Cincinnatus Central School
Certified Strategic Plan

Building People and Organizations

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Steven Hubbard, Superintendent

Board of Education

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RayeLynn Kurtz-Vice President
Peter Bush
Lisa Hull
Geary Livermore
Margaret Peri
Charles Winters

Core Team

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Lead Facilitator: Penny L. Ciaburri, CEO, PLC Associates, Inc.

Co-Facilitator: Dr. Diane Reed, Associate, PLC Associates, Inc.

Internal Coordinator: Karen Heffernan

Task Force Facilitators

Teaching and Learning UPK-12
Karen Heffernan

School and Community Culture
Terena Loomis
Joseph Mack
To Cincinnatus Central School Board of Education:

It is with great pleasure, on behalf of the Core Team and our two Task Forces – Teaching and Learning and School and Community Culture, that we submit this Strategic Plan. The work process has been very rigorous. Our teams definitely made this Strategic Plan their own. From the onset, our teams discussed the importance of having this plan “fit exactly” to the needs and interests of Cincinnatus. All three groups emphasized that this process and our outcomes must serve as a hallmark for the district’s continued success and further, that this plan must be systematically implemented, and reach out to our entire community.

The Core Team and Task Forces utilized a data based, best practices and research model. This is represented in each of the Task Force Reports; the information accessed by each Task Force is identified. The Core Team should be credited with the major accomplishment of conducting the Data Triangle. This includes three very powerful surveys which collected both quantitative and qualitative data from our staff, students and community, relative to 156 benchmarks. Not only did this accomplishment provide an outstanding source of information, but it is a tool that will allow the district to continually and objectively evaluate and benchmark success.

As the Board considers the Strategic Plan, engages in discussion and ultimately takes action, the following clarifications will be helpful:

**Vision, Mission, Beliefs and Parameters**
Vision, Beliefs and Parameters are new work by the Core Team; the Mission had already been completed. The Core Team endorsed the Mission and felt that it remains truly representative of the district. Vision describes our future state, how we see the district moving forward. Mission is our core purpose – what we do. Beliefs provide a set of core values for all to embrace and follow. Finally, Parameters provide some of the key elements we know will be important as we seek to implement our plan.

**Strategic Intents**
Strategic Intents are goals with precise targets. They are written to a five year period and annual targets will be set. These are the measurable components that the Core Team and Task Forces determined would give us “evidence of success.” The following question was asked of the Core Team:

_Do you believe these Strategic Intents are in the better interest of moving our district forward, will have a positive impact on our students and are consistent with our stated Vision, Mission, Beliefs and intended direction?_

**Key Initiatives and Action Plans**
Key Initiatives are multiyear strategies that support the achievement of the Strategic Intents. A Board decision would allow these to move into implementation. Action Plans are specific tactical projects which are selected year by year, typically by administration with involvement of staff and community.

This Strategic Plan is a great source of pride for all those involved. Our teams see it as a “blueprint for success.” With that, on behalf of the Core Team and Task Forces, we submit 2012 Cincinnatus Strategic Plan. And, congratulations! It has been an honor to work with such committed people, so centered on student success.

Respectfully,

Penny Ciaburri,
PLC Associates, Inc.
Lead Facilitator
Vision Statement

As a community dedicated to ongoing learning, we embrace educational practices that engage students, foster collaboration and innovation, and promote creative and independent thinking.

Our graduates will be competent and compassionate individuals, responsible for themselves and their community, and committed to making a positive and dynamic impact on our world.

Mission

Cincinnatus Central School: A community striving to meet all students’ needs, awaken their minds, and touch their hearts.
Parameters

• All stakeholders must have a complete understanding of the Strategic Plan, as well as their role and responsibilities in fulfilling it.

• We know change is necessary to move forward.

• We will not overburden the organization by undertaking too many initiatives.

• We will align our work with the Strategic Plan in order to achieve our Mission, Vision, Beliefs, and Strategic Intents.

Core Beliefs

We believe...

➢ students come first.

➢ strong connections are vital.

➢ high expectations drive high achievement.

➢ we share accountability for student and school success.

➢ learning is for all; it is continuous and forever.
Teaching and Learning UPK-12
Task Force Final Report

Building People and Organizations
Task Force Final Report: Section A

SWOT / Critical Issues

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<td>K. Heffernan</td>
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Members:
Leanne Bair, Lois Dodge, Karen Heffernan, Lauren Lanning, Lori Rice, Maureen Spann, Lisa Sustad

Charge:
To comprehensively audit, analyze and investigate current levels of student achievement and the teaching and learning processes.

We, as a district, want to benefit from an aligned curriculum, provide students with the immediate, on-target assistance they may need, challenge higher level learners and prepare students for a 21st Century experience which may include a career plan and/or higher education.

Additionally, we wish to establish ourselves as a learning community that is engaged in high levels of reflective practice, teamwork and the consistent application of data, best practices and research as a platform for instructional and educational decision-making.

Internal Analysis (Strengths and Weaknesses)

Strengths:
- Community-based campus
- Small class sizes
- Stability of faculty and staff
- Faculty, staff, administration know students well
- Technology

Weaknesses:
- UPK-12 curriculum not fully aligned
- Scheduling restraints
- Transient population
At-risk, needy students
Poor attendance for some students

External Analysis (Opportunities and Threats)

Opportunities:

- Potential of Common Core Learning Standards
- Community partnerships

Threats:

- Socio-economic status
- Pockets of negativity (us vs. them)

Our Critical Issues:

1. How can our academic program address the needs of all students?
2. How can we challenge students to reach higher levels of learning?
3. How can we capture the interest and attention of unmotivated students?
4. What curriculum can we offer that will prepare our students for employment and other life experiences in the 21st century?
5. Specifically, what “life skills” do our students need?
6. What community groups/organizations can we partner with to address #4 and #5 above?
7. Is our Professional Development Plan sufficient to support student learning?
8. Do we have specifically identified student outcomes, both academically and in terms of life skills?
9. Why do only 40% of our student respondents say that our classes are interesting?
10. Are our courses challenging to students? How do we know?
11. How can we incorporate internships and expand our possibilities through an established community network?
12. How will we measure outcomes and accountability?
13. What does a professional learning community at CCS look like?
14. Are our district’s expectations known and clearly understood by all stakeholder groups, including staff, students, parents, and community?
15. At the classroom level, how are teachers communicating expectations to students?
16. Why do only 35.2% of our community survey respondents feel that our athletic programs support character development?
17. Are people recognized for good work? How would people like to be recognized?
Categories of Critical Issues:

- Academic programs to address the needs of all students (including challenging students to reach higher levels of learning, and capturing the interest and attention of unmotivated students) – Strategic Intents 1, 2, 3, 4

- Curriculum to prepare our students for employment and other life experiences in the 21st Century, “life skills,” partnerships/internships with community groups/organizations – Strategic Intents 1 and 5

- Teacher and district expectations, recognition for good work, specifically identified student outcomes (both academic and in terms of life skills), measurement of outcomes and accountability – Strategic Intents 1 though 5

Data (Include all surveys, reports, and other forms of data both quantitative and qualitative.)

Survey percentages/commentaries: District Employees, Students, Community (on BoardDocs – May 2, 2011)

Student achievement statistics (Grades 3-8 State assessment data, diplomas)

Professional Development Plan

Research (Identify all sources which were discussed, investigated. May include authors, experts, articles, books, searches…)

Websites:

www.allthingsplc.info

www.engageny.org

www.slideshare.net/conciseLearning/13-skills-of-success-for-21st-century-students

www.districtadministration.com (click on "magazine archive," scroll down to "June 2010"; under "Features," click on Mobile Learning Pioneers: "You Gave Them What?")

www.livesinthebalance.org
Best Practices (Identify all “like” and other schools that were either investigated or referenced.)

Student data analysis, interventions, and teacher collaboration: Apollo Elementary School, 3085 Knox McRae Dr. Titusville, FL (www.allthingsplc.info)

Teacher collaboration/professional learning communities in California schools – “Teacher Collaboration Gives Schools Better Results” (www.miller-mccune.com/education)

Student progress monitoring (studentprogress.org)
Task Force Final Report: Section B
Strategic Intents and Initiatives Summary

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Strategic Intents #1-4

By 2016-17, our students will show evidence of academic achievement in the following categories:

1. 85% will graduate with a Regents diploma; 50% will graduate with an Advanced Designation Regents diploma; 10% will graduate with an Advanced Designation Regents diploma with honors.

2. 65% will score at Level 3 on the Grades 3-8 assessments; 5% will score at Level 4 on the Grades 3-8 assessments.

3. 85% will show evidence of growth in ELA and Math from the previous year, as designated by their scale scores on the Grades 3-8 State assessments.

4. 85% will reach the Fountas-Pinnell reading benchmark for their grade level.

Initiatives / Action Plans

1. We will develop a UPK-12 curriculum aligned to the Common Core Standards.

2. We will develop a system to track and share attempted strategies (and their outcomes) used to foster students’ academic and behavioral growth from grade to grade.
   
   1. Develop the format for documenting attempted strategies and outcomes.
   
   2. Designate particular days/times for sharing information between grade levels.

3. We will provide opportunities for collaboration among the faculty to identify best practices to meet students’ needs.

4. We will analyze student achievement data from formative assessments.
   
   1. Create a district-wide committee for each subject area.
   
   2. Develop benchmarks /formative assessments (by committee) to evaluate skills necessary to bridge from one grade level to the next.

   3. Investigate methods to allow for collaboration times among small grade
level/subject groups, as well as district-wide teams.
4. Investigate methods to allow for peer observations and follow-up reflection time.
5. Provide professional development opportunities related to curriculum alignment, benchmarking/formative assessments, peer observation, and reflective practices.
Task Force Final Report: Section B
Strategic Intents and Initiatives Summary

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Strategic Intent # 5

By 2016-17, >95% of our students will show character traits that align with our Vision Statement, and represented in the Cincinnatus Central School Character Education Profile in grades 4, 8 and 11.

Initiatives / Action Plans

1. We will create a program which will build the 21st Learning Competencies of problem solving, critical thinking with reflection, and life decision-making, as well as diversity awareness and sensitivity.
   1. Define 21st Century Learning competencies and clarify their significance for teachers, parents, and students.
   2. Identify specific competencies required by grades 4, 8 and 11
   3. Integrate 21st Century Learning competencies into curriculum, instruction, and student work.
   4. Engage community members (such as retailers, medical personnel, contractors, police, librarians, and human resource personnel) to provide information and experiences for our students about 21st Century Learning competencies, including diversity awareness and sensitivity.
Task Force Final Report: Section B
Strategic Intents and Initiatives Summary

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### Strategic Intent # 6

By 2016-17, we will increase student engagement in their education, as measured by a change from the Possible Risk (red) level or Emerging Strength (yellow) level to the Asset (green) level, for the following key questions from the Student Voice survey:

**SV 17.** I like being at school.
**SV 43.** Classes are interesting and keep my attention.
**SV 44.** I feel welcomed and part of my school.

### Initiatives / Action Plans

1. We will identify best practices for motivating students and help students learn strategies that encourage internal motivation.
   1. Provide professional development opportunities related to student engagement and motivation.
   2. Increase opportunities for cross-grade level lessons in which students are involved as peer teachers.
   3. Design and implement team building experiences for students that foster positive peer relations within the school community.
Task Force Final Report: Section C
Summary and Conclusions

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The Teaching and Learning UPK-12 Task Force designed Initiatives and Action Plans focused on improving student engagement and achievement. Although we were a small group, we had the advantage of members representing grade levels from the elementary, middle, and high schools, as well as the community perspective. We all learned from each other.

In summary, our Initiatives and Action Plans relate to the following:

- Curriculum aligned to the Common Core Learning Standards
- Curriculum and instructional practices that will help our students develop 21st Century learning competencies
- Formative assessments that will give us data to track our students’ progress and needs
- Improving student engagement and motivation
- Professional development related to all of the above
- Time for collaboration among the faculty

Our ultimate goal is to prepare our students to become the graduates described in our Vision Statement – “committed to making a positive and dynamic impact on our world.”
School and Community Culture
Task Force Final Report

Building People and Organizations
Force Final Report: Section A
SWOT / Critical Issues

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Charge: To comprehensively audit, analyze and investigate the elements of our school-based and community culture. This includes our internal stakeholders (staff and students) as well as our external stakeholders (families and community).

We will thoroughly discuss and plan for the dynamic culture which is characterized by an environment of trust, collaboration, communication, approachability and the caring, nurturing attitude that we as a community must have if our students are going to be successful and meet life’s challenges.

Internal Analysis (Strengths and Weaknesses)

Strengths:

- Teacher/staff compassion
- Child/adult connection
- Excellent technology in grades 5-12
- Small community support
- Knowledgeable faculty/staff
- Safety
- Counseling

Weaknesses:

- Decision making
- Follow through with discipline
- Change in personnel
- Student mobility
- Administration turnover
- No technology for students UPK-4
- Limited staff
External Analysis (Opportunities and Threats)

Threats:

- Lack of community support
- Financial levels/availability of finances
- Economy

Opportunities:

- Interest in Strategic Planning
- Common Core Standards

Our Critical Issues: (Include all)

- What do we already have in place to address bullying? What else can we do?
- How can we assist students in resolving conflicts?
- Why don’t some stakeholders feel “connected” to the district? How can we change this?
- What information do stakeholders seek, that they feel is not being communicated?
- How can we improve our district website to disseminate more and better information to staff and community?
- How can we improve our mailings for the same purpose?
- In what areas are stakeholders already involved in planning? What areas are lacking?
- Do we have a positive culture that people feel they can act as ambassadors? Do we tell the district story?
- How do we share our expectations with respect to professionalism and accountability with our staff? (reference accountability and responsibility correlate)
- Why did students indicate that they don’t like being in school? What are some of the reasons?
- What can we do to have more of the students involved in more activities? (Co-curricular Correlate in Student Voice)
- Is there a better way to define bullying?
- Why do only 24.3% of community respondents feel that the district involves them in planning?
- Have we appropriately defined decision models in the district? In the decision making and taking action correlate, why is everything in the red and yellow on the DPS?
- Is our decision making aligned and connected to the outcomes and expectations of the district?
- In what ways do we foster pride on a school-wide level on a regular basis?
# Our Research, Data and Best Practices

Data (Include all surveys, reports, and other forms of data both quantitative and qualitative.)

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<tr>
<th>Data Source</th>
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Research (Identify all sources which were discussed, investigated. May include authors, experts, articles, books, searches…)  


Best Practices (Identify all “like” and other schools that were either investigated or referenced.)

Task Force Final Report: Section B
Strategic Intents and Initiatives Summary

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**Strategic Intent #1**

According to the Cross Scan Comparative Analysis, all Performance Benchmarks in the Communication Category will be at Emerging Strength level (Yellow), increasing to 50% or greater Strongly Agree/Agree over a 5 year period.

SV: 16. I know “what is going on” at school.
SV: 40. If I have a conflict with a teacher or administrator, it is resolved easily.
SV: 4. Our school has clear rules.
DPS: 21. I receive ample information around district activities and events.
DPS: 9. Communication flows openly in my school/area.
DPS: 33. Information is offered in a timely manner.
DPS: 45. I am given sufficient information during difficult and challenging times.
DPS: 16. Staff in my school/area are candid and forthright.
CES: 3. I receive ample information around District activities and events.
CES: 15. Mailings provide accurate, timely and relevant information.
CES: 39. The District website provides valuable information.

**Initiatives / Action Plans**

1. We will evaluate and revise methods of communication.
   1. After looking at current communication i.e. mail, web, newsletter, and direct contact, eliminate ineffective mediums.

2. We will enhance staff input at faculty meetings.
   1. We will increase support for collaborative discussion dialogue through required time frames at faculty meetings create various opportunities at meetings for staff to give input through specific groupings or large group questioning and answering.

3. We will develop a systematic approach to meeting with student groups.
   1. A We will establish a systematic approach to meeting with all student groups, (example: grade levels, honor society, student senate, student council, lunch groups). These meetings with groups will occur through scheduled times several times throughout the year.
   2. We will create opportunities to increase leadership involvement with student body
by giving students time to meet with their own peers to discuss school issues, concerns and planning.

4. We will explore opportunities to meet with parents.
   1. We will establish opportunities to strengthen parent involvement in the communication process, through round table discussion, principal teas, meetings, and parent and pizza.

5. We will improve internal communication horizontally and vertically.
   1. We will explore opportunities to increase the flow of open and timely communication within our school community.
Task Force Final Report: Section B
Strategic Intents and Initiatives Summary

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### Strategic Intent #2

According to the Cross Scan Comparative Analysis, all the Performance Benchmarks in the Engagement Category will be at Emerging Level (yellow, increasing to minimally 50% Strongly Agree/Agree over a 5 year period.

**SV:** 44. I feel welcome and part of my school.

**SV:** 46. Students actively attend school events.

**DPS:** 54. We practice teamwork in my school/area.

**CES:** 28. I feel connected to the District as a member of the community

**CES:** 16. I feel welcomed when I attend activities.

**CES:** 40. I am involved and/or attend school events.

**CES:** 5. The District has effectively formed partnerships with various community groups and associations.

**CES:** 17. We involve community business leaders/organizations in our work.

**CES:** 29. We have successfully built a community coalition.

**CES:** 41. The community takes interest in our schools.

**CES:** 7. Our community and schools work together.

**CES:** 11. Our schools are available for community use.

**CES:** 23. We offer adult programs and interesting opportunities for a variety of groups.

**CES:** 35. Our recreational programs provide a means for promotion healthy lifestyles.

**CES:** 47. Our schools are valued as a center point in our community.

### Initiatives / Action Plans

1. **We will increase faculty involvement in extracurricular activities.**
   1. Define for faculty and staff what student engagement is and demonstrate the importance of staff involvement across all areas.
   2. Develop and distribute an annual list of opportunities that faculty and staff can participate in and encourage staff and faculty to attend. We will utilize this list at faculty meetings and staff days to remind people of opportunities to participate in.

2. **We will review and revise the school wide behavior plan and include strategies for promoting positive behaviors and a fair, well-understood continuum of consequences.**
   1. Review and evaluate behavioral intervention plans, i.e. School Wide Positive Behavioral Interventions and Supports (SW-PBIS), and Responsive Classroom.
2. Develop a systematic plan for implementation, training, and teaching of plan to all faculty and staff.

3. We will evaluate and revise our current promotion and retention policies for alignment with research and best practices, in support of the better interests of students.
   1. Develop a committee at each level (K-6, 7-8, 9-12) to compare our current promotion and retention policies with other districts and make a recommendation for updated K-12 policies.

4. We will identify barriers that impede student achievement.
   1. Establish a committee that is representative of K-12 to research data on barriers to student achievement, i.e. attendance, socio-economics, and lack of support staff.
   2. Based on identified needs, the district will provide professional development opportunities for teachers to instruct a wide range of student needs.

5. We will investigate meaningful ways to engage community which includes both families with children in our schools and residents.
   1. The district will hold two activities a year one in the Fall and one in the Spring for the school community to engage with community members, i.e. dish to pass-fun night, game night-picnic supper, PE activities, BBQs and bingo.
   2. Develop and share a list of opportunities for students and community members to partner, i.e. internships, service learning, classroom volunteers.

6. We will define bullying and create a shared understanding of what qualifies for bullying behavior and how it is best handled by school, community and families.
   1. Establish and share a definition of bullying, what it is and what it is not, with faculty and staff.
   2. Implement a curriculum based bullying prevention program, i.e. OLWEUS, etc. Integrate with the school wide behavior plan.
Task Force Final Report: Section B
Strategic Intents and Initiatives Summary

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**Strategic Intent #3**

According to the Cross Scan Comparative Analysis, all the Performance Benchmarks in the Decision Making category will be at Emerging Level (yellow), increasing minimally to 50% or greater Strongly Agree/Agree over a 5 year period.

**SV: 10.** I can participate in school decision-making.
**SV: 34.** Adults in my school ask for student ideas in making decisions.
**DPS: 10.** The District takes the right amount of time to make decisions.
**DPS: 22.** I have appropriate opportunities to offer input in decisions
**DPS: 34.** My school/area has a clear decision making process.
**DPS: 46.** Our decisions result in action in my school/area.
**DPS: 58.** The District makes good decisions in the interest of our students.
**DPS: 37.** My ideas and input are welcomed by those in decision-making positions.
**CES: 48.** The District to makes good decisions in the interest of students.
**CES: 12.** The District makes wise choices for capital improvements (i.e. large building/facilities projects).
**CES: 24.** The District is responsible in matters of budgeting and taxation.

**Initiatives / Action Plans**

1. We will align a decision making process across Elementary, Middle and High School.
   1. We will provide staff with models of effective planning and decision making according to a preset planning model.
      
      Example Planning Model:
      Define problem
      Analyze causes
      Consider possibilities
      Choose solution
      Implement, assess and verify

2. We will develop an annual list of school wide committees already in place, assess each and make modifications for higher levels of effectiveness.
   1. We will canvas staff on an annual basis for their recommendations in selecting Action Plans from the Strategic Plan.
3. We will develop processes which will gather input across stakeholder groups in key decisions.
   1. Provide surveys annually to all stakeholders.
   2. Develop lists of all committees and review on an annual basis for dates of completion, what is ongoing, what is to develop for future committees.

4. Our faculty and staff leadership team will collaborate and work congruently on the decision making process that clearly defines roles and contribution in district and school based decision making.
   1. The district will plan, provide necessary opportunities, resources and conduct collaborative meetings for decision making.
Task Force Final Report: Section B
Strategic Intents and Initiatives Summary

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**Strategic Intent #4**

According to the Cross Scan Comparative Analysis, questions 5, 19, 49, 4 and 40 in the Continuous Improvement category will be at Asset (green) Level, increasing minimally to 50% or greater Strongly Agree/Agree over a 5 year period.

DPS: 5. Success is celebrated at various levels: individually, departmentally, school and District.
DPS: 19. Staff are continually applying new learnings gained through training.
DPS: 49. We understand change process and its importance in moving our District forward.
DPS: 4. Each staff member accepts responsibility for their performance.
DPS: 40. My school/area has an accountable culture where success matters.

**Initiatives / Action Plans**

1. We will celebrate success at various levels individually, departmentally, school wide and district wide.
   1. For K-4 the teachers will choose 2 students per month based on set criteria (i.e. academics, citizenship) to be honored for that criteria at a celebration assembly and in the lions roar.
   2. Administration will recognize grade levels, department success by joining department or grade level meetings and making public announcements to school over the PA system or lions roar.
   3. A K-12 school-wide announcement both on PA system in morning and on computer, which includes Pledge of Allegiance.
   4. Continue current end of the year celebrations of field days.
   5. Establish a school wide day for 8-12 traditional Moving-Up Day, K-7 class visitations, followed by all school class picnics.
   6. Establish a committee at each level to create an end of the year awards day to recognize students. (Example: K-4, 5-8, and 9-12) set by a certain criteria.
   7. Traditional end of the year celebration/BBQ/picnic for faculty and staff.

2. We will ensure the staff is continually applying new learning gained through training.
   1. Continue to send faculty and staff to training workshops that encompass all educational aspects allow them an opportunity to share and demonstrate information to other faculty and staff.
3. We will understand the change process and its importance in moving the district forward.
   1. District leaders will present important information and proposed changes to move the district forward through open forum or round table discussions allowing time for all parties involved to give input.
   2. Administration will continue to hold monthly informative faculty meetings to present important information that moves the district forward. (every other month faculty meeting will be held for K-12)

4. We will encourage staff members to accept responsibility for their performance.
   1. The staff will accept responsibility through guidance of established mentors, team leaders, and administration to support day to day issues and overall performance.
   2. All faculty and staff will accept responsibility for modeling student expectations.

5. We will promote our school/area to have an accountable culture where success matters.
   1. We will see that the Pledge of Allegiance is recited at every school function (i.e. concerts, assemblies, and sports events) lead by a student(s).
   2. All students will be taught the Alma Mater in music class beginning in Kindergarten.
   3. All faculty and staff will respect, support, and appreciate each other as professionals and colleagues.
   4. Students will respect, support, and appreciate peers and all school staff.
Task Force Final Report: Section C

Summary and Conclusions

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<th>Task Force:</th>
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<th>Facilitator(s):</th>
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<tr>
<td>School and Community</td>
<td>April 15, 2012</td>
<td>Terena Loomis &amp; Joseph Mack</td>
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The first charge of the School and Community Culture Task Force was to develop a plan to increase school-wide communication. Specifically, we focused on ways to increase all communication, internally and externally, by:

- Evaluating and revising methods of communication
- Increasing the flow of open and timely communication within the school community
- Enhancing staff input at faculty meetings
- Developing a systematic approach to meeting with student groups
- Strengthening parent involvement.

The second charge was to address school and community engagement. Our initiatives and action plans focus on:

- Increasing faculty involvement in extracurricular activities
- Reviewing and revising the school-wide behavior plan
- Reviewing and updating our current promotion and retention policies
- Addressing barriers that impede student achievement
- Implementing activities and opportunities for engaging families with children and other community residents
- Implementing a bullying prevention program.

The third charge of the task force was related to decision making. Our initiatives and action plans focus on:

- Aligning the decision making process across the elementary, middle, and high schools
- Improving the effectiveness of school-wide committees
- Developing a process to gather input across stakeholder groups for decision making
- Collaborating to define roles for district- and school-based decision making.

The fourth charge of the task force was to foster continuous improvement. Our initiatives and actions plans focus on:

- Celebrating success
- Applying and sharing new learning gained through training
- Understanding the change process and its role in moving the district forward
- Accepting responsibility for our performance
- Promoting a culture where success matters.