools; Attend conferences through WFL BOCES; Attend National STEM/STEAM conference; Research for related grants; Quality time to visit other district programs; Community and student body survey on web site - include student access to technology outside of school; Community College; 21st Century Grant/other grants; Financial support by buildings and district for materials

Evidence of Completion: STEAM Course Guide; Legos and Literacy Night

Action Step 4: STEAM Task Force members assess curriculum

1. Team members ensure there is a vertically aligned curriculum including PBL in all STEAM areas while integrating the district technology plan.

Implementation Partners: STEAM Task Force; Leadership Council; District Tech Team; Teachers; Students; Counselors; Administrators; Community; PLTW Partners

Resource Use: Superintendent Conference Days; BOE meetings; Leadership Council meetings; Community forums; District PR; Video technology; PLTW Resources; Student Surveys; Vocabulary lists

Evidence of Completion: Vertically-aligned STEAM curriculum; Video/Brochure produced; STEAM teacher attended professional development related to STEAM

Action Step 5: Continue to adjust to meet student needs and abandon what does not work.

1. During the 2019-2020 school year, investigate the possibility of implementing PLTW modules starting in the 2020-2021 school year in K-8 or K-12 to help with the STEAM initiative.
2. Through administrative facilitation, teachers will constantly monitor instruction and programs and periodically assess their value.
3. Identify students' interests and aptitudes during the 2019-2020 school year, and every three years after.
4. If something is not working, a collaborative effort will be made to abandon/change current practice/program. Any change will be thoroughly researched and validated based upon data and standards.
5. Teachers review and adjust the course vocabulary lists every three years (first scheduled review would be 2020-2021) or when new standards come out to ensure the vocabulary list is correct and each word is part of the curriculum.

Implementation Partners: STEAM Task Force; Leadership Council; District Tech Team; Teachers; Students; Counselors; Administrators; Community; PLTW Partners

Resource Use: Superintendent Conference Days; BOE meetings; Leadership Council meetings; Community forums; District PR; Video technology; PLTW Resources; Student Surveys; Vocabulary lists

Evidence of Completion: Vertically-aligned STEAM curriculum; Video/Brochure produced; STEAM teacher attended professional development related to STEAM

Focus Area 3: Community Engagement

Action Step 1: Utilize families as learning partners

1. Teachers and administrators research what works for making families as partners in learning, based on demographic groups.
2. Based on the research, develop ways to create families as learning partners PK-12, utilizing students as presenters.
3. Provide opportunities for parents/community members to become educated on the resources available in our district.
4. Survey the community to find out their preferred method of engagement.
5. Create a team to review and improve our current practices related to student attendance and achievement and parent attendance to school events. Identify who needs to be engaged and target from there. Strategy should be based on the group we are targeting. "MTSS" for parent engagement.
6. Update parent contact information in the student management system yearly.
7. Practice selective abandonment of strategies for communicating and engaging parents that do not currently work.

Implementation Partners: Public Relations Coordinator; Teachers; Administrators; McKinney-Vento Coordinator; Parent Liaison; Attendance team members; In-district agency support members -- Delphi, Catholic Charities; Wayne Behavioral; Parents/community members; Home/school liaisons; SRO

Resource Use: McKinney-Vento; Publication cost for outreach; Survey and associated costs; Support for parent teams; Costs associated with community nights (food, materials, etc.); 21st Century Grant

Evidence of Completion: Regular surveying the community related to preferred method of engagement was completed at MS/ES; Action Plan from attendance team; Building attendance teams regularly meet to deploy interventions based on data; Establishment of building parent team led/coordinated by liaison(s); HS Family Engagement SIP Group researched and provided multiple evening events to inform and reach out to parents/community; Quarterly family Literacy Nights in partnership with the Wayne Literacy Volunteers

Action Step 2: Create partnerships with parents and community members that support students achieving at mastery level

1. Communicate to parents the District definition of mastery and what it looks like at each grade level/course
2. Establish parent/community advisory groups to share information and solicit feedback regarding curriculum, assessments, enrichment
3. Offer P/T conferences for all students
4. Communicate and celebrate students that achieve at the mastery level and students that maintain at the mastery level
5. Research community businesses, colleges, and agencies that would be willing to partner with the school
6. Establish community and business partnerships that support students extending their learning and applying what they learned in a real-world setting, e.g. Math and Science Partnership grants
7. Partner with area colleges to: expand our advanced course offerings, connect students with colleges early

Implementation Partners: Teachers; Administrators; Parents; Community members and business leaders; ASI; BOCES coaches; Counselors; Outside consultants for Framework for Understanding Poverty; BOCES 2 SBIP trainers; LC Lead Teachers; Parent Liaison

Resource Use: Website and newsletters for communication; Money-for refreshments when we bring parents and community members in; Rewards for students; Transportation of students to area businesses

Evidence of Completion: Website, social media, and other communications; SDM meeting notes and agendas; P/T conference schedules, evening elementary conferences offered to families bi-yearly; K-6 Open House in the fall; Student recognition examples, various celebrations and recognitions of students achieving mastery; Student visits to area colleges and businesses; Meeting notes and agendas from meetings with businesses and colleges; Student future stories

Action Step 3: Establish a culture that fosters a community of readers and writers

1. Provide year-round opportunities for students to engage in interest based reading and writing experiences
2. Track the attendance and participation of literacy nights, author visits, poetry café, Florentina Fun days, etc.
3. Increase opportunities for students to publish, display, and view student work
4. Purposeful use of bulletin boards in/outside of classrooms
5. Expose students to professionals and community members as readers and writers
6. Positive peer partnerships that emphasizes shared reading
7. All students are treated as readers and writers that are continually improving their craft
8. Students and teachers will participate in writing workshop throughout the school year
9. Exposure to rigorous text for all students

Implementation Partners: BOCES Staff Developer and Coach; All School Staff; Teachers; Community Members; Authors; Administrators; Families; Instructional Coaches; Parent Liaison

Resource Use: Daily 5; Writing Workshop; Vertical Grade Level Meetings; Assemblies and School-Wide Events; Literacy Nights and Poetry Night; Purposeful use of bulletin boards in/outside of classrooms to display student writing; Author Visits; Florentina Fun Days; Assemblies and author visits; BOCES Coach; Summer School; Staff Development; Statewide Conferences; Wayne Literacy Volunteers visiting readers

Evidence of Completion: Schedule adjusted to reflect reading and writing priorities; Celebrations of students as readers and writers are added to assemblies; Utilizing BOCES PD staff to explore best practices; School calendar reflects scheduled activities that develop students as readers and writers; Evaluation of current programs outside of the core curriculum for effectiveness; Students published in various national and local texts and on social media; Grant support of text purchases for all students periodically PreK-4; One School One Book project PreK-4

Focus Area 4: Professional Learning

Action Step 1: Utilize focused professional learning to support district-wide initiatives.

1. Leadership Council and all stakeholders will collaborate to foster greater understanding and implementation of effective instructional methods and standards across PK-12
2. Provide ongoing building-level professional development related to the 3 tiers of MTSS, both academic and behavioral.
3. Teachers and Leadership Council establish a consistent method of assessment and reworking of curriculum based on student assessments and ability to meet student needs including professional development on assessment writing
 - PD for assessment writing
 - writing of the assessments
 - quality control of assessments
4. Engage in the SBIP process to identify learning targets for professional learning. Analyze student achievement data, identify trends, set targets for PD that address teacher needs based on the data
5. Develop practices to support new teachers based on data, research-based practices, teacher input, etc. New teacher induction
6. ASI, LC, Principals, teachers create a continuum of supports for all teachers and administrators. *PD plan that outlines required learning for all staff, how learning will be measured, monitoring plan
7. Leadership Council recommends professional development initiatives

Implementation Partners: Leadership Council; Teachers; Administrators; Vertical teams; Teacher mentors; Data Coordinator

Resource Use: Curriculum time; Curriculum materials; Focused professional development driven by teacher need; New teacher mentor activities; BOCES coaching

Evidence of Completion: Leadership Council meeting minutes; Professional Development Plan; Regular after school PD offered and attended by teacher; Elementary Building-wide SMART Goal to update math and ELA curriculum based on student assessment data; Interim assessment PD offered for HS; interim assessment schedule implement and LL tied to data analysis as a follow-up; HS SLT reviews data from LL to identify learning targets for staff; Year 1 and 2 teacher meetings monthly at the elementary school

Action Step 2: Provide professional development for staff as it relates to curriculum writing, enrichment, and tiered lessons

1. Provide necessary professional development related to curriculum writing.
2. Research enrichment program options and develop District Gifted and Talented Committee to establish a shared definition of enrichment
3. Research systems for recommending students for advanced classes and explore which classes could be offered

Implementation Partners: Teachers; Administrators; ASI; Leadership Council-lead teachers; Data coordinator; Counselors; Technology Director; BOCES coaches

Resource Use: Use of BOCES support for PD; Outside consultants for curriculum mapping and enrichment-money; Addition of extracurricular clubs and activities and staff to support-money; NYLearns or other curriculum mapping program; Google Drive/Classroom; Grants-Math/Science, etc.; Chromebooks, iPads, Laptops

Evidence of Completion: Student Achievement Results: interim assessments, mid- & end-of-module assessments, 3-8 NYS tests, Regents results, STAR Reading and Math; District calendar; SBIP written action plans; District PD Plan; Monitoring protocol notes; MTSS meeting minutes; District Technology Plan; Teacher observations; Student course and enrichment opportunity enrollment; Enrichment opportunities for students in grade 4 rotating through STEAM activities; LIFT at HS ; After School Discovery at the ES and MS; Personalized Learning-Learning Walks

Action Step 3: Provide professional development for staff around quality assessment writing and data analysis

1. Research Standards-based report card feasibility at MS/HS level
2. Continue SBIP training
3. Provide PD for quality assessment writing

Implementation Partners: Teachers; Administrators; DCI; BOCES coaches; Leadership Council-lead teacher; Instructional Coaches

Resource Use: NYS testing data; Interim assessments; LinkIt!; Time-summer work and work outside school day; Time-report card work; Money-to pay people for summer work

Evidence of Completion: SBIP Action plans; Interim assessments; LinkIt! reports; PD plan; MTSS meeting notes; Standards-based report card; PD reflections and evaluations

Action Step 4: Provide professional development for students, staff, and parents around growth mindset and having a future story

1. Provide PD for staff and students around growth mindset

Implementation Partners: Teachers; Administrators; Parents; Community members and business leaders; ASI; BOCES coaches; Counselors; Outside consultants for Framework for Understanding Poverty; BOCES 2 SBIP trainers; LC Lead Teachers; Parent Liaison

Resource Use: Website and newsletters for communication; Money-for refreshments when we bring parents and community members in; Rewards for students; Transportation of students to area businesses

Evidence of Completion: Website, social media, and other communications; SDM meeting notes and agendas; P/T conference schedules, evening elementary conferences offered to families bi-yearly; K-6 Open House in the fall; Student recognition examples, various celebrations and recognitions of students achieving mastery; Student visits to area colleges and businesses; Meeting notes and agendas from meetings with businesses and colleges; Student future stories

Action Step 5: All teachers of STEAM content will stay up to date with new strategies and curriculum.

1. Teachers will engage in workshops through professional development, superintendent conference days, grade and cross-grade level meetings to acquire and utilize academic vocabulary that is consistent through the STEAM content areas (PK-12).

Implementation Partners: Students; Teachers; Administration; Data coordinator; Counselors; BOCES; WTCC; P-Tech staff; Community; Colleges; Workforce integration/assistance

Resource Use: Course lists from district schools; Attend conferences through WFL BOCES; Attend National STEM/STEAM conference; Research for related grants; Quality time to visit other district programs; Community and student body survey on web site - include student access to technology outside of school; Community College; 21st Century Grant/other grants; Financial support by buildings and district for materials

Evidence of Completion: STEAM Course Guide; Legos and Literacy Night

Action Step 6: Re-evaluate the status of the STEAM initiative to reach the strategic goal.

1. STEAM task force meets at least once per month to adjust and monitor any facet of the program.

Implementation Partners: STEAM Task Force

Resource Use: TBD based on identified next steps

Evidence of Completion: TBD based on identified next steps

For More Information

Visit our website:

<http://www.nrwcs.org/>

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North Rose-Wolcott Central School District

Office of the Assistant Superintendent
for Instruction and School Improvement..... (315) 594-3143

North Rose-Wolcott Elementary School..... (315) 587-2432

On Facebook: North-Rose Wolcott Elementary

North Rose-Wolcott Middle School..... (315) 594-3115

On Facebook: NRWMS

North Rose-Wolcott High School..... (315) 594-3100

On Twitter: @NRWHS

Strategic Action Plan Acronym Key

AP-Advanced Placement

ASI-Assistant Superintendent for Instruction

BOCES-Board of Cooperative Educational Services

BOE-Board of Education

CSE-Committee on Special Education

ELA-English Language Arts

ES-Elementary School

HS-High School

IEP-Individualized Education Program

K-Kindergarten

KDG-Kindergarten

LC-Leadership Council

LIFT-Leadership and Investment in Future Talents

LL-Leverage Leadership

LLI-Leveled Literacy Instruction

MS-Middle School

MTSS-Multi-Tiered Systems of Support

NYS-New York State

PBL-Project Based Learning

PD-Professional Development

PK-Prekindergarten

PL-Personalized Learning

PLTW-Project Lead the Way

PR-Public Relations

P/T-Parent/Teacher

SAP-Strategic Action Plan

SBIP-School Based Inquiry Process

SCT Grant-School Climate Transformation Grant

SDM-Shared Decision Making

SIP-School Improvement Plan

SLT-School Leadership Team

SRO-School Resource Officer

STAR-Standardized Test for the Assessments in Reading (however there are STAR tests for other content domains)

STEAM-Science, Technology, Engineering, Art, Math

TBD-To Be Determined

UPK-Universal Prekindergarten

WTCC-Wayne Tech and Career Center