

Skaneateles Central School

District

Strategic Plan

READY for Their Future

Theory of Action – our students are *Ready* for their post-secondary pathways when they have achieved proficiency and mastery in the knowledge, skills, and dispositions demanded by the NYS learning standards and by the 6 Dimensions of Wellness which are:

1. *Intellectual* - actively striving to expand and challenge one's mind with continuous learning (and desire for learning), problem-solving, and creative endeavors
2. *Physical* – actively striving to find a healthy balance between work, family, exercise, and nutrition to achieve personal fulfillment
3. *Social* - positively contributing to one's environment and community through ongoing in person, in print, and digital interactions.
4. *Emotional* – developing the capacity to manage one's feelings and related behaviors including the realistic assessment of one's abilities, development of autonomy, and ability to cope effectively with stress.
5. *Occupational* - developing personal satisfaction and enrichment in one's life through work and career
6. *Spiritual* – continuously aligning one's life activities and behaviors with their values, beliefs, and purpose (finding one's "North Star")

To accomplish this, the District will develop a Strategic Plan which will serve to drive our focus, resources, and decision-making towards the continuous achievement of the district's mission and vision. The *Strategic Planning Framework* and subsequent plan will provide a critical lens and set of protocols/processes that each new initiative must undergo to be deemed aligned to the Plan.

District Mission – the mission of the Skaneateles Central Schools District is to *provide positive and successful learning experiences for all students*. The schools will also strive to *provide the students with knowledge and problem solving skills necessary to contribute and adapt to an ever changing world*. Within a caring and student-centered environment, the schools will offer a balanced educational program with *high expectations to challenge and motivate each student*. The school staff, students, parents, Board of Education and community *share the responsibility for this mission*.

District Vision – to develop the knowledge, skills, and dispositions necessary to be **ready** for their chosen post-secondary pathway, to be positive future citizens, and to be personally fulfilled, all students will graduate from SCS having had multiple learning opportunities and experiences to explore areas of personal interest and passion. Critical, interdependent elements of this vision include:

- *Course/experience offerings* – (Committee oversight by CIA, SPC, Wellness)
 - a. Should have explicit grounding in the respective learning standards and criteria for providing evidence of achievement of the standards is made clear to students

- b. Should be evaluated for rigor, student interest, and connectedness to other courses/experiences so as to provide as many post-secondary connections/ opportunities as possible
 - c. Should contain an “application” component wherever feasible with the goal of developing conceptual understanding of the abstract/theoretical content
 - d. Should be offered in a variety of methods – face-to-face, blended, online, etc. so as to maximize student engagement, learning, and achievement
 - e. Should be accessible through other districts, BOCES, institutions of higher education, local and regional businesses, and approved providers
 - f. Should not be exclusively time bound so that students who have mastered the knowledge, skills, and dispositions required by the standards are able to move forward towards their next experience to achieve at the next level of standards
 - g. Should be explicitly aligned with the 6 Dimensions of Wellness to the extent practicable
- *Co and extracurricular experiences/opportunities* – (Committee oversight by CIA, Wellness)
 - a. Should be an extension of the classroom and focused on the development of proficiencies in skills and dispositions in the 6 Dimensions of Wellness
 - b. Should be periodically evaluated for alignment to student interest, the district mission and vision, financial support, and the long term strategic plan
 - c. Should be overseen by advisors and coaches who are well-trained; have high, student centered expectations, and are focused on developing the skills and dispositions of the 6 Dimensions of Wellness
- *Facilities* – (Committee oversight by SPC, ABF)
 - a. Are welcoming, safe, and secure
 - b. Are designed, developed, and maintained based on contemporary research so as to maximize learning
 - c. Are responsive to multiple pedagogical needs
 - d. Are designed to reduce operating costs and increase energy efficiencies
 - e. Are evaluated for use based on current and future program and pedagogical goals
- *Fiscal Resources* – (Committee oversight by SPC, ABF)
 - a. Are framed as multiyear plans which maximize preparedness based on identified variables
 - b. Are targeted to support areas with a research-based return on investment
 - c. Support long term replacement/investment plans to allow for greater predictability of costs

- d. Are managed so as to mitigate against unplanned reduction of learning opportunities/experiences while being sensitive to the taxpaying public
- *Staffing* – (Committee oversight by CIA)
 - a. Contracts will support continuous improvements through ongoing learning and training
 - b. Recruitment efforts and associated protocols will focus on bringing diverse individuals to the District who have exceptional skills and who can directly contribute to attaining the mission and vision
 - c. Mentoring of new teaching staff will focus on the effective development of the instructional cycle and student engagement
 - d. Supervisors will be trained to establish high expectations, provide associated support and training, and give specific feedback to individual employees

Roles and Responsibilities required to meet the Mission and Vision include:

1. Students (CIA, Wellness)
 - a. Take an active voice in the development of school climate and culture to allow for maximum opportunities to learn
 - b. Engage as producers of learning and not just as consumers of content
 - c. Seek out and engage in opportunities to learn from teachers, peers, professionals, and others who can contribute to their deeper understanding of content and development of passions, skills, and dispositions
 - d. Work with counselors and teachers in the development of an individualized learning plan which guides the development of their chosen pathway
2. Faculty and Staff (CIA, SPC, ABF)
 - a. Set explicit, standards-based high expectations for their students and themselves and seek specific feedback on their performance
 - b. Develop in depth knowledge of students so as to employ the most impactful pedagogical approaches (facilitator/coach vs lecture, etc)
 - c. Actively seek to be well-trained in current, research-based instructional methods (e.g., Hattie) and approaches to student development and support aligned with the 6 Dimensions of Wellness
 - d. Seek out and engage in professional learning that is aligned with identified needs; seek out opportunities to visit to other classrooms, buildings, and districts with strong readiness-based student performance levels; and offer their expertise in providing professional learning opportunities to peers at SCS and other districts
 - e. Collaborate with colleagues to develop interdisciplinary lessons, projects, and programs which have outcomes specifically aligned with the vision

3. Administration (CIA, SPC)
 - a. Fosters a safe and healthy school climate and a culture of learning by process (trial/error, success/failure, etc)
 - b. Leverages skills and experience of faculty and staff to maximize student learning and achievement of the standards
 - c. Engages in contemporary research to determine what matters most relative to student development, student achievement, pedagogical methods, and performance management
 - d. Demonstrates continuous improvement in leadership and management so as to better achieve the vision
 - e. Communicates consistently and substantively with peers, students, staff, the Board of Education, parents, and the community

4. Board of Education (Board Development Committee)
 - a. Focuses explicitly on achieving the vision as evidenced in policies and annual goals and in the agendas, minutes, and reported actions of committees - standing, advisory, and ad hoc.
 - b. Communicates the mission, vision, and planning framework to the community with consistency
 - c. Provides financial support for those initiatives explicitly aligned with this framework
 - d. Evaluates the superintendent in ways aligned with this framework.

5. Community Assets – including parents and parent organizations, foundations, booster groups, cultural institutions, businesses, and individuals (SPC, ABF, CIA)
 - a. Are leveraged for their expertise on committees
 - b. Are incorporated into the learning experiences/opportunity offerings wherever possible so as to allow students to see the applications of their learning in a variety of contexts and to develop citizenship proficiencies.

Principles of the Strategic Plan

1. *Stewardship* – the plan serves as a guide for investments to be made in the district in cost effective ways that provide the greatest return relative to accomplishing the vision.
2. *Sustainable* – the plan is independent of specific personnel
3. *Continuous Improvement* – the plan will remain in draft form so as to allow for continuous improvement based on new research and new lessons learned
4. *Research-based* – strategies included for meeting the vision are based in contemporary research
5. *Measurable* - the outcomes for determining student readiness are measurable (and verifiable?)
6. *Communication* – the plan is well communicated with students, staff, parents, and the community utilizing multiple mediums at multiple times throughout the year.

Next Steps (see overall timeline on Strategic Planning Road Map, attached)

1. Review framework with Cabinet at annual retreat to determine strategies for addressing each component (completed on June 27)
2. Review updated framework from Cabinet retreat with SPC Steering Committee to determine next steps and to frame summer 2016 meeting (scheduled for July 14)
3. Review *Framework* and Advisory Committee agenda with Board Standing Committee (August 9)
4. Review *Framework* with Strategic Planning Advisory Committee (October 12, 2016)
5. Review *Framework* with each respective committee and determine strategies for addressing each component (Fall 2016)
6. Align staffing model to each critical element

7. Share with staff on opening day 2016 (completed on September 6) and establish the Professional Learning Council with instructional, instructional support, and administrative staff included.
8. Build a repository of current initiatives aligned with the vision and critical elements (ongoing and updated in each iteration)
9. Align initiatives with multiyear budget plan (in progress for 2017-18 Budget)

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Key Strategies to Meet the District Mission and Vision

Element: Course/experience offerings (*Developing Standards-based Curriculum and Assessment*)

Strategy 1: Develop a comprehensive K-12 instructional and assessment design (curriculum) which includes opportunities for students to ***apply their learning*** and which will allow for ***at least one year's worth of academic growth*** relative to the NYS Learning Standards.

- Explicit standards-based instruction utilizing Learning Intentions (LI) and Success Criteria (SC)
- Standards-Based Assessments (SBA)
- Standards-Based IEPs
- Standards-Based Report Cards
- Project-Based Learning (PBL)

Element: Course/experience offerings (*Obstacles to Achieving the Standards*)

Strategy 2: ***Identify critical obstacles to our students' success*** in achieving one year's worth of academic growth and develop a specific professional learning plan to mitigate, minimize, and where possible eliminate obstacles.

- Increasing anxiety and social/emotional/mental health challenges
- Student internet behavior, sleep disruption, and social media and cyberbullying
- Challenging school climate where not all students feel welcomed
- Middle school climate and social-emotional challenges
- Inconsistent development and implementation of 504 plans and accommodations
- Inconsistent and out of compliance Transition Plans for CSE and 504 students

Element: Course/experience offerings (*Providing opportunities and experiences to meet the standards and explore pathways*)

Strategy 3: Provide *more rigorous, engaging, and meaningful learning opportunities* for our students to improve their readiness by exploring research-based structures and programs from other districts across the state and nation

- Academy Structure(AS) (beginning with a performing arts academy model)
- Project Lead The Way (PLTW)
- International Baccalaureate (IB) (in lieu of Advanced Placement)
- Career and Technical Education (CTE)
- Blended/Online Learning (BOL) – via BOCES while also beginning to develop our own
- Competency-based models (CBM)
- Credit bearing College Courses (CC)
- Master Scheduling Alternatives (MSA)

Element: Co and extracurricular experiences/opportunities (*Extending the classroom and the learning experiences*)

Strategy 4: *Extend the classroom learning experiences* into the extracurricular offerings including the interscholastic athletics program, competitive clubs, performance clubs, and fundraising activities through revised policies, procedures, job descriptions, and program evaluation tools that align to the mission and vision of the district.

Element: Staffing (*Recruit, retain, train, and support high quality personnel utilizing a continuous improvement approach to performance management*)

Strategy 5: Improve the district's ability to provide excellent learning opportunities and experiences to our students, through improved recruitment, preparation, and retention of high quality, learning-focused employees and the development of collective bargaining agreements which support the mission and vision.

Element: Facilities (*Providing Safe and Healthy Learning spaces*)

Strategy 6: Provide safe, secure, and welcoming school facilities by proactively planning for the maintenance and further development of our buildings in line with contemporary research, the current learning needs of our students, and future flexibility that is needed to accommodate a more innovative educational model

Element: Fiscal Resources (*Provide financial support to those areas that are aligned with the mission and vision and which have a demonstrated (or demonstrable) return on the district's investment*)

Strategy 7: Utilize a long range budget planning process, scheduled replacement plans, a district reserve plan, and professional services advisors that will generate greater cost predictability and better allow us to **focus our investments on enhancing student learning opportunities and experiences**

Skaneateles Central School District Strategic Planning Roadmap

Phase I – *Data Gathering*

- Purpose = Consultants gather information in response to key questions posed by the District
- Consultants = Mack and Caffarella
- Deliverable = Completion of 6 Services (the District will complete Service 7 when clean data is available)
- End date = Ongoing

Phase II – *Establishing a Vision*

- Purpose = Small subgroup establishes draft vision statement to drive the work ahead and to report out to the full committee for consideration
- Subgroup = Millman, Gerst, McGraw
- End Date = Summer 2016

Phase III – *Development of Strategic Plan*

- Purpose = To develop a *draft* long range plan
- Consultant = TBD
- Deliverable = Draft Long Range Plan
- End date = Winter 2016/17

Phase IV – *Communication Planning*

- Purpose = To develop a comprehensive strategy for communication with staff and community of the draft plan
- Consultant = TBD
- Deliverable = Final Draft of Long Range Plan including communication strategy
- End date = Spring/Summer 2017 for Fall 2017 roll out

Phase V – *Preparing to Implement*

- Purpose = The design and development of an implementation strategy

- Consultant = N/A - SPC Advisory, Board, and administration
- Deliverable = Project Plan for implementation and success metrics
- End date = 2017 and ongoing

Phase VI – Evidence Collection Against Success Metrics

- Purpose = To maintain the focus of the plan and determine areas for adjustment, artifacts and evidence need to be systematically collected to measure the success of the district relative to the plan.
- Consultant = N/A - SPC Advisory, Board, and Administration
- Deliverable = Process for systematic and timely collection of evidence and artifacts that meet the established Metrics of the Strategic Plan.
- End date = Ongoing

SPC Consultant Services

Service 1 - Student Enrollment Reports: a model of this has been completed and reviewed by administration. This will be finalized with October 7 enrollment data.

- Service complete and presented January 6, 2016

Service 2 - Analysis and Recommendations for Effective Instructional Programming for College and Career Readiness: districts have been selected which provide similar opportunities for our students, next level rigor programs, and aspirational programming opportunities that we would conceivably strive for in the years ahead.

- Initial presentation to SPC on June 16, 2016

Service 3 - Analysis and Recommendations for Effective Staffing for College and Career Readiness: administration will be sending the consultant master schedules and building layouts so as to determine maximum space use and staffing assignments

- This work is in progress

Service 4 - Analysis and Recommendations for Effective Facilities Use Models

- Work will begin in the fall 2016

Service 5 - Comparison with Possible Merger Districts and Other Comparable Districts

- This work will be completed as the last of the services due to the complexity involved

Service 6 - Analysis of Non-public and homeschooled children in district

- Completed as a component of Service 1

Service 7 - Design, Development, and Administration of a Survey of District Graduates to Assist in Determining Post-Secondary Preparedness for Five Years of Graduates

- This service was removed from the contract as the District will complete the work