

# **Ellicottville Central School District Strategic Plan**

## **Community Presentation**

**May 2, 2016**

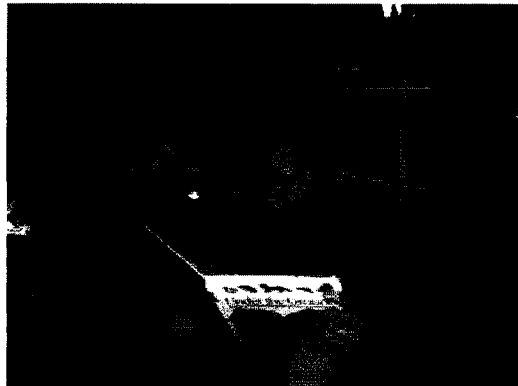
**7:00 PM**

**High School Library**

## **Focused Determination**

**The best way to begin an initiative of any kind is to...  
begin with the end in mind.**

Stephen Covey



**Our Strategic Plan...  
set to move into action!**

## **And Congratulations!**

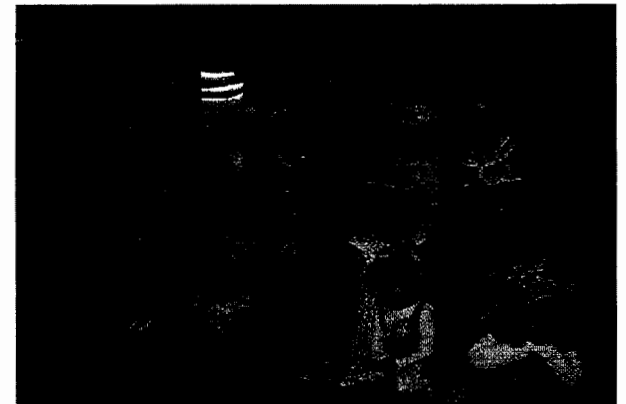
**The exciting part is next...**

**dynamic implementation of our comprehensive Strategic Plan.**

**We have:**

- ✓ 16 Clear Strategic Intents (our goals)
- ✓ 60 Key Initiatives (great strategies)
- ✓ 15 Action Plans (projects which will involve people)

**We have taken the next critical step:  
ECS...  
continuing to design our destiny!**



# Ellicottville Central School District

## Board of Education

Carl Calarco  
(President)

Connie Hellwig  
(Vice President)

Nicole Klein

William Murphy

Roger Spell

James Wiley

Leonard Zlokcie

**Superintendent**  
Mark Ward

**Elementary Principal / CSE-CPSE Chairperson**  
Connie Poulin

**6-12 Principal**  
Robert Miller

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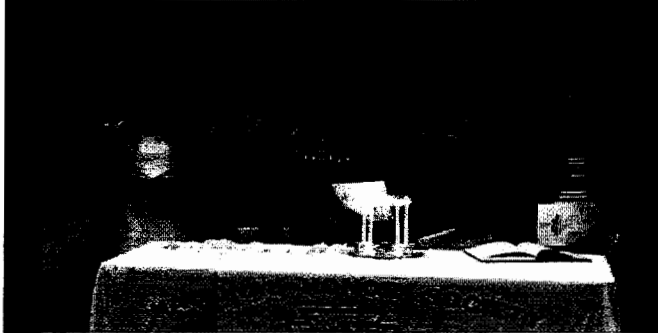
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Blair Wood  
Kim Woodarek  
Molly Woodarek  
Jaye Zelko  
Len Zlockie

# **Strategic Intents & Key Initiatives**

**Communication Systems and Student Programs  
Task Force**



**Strategic Intents: 4  
Key Initiatives: 19**

**Facilitators: Dan LaCroix / Bob Miller**

## Communication Systems and Student Programs Force

### Strategic Intent #1

By September 1, 2017, all teachers in grades 9-12 will be considered proficient in using a District provided, internet based student educational platform (i.e. Blackboard, Schoology) to distribute assignments, collect work, administer tests, share educational materials/articles, communicate with students, etc. A section of this platform should be accessible by parents and, in many cases, will supplant the need to maintain a separate “teacher” website.

#### Key Initiatives:

1. During the summer of 2016, the district will provide mandatory instruction for all applicable teachers of students that are issued school laptop computers on the selected student educational platform. A small group of teachers will be identified and trained as “in-house” trainers to assist all other applicable staff. These in-house trainers will have access to advanced support should they not be able to answer a question.
2. In September 2016 teachers will instruct all students issued school laptops on the proper way to use the district educational platform.
3. In the Fall of 2016 “Orientation Nights” will be offered to parents to introduce them to the educational platform used by the District and students. This orientation will include basic instruction on accessing appropriate “parent areas” of the educational platform.
4. Follow-up staff development opportunities will be provided throughout the year to assist teachers with use of the educational platform. This will allow for expanded use and mastery of features.
5. Continue to offer “Orientation Nights” each fall to ensure that as students age into using the educational platform, “new” parents are able to receive applicable training.

## Communication Systems and Student Programs Force

### Strategic Intent #2

Through September 1, 2020, ECS will provide a variety of staff development activities that will assist teachers in how to better assist students with struggles beyond the traditional academic scope. Such activities will include, but not be limited to: bullying awareness / prevention (including cyberbullying), helping student cope with stress / anxiety, time management, promoting social skills within the school setting, etc.

#### **Key Initiatives:**

1. At the beginning / fall of the 2016-17 school year, ECS guidance counselors will work with administration to research and identify a anti-bullying specialist to provide a staff development opportunity to all staff on methods of best practice to: identify bullying, provide support to students, learn about steps to eliminate or minimize bullying, etc. One focus of this intent would be to provide consistency in this area (vocabulary, strategies, methods, etc.).
2. Starting in the fall 2016, similar to HWK club, a counselor or highly trained teacher will be available at least one day per week after school to provide a support group. Students could share concerns, offer advice to each other or simply listen. Topics of the support group could change from week to week and be student initiated and/or led. Students could request attendance via an e-mail to the counselor, be referred by a teacher or requested to attend by a parent.
3. At the beginning / fall of the 2017-18 school year, administration will identify a program and or trainer to meet with all staff and share / implement ways to help staff better identify stress / anxiety in students. Some staff may choose to be further trained to offer afterschool support groups to assist students. Different needed support groups will be identified after teachers have received staff development and be better prepared to offer suggestions based on observations. Examples of some of the support groups could include: dealing with anxiety dealing with academic stress, preparing for college. Groups would be needed at all three levels: Elementary, MS, and HS.
4. At the beginning of the 2017-18 school year, school administration will look to provide professional development opportunities regarding "best practices" for time management which can then be transferred to student training. While this could be provided to any student grade level, emphasis will be placed in said training starting with 6<sup>th</sup> grade.
5. Starting in spring of 2018 and continuing through June 2021, a committee of students, parents, teachers and administrators will meet annually to review progress on the previous Key Initiatives for this strategic intent. Suggestions for modifications, changes, additions, deletions, etc. will be taken into consideration by Administration and the Board of Education.

# Communication Systems and Student Programs Force

## Strategic Intent #3

By September 1, 2020, ECS will expand the traditional afterschool programs to incorporate more programs designed to help students both academically and with life's challenges. Examples of such programs could include stress/anxiety management, student led support groups, general counseling, Academic Intervention Services (AIS), etc.

### Key Initiatives:

1. Throughout the 2016-17 applicable staff will research a program such as Big Brother / Big Sister in anticipation of bringing such a program to ECS for implementation in the 2017-18 school year. Such a program would include pairing identified HS students with MS / Elementary Students. This program would also require training to a "to be determined" number of adults to act as advisors.
2. In the fall of 2016, create an "Eagle Pride" club. Membership is open to students of all grades. It is voluntary but there will be an application / screening process. Students will need to demonstrate a "readiness" to be involved in this club. This club will tackle social, emotional, environmental, etc. issues throughout the school. For example, a poster campaign if there appears to be a spike in bullying, or a "think of others" campaign closer to the holidays.
3. Starting in the fall of 2016, AIS in select subject areas (primarily ELA and Math) will be offered as an after school program for students / parents that would like this alternative. Students attending this AIS program would need parental permission. This program would be provided as it would allow students to better access all aspects of the curriculum and classes offered during the "normal" school day. (For example a 7<sup>th</sup> grade student would not have to "choose" between band or chorus if they conflict with AIS, as the student could take AIS from 3-4 on "late bus" days.
4. In the fall of 2017 implement the Big Brother / Big Sister program.

## Communication Systems and Student Programs Force

### Strategic Intent #4

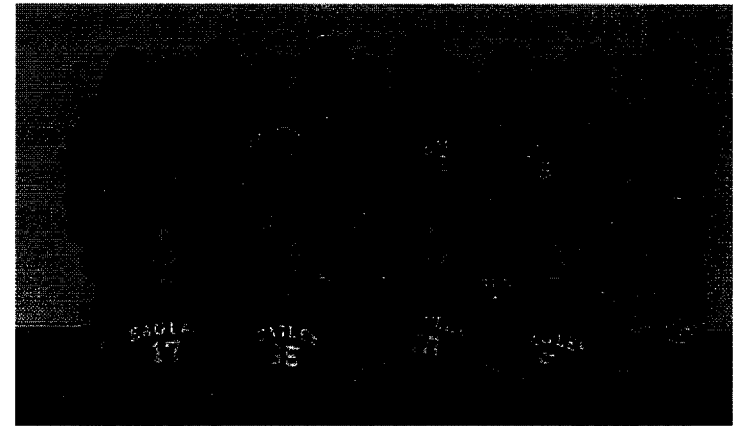
Through September 1, 2020, ECS will ensure that appropriate levels of communication continue to occur between the school, students and parents. It is anticipated that primary modes of communication will be e-mail, telephone and via the District provided student educational “platform” (i.e. Blackboard, Schoology, etc), all of which will be in addition to the published District Newsletter.

#### **Key Initiatives:**

1. Fall 2016, an initiative will be made to make all parents aware of and comfortable with the Power School Parent Portal. This will apply to all parents of students whose report cards and grades are generated via Power School. Orientation / training opportunities will be available at the Fall 2016 Open House
2. When information is sent to parents to update contact information for the 2016-17 school year, extra attention will be given to wording to get parents to supply e-mail addresses whenever possible.
3. Spring 2017, as teachers become more proficient in their use of a student digital platform, they will transition information from their “traditional” webpage to this platform, minimizing the need to for two different items. In the end, the “traditional” website may simply include a link to the digital platform.
4. Starting in the Spring of 2018, a link to annual surveys regarding communication concerns, feedback, suggestions will published in the District Newsletter and the District’s Homepage on the Website. Information collected via these surveys will be used by the District to look for ways to maintain / improve communication with parents. This KI will continue through the spring of 2021.

# Strategic Intent & Key Initiatives

**Fiscal/Facilities  
Task Force**



**Strategic Intent: 4  
Key Initiatives: 8**

**Facilitators: Amy Kilby / Mark Ward**

## **Fiscal/Facilities Task Force**

### **Strategic Intent #1**

The School District will investigate the physical needs of the building and review the 2016 Building Condition Survey to proactively plan for a future capital project that will meet the areas addressed in the Building Condition Survey in regards to facility upgrades, maintenance and education improvements. A 5 year and 10 year plan will be created based on the findings of the Building Condition Survey.

**Key Initiatives:**

1. The School District will communicate to the public the needs addressed in the Building Condition Survey.
2. The School District with the assistance of a Capital Project Committee we will market, design and deliver a plan to improve/update our school district. This information will be shared with all community constituents

## Fiscal/Facilities Task Force

### Strategic Intent #2

The School District will form a committee to research the trend in enrollment and explore option for enrollment which are advantageous to the district and community as a whole.

**Key Initiatives:**

1. The School District will continue to communicate the academic and instructional advantages the district has to offer.
2. The School District will continue to monitor out of district enrollment and discuss it's affects on the district and community. This will be monitored both in regards to an academic nature and also a fiscal nature



## **Fiscal/Facilities Task Force**

### **Strategic Intent #3**

The School District will continue to monitor, chart and analyze the tax levy. With this in mind the district will work to maintain a stable tax levy not to exceed an average increase of 4% over a five year period. The School District will also monitor revenue and expenses annually to track historical information and analyze trends.

**Key Initiatives:**

1. Monitor and maximize state aid funding.
2. Collaborate with other school districts and BOCES to ensure we are providing the best academic opportunities in the most financially responsible manner.

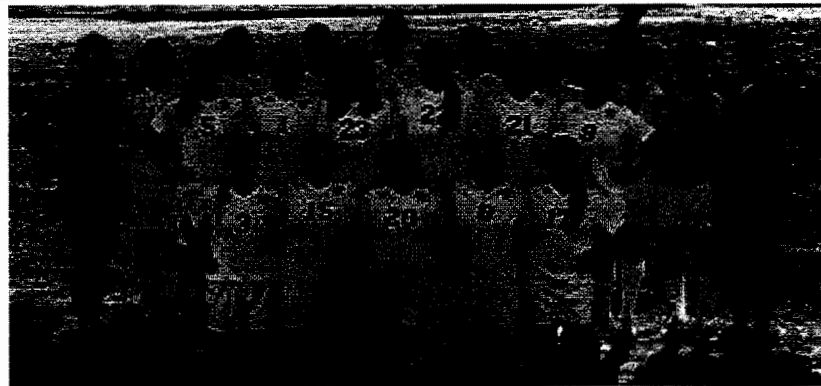
## Fiscal/Facilities Task Force

### Strategic Intent #4

The School District will work to achieve a proven record that during the budget planning process at least two strategic intents from other task force areas within this report are reviewed to determine the financial feasibility of implementation.

**Key Initiatives:**

1. The School District will create a self audit check-list to review and discuss internally with the budget committee and Board of Education the feasibility of the strategic intents reviewed.
2. The School District will review data and communications gathered from constituent surveys to ensure areas of concern are addressed and that the district continues to move in a positive forward motion to benefit staff, students and the community.



# **Strategic Intents & Key Initiatives**

**Academic Excellence  
Task Force**

**Strategic Intents: 4  
Key Initiatives: 19**

**Facilitators: Bill Delity / Blair Wood / Melanie Kerns**

## Academic Excellence Task Force

### Strategic Intent #1

By June 2020, ECS will be 20% above the NYS average in proficiency (level 3 or above) in the grades 3 through 8 NYS English Language Arts and Math Assessments and \*grades 9 through 12 Regents Examinations.

#### Key Initiatives:

1. We will align all curriculum, instruction, and assessment to the revised New York State's Learning Standards by "adopting or adapting" all curricular, instructional, and assessment materials used in the PreK-12 classrooms.
2. The district will expand college level courses provided at no cost to the students and provide enrichment type programs at the elementary level.
3. To align with the New Generation Science Standards/STEM initiative, the district will provide a STEM instructor to plan and administrate weekly lessons for all grades K-6.
4. The district will ensure research-based class sizes (Grades K-3: not to exceed 17 students; 4-12: not to exceed 21 students).

*\* Source: Data from the Centers for Public Education: [www.centerforpubliceducation.org](http://www.centerforpubliceducation.org)*



## Academic Excellence Task Force

### **Data Points:**

ECS Two-yr. ELA Avg. Gr. 3-8 ELA Assessment: 41%

ECS Two-yr. Math Avg. Gr. 3-8 Math Assessment: 47%

ECS Combined Two-yr. ELA & math Gr. 3-8 Assessments: 44%

NYS Combined Two-yr. ELA & math Gr. 3-8 Assessments: 32%

ECS avg. is +12% higher than NYS average

Over the course of the next decade, approximately 40-45% of the instructional staff will be eligible to retire. How can we ensure continued academic success in the first-half of that decade (what this Strategic Plan is to address) with the possibility of a high turnover rate of the instructional staff due to retirements?

### **Action Plan:**

1.) The District will produce a working document entitled, “The ECS Core Curriculum Framework” that will identify all curriculum, instruction, and assessment “adoptions and adaptations” aligned to the revised NYS Learning Standards. This document will identify all curricular programs within all grade levels and in all subject areas. This framework will drive the local curriculum and will be used by the instructional staff as a guide to drive instruction and assessment. This document will be updated every summer through an internal audit made up of a committee of ECS educators and PTO members as community representatives ensuring horizontal and vertical alignment.

2.) The district will expand college level courses provided at no cost to the students and provide enrichment type programs at the elementary level.

3.) To align with the new generation Science Standards/STEM initiative, the district will hire a STEM instructor to plan and administrate weekly lessons for all grades K-6.

# Academic Excellence Task Force

## Strategic Intent #2

By September 1, 2017, ECS will ensure the needs of all learners are being met through an all-inclusive, research-based K-12 AIS program that meets the needs of all learners.

### **Key Initiatives:**

1. ECS will form an ad hoc committee to examine the possible need to retool and/or reorganize the PreK-12 AIS program to meet the increased needs of students reaching the NYS Learning Standards in English Language Arts, mathematics, the New-Generation Science Standards (NGSS) and the *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (Inquiry Design Model -IDM).

### **Action Plan:**

This committee will be charged with crafting recommendations to the ECS BOE on how best to implement a high-quality AIS program, PreK-12, that is cohesive, efficient, and research-based. The committee will be charged with:

Researching successful AIS programs through school visitations, current research on middle-level education, and research-proven programs and structures.

Research what the “research” says about AIS services

Establish an AIS program that is aligned to the new NYS standards in all subject areas across the board, including:

Ensure proper staffing, programs, structures, and systems are in place, including but not limited to:

- Low class size at the primary
- Proper staffing at all three levels: elementary, middle, and high school
- Provide professional development for instructional staffing, including specialized training to classroom teachers in differentiated instruction, effective AIS strategies within the classroom, and professional development in progress monitoring
- Clear delineations on how the ECS Guidance Department will play a vital role in the AIS program
- Audit of current RtI program including recommendations for future use.

## Academic Excellence Task Force

### Strategic Intent #3

By September 1, 2018, ECS will implement an updated middle-level school model that is aligned with the unique academic and social needs of adolescents.

**Key Initiatives:**

1. During the 2017-18 school year, ECS will form an ad hoc committee to create an ECS middle-level strategic plan. This committee will be charge with examining our school's current middle-level structure and make recommendations to the ECS BOE based on current middle-level research, new standards, and effective pedagogy.

**Action Plan:**

This committee will be charged with crafting recommendations to the ECS BOE on how best to implement a high-quality middle-level program, that is cohesive, efficient, and research-based. The committee will be charged with:

- Researching successful middle-level concepts through school visitations, current research on middle-level education, and research-proven programs and structures.
- Research what the "research" says about middle-level education
- Establish a strategic plan for middle-level education that is aligned to the new NYS standards in all subject areas across the board and meets the unique academic and social needs of adolescents.
- Clear delineations on how the ECS Guidance Department will play a vital role in the middle-level concept

# Academic Excellence Task Force

## Strategic Intent #4

By September 1, 2018, ECS will implement a high quality professional development model that meets the unique and diverse needs of its instructional staff.

### **Key Initiatives:**

1. The district will provide teachers with continuous, purposeful and sustained (High Quality) professional development that helps them align curriculum, instruction, and assessment to the revised NYS Learning Standards.
2. The district will establish a Teacher Leadership Program directly correlated to the professional development growth model (PDGM) that allows teachers and staff to take on extra leadership opportunities in the area of the revised NYS Learning Standards/Curriculum, instruction, and assessment.
3. The district will use data-based results from the NYS Assessments in English Language Arts and mathematics through our use of Erie I BOCES (WNYRIC/Data Warehouse) and CA-BOCES (ISS-Instructional Support Service) to drive our professional development growth model (PDGM).

### **Action Plan:**

- The District will explore the possibility of contracting with BOCES for a 1-day/week shared Curriculum Coordinator/Staff Developer or appoint a current ECS administrator or Teacher Leader to be the point person for this process. The point person will act as a liaison between the District and BOCES/NYSED to keep the District abreast of the latest developments that affect student achievement. The point person will be in charge of leading the professional development for the staff, along with the grassroots teacher-leadership team.
- The District will create a grassroots teacher-leadership team comprised of educators from PreK-12 that will be charged with helping the District create a professional development growth model (action plan with targeted goals) that directly aligns with the revised NYS Learning Standards and current instructional pedagogy.
- Teacher Leader Program will include job titles and descriptions. Possibilities include but are not limited to:
  - Department/Grade Level Chairs -
  - Curriculum & Instructional Coaches -
  - Data Analysis Integrator -
- Align goals with identified gaps from the data

# Strategic Intent & Key Initiatives

Technology  
Task Force



**Strategic Intent: 4**  
**Key Initiatives: 31**

Facilitators: Chris Edwards / Shawne Hunt / John Pfeffer

## Technology Task Force

### Strategic Intent #1

By September 2020 90% of our instructional staff will have interactive boards in their classrooms, and will be provided with the necessary training and support to integrate the technology into their classroom and curriculum.

**Key Initiatives:**

1. We will conduct a survey of current infrastructure to verify that all areas have appropriate electrical and network capabilities.
2. We will research the different companies that offer the technology, training, and maintenance for the boards.
3. We will develop a financial plan to facilitate the purchase of the interactive board technology.
4. We will identify the instructors and the rooms that will benefit from the interactive board technology.
5. We will develop a comprehensive plan to maintain the technology.
6. We will develop and implement a training program for the staff.
7. We will conduct annual reviews on the installation, maintenance, and training of the interactive boards.

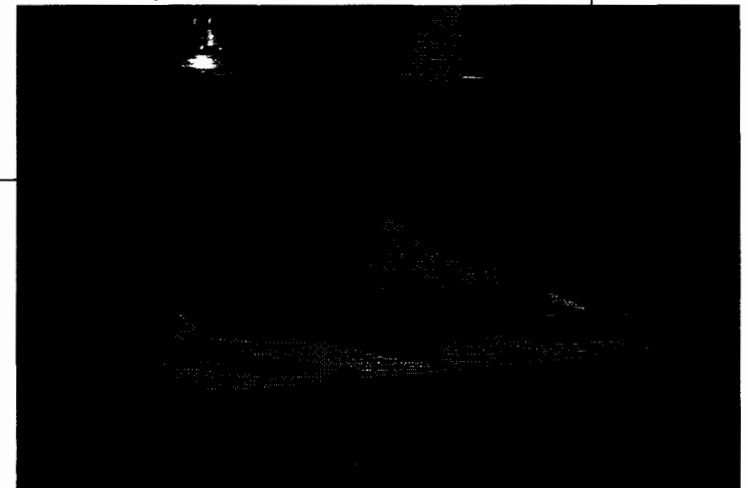
## Technology Task Force

### Strategic Intent #2

By September 2020 90% of our K-12 instructional staff and student body will be trained to access, utilize, and implement a learning management system. (Blackboard, Schoology, etc.)

#### Key Initiatives:

1. We will research the different learning management systems capabilities and costs.
2. We will survey the parents, teachers, and students to assess their needs and their home internet capabilities.
3. We will evaluate the capabilities of the LMS to determine the appropriate implementation for each grade level.
4. We will provide training for the students & teachers to utilize the learning management system.
5. We will evaluate yearly for software and hardware updates and continued development for the utilization of the LMS software.



## Technology Task Force

### Strategic Intent #3

By September 2020 a technology curriculum will be in place for 90% of the ECS PreK to 12th grades and staff.

#### **Key Initiatives:**

1. We will evaluate the current technology curriculum plan.
2. We will evaluate the school class schedules and determine when and if additional computer technology instruction time is available.
3. We will seek to increase technology integration across grades PreK-6.
4. We will survey the PreK to 12<sup>th</sup> grade teachers to assess the curriculum they are currently teaching, their needs and their desires for additional student technology skills.
5. We will develop a comprehensive technology curriculum.
6. We will evaluate the technology curriculum on a yearly basis to assess changing technology and technological skills we should be teaching our students.
7. We will ensure the curriculum meets the needs for all students including the needs of the special education department.

## Technology Task Force

### Strategic Intent #4

The district will commit resources to develop a plan to sustain the district technology infrastructure.

**Key Initiatives:**

1. We will provide up-to-date network infrastructure and equipment to meet the needs of all stakeholders in the district.
2. We will implement 21st Century technologies to enhance the culture of learning in the district.
3. We will maintain and update technology acceptable use guidelines and procedures to address emerging technologies and changes in district policy.
4. We will maintain a server room with current equipment to meet the curricular and administrative needs of the district.
5. We will develop a district technology financial plan.



# Tagline

***E*** - Embracing Change

***C*** - Celebrating Success

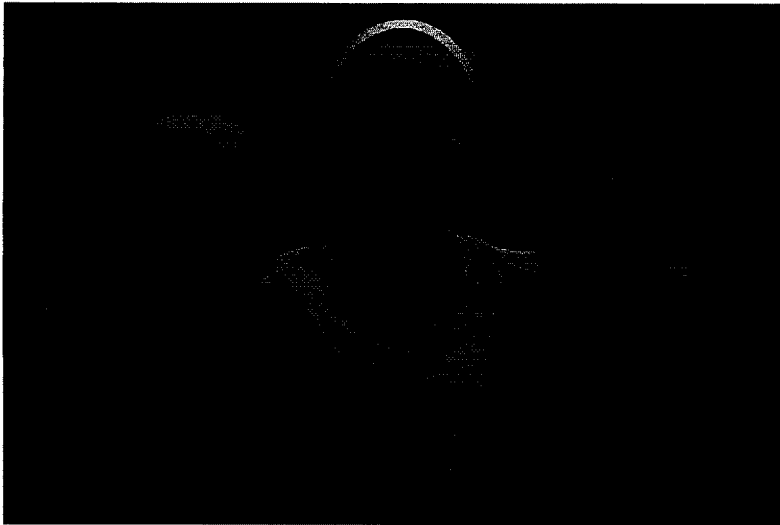
***S*** - Surpassing Expectations

# **“Old” Mission Statement**

**The mission of the ECS District is to prepare students to successfully meet the challenges of today and tomorrow, continue to be contributing citizens and to develop the ability to passionately follow their dreams.**

# **Our Mission Statement**

- **Who are we?**
- **Whom do we serve?**
- **What do we do?**
- **Why do we do it?**



# **“New” Mission Statement**

**The ECS family is committed to  
strong academics and positive  
citizenship.**

# Keys To Success



## Seven Critical Factors:

1. **Start talking ...** and keep talking.
2. Build a **powerful guiding coalition - everybody in!**
3. Tell the **truth**; be transparent.
4. Keep it **high profile**.
5. Force critical conversations with **relevant data**.
6. Measure and **report results**.
7. Create an **accountable culture** as an anchor for high performance.

Reference: Leading Change  
John Kotter

