

Williamson Central School District



Five Year Strategic Plan

A Commitment to Continuous Improvement
Year of Inception: 2025-26, Revised August 2026

Part I: Commitments and Guiding Principles

Williamson Central School District: A Commitment to Continuous Improvement

This strategic plan serves as a proactive roadmap for the Williamson Central School District, articulating a shared vision for the future and a clear path toward achieving it. This plan is not a response to deficiency; rather, it reflects our unwavering commitment to excellence and the continuous advancement of student learning. It represents a deliberate, data-informed approach to optimizing instructional and operational effectiveness, fostering a professional learning environment, and ensuring the best outcomes for every student.

Our Core Principles

- ☐ **Our Imperative:** *Doing what's right for children.*
- ☐ **Our Mission:** *Providing a learning community to inspire character, service, knowledge, and wisdom.*
- ☐ **Our Vision:** *Active learning in a supportive, respectful environment.*

Our Guiding Philosophy: A Focus on Deliberate Growth

To effectively guide our work, the Williamson Central School District embraces a philosophy of continuous improvement grounded in the belief that we do not have to be “bad” to get better. As reflected in Candi McKay’s **You Don’t Have to Be Bad to Get Better**, improvement is not simply a response to what is not working; it is a mindset of continually reflecting on what we do, learning from our experiences, and striving to become the best possible version of ourselves as an organization.

This philosophy prioritizes sustained, deliberate progress over the pursuit of fixed, long-term targets. We believe meaningful and lasting growth is built through consistent, incremental gains made year after year. Our “1% Plus” approach challenges us to identify opportunities to improve, take intentional action, measure our progress, and use what we learn to determine our next steps. In this way, continuous improvement becomes an ongoing cycle of reflect, act, learn, and grow.

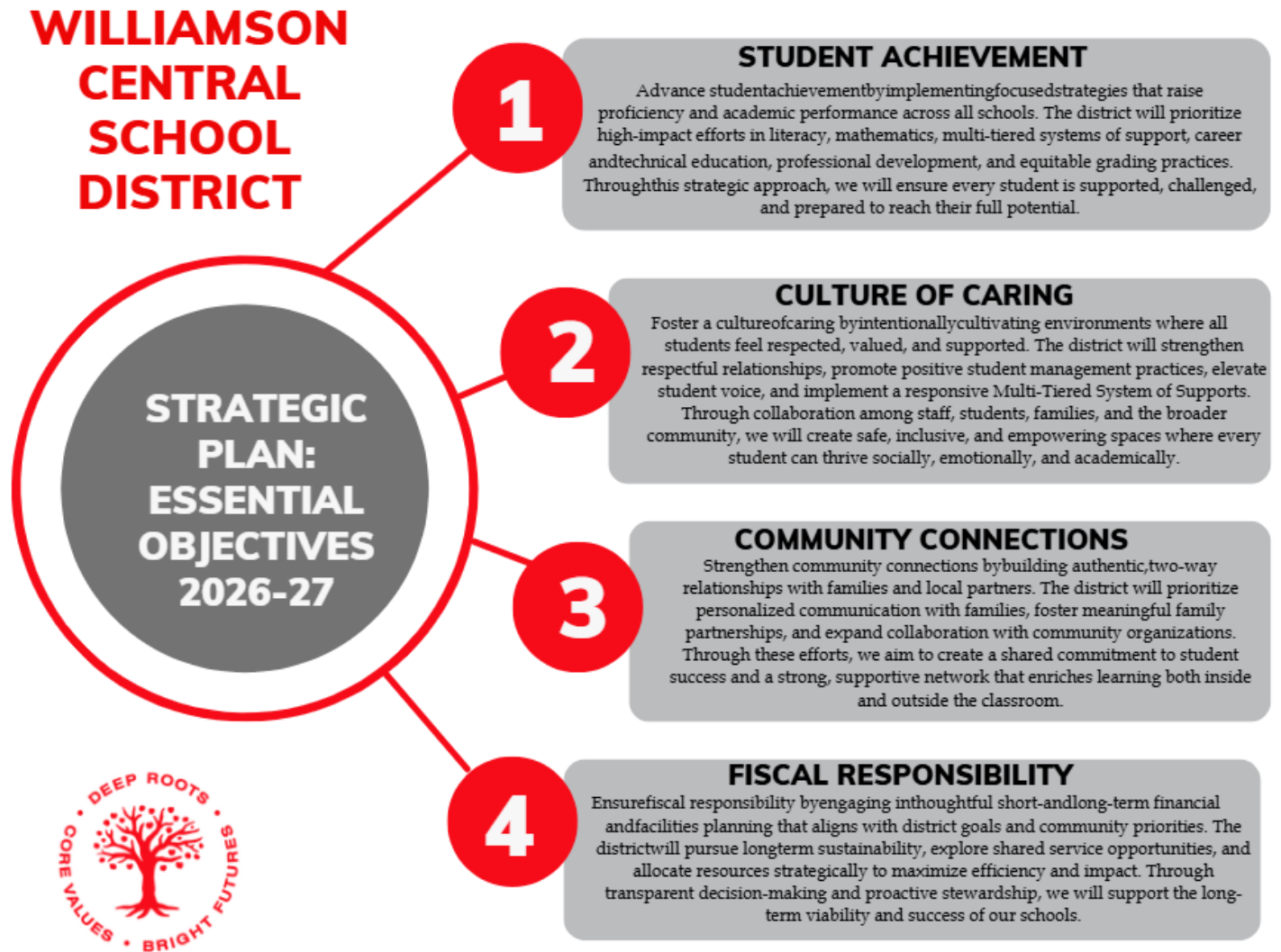
The district will use key performance indicators, including local measures and state achievement data, to monitor progress and inform decision-making. These measures are important tools for reflection and accountability, but they are not the sole definition of success. Rather, they provide meaningful evidence that, when considered alongside qualitative information, stakeholder feedback, and the experiences of our students and staff, helps us understand where we are, where we can grow, and how we can improve.

This approach allows the district to remain responsive to the evolving needs of our students and community while celebrating the strengths and successes that already exist within our organization. We can be proud of where we are while remaining committed to where we can go. Through thoughtful reflection, collaboration, and a willingness to learn and adapt, we will continually strive to be a stronger, more effective organization—always guided by our shared imperative of “Doing what’s right for children.”

Collaborative Development

This strategic plan was created through a comprehensive, collaborative process to ensure that voices from across the Williamson Central School District community – both internal and external – were heard and reflected in the district’s priorities.

The Board of Education played a central role, providing guidance and oversight to establish the district’s essential objectives. The Board reviewed both quantitative and qualitative data to support the development of these objectives and spent several days meeting with the new Superintendent and the administrative team to identify priorities moving forward.



Immediately following receipt of direction from the Board of Education, the Superintendent launched a comprehensive entry plan that included extensive meetings and conversations with internal stakeholders – including teachers, administrators, and support staff – as well as external stakeholders, including parents, community members, and local partners. These engagements provided valuable insight into the district’s strengths, challenges, opportunities, and aspirations and established an important foundation for the district’s strategic planning work.

Building upon this initial learning, the district has continued to engage stakeholders through annual spring strategic planning sessions facilitated by the Superintendent and other administrative cabinet members. These sessions will provide an intentional opportunity to gather qualitative information about what is going well, where challenges exist, and where the district may need to focus its attention.

The district also draws upon department- and program-specific strengths and needs assessments to deepen its understanding of areas requiring attention. For example, the Special Education Department's strengths and needs assessment in 2025-26 will inform actionable priorities within special education programming while contributing to the broader district planning process. Similar department-level reflection and assessment will help the district move beyond broad goals to identify the specific practices, systems, and supports that are working well and those that require refinement.

The strategic plan will be viewed as a living and evolving framework, continually refined as new information, data, and perspectives become available. Each year, the district will use multiple sources of evidence—including New York State performance data, local student achievement and graduation data, annual student, parent, and staff survey results, and qualitative feedback from stakeholders—to evaluate progress and determine what should remain a priority, what requires additional attention, and where new priorities may need to emerge.

Through this ongoing cycle of listening, learning, assessing, acting, reflecting, and refining, the district will continually drill down from broad strategic objectives to the specific areas that must receive focused attention. This process allows the district to celebrate its strengths while honestly identifying opportunities for growth and ensures that time, energy, and resources are directed toward the priorities that will have the greatest impact on students. In doing so, the district will continue striving to become the best possible version of itself as an organization, always guided by its shared imperative: "Doing what's right for children."

The Four Essential Objectives: From Vision to Action

The Four Essential Objectives are the core of the district's Strategic Plan. They translate the district's guiding philosophy into clear, actionable priorities that will direct resource allocation, professional development, and daily instructional practice across all schools. Each objective is supported by specific areas of focus and strategic initiatives designed to produce measurable progress.

Essential Objectives

1. **Student Achievement:** Ensure every student reaches their potential through rigorous, data-informed instruction.
2. **Culture of Caring:** Foster a safe, inclusive, and supportive environment for all learners.
3. **Community Connections:** Strengthen partnerships with families and the community to support learning and growth.
4. **Fiscal Responsibility:** Manage resources effectively to sustain high-quality education.

Together, these four objectives are operationalized through a district-wide framework designed to foster continuous improvement, alignment of priorities, and sustainability.



2026-2027 ESSENTIAL OBJECTIVES



STUDENT ACHIEVEMENT

As evidenced by performance on NYS Assessments, higher levels of student mastery & graduation rates.

AREAS OF FOCUS

- Guaranteed Viable Curriculum
- Literacy
- Math
- MTSS-Tiers 1, 2, 3
- Special Education
- Career Tech Education
- Grading Practices
- NY Inspires
- Professional Development



CULTURE OF CARING

As evidenced by student & staff survey data, discipline data, and attendance data.

AREAS OF FOCUS

- Respect
- Relationships
- Student Management
- Student Voice, Agency & Leadership
- MTSS
- Collaboration



COMMUNITY CONNECTIONS

As evidenced by student, parent and staff survey data.

AREAS OF FOCUS

- Personalized Communication (with parents/guardians)
- Family Partnerships
- Community Partnerships



FISCAL RESPONSIBILITY

As evidenced by long range financial forecasts, sustainability of rich programming for WCSD students, and external audits.

AREAS OF FOCUS

- Short and Long Term Financial Planning
- Short and Long Term Facilities Planning
- Pathways to Sustainability
- Shared Services

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Part II: Essential Objective 1 - Student Achievement

Student Achievement

As evidenced by performance on NYS Assessments, higher levels of student mastery & graduation rates.

Areas of Focus:

- ☐ Guaranteed Viable Curriculum
- ☐ Literacy
- ☐ Math
- ☐ Multi-Tiered System of Supports (MTSS)
- ☐ Special Education
- ☐ NY Inspires
- ☐ Career Tech Education
- ☐ Professional Development
- ☐ Grading Practices

STUDENT ACHIEVEMENT



Measuring Our Progress in Student Achievement: Baseline Data

To support our philosophy of continuous improvement, the district has established baseline performance data and will monitor progress annually against ambitious yet realistic indicators. This data provides a clear starting point from which to measure our growth.

The district's current proficiency baselines provide a district-wide snapshot of student performance.

New York State Grades 3-8 ELA Assessment Trends

Grade	2021 ELA	2022 ELA	2023 ELA	2024 ELA	2025 ELA
3	41%	31%	26%	37%	40%
4	45%	38%	21%	28%	46%
5	45%	18%	45%	31%	46%
6	53%	45%	22%	47%	32%
7	54%	43%	34%	23%	36%
8	51%	67%	31%	41%	18%
All	48%	40%	30%	35%	36%

New York State Grades 3-8 Math Assessment Trends

Grade	2021 Math	2022 Math	2023 Math	2024 Math	2025 Math
3	42%	38%	40%	45%	50%
4	26%	34%	49%	43%	54%
5	40%	19%	60%	26%	51%
6	37%	57%	38%	50%	28%
7	58%	33%	50%	36%	54%
8	4%	43%	32%	48%	46%
All	35%	37%	45%	41%	47%

Guaranteed Viable Curriculum

The district will support the development and implementation of clearly defined scope and sequence documents aligned to New York State Learning Standards to ensure a guaranteed and viable curriculum across all grade levels. This work will promote intentional vertical and horizontal alignment, creating coherence in teaching and learning and ensuring that students have consistent access to rigorous, standards-aligned learning experiences. The district will also provide meaningful opportunities for teachers to engage collaboratively in curriculum development, allowing educators to contribute their expertise, examine student learning needs, and develop curriculum and instructional practices that are relevant, responsive, and aligned to district and state expectations.

ELA and Math Performance Gains and Expected Growth Range

The district aspires to strengthen Grades 3–8 literacy and numeracy outcomes by improving core instruction, targeted intervention, and progress monitoring in Reading (ELA) and Math to achieve sustained annual growth of 3–5 percentage points.

By the conclusion of the five-year strategic plan, Williamson Central School District will increase Grades 3–8 student proficiency in Reading (ELA) and Math with annual growth measures of 3–5 percentage points.

How the Range is Determined:

1. Baseline Measurement:

- Use the most recent assessment data (e.g., state ELA and Math scores) as the baseline.
- Example: Grade 3 ELA baseline = 38%.

2. Expected Growth:

- Consider typical annual progress rates for the grade level and subject.
- The target range accounts for **3–5% growth** depending on baseline performance.
 - Lower-performing grades/subjects may have higher percentage growth targets to close achievement gaps.
 - Higher-performing grades may have more modest percentage growth.

3. Range Instead of Single Value:

- Provides flexibility to reflect student variability, instructional differences, and school context.
- Example: Grade 3 ELA baseline = 40%, target range = 43–45%.

ELA and Math: Key Initiatives and Strategic Actions

☐ **Curriculum & Instruction: ELA**

- ☐ Ensure vertical alignment of Grades 3–8 ELA and Math curriculum and reinforce evidence-based instructional practices.
- ☐ Analyze and identify gap areas in the ELA curriculum, including a crosswalk between Collaborative Classroom and the Reading League Science of Reading Curriculum Evaluation Resource.

- ☐ Continue LETRS training for Pre-K, Kindergarten, and Grade 1 educators to strengthen foundational literacy instruction.
- ☐ **Foundational Literacy (Grades 3–5)**
 - ☐ Strengthen Tier 1 literacy instruction using Science of Reading-aligned practices.
 - ☐ Monitor implementation fidelity and student progress to reduce the percentage of students performing at Level 1.
- ☐ **Curriculum & Instruction: Math (Grades 3–8)**
 - ☐ Implement the Math Expressions program at the elementary level, supported by professional development and monthly “just-in-time” learning sessions.
 - ☐ Emphasize conceptual understanding, fluency, and problem-solving across all grades.
 - ☐ Align instructional practices with district math expectations and student performance data.
- ☐ **Assessment & Data-Informed Decision Making: ELA and Math**
 - ☐ Administer i-Ready benchmark assessments three times annually in Grades 1–8 (twice annually in Kindergarten) for ELA and Math.
 - ☐ Conduct triannual data meetings at the elementary level to analyze assessment results and inform instructional adjustments.
 - ☐ Expand progress reporting to families, including 5-week progress intervals and mailed progress reports.

Multi-Tiered System of Supports (MTSS)

The district will develop and sustain a district-wide MTSS framework within five years that systematically identifies and responds to student needs in ELA, Math, and social-emotional learning. By the end of the five-year strategic plan, MTSS will be fully embedded across all schools, with data-informed practices driving instructional adjustments and support for all students to maximize learning outcomes. The program will provide clear Tier 1, Tier 2, and Tier 3 supports, include progress monitoring, and ensure timely interventions.

MTSS: Key Initiatives and Strategic Actions

- ☐ Develop and clearly communicate MTSS structures for ELA and Math, including Tier 1, 2, and 3 supports, roles, and entry/exit criteria across all grade levels.
- ☐ Establish enhanced and consistent AIS supports to better meet student needs.

Special Education

The district will continue to strengthen and enhance its special education programming to ensure that all students receive meaningful, inclusive, and individualized opportunities to succeed. Following the completion of a comprehensive strengths and needs assessment in 2025-26, the district will use the findings to identify and implement actionable priorities for continued growth.

These priorities will be embedded within the work of the Director of Pupil Personnel Services, individual professional goals, and the PPS facilitated District Planning Team’s ongoing focus on

special education programming. Through ongoing collaboration, reflection, and data-informed decision-making, the district will work to evolve its special education services and programming to better meet the diverse academic, social-emotional, and developmental needs of all students.

NY Inspires

The district will remain responsive to the New York State Education Department's NY Inspires initiative and its evolving vision for transforming education across New York State. NY Inspires, including the New York State Portrait of a Graduate, provides a forward-looking framework focused on ensuring that all students develop the knowledge, skills, and competencies necessary for success in college, careers, civic life, and the world beyond school.

The district will continue to monitor guidance, timelines, and expectations communicated by NYSED and will thoughtfully incorporate additional requirements and recommendations as they become available. As the state moves toward a more competency-based approach that emphasizes what students know and can do, the district will examine opportunities to strengthen rigorous, relevant, authentic, and student-centered learning experiences.

Upon receipt of additional information and implementation guidance from NYSED, the district will engage stakeholders in collaborative planning to determine appropriate local actions, professional learning, curriculum considerations, and instructional practices that align with the NY Inspires vision while remaining responsive to the unique needs of our students and community.

Career and Technical Education (CTE)

Within five years, the district will develop a comprehensive continuum of CTE programming from Middle School through High School, ensuring articulated, assured learning experiences for students at each grade level. The district will expand course offerings, align curriculum across grade spans, and integrate authentic, hands-on learning experiences to prepare students for post-secondary pathways and career readiness.

CTE Programming: Key Initiatives and Strategic Actions

- ☐ Curriculum Alignment and Expansion
 - ☐ Conduct a needs-based assessment of current CTE offerings to identify gaps and student interest areas.
 - ☐ Develop and implement a 6–12 continuum of CTE experiences, ensuring articulated and assured learning experiences at each grade level.
 - ☐ Align CTE curriculum with the Portrait of a Graduate competencies, ensuring integration of skills such as critical thinking, collaboration, and career-ready behaviors.
 - ☐ Establish work-based learning opportunities, including internships, job shadowing, and mentorships with local businesses.
 - ☐ Integrate project-based, experiential learning into all CTE courses to provide real-world skill application.
- ☐ Integration of State Initiatives

- ☐ Roll out and implement the new state CTE initiative, ensuring all requirements and standards are met.
- ☐ Provide professional development for teachers and staff to effectively deliver state-aligned CTE programming.
- ☐ **Community and Industry Partnerships**
 - ☐ Expand partnerships with local businesses, industry leaders, and community organizations to support hands-on experiences and mentorships.
 - ☐ Collaborate with community partners to ensure CTE experiences are aligned with local workforce needs and post-secondary opportunities.
- ☐ **Communication and Stakeholder Engagement**
 - ☐ Share CTE program goals, offerings, and student success stories with students, families, and the community to build awareness and engagement.
 - ☐ Incorporate student feedback and input from industry partners into program development and continuous improvement.

Professional Learning (PD)

Over the five-year period, the district will provide ongoing, high-quality professional development that is relevant, engaging, and applicable to day-to-day instructional practice. All staff will have access to meaningful, data-informed PD that directly supports student learning and strengthens instructional capacity across the district.

- ☐ PD will embed strategies for ELA, reading, literacy, and Math, incorporate the district's Portrait of a Graduate competencies, and emphasize Tier 1 instructional best practices.

Professional Learning: Key Initiatives and Strategic Actions

- ☐ **Data-Informed PD Planning**
 - ☐ Use student performance data from benchmarks, NYS assessments, and classroom assessments to identify PD priorities.
 - ☐ Conduct needs assessments to determine areas where staff require additional support in ELA, reading, literacy, Math, and Tier 1 instructional practices.
- ☐ **Curriculum-Aligned Professional Learning**
 - ☐ Develop PD sessions that are directly aligned to district ELA and Math instructional priorities.
 - ☐ Integrate Portrait of a Graduate competencies into professional learning to foster skills such as critical thinking, collaboration, and communication.
 - ☐ Embed Tier 1 instructional best practices into PD to strengthen core classroom instruction.
- ☐ **Sustained and Multi-Modal Delivery**
 - ☐ Provide ongoing, scaffolded PD across the year(s) rather than one-time sessions to ensure lasting impact.
 - ☐ Utilize varied delivery formats, including in-person workshops, virtual sessions, coaching, modeling, and peer observation.

- ☐ Schedule just-in-time support sessions to address immediate classroom needs.
- ☐ **Collaborative Learning**
 - ☐ Encourage and deliberately carve out time for cross-disciplinary collaboration to ensure vertical alignment and to integrate literacy, numeracy, and graduate competencies across subjects.

Note: The Key Initiatives and Strategic Actions outlined in this document are not comprehensive and do not reflect all action steps associated with strategic plan implementation. The strategic plan is intended to provide an overview of actions currently being undertaken to support the attainment of the district's five-year goals. Additional actionable items and/or initiatives may be developed and implemented as part of ongoing planning, evaluation, and continuous improvement efforts.

Progress Monitoring, Accountability & Reporting

- ☐ Conduct quarterly reviews of Grades 3–8 ELA and Math performance data.
- ☐ Report annual progress toward strategic goals to the **Board of Education** and community.
- ☐ Use results to inform instructional priorities, professional learning, and resource allocation.
- ☐ Building Planning Teams across the district have developed goals specific to this Essential Objective.
- ☐ Building and District level administration have developed goals specific to this Essential Objective.

Part III: Essential Objective 2 - Culture of Caring

2.2 Culture of Caring

As evidenced by student & staff survey data, discipline data, and attendance data.

Areas of Focus:

- ☐ Respect
- ☐ Relationships
- ☐ Collaboration
- ☐ Student Management
- ☐ Student Voice, Agency and Leadership
- ☐ Multi Tiered System of Supports



Culture of Caring: Five Year Goal Statement

The Williamson Central School District will foster a district-wide Culture of Caring where all students feel respected, valued, and supported, resulting in safe, inclusive, and empowering learning environments. By the end of the five-year strategic plan, the district will demonstrate measurable improvements in student and staff survey data and reductions in discipline incidents.

Key Initiatives and Strategic Actions:

- ☐ **Positive Behavior Systems:**

- ☐ Promote mutual respect among students, staff, and the community.
- ☐ Implement the Williamson PRIDE Matrix with explicit instruction and modeling of expected behaviors across all school settings.
- ☐ Increase positive acknowledgements for students, including phone calls to families, postcards to students, and notes of recognition to faculty and staff.
- ☐ Incorporate additional opportunities for student celebrations and recognition beyond traditional assemblies.
- ☐ **Student Management & Support:**
 - ☐ Strengthen relationships by ensuring consistent, proactive, and positive behavior management practices.
 - ☐ Develop a clear articulation around office managed and classroom managed behaviors, update building level Behavior Flowcharts, as applicable..
 - ☐ Building principals will work collaboratively with faculty, staff, families, and students to analyze perception data and address areas of inconsistent application of student management practices.
 - ☐ Review behavioral data biweekly through Tier 2 teams to identify patterns and implement proactive strategies.
- ☐ **Student Voice, Agency & Leadership:**
 - ☐ Amplify student voice through structured participation in the Superintendent's Student Advisory Council (SSAC), Principals' Council, ex officio student BOE member roles, ES Student Council and presentations by the Superintendent and Business Official in forums and government/economics classes around the Capital Improvement Plan and budget.
 - ☐ Use student input to inform policies, behavior expectations, and school improvement initiatives, fostering respect, collaboration, and authentic relationships.
- ☐ **Collaboration & Accountability:**
 - ☐ Engage staff, students, families, and the community in partnership via Coffee Talks, Shared Decision Making, Town Hall Meetings, et al toward shared goals.
 - ☐ Building Planning Teams and District Administration will set specific, measurable goals aligned with the Culture of Caring objective.

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Measuring Our Progress

Multiple indicators will be utilized to assess progress towards goal for Culture of Caring:

- ☐ Student & Staff Survey Data: Monitor improvements in perception of respect, relationships, and safety.

- ☐ Discipline Data: Track reductions in incidents and referrals across all schools.
- ☐ Student Voice Engagement: Document participation in SSAC, Principals' Council, and ex officio student involvement in BOE.
- ☐ Recognition & Positive Behavior Data: Track frequency and types of positive acknowledgements (calls, postcards, notes) and other recognition initiatives.
- ☐ MTSS Implementation: Monitor fidelity of Tier 1–3 supports and responsiveness to student needs.

Part IV: Essential Objective 3 - Community Connections

Community Connections

As evidenced by student, parent and staff survey data.



Areas of Focus:

- ☐ Personalized communication with families
- ☐ Family Partnerships
- ☐ Community Partnerships

Community Connections: Five-Year Goal Statement:

By the end of the five-year strategic plan, Williamson Central School District will have established strong, personalized connections with families and community partners, optimizing business collaborations to support a comprehensive, articulated CTE program from Middle School through High School, while ensuring communications are relevant, timely, and personalized.

Key Initiatives and Strategic Actions:

- ☐ **Personalized Communication with Families:**
 - ☐ Ensure classrooms, buildings, and the district provide academic and event updates to families through ParentSquare, newsletters, and phone calls.
 - ☐ Develop a unified process for parent-teacher conferences that includes a review of attendance, behavior, work samples, and report card data.
 - ☐ Highlight positive school news, student achievements, and upcoming events in all district and building-level communications, emphasizing a personalized approach to family engagement.
- ☐ **Family Partnerships:**
 - ☐ Collaborate with families to support student learning and engagement.
 - ☐ Provide structured opportunities for families to participate in school activities, decision-making, and feedback forums.
- ☐ **Community Partnerships:**
 - ☐ Strengthen relationships with local businesses to support comprehensive CTE program articulation at both MS and HS levels.

- ☐ Identify and develop authentic partnership opportunities that connect students with local industry experiences, mentorships, and career exploration.
- ☐ Collaborate with community stakeholders to align educational programs with workforce needs and provide real-world learning opportunities.

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Measuring Our Progress

These vital community connections are sustained by a commitment to sound operational and financial stewardship. To ensure commitment and accountability to Community Connections at WCS:

- ☐ Building Planning Teams across the district have developed goals specific to this Essential Objective.
- ☐ Building and District level administration have developed goals specific to this Essential Objective.

Additionally, to assess progress toward the Community Connections five-year goals, the district will use multiple indicators:

- ☐ Family Engagement Metrics: Track participation and feedback from families regarding communications, conferences, and engagement opportunities.
- ☐ Community Partnership Development: Document number and quality of partnerships with local businesses and organizations.
- ☐ CTE Program Alignment: Monitor development and implementation of articulated CTE experiences from MS through HS.
- ☐ Communication Effectiveness: Review outreach analytics and family feedback on clarity, relevance, and personalization of district communications.

Part V: Essential Objective 4 - Fiscal Responsibility

Fiscal Responsibility

As evidenced by long range financial forecasts, sustainability of rich programming for WCSD students, and external audits.

Areas of Focus:

- ☐ Short and Long Term Financial Planning
- ☐ Short and Long Term Facilities Planning
- ☐ Pathways to Sustainability
- ☐ Shared Services

**FISCAL
RESPONSIBILITY**



Fiscal Responsibility: Five-Year Goal Statement

Over the course of the five-year strategic plan, Williamson Central School District will ensure fiscal responsibility while optimizing space and facilities usage. The district will evaluate long-term sustainability, consider building consolidation or regional high school approaches, pursue shared service opportunities, and allocate resources strategically to maximize efficiency and impact. Through transparent decision-making and proactive stewardship, the district will maintain the long-term viability and success of its schools.

Key Initiatives and Strategic Actions

☐ **Pathways to Sustainability: Short and Long Term Financial Planning:**

- ☐ In partnership with the district's Financial Consultants, develop and maintain a comprehensive short and long term financial plan that aligns with district goals, community priorities, and potential facilities changes.
- ☐ Conduct regular budget reviews and projections to ensure alignment with enrollment trends, staffing needs, and instructional priorities.
- ☐ Utilize data-informed decision-making to strategically allocate resources and maximize efficiency.

☐ **Pathways to Sustainability: Short and Long Term Facilities Planning:**

- ☐ Create and update a facilities preventative maintenance plan to guide maintenance, renovations, and future construction projects.
- ☐ Evaluate scenarios for building consolidation, closure, or regional collaboration to optimize resources and enhance educational programming.
- ☐ In partnership with the district's architects and engineers, evaluate the long-term viability and condition of all district facilities, factoring noted deficiencies in the Building Condition Survey.
- ☐ Engage stakeholders in decision-making processes around facility use, ensuring community input is incorporated.

☐ **Pathways to Sustainability: Shared Services**

- ☐ Explore and expand opportunities for shared services with neighboring districts and community partners to reduce costs and enhance service delivery.
- ☐ Collaborate with local municipalities and organizations to identify mutually beneficial resource-sharing initiatives.
- ☐ Evaluate the effectiveness of shared services regularly and adjust approaches as necessary.

Note: The Key Initiatives and Strategic Actions outlined in this document are not comprehensive and do not reflect all action steps associated with strategic plan implementation. The strategic plan is intended to provide an overview of actions currently being undertaken to support the attainment of the district's five-year goals. Additional actionable items and/or initiatives may be developed and implemented as part of ongoing planning, evaluation, and continuous improvement efforts.

Measuring Our Progress

To assess progress toward the Fiscal Responsibility and Facilities Optimization five-year goals, the district will use multiple indicators:

- ☐ Financial Stability Metrics: Annual audits, budget variance analysis, and reserve levels.
- ☐ Facilities Planning Progress: Completion of planned maintenance, renovation, and construction projects on schedule and within budget.
- ☐ Space Utilization Outcomes: Analysis of building usage, classroom occupancy, and implementation of consolidation or regional strategies.
- ☐ Shared Services Metrics: Number, scope, and financial impact of shared service agreements

Part VI: Strategic Alignment and Collaboration

Our essential objectives serve as the direct foundation for goal-setting across all tiers of the district, creating a clear line of sight from high-level strategy to classroom-level implementation. The success of this strategic plan depends on a coherent implementation framework that creates a clear line of sight from high-level district strategy to daily classroom practice. To achieve this, WCSD has established a tiered structure that ensures all goals and actions are unified, purposeful, and aligned with our Four Essential Objectives.

- ☐ **Administrative Goal Setting:** Administrators in the WCS district establish professional goals that are explicitly aligned with one of the four essential objectives. The Administrative Goal Setting Document is designed to ensure that SMART goals are linked to a district priority.
 - ☐ Examples include:
 - ☐ Instructional leaders focus their goals on the first three essential objectives: Student Achievement, Culture of Caring, and Community Connections.
 - ☐ The School Business Official concentrates their goals on the fourth objective, Fiscal Responsibility, addressing areas like long-term financial and facilities planning.
- ☐ **Council Commitments:** The district's leadership team (Council) contributes to identifying actionables and establishing commitments for the school year during their meetings. For 2025-26, these commitments focus on fostering a **Culture of Caring** through respect, relationships, and collaboration.
 - ☐ Actions include increasing visibility in buildings, soliciting feedback through "drop-in" sessions, and planning engaging professional development activities.
- ☐ **Building Planning Team (BPT) Action Goals**
 - ☐ At the school level, Building Planning Teams (BPTs), facilitated by building principals, develop specific, measurable action plans that are directly tied to the essential objectives. These action plans translate the district's high-level strategy into concrete, building-specific goals. Each school's BPT will present its action plans and progress to the Board of Education at the **October 2025 meeting**, ensuring transparency and accountability.

By strategically coordinating goal setting at every level that connects back to the four data-informed and collaboratively developed essential objectives, WCS ensures a unified, strategic, and forward-facing approach to fulfilling our mission of providing every student with the support and opportunities they need to achieve a bright future every school.

Part VII: Progress, Transparency and Accountability

Note: The Key Initiatives and Strategic Actions outlined in this document are not comprehensive and do not reflect all action steps associated with strategic plan implementation. The strategic plan is intended to provide an overview of actions currently being undertaken to support the attainment of the district's five-year goals. Additional actionable items and/or initiatives may be developed and implemented as part of ongoing planning, evaluation, and continuous improvement efforts.

By integrating all members of the district in a coordinated effort, this framework reinforces a consistent, forward-facing strategy for achieving the five-year goals. To ensure the district stays on track toward its five-year strategic goals, Williamson Central School District has established a clear reporting and accountability framework:

- ☐ Quarterly Performance Reports: The district will present quarterly student performance and achievement results for all NYS-administered assessments, including ELA, Math, and Regents exams.
- ☐ Building Planning Team Presentations: Each school's team will formally present its action plans and progress toward its goals to the Board of Education.
- ☐ Annual Report: The district will provide and present an annual report to the Board of Education.

Part VIII: Conclusion

Deep Roots, Core Values, Bright Futures

The Williamson Central School District Five Year Strategic Plan reaffirms our commitment to continuous improvement and collective growth. It represents a unified vision, articulated through four essential objectives, that will guide our shared efforts to enhance student achievement, cultivate a culture of caring, strengthen community connections, and ensure fiscal responsibility. This plan is more than a document; it is a commitment to our students, our staff, and our community – and to the ongoing work of becoming the best possible version of ourselves as educators, leaders, and partners in the lives of children.

At the heart of this work is our unwavering imperative: “Doing what’s right for children.” This commitment calls us to continually reflect, learn, grow, and challenge ourselves to improve the experiences and opportunities we provide for every student. Through collaboration, honest reflection, and a shared belief in the power of continuous improvement, we will celebrate our strengths while embracing opportunities to grow.

Grounded in our community's deep roots and core values, this strategic plan provides a roadmap for the journey ahead. Together, we will build upon what makes Williamson strong, remain open to learning and improvement, and strive each day to ensure that every Williamson student is supported, challenged, valued, and prepared for the bright futures they deserve.

Williamson Central School



One great school district,
doing what's right for children.

Essential Objectives

STUDENT
ACHIEVEMENT



CULTURE OF
CARING



COMMUNITY
CONNECTIONS



FISCAL
RESPONSIBILITY

