



**Skaneateles**  
*Central School District*

***Blueprint for Excellence***

**Strategic Plan  
July 2022**

**Presented  
August 16, 2022**

*Dear Members of the Skaneateles CSD Community,*

*It has never been more important to be focused, aligned and intentional in our work. We are very excited to share the results of our collaborative efforts to develop plans that will help us to continue growing and improving as we always strive for excellence.*

*Our “Blueprint for Excellence” is the result of planning sessions that were held with our Board of Education, Leadership Team, staff, parents and community members. We worked with feedback gathered from the community this past fall as we developed a plan that will help us continue to grow and achieve as we strive for excellence in all that we do.*

*This plan will serve as a roadmap in our efforts to connect with each child and family while enhancing our connections as a school and a community. We are in this work together and look forward to partnering with you in our continued effort to be a model school of excellence.*

*Thank you for your feedback and support. Your collaboration and teamwork make all the difference in the lives of children and the success of the district.*

*Sincerely,*

*Eric Knuth  
Superintendent of Schools*

*Danielle Fleckenstein  
President, Board of Education*

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## Process Introduction and Overview

**Blueprint Planning** is intended to:

- Involve all members of the school community and reflect their shared perspectives.
- Allow stakeholder representatives to review community feedback in order to clearly define the district's mission, vision and core values.
- Engage a team in defining the priorities of the district and suggesting action steps to accomplish objectives.
- Facilitate action planning focused on identifying who, when and how the work will get done.
- Provide the district with a road map that is transparent, accountable and focused.
- Enable the district's efforts to innovate, allocate resources and continuously grow in a coordinated, thoughtful and aligned manner.
- Be an iterative, evolving and ongoing process that builds from one year to the next while reflecting emerging needs and changing demands.

### Steps in the Skaneateles CSD Planning Process:



**Mission****Vision****Core Values**

Successful organizations clearly define their purpose through their mission, vision and core values.

Through the Blueprint Planning Process, the school community helped inform our goals for continued growth.

***Mission:***

Every Skaneateles Laker will have opportunities and support to develop strong relationships, form meaningful connections and explore multiple pathways for lifelong learning.

***Vision:***

The Skaneateles Central Schools community will be a welcoming and inspiring place to learn, grow, work, and live.

***Core Values:***

Skaneateles Central Schools is guided by our core values: **Relationships, Connections, and Learning.**

- **Relationships:** Lakers respect and value other people.
- **Connections:** Lakers are connected – in our community, our world and in our learning.
- **Learning:** All of us. All of the time.



## Priority Areas

*Based on community feedback and initial planning by the Board of Education and Leadership Team, the following areas were identified as priorities to be focused on in order to fulfill the mission of the district:*

### Learning Opportunities

- We will foster high expectations, rigorous instruction, inclusive learning opportunities and student engagement.

### Excellence in Human Capital

- We will recruit, retain, and develop passionate leaders in education.

### Community Partnership

- We will foster positive relationships, communication and engagement with all stakeholders.

### Environment

- We will create a safe and welcoming environment for all children to thrive emotionally and educationally with a sense of belonging to the Laker Community.



## Action Plans

The following plans guide our decision making to accomplish the objectives in each priority area. Each action step below represents a strategy for meeting an objective.

### Priority Area 1: Learning Opportunities

**Objective:** We will foster high expectations, rigorous instruction, inclusive learning opportunities and student engagement.

Strategies	When
Research the creation of personal development plans with input from each student. <ul style="list-style-type: none"> <li>This applies to every level (primary, intermediate, middle, and high)</li> <li>The purpose is to foster student voice in defining what success looks like for them. (Students should be asked - what is important to you?)</li> </ul>	2022-23 school year
Research and <b>promote a range of pathways</b> for students to explore within school and beyond. <ul style="list-style-type: none"> <li>All HS teachers and students should be familiar with BOCES, CTE, and online options.</li> <li>Review/revise HS <i>Program of Studies</i> accordingly.</li> </ul>	2023-24/ ongoing
Implement standards-based curriculum and rigorous instruction aligned to New York State Learning standards.	Ongoing



<p><b>Literacy Pathway to Success</b></p> <p>Continued implementation of the district’s <i>Literacy Action Plan</i> which focuses on a tiered system to skillfully implement high quality curriculum to all students using evidence-based practices and leveraging valid and reliable assessments to inform our instruction and ensure all students become proficient readers and writers.</p> <p>These key elements of the Literacy Action Plan include four specific strands: <i>High Quality Curriculum, Evidence Based Instruction, Tiered Supports &amp; Structures, and Monitoring &amp; Adjusting Practices</i>. The four strands are outlined below to identify specific action steps related to each one. The strength of these strands is vastly multiplied when woven together into a system of literacy support that begins at birth and continues through Grade 12, resulting in every student having the literacy skills necessary to graduate college- and/or career-ready.</p> <p><b>High Quality Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Teaching all students to proficiently decode and read fluently by using the science of teaching reading to guide explicit, systematic instruction in phonemic awareness, phonics, word recognition and sentence fluency.</li> <li>• Ensuring that all students engage with complex text, academic vocabulary and language structures.</li> <li>• Building the knowledge of our students through a volume of conceptually and coherently related texts about the world around them.</li> <li>• Immersing students in daily writing at the sentence level and beyond, connected to the text they read and their own understandings.</li> </ul> <p><b>Evidence Based Instruction:</b></p> <ul style="list-style-type: none"> <li>• Daily direct, explicit and systematic phonological instruction that connects the phonemes to graphemes for fluent decoding, accurate encoding and promoting the process of orthographic mapping.</li> <li>• Engaging all students in daily reading of grade level text to build fluency and decodable text,</li> </ul>	<p>Ongoing</p>
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when applicable, to build automaticity with decoding.

- Providing direct instruction with language structures, syntax, grammar and vocabulary across content areas.
- Scaffolding sentence level writing connected to text and advancing student writing to the paragraph level with connections to text and student knowledge

#### **Tiered Supports & Structures:**

- Building school and grade level schedules that prioritize Tier 1 literacy instruction and provide sufficient time for additional tiered and targeted instruction for those students who require more intensive supports to become proficient.
- Ensuring teachers are provided with ongoing professional development and instructional coaching support, while reading teachers and appropriate special education staff are highly trained in intensive reading instructional practices and interventions.
- Supporting leadership that promotes and instills a shared ownership of all students learning to read proficiently.
- Using an assessment system and data collection process that assesses students to a point of breakdown and matches instruction to that skill.

#### **Monitoring & Adjusting Practice**

- Holding regular data meetings with grade level teams at least three times per year, where each skill from predictive, valid and reliable screening assessments are reviewed, instructional plans adjusted, and interventions planned.
- Providing early intervention using a problem solving approach with more intensive instruction through general education in the classroom, in addition to the classroom instruction, and through special education when appropriate.
- Using focused progress monitoring for students who are receiving more intensive instruction and meeting as intervention teams every 6-8 weeks to review and adjust.





<ul style="list-style-type: none"> <li>Celebrating and honoring both student and educator success when goals are met or “catch up” progress is occurring.</li> </ul>	
<p>Implement new K-12 <i>Computer Science and Digital Fluency Learning Standards</i>.</p> <ul style="list-style-type: none"> <li>This is a new area of standards, required for all students.</li> <li>There is a new teacher certification area for this, which will eventually have staffing implications.</li> <li>There will need to be time in the schedule at each building for students to work on this.</li> <li>As implementation rolls-out in each building, we will work towards consistent physical resources (ex., VEX Robotics) and digital resources (ex., Code.org <u>or</u> Code Monkey), K-12, wherever possible.</li> </ul>	By September 2024
Accelerated course option in middle school and AP course at the high school for art or music.	By May 2023
Explore/Research CTE and AIS/RTI requirements at the middle level.	By May 2023
<p>Refine progress monitoring practices for some interventions.</p> <ul style="list-style-type: none"> <li>All interventionists, classroom teachers, principals, and parents should be able to look at a report and (1) easily understand the focus of that intervention and (2) see some data as evidence of growth in that area. Currently, some interventions communicate this very well and others need to do it better.</li> </ul>	By June 2023
<p>Implement a <i>pilot</i> Pre-K program with high-quality curriculum aligned to NYS standards</p> <ul style="list-style-type: none"> <li>Evaluate the Pre-K program that was piloted for quality, scalability, and sustainability.</li> </ul>	By March 2023
Increase our capacity to deliver high quality, targeted interventions in mathematics, K-5.	By September 2023



## Priority Area 2: Excellence in Human Capital

**Objective:** We will recruit, retain, and develop passionate leaders in education.

Strategies	When
Create a recruitment plan for new and replacement positions	November 2022
Develop clear frameworks for all position needs to be clear including job description and responsibilities.	Ongoing
Create new staff orientation/training - safety plans	August 31, 2022
Establish staff retirees/resignations/exit interview protocol/account systems sunset dates	June 2023/ongoing
Develop comprehensive onboarding process for all new hires	Start August 2022, ongoing
Build upon mentoring for new staff - look into new ideas/time to submit deadlines. Assign mentors with necessary training and expectations as well	September 2022, ongoing
Establish a work environment for employees to create lasting connections and relationships.	Current, ongoing
Prepare technology needs for new employees needs to be set and ready by day one.	September 2022
Organize time cards and paperwork - have a playbook available - google drive.	Current and ongoing
Create an environment for employees to grow professionally and develop individualized plans to grow teacher leaders.	Ongoing
Create a method for staff to express their concerns - way to communicate with administrators their concerns or suggestions - safe space.	September 2022
Develop a process for succession planning.	September 2022/ongoing



Establish a communication protocol for all candidates that apply to SCS.	August 2022, ongoing
Establish a protocol for employee accountability.	September 2022
Proactive recruitment efforts	ongoing



## Priority Area 3: Community Partnership

**Objective:** We will foster positive relationships, communication and engagement with all stakeholders.

Strategies	When
Celebrate positive stories through Facebook/Instagram/Twitter and Parent Square	ongoing
Increase awareness of and participation in BOCES programming	2023-24 school year
Expose Skaneateles students to diverse experiences outside of Skaneateles (i.e. leverage local expertise, field trips, internships/externships, etc.)	ongoing
Develop a clear and consistent communication protocol	September 2022
Engage more positive community participation and connections (i.e. rituals/traditions/celebrations).	ongoing
Develop a “new family” onboarding/orientation/welcoming system	January 2023
Develop a centralized registration process	September 2022
Increase parent involvement/volunteerism and family engagement	ongoing
Discuss the development of committees to foster more inclusion in the decision making process from stakeholders (i.e.: AIS/Rtl, curriculum, health and wellness, mental health, safety, literacy, district planning team, professional development, et al)	2022-23 school year
Create “District” Instagram and accounts	This summer
Provide more educational opportunities for families around parenting, mental health and other areas	ongoing
Leverage regional expertise in diversity, equity inclusivity knowledge and capacity building.	ongoing



## Priority Area 4: Environment

**Objective:** We will create a welcoming environment for all children to thrive emotionally and educationally with a sense of belonging to the Laker Community.

Strategies	When
Ongoing personalized professional learning. Research the development of personal development plans for staff members. Foster staff voice in defining success and what it looks like for them.	2022-23
Cultivate a sense of belonging for <i>all</i> stakeholders. <ul style="list-style-type: none"> <li>• Define and create the Laker culture. How do we communicate our mission &amp; vision to staff &amp; have their voice heard?</li> </ul> Define safe space. Students feel comfortable being their authentic self and comfortable taking risks.	2022 District Admin Retreat
Review/revise social experiences offered. Students identify their personal interests and feel like they belong to the community. Experiences outside of the classroom.	ongoing
Discuss ways to foster and improve overall staff wellness.	2022 District admin retreat
Develop a comprehensive reserve and fund balance management plan.	2022-2023 School Year
Implement a strict budget development process with critical timelines to foster smart decision making for future school years.	ongoing
Create a long range financial forecasting plan to ensure financial stability and fiscal stewardship.	ongoing
Continuous work to improve school safety and security capacity.	ongoing



## Accountability and Implementation Plan

*What gets measured, gets done. It is important to stay focused on the work at hand and to hold each other accountable for achieving outcomes. In the spirit of transparency, diligence to the task at hand and sharing our progress as a team, the following schedule has been developed for regular reporting on progress in working towards objectives:*

Timeframe	Activity	Who
<i>July-August 2022</i>	<ol style="list-style-type: none"> <li>1. Blueprint Plan Presented to the Community and Adopted by the BOE</li> <li>2. Blueprint Plan shared with the faculty and staff</li> <li>3. Blueprint Plan unpacked with smaller groups</li> </ol>	Superintendent, BOE  Superintendent  Leadership Team
<i>November, 2022</i>	Blueprint Updates provided to the BOE, Community and Staff	Superintendent and Team
<i>January, 2023</i>	Blueprint Updates provided to the BOE, Community and Staff	Superintendent and Team
<i>March, 2023</i>	Blueprint Updates provided to the BOE, Community and Staff  <i>Blueprint Budget Recommendations Made</i> <i>Blueprint Expenditures Finalized</i>	Superintendent and Team
<i>June, 2023</i>	Final Blueprint Updates provided to the BOE, Community and Staff	Superintendent and Team
<i>July, 2023</i>	Blueprint Planning Day Held  <i>Plan Updated for 23-24</i>	BOE Superintendent Leadership Team Staff Community Members



## 2022 Blueprint Team

Name	Position
Eric Knuth	Superintendent of Schools
Connor Brown	School Business Manager
Gregory Santoro	Director of HR, Personnel and Operations
Michael Caraccio	High School Principal
Mike Major	High School Assistant Principal
Mike Olley	Middle School Principal
John Lawrence	State Street Principal
Pat Brown	Waterman Principal
Brian Cohen	STEM Coordinator
Francine Grannell	Humanities Coordinator
Heather Buff	Coordinator of Instructional Technology and Fine Arts
Kristin Moses	Coordinator of Student Support Services and Family Engagement
Steve Musso	Director of Student Wellness, Activities and Athletics.
Jen Whipple	Director of Learning

