



**Red Creek Central School District**  
**Strategic Plan**

2022-2027

**Year 1      2022-2023**

**Year 2      2023-2024**

**Year 3      2024-2025**

**Year 4      2025-2026**

**Year 5      2026-2027**

**Matthew S. VanOrman**  
**Superintendent of Schools**

# RED CREEK CENTRAL SCHOOL DISTRICT

## OUR VISION

### SHAPING FUTURES, INSPIRING EXCELLENCE

*At the Red Creek Central School District, we're dedicated to nurturing a community of excellence. Our focus extends beyond academics to instill strong character traits and foster creativity, imagination, and innovation in every student. By shaping futures and honoring community values, we empower our students to thrive and contribute meaningfully to the world around them. Together, we aspire to build a school district where excellence is not just a goal, but a way of life—a place where students are inspired to dream, discover, achieve greatness, and always aim higher.*



## OUR MISSION

To create a safe and supportive learning environment for all of our students, in order to prepare them with the fundamental skills and knowledge to successfully and responsibly contribute to society.

# AREAS OF FOCUS

The Red Creek Central School District Strategic Plan consists of three primary areas of focus.



## Culture and Communication

To create a positive culture and environment.



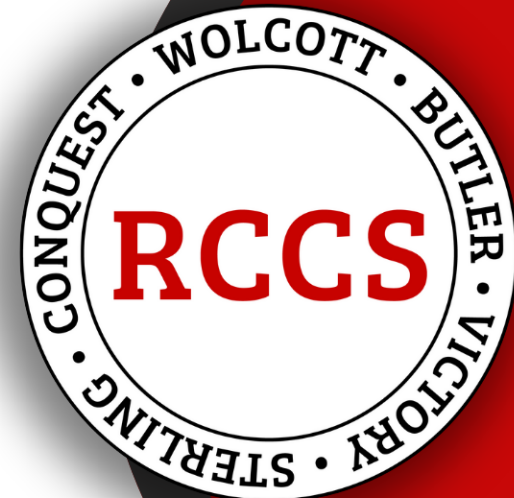
## Educational Excellence

To establish a challenging and impactful educational experience that prepares all learners for success in an ever-changing world.



## School Experience

To provide responsive and appropriate opportunities, resources, and systems that foster the development of well-rounded students within the school community.



# GOAL 1: Culture and Communication

To create a positive culture and environment.



## Goal 1A: Diversity Equity and Inclusion

To create a school community environment where all Red Creek students feel emotionally safe and valued, reflecting our evolving community.



## Goal 1B: External Communication

To enhance and support our school community by strengthening communication.



## Goal 1C: Leadership- Administrative Roles and Responsibilities

To establish professionalism and respect between and among the administrative team, faculty, and staff.



## Goal 1D: Social-Emotional Learning (SEL)

To develop self-aware, self-managing, ethical, socially conscientious students who demonstrate skills essential for success in school and life.



## Goal 1E: Staff Recruitment, Retention, and Wellness

To attract, retain, and support quality staff.



## Goal 1F: Student Wellness

To create a school community environment where all Red Creek Students feel emotionally safe and valued, reflecting our evolving community.

## CULTURE AND COMMUNICATION GOAL 1A- Diversity, Equity and Inclusivity (DEI)



To create a school community environment where all Red Creek students feel emotionally safe and valued, reflecting our evolving community.

Key Person: Superintendent/Assistant Superintendent for Instruction

### Year 1-2 Tasks

1. Create and/or review Board of Education Policy focused on procedures and processes on DEI (Superintendent, Policy Committee)
2. Provide engaging and interactive in-service activities for all staff on relevant DEI topics (ASI, DEI Committee, Principals)

### Year 3 Tasks

1. Explore ways to imbed DEI initiatives in curriculum and extracurricular activities (ASI, Principals)

*\*DEI Committee - Assistant Superintendent for Instruction, Building Principals, Teachers, Support Staff, 21st Century Director*

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Form DEI Committee	ASI	12/31/24
<input type="checkbox"/>	Create a charge and action plan for the DEI Committee and DEI work in the RCCSD	ASI and Committee	2/28/25
<input type="checkbox"/>	Create a plan for student and family engagement in DEI awareness work	DEI Committee	2/2025
<input type="checkbox"/>	Provide implicit bias training to all staff members during faculty meetings	DEI Committee and Building Principals	6/30/25

## CULTURE AND COMMUNICATION GOAL 1B: External Communication



To enhance and support our school community by strengthening communication.

Key Person: Superintendent

### Year 1 Tasks

1. Expand positive print and digital public (Superintendent/Communication Specialist)

### Year 2 Tasks

1. Create alumni outreach (Principals)
2. Survey school community and families on how they get their school information (Communication Specialist)

### Year 3 Tasks

1. Create district approach to welcoming new families (Principals)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Create a protocol for all buildings to welcome new families: <a href="#">Link</a>	Building Principals/School Counselors	12/31/2024
<input type="checkbox"/>	Share protocol with MTSS groups for feedback	Building Principals/Tier 1 & Tier 2 Coaches	12/01/2024

2. Increase the district's and school's social media presence (Superintendent/Communication Specialist)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Create a form for event coverage and expectations	Communication Specialist	9/30/2024
<input type="checkbox"/>	Share form with staff and the importance of engaging PR in ongoing events and classroom activities	Building principals	10/15/2024

## CULTURE AND COMMUNICATION GOAL 1C: Leadership- Administrative Roles and Responsibilities



To establish professionalism and respect between and among the administrative team, faculty and staff.

Key Person: Superintendent

### Year 1 Tasks:

1. Develop administrative team meeting norms and procedures such as agenda and allotted times on agendas (Superintendent)
2. Review and revise the organizational chart (Superintendent)
3. Review and revise administrative job descriptions (Superintendent/Administrative Team)

### Year 2 Tasks:

1. Monitor and adjust effectiveness of administrative team meetings (Superintendent/Administrative Team)
2. Identify areas of strength and need within administrative team and provide support necessary to help each other fulfill leadership responsibilities (Superintendent/Administrative Team)

### Year 3 Tasks:

1. Document and report achievement of agenda items, initiatives, and tasks found on administrative team agendas (Superintendent/Administrative Team)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Develop a shared folder for housing grade level team and building level committee meeting minutes to provide access to minutes to other staff. Communicate expectations for use with Lead Teachers and committee chairs.	ASI	9/1/24

### Year 4 Tasks:

1. Create and relay clear expectations for faculty and staff annually (Superintendent/Administrative Team)
2. Create multi-systems to share information with all employees reflecting transparency and following chain of command (Superintendent/Administrative Team)

## CULTURE AND COMMUNICATION GOAL 1D: Social-Emotional Learning (SEL)



To develop self-aware, self-managing, ethical, socially conscientious students who demonstrate skills essential for success in school and life.

Key Person: MTSS Coordinator

### Year 1 Tasks

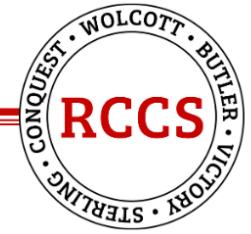
1. Create and/or review Board of Education policies focused on SEL and restorative practices (Superintendent)
2. Explore ways to imbed SEL initiatives in curriculum (ASI/ District MTSS Committee)

### Year 3 Tasks

1. Assess and enhance best practices in SEL/Restorative practices (MTSS Coordinator)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Ensure instruction of SEL components of EL Curriculum at grades K-5	Elementary Principal	10/31/2024
<input type="checkbox"/>	Ensure instruction of Second Step and SEL components of EL Curriculum at grades 6-8	Middle School Principal	10/31/2024
<input type="checkbox"/>	Ensure instruction of Character Strong curriculum at grades 9-12	High School Principals	10/31/2024
<input type="checkbox"/>	Ensure regular use of Panorama as a standing agenda item at faculty meetings and team meetings	Building Principals	10/31/2024





## **CULTURE AND COMMUNICATION GOAL 1E: Staff Recruitment, Retention, and Wellness**

To attract, retain and support quality staff.

Key Person: Superintendent

### **Year 1 Tasks**

1. Evaluate recruitment processes for all positions (Superintendent/Administrative Team)
2. Actively recruit staff through multiple formats (Superintendent)
3. Explore ways to be competitive in our region in attracting and retaining staff (Superintendent/Administrative Team)
4. Assess what is currently done to support faculty and staff physical, emotional, and mental well-being (Administrative Team)

### **Year 3 Tasks**

1. Provide additional opportunities to support faculty and staff (Administrative Team)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Revise BLT and Lead Teacher format to ensure equitable voice representation among staff	Building Principals	9/15/2024
<input type="checkbox"/>	Develop monthly opportunities for staff to engage in wellness	Building principals with Wellness Committee	Ongoing between September 2024 and June 2025

2. Develop an annual celebration and recognition of employees (Administrative Team)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Collaborate with RCTA representatives to create and implement a plan for staff recognition	Superintendent with Building Principals and RCTA	12/1/2024

### **Year 4 Tasks**

Incorporate employee wellness as a professional development opportunity (Administrative Team)

## CULTURE AND COMMUNICATION GOAL 1F: Student Wellness



To create a school community environment where all Red Creek students feel emotionally safe and valued, reflecting our evolving community

Key Person: Assistant Superintendent for Instruction/District-wide Team

### Year 3 Tasks

1. Review and revise the Code of Conduct to create a more restorative practices-focused Code (Building Principals)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Establish a district-wide committee and appoint chairperson to conduct a review and revision of the district code of conduct (Superintendent)	Superintendent	11/30/24
<input type="checkbox"/>	Review and revisit district code of conduct (Committee Chair)	Committee Chair	4/30/25
<input type="checkbox"/>	Align building-level handbooks to district code of conduct (Building Principals)	Building Principals	5/31/25
<input type="checkbox"/>	Submit revised policy to Board for approval (Superintendent)	Superintendent	5/31/25
<input type="checkbox"/>	Hold public hearing to share revised code of conduct (Board of Education)	Board of Education	June 2024
<input type="checkbox"/>	Approve revised code of conduct (Board of Education)	Board of Education	July 2024

2. Identify and provide access for all students to their trusted adults (Building Principals)

### Year 4 Tasks

1. Develop consistent approach and follow through to implementing restorative practices and PBIS in each school, including community circles (District MTSS Committee)
2. Provide education regarding behavioral expectations and bullying for students, staff, and families to include definition, examples, and code of conduct response (Building Principals/Counselors)

# GOAL 2: Educational Excellence

To establish a challenging and impactful educational experience that prepares all learners for success in an ever-changing world.



## **Goal 2A: Academic Offerings- Academic Enrichment Opportunities**

To provide diverse and engaging opportunities for learning that challenge all UPK-12 students.



## **Goal 2B: Academic Offerings- Preparation for Future Success**

To provide diverse and engaging opportunities for learning that challenge all UPK-12 students.



## **Goal 2C: Assessment**

To develop a system for measuring and monitoring student achievement.



## **Goal 2D: Curriculum- Systems and Processes**

To develop a consistent process/procedure for writing, reviewing, and revising curriculum documents that meet state/national standards.



## **Goal 2E: Professional Development**

To develop a consistent professional development program that is driven by the needs of students and staff, aligned to district goals.



## **Goal 2F: Student Achievement**

To develop a process to enhance the performance of all students.

## **EDUCATIONAL EXCELLENCE GOAL 2A: Academic Offerings- Academic Enrichment Opportunities**



To provide diverse and engaging opportunities for learning that challenge all UPK-12 students

Key Person: Assistant Superintendent for Curriculum and Instruction

### **Year 3 Tasks**

#### 1. Survey students, parents, and staff on interests (Counselors UPK-12)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Create survey for middle/high school students to gauge interest in classes and extracurricular activities	MS/HS Assistant Principal	10/31/2024
<input type="checkbox"/>	Create a survey to gauge parent interest survey in enrichment opportunities for their students	MS/HS Assistant Principal	12/31/2024
<input type="checkbox"/>	Create a survey to solicit staff feedback on current and potential offerings	MS/HS Assistant Principal	12/31/2024

#### 2. Gather information on current academic enrichment opportunities for all (Building principals, Counselors 6-12)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Create a current inventory of offerings by building	School Counselor	12/31/2024

#### 3. Develop process for adding/eliminating courses based on interest and participation (i.e. World Languages, FACS, Theater)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Pull enrollment data for the last three years by course	School Counselor	Yearly: 12/31

<input type="checkbox"/>	Develop and administer a course evaluation document to gather feedback annually from students on course offerings <a href="#">Link</a>	School Counselor/ Building Principal/ Lead Teachers	Yearly: 1/31
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4. Create new academic enrichment opportunities (Administrative Team/Counselors UPK-12)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Evaluate survey data from both parents and students	Building Principals/School Counselors	1/31/2025
<input type="checkbox"/>	Meet with lead teachers to discuss survey data and set new opportunities for students	Building Principals/School Counselors/Lead teachers	3/31/2025

5. Collaborate with other districts on the academic enrichment opportunities they offer (Superintendent, ASI)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Continue to meet regularly with FLCC USDA Grant cohort to implement opportunities for distance learning pathway options	MS/HS Assistant Principal	Monthly through 6/30/25

6. Include extended day and/or summer learning opportunities (Administrative Team UPK-12)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Evaluate extended day options for UPK-12	Building Principals,	12/31/2024

		Community School Coordinator, Counselors, 21 <sup>st</sup> Century Coordinators	
<input type="checkbox"/>	Evaluate summer learning options for UPK-12	Building Principals, Community School Coordinator, Counselors, 21 <sup>st</sup> Century Coordinators	4/30/2025

**Year 4 Tasks**

1. Implement a program of academic enrichment opportunities for all students K-12 (Building Principals)
2. Develop process for evaluating enrichment opportunities (Administrative Team)

## EDUCATIONAL EXCELLENCE GOAL 2B: Academic Offerings- Preparation for Future Success



To provide diverse and engaging opportunities for learning that challenge all UPK -12 students:

Key Person: High School Principal

### Year 1 Tasks

1. Identify and create a list of current dual credit and Advanced Placement offerings (HS Principal)

### Year 3 Tasks

1. Explore and expand college partnerships (HS Principal/ Counselors 6-12)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Evaluate interest survey data from both students and parents to gauge potential partnerships	HS Counselor	Yearly 1/31/2025
<input type="checkbox"/>	Conduct a yearly check with local and regional colleges for changes in programs, potential partnerships, and new offerings.	HS Counselor	Yearly: 4/28/2025

2. Explore and expand community and business partnerships (HS Principal/ Counselors 6-12)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Attend quarterly Wayne Partnership meetings to explore new partnerships	CSC Coordinators and Principals	Monthly through 6/30/25

3. Enhance field trip experiences (Administrative Team)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Plan and communicate what is considered a “field trip”	Building Principals	1/31/2025

<input type="checkbox"/>	Investigate local options for field experiences	Building Principals, Lead Teachers	Ongoing
<input type="checkbox"/>	Evaluate interest survey yearly to gauge student feedback on field trip experiences	Building Principals	6/30/2025

4. Survey students to determine interests using Career/College-Ready digital program (Counselors)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Verify that all students in grades 6-12 are set up in the system	School Counselor/IT	12/31/2024
<input type="checkbox"/>	Set a survey schedule with the building administrators	School Counselor	10/31/2024
<input type="checkbox"/>	Ensure the use of Xello across grades 6-8 in Career Awareness classes	Middle School Principal	10/31/2024
<input type="checkbox"/>	Determine grade level expectations for use of Xello and career awareness work across each grade of the high school	High School Principal	10/31/2024

5. Develop career exploration into tier 1 structures (ASI)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Establish a Career Center and adopt a written plan for the career center to include monthly career exploration opportunities both in and out of the district	High School Principal	9/15/2024
<input type="checkbox"/>	Evaluate the opportunities and impact of the Career Center after year one of implementation to recommend continuation or termination	High School Principal	5/1/2024

6. Collect and analyze college/career readiness data from current and past students at the culmination of each building level (Counselors)



□	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
□	Develop a survey or means for tracking student pathways and progress after high school	High School AP	12/1/2024

**Year 4 Tasks**

1. Investigate how to bring career opportunities to UPK-12 students via Xello (Counselors)
2. Build career exploration into master schedule (Building Principals/Counselors 6-12)
3. Explore and expand flexible programming/scheduling options for all students (Administrative Team)
4. Generate a unified community and alumni network/database (Counselors)

**Year 5 Tasks**

1. Utilize alumni in career exploration (Building Principals)
2. Incorporate college and career readiness experiences at all grade levels (Building Principals/BLT Team)

## EDUCATIONAL EXCELLENCE GOAL 2C: Assessment



To develop a system for measuring and monitoring student achievement.

Key Person: Assistant Superintendent for Instruction

### Year 1 Tasks

1. Establish a universal benchmarking process, including diagnosing and progress monitoring (Assistant Superintendent for Instruction)

### Year 2 Tasks

1. Align grading by department 6 – 12, and grade levels (Cuyler UPK – 5) (Administrative Team/ Lead Teachers)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Develop grading expectations for all departments, grades 9-12	HS Principal	8/15/24
<input type="checkbox"/>	Expand grading expectations to Middle School	MS Principal	8/15/24

2. Develop a system for looking at and using data, such as grade-level trends and cohort data (Assistant Superintendent for Instruction)

### Year 3 Tasks

1. Fully implement benchmarking process Assistant Superintendent for Instruction/ Building Principals/ Lead Teachers

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Review benchmarking assessment tools in new curriculum to determine and adjustments to the assessment tools that may be needed	ASI	6/30/2025

### Year 4 Tasks

1. Assess and revise benchmarking processes and procedures Assistant Superintendent for Instruction



## EDUCATIONAL EXCELLENCE GOAL 2D: Curriculum- Systems and Processes

To develop a consistent process/procedure for writing, reviewing and revising curriculum documents that meet state/national standards.

Key Person: Assistant Superintendent for Instruction

### Year 1 Tasks

1. Analyze existing curriculum processes, including development, revision, and publicizing (ASI/Administrative Team/ Lead Teachers)

### Year 2 Tasks

1. Create new or revised procedures for adopting, adapting, writing, and piloting curriculum including pacing/timelines in curriculum documents (ASI/Administrative Team)

### Year 3 Tasks

1. Select program/tool for housing curriculum ensuring it is written and retrievable (ASI/ Administrative Team)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Determine a means for sharing curriculum on the district website to be accessible to parents and community members	ASI	12/31/24
<input type="checkbox"/>	Post approved curriculum on the district website for parental access	ASI	1/31/25

2. Evaluate current curriculum for alignment with format/process (Administrative Team/ Lead Teachers)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Review current curriculum for each subject area that is available in the shared drive and identify which ones need to be updated to UBD and include UDL	Lead Teachers	1/31/2025
<input type="checkbox"/>	Establish priority revisions according to Blue Ribbon Commission changes and updated standards and assessments	Lead Teachers	3/31/2025

### Year 4 Tasks

1. Create a process for revising approaches to curriculum and strategies using data to inform revisions (Administrative Team/Lead Teachers)



## **EDUCATIONAL EXCELLENCE GOAL 2E: Professional Development**

To develop a consistent professional development program that is driven by the needs of students and staff, aligned to district goals.

Key Person: Assistant Superintendent for Instruction

### **Year 1 Tasks**

1. Evaluate the current state of professional development for all staff, including administrators, teachers, support staff and substitutes. (Administrative Team)

### **Year 2 Tasks**

1. Create a new professional development framework, prioritizing inclusivity and meeting the needs of all learners (Administrative Team)
2. Utilize professional development time for building transparency and visibility of processes such as RtI/MTSS, Curriculum development, etc. (Administrative Team)

### **Year 3 Tasks**

1. Evaluate the effectiveness of new professional development processes across the district (Administrative Team) -annually beginning in year 3

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Administer mid and end of year survey regarding professional development	Instructional Coaches	1/31/25 6/30/25
<input type="checkbox"/>	Explore means to continue and incentivizing professional learning opportunities	Superintendent and Business Administrator with RCTA	6/30/2025



## **EDUCATIONAL EXCELLENCE GOAL 2F: Student Achievement**

To develop a process to enhance the performance of all students.

Key Person: Building Principals

### **Year 1 Tasks**

1. Analyze data to identify subgroups needing additional supports and enrichment (Building Principals)

### **Year 2 Tasks**

1. Create a vision statement for commencement outcomes/ “Portrait of a Red Creek Graduate” broken down by levels (Cuyler Grad, MS grad, HS grad) (Building Principals)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Create vision statements with priorities for each building level or department	Admin Team	8/31/24
<input type="checkbox"/>	Present vision statements with priorities to staff in BOE Updates and post on district website to promote transparency	Admin Team	9/15/24

### **Year 3 Tasks**

1. Implement data analysis protocols to adjust curriculum, lesson plans, and classroom instruction (Building Principals)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Develop a benchmark assessment calendar for 2024-25	Building Principals, MTSS Coordinator	8/31/2024
<input type="checkbox"/>	Schedule data meetings with MTSS Coordinator, grade level/department teachers, Instructional Coaches, and AIS providers	Building Principals, MTSS Coordinator	9/30/2024

2. Investigate and implement additional research-based strategies to improve graduation rates (Building Principals/Counselors)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Meet with fellow building leaders at regional meetings to ascertain best practices and currently successful strategies	Building Principals	Ongoing: 6/30/2025
<input type="checkbox"/>	Each Building Administrator will attend one professional development to investigate a research-based strategy	Building Principals	6/30/2025

3. Develop systems to analyze student performance on all state assessments to improve student achievement (Building Principals/BLT Teams)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	(3-8 Exams) Conduct an item analysis for each respective exam to identify gaps in instruction and opportunities for student growth	Building Principals/BLT	10/31/2024
<input type="checkbox"/>	(Regents) Conduct an item analysis for each respective exam to identify gaps in instruction and opportunities for student growth	Building Principals/Teachers	9/31/2024
<input type="checkbox"/>	Create action plan with the item analysis for each respective area	Building Principals/BLT/Instructional Coaches	11/30/2024

4. Implement research based instructional strategies based on data analysis of state assessments to improve student performance, focused in literacy and math (Building Principals, Instructional Coaches)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Meet with instructional coaches to create action plans based on the item analysis from the exams	Building Principals/Instructional Coaches	11/30/2024

# GOAL 3: School Experience

To provide responsive and appropriate opportunities, resources, and systems that foster the development of well-rounded students within the school community.



## **Goal 3A: Opportunities- Extracurricular Enrichment**

To provide students with school and community opportunities that enhance their growth.



## **Goal 3B: Opportunities- Student Empowerment**

To provide students with school and community opportunities that enhance their growth.



## **Goal 3C: Special Education- Classification Rate**

To provide opportunities for special education students which will enhance their achievement.



## **Goal 3D: Special Education- Continuum of Services**

To provide opportunities for special education students which will enhance their achievement



## **Goal 3E: Student Resources- Alternative Programs**

To identify and implement programming and resources.



## **Goal 3F: Student Resources- Student Support Services**

To identify and implement programming and resources.



## **Goal 3G: Systems- Communication**

To analyze district structure and develop adequate programming to meet community needs.



## **Goal 3H: Systems- Personnel**

To analyze district structure and develop adequate programming to meet community needs.



## **Goal 3I: Systems- Program Options**

To analyze district structure and develop adequate programming to meet community needs.

## SCHOOL EXPERIENCE GOAL 3A: Opportunities- Extracurricular Enrichment



To provide students with school and community opportunities that enhance their growth.

Key Person: Building Principals

### Year 2 Tasks

1. Poll students and analyze responses about interest in clubs and extracurricular activities at all grade levels (Building Principals)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Create and administer a student survey regarding clubs and extracurricular activities available and of interest	21 <sup>st</sup> CCLC Project Director	9/30/24
<input type="checkbox"/>	Analyze student survey responses and collaborate with 21 <sup>st</sup> CCLC Program Director to enhance program offerings	Building Principals, 21 <sup>st</sup> CCLC Program Director	10/31/24

### Year 3 Tasks

1. Develop extracurricular program that meets the interests of all students (Building Principals)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Analyze student survey responses and collaborate with 21 <sup>st</sup> CCLC Program Director to enhance program offerings	Building Principals, 21 <sup>st</sup> CCLC Program Director	10/31/24



## SCHOOL EXPERIENCE GOAL 3B: Opportunities- Student Empowerment

To provide students with school and community opportunities that enhance their growth.

Key Person: Building Principals



### Year 3 Tasks

1. Create a structure to provide current students and recent graduates an opportunity to share experiences (Superintendent/ BOE)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Student presentations at BOE meetings	Superintendent	6/30/2025
<input type="checkbox"/>	Host an annual alumni day	High School Principal	3/31/2025
<input type="checkbox"/>	Create monthly opportunities for alumni to share college and career experiences with current students	High School Principal	12/31/2024

2. Explore a student representative on the BOE (Superintendent/BOE)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Review law for specific steps/items	Superintendent	12/31/2024
<input type="checkbox"/>	Establish procedure for student selection	Superintendent with BOE President	1/31/2025
<input type="checkbox"/>	Determine training plan for selected student	Superintendent	2/28/2025
<input type="checkbox"/>	Identify and onboard student representative	Superintendent	7/15/2025

3. Develop and implement district-wide civics plan/program (Superintendent/BOE)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Implement Seal of Civic Readiness Program	High School Principal	6/30/2024
<input type="checkbox"/>	Train and support eligible high school students in the voter registration process	High School Principal	11/01/2024
<input type="checkbox"/>	Share Seal of Civic Readiness Program with students across grades 8-12	Middle School and High School Principals	12/1/2024
<input type="checkbox"/>	Collaborate with District Career Center to expand community service opportunities	High School Principal	12/31/2024
<input type="checkbox"/>	Establish and increase opportunities for students to present at BOE meetings, and serve as representatives on district committees	High School Principal	12/31/2024
<input type="checkbox"/>	Review Senior requirements for Government and Economics classes to ensure opportunities for students to attend local BOE and government meetings	High School Principal	12/31/2024

4. Create more student leadership opportunities in all buildings (Building Principals)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Develop a Principal's Cabinet in each building	Building Principals	6/30/2025
<input type="checkbox"/>	Investigate additional leadership opportunities for students	Building Principals, MTSS Coordinator, Tier 1 & Tier 2 Coaches, Instructional Coaches, BLT	6/30/2025

## SCHOOL EXPERIENCE GOAL 3C: Special Education- Classification Rate

To provide opportunities for special education students which will enhance their achievement.

Key Person: Director of Special Education



### Year 1 Tasks

#### 1. Collect and analyze data to refine referral process (Director of Special Education)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Share classification categories (academic, speech, other related services) and rates of classification for each (Director of Special Education)	DSS	September 30, 2024
<input type="checkbox"/>	Share the declassification rate and criteria used for declassification in each of the categories (Director of Special Education)	DSS	September 30, 2024
<input type="checkbox"/>	Create parent/community information brochures and handouts regarding what constitutes a disability and warrants a CSE referral (Special Education Lead Teachers with Director of Special Education)	DSS	November 30, 2024
<input type="checkbox"/>	Create a system to track tier 1 and tier 2 students, their interventions, data, rate of progress (protectory data), and criteria for movement from one tier to another (Director of Special Education and MTSS Coordinator)	DSS and MTSS Coordinator	December 1, 2024
<input type="checkbox"/>	Train instructional staff and administrators on the content of item #4 above (parent/ community information brochures) and the referral process (Special Education Lead Teachers)	DSS	January 1, 2025
<input type="checkbox"/>	Create a greater awareness of tier 1 and tier 2 interventions and acceptable rate of progress (MTSS Coordinator in collaboration with Director of Special Education and ASI)	MTSS Coordinator and DSS	June 30, 2025
<input type="checkbox"/>	Review list of potential declassified students with building principals and teachers based on data and rate of progress (Director of Special Education)	DSS	Ongoing

**Year 2 Tasks**

1. Provide universal professional development to all stakeholders on classification process, disability classifications, CSE processes to assist every teacher in meeting the needs of all learners (Director of Special Education)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Develop and deliver annual training for all staff on special education referral and evaluation process	DSS	10/31/24
<input type="checkbox"/>	Communicate our special education program to all stakeholders	DSS	11/30/24

**Year 3 Tasks**

1. Develop early intervention programming and services (Director of Special Education/Building Principals)

<input type="checkbox"/>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<input type="checkbox"/>	Define tier 2 and tier 3 in the MTSS and the student population that should be encompassing those tiers	DSS with MTSS Coordinator	1/31/25
<input type="checkbox"/>	Create a menu of tier 1, tier 2, and tier 3 supports and options for both academic and behavioral concerns	MTSS Coaches with MTSS Coordinator	1/31/25
<input type="checkbox"/>	Created normed expectations for progression through the tiers of MTSS	DSS with MTSS Coordinator	1/31/25
<input type="checkbox"/>	Communicate expectations and tier 2 and tier 3 supports with all stakeholders	MTSS Coordinator	6/30/25

2. Refine and/or develop MTSS/Rtl practices (MTSS Coordinator)

□	<b>Action Step</b>	<b>Person Responsible</b>	<b>Completion Date</b>
□	Define tier 2 and tier 3 in the MTSS and the student population that should be encompassing those tiers	DSS with MTSS Coordinator	1/31/25
□	Create a menu of tier 1, tier 2, and tier 3 supports and options for both academic and behavioral concerns	MTSS Coaches with MTSS Coordinator	1/31/25
□	Created normed expectations for progression through the tiers of MTSS	DSS with MTSS Coordinator	1/31/25
□	Communicate expectations and tier 2 and tier 3 supports with all stakeholders	MTSS Coordinator	6/30/25

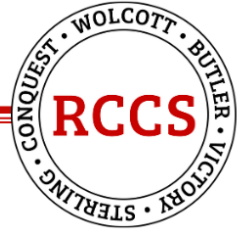
**Year 4 Tasks**

1. Develop a monitoring system for MTSS/RtI practices (MTSS Coordinator)

## SCHOOL EXPERIENCE GOAL 3D: Special Education- Continuum of Services

To provide opportunities for special education students which will enhance their achievement.

Key Person: Director of Special Education



### Year 1 Tasks:

1. Analyze program, continuum of services and support offerings for students with disabilities (Director of Special Education)

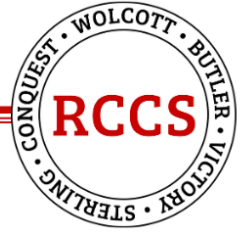
<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Review data from special education audit to analyze current special education programming and offerings	Admin Team	1/31/25
<input type="checkbox"/>	Develop and expand the continuum of services for students with disabilities	DSS	6/30/2025

2. Analyze staffing and scheduling for students with disabilities (Director of Special Education)

### Year 4 Tasks:

1. Collaborate with neighboring districts and BOCES to provide shared services as appropriate (Director of Special Education)

## SCHOOL EXPERIENCE GOAL 3E: Student Resources- Alternative Programs



To identify and implement programming and resources.

Key Person: High School Principal

### Year 1 Tasks

1. Evaluate and assess current programming both on and off site (Special Education Director/Principals)

### Year 2 Tasks

1. Evaluate use and impact of distance learning classroom to determine need for in-district alternative education program (High School Principal)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Gather and share data on distance learning classroom enrollment and usage for first semester	High School Principal	2/1/25
<input type="checkbox"/>	Present proposal for continuation or discontinuation of distance learning classroom for 25-26 school year	High School Principal	2/1/25
<input type="checkbox"/>	Gather and share data on distance learning classroom enrollment, usage and success for 24-25 school year	High School Principal	6/30/25

### Year 3 Tasks

1. Develop an identification process for student candidates (Special Education Director/Principals)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Determine who will gather appropriate data and what data will be analyzed for alternative placement	Admin Team	1/31/25
<input type="checkbox"/>	Explore and identify outside placement programs available at each level and who might be appropriate for those placements	Admin Team	1/31/25
<input type="checkbox"/>	Explore programming opportunities that can be offered in district	Admin Team	1/31/25

**Year 4 Tasks**

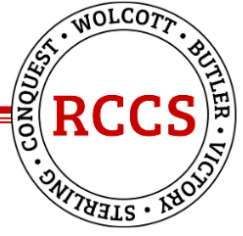
1. Develop alternative program (Special Education Director/ Principals)

**Year 5 Tasks**

1. Explore distance learning opportunities (Special Education Director/Principals)



## SCHOOL EXPERIENCE GOAL 3F: Student Resources- Student Support Services



To identify and implement programming and resources.

Key Person: Building Principals

### Year 1 Tasks

1. Identify and evaluate current state support services provided, such as MTSS, RtI, SEL, Counseling (Building Principals/BLT)

### Year 3 Tasks

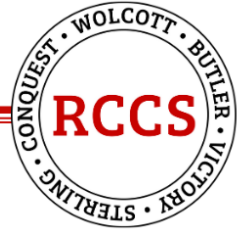
1. Determine opportunities to enhance offerings for Red Creek students (Building Principals/ BLT)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Tier 2 teams will investigate additional opportunities for students	MTSS Coordinator, Tier 2 Coaches, School Counselors, Building Principals	3/31/2025
<input type="checkbox"/>			

2. Monitor and adjust Tier 1 services provided to all students (Building Principals/ BLT)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Review monthly data during Tier 1 meetings to determine if adjust is necessary	Building Principals, MTSS Coordinator, Tier 2 Coaches	Ongoing

## SCHOOL EXPERIENCE GOAL 3G: Systems- Communication



To analyze district structure to develop adequate programming to meet community needs.

Key Person: Superintendent

### Year 1 Tasks:

1. Develop a common format and expectations for school and district communication (Superintendent)

### Year 3 Tasks:

1. Identify viable community resources to increase partnerships between school and community (Superintendent)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Establish a Blue-Ribbon Pathway Committee to unpack BRC recommendations and determine a plan for RCCSD to implement this work	ASI	10/31/24
<input type="checkbox"/>	Use BRC plan to recruit and engage community partnerships to expand career exploration opportunities for all RCCSD students	ASI and BRC Committee	6/30/25

### Year 4 Tasks:

1. Increase awareness of programs for all district community members (Superintendent/Director of Community Center)

## SCHOOL EXPERIENCE GOAL 3H: Systems- Personnel



To analyze district structure to develop adequate programming to meet community needs.

Key Person: Administrative Team

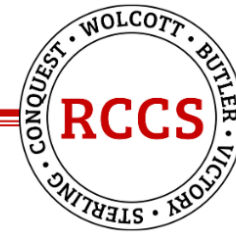
### Annual Tasks

1. Analyze current student academic and extracurricular programs for gap in opportunities for all students (Administrative Team)

<input type="checkbox"/>	Action Step	Person Responsible	Completion Date
<input type="checkbox"/>	Review staffing for programing needs	Administrative Team	January 30 annually
<input type="checkbox"/>	Review funding sources for programming needs	Administrative Team	January 30 annually
<input type="checkbox"/>	Review space and transportation implications for current and future programs	Administrative Team and Transportation Supervisor	January 30 annually

### Year 4 Tasks

1. Develop implementation plan of new programming based on community needs (Administrative Team/Director of Community Center)



## **SCHOOL EXPERIENCE GOAL 3I: Systems- Program Options**

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To analyze district structure to develop adequate programming to meet community needs.

Key Person: Assistant Superintendent for Curriculum and Instruction (ASI)

### **Year 1 Tasks**

1. Analyze community needs for preschool aged programming (ASI)

### **Year 2 Tasks**

1. Assess community needs for before and afterschool programming (ASI and 21<sup>st</sup> CCLC Project Director)

### **Year 3 Tasks**

1. Implement necessary programming for preschool and before and afterschool programming (ASI, Preschool Teachers, 21<sup>st</sup> CCLC Project Director) **(Completed in year two)**

