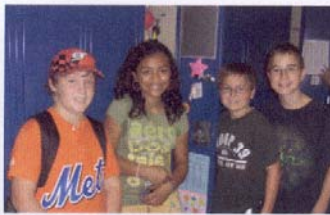


Strategic Plan



Building Plans ... 12 months

Superintendent Goals 1-2 years

District Goals 2-3 years

Mission 3-5 years

Vision 5-15 years



Mission

We will challenge all learners and work in partnership with students, parents and community to achieve high standards.

Vision

Every graduate of Manchester-Shortsville Central School District will be a complex thinker, an industrious individual, a life-long learner, an effective communicator, a community contributor and a responsible person.

A Complex Thinker - *An informed, inquisitive individual who possesses the ability to create and produce solutions, ideas and positive visions. The graduate will:*

- Read and comprehend material at an appropriate level.
- Apply appropriate problem-solving strategies to a given problem.
- Identify and use resources applicable to a task.
- Demonstrate an understanding of the interdisciplinary connections.

An Industrious Individual - *One who exhibits a positive work ethic in all aspects of life. The graduate will:*

- Accept challenges, be persistent and maximize abilities.
- Be punctual and prepared for work.
- Finish tasks accurately and in a timely manner.
- Produce quality work striving for personal excellence.
- Exhibit initiative.
- Adapt to change and learn from mistakes.
- Demonstrate an ability to work with others, accept criticism, and actively participate in a group.
- Demonstrate responsible behavior by making and meeting commitments.

A Life-Long Learner - *One who is disciplined, self-directed, motivated, adaptable, and goal-oriented. The graduate will:*

- Access information through multiple means such as libraries, computers, media and personal resources.
- Demonstrate strategies for dealing with the unexpected.

An Effective Communicator - *One who possesses the ability to express ideas in an articulate, creative and collaborative manner by using all modes of communication to succeed in an increasingly global community. The graduate will:*

- Be able to comprehend and create written, oral and visual presentations in various media.
- Be able to use personal and interpersonal skills to speak, listen, read and write clearly and effectively.
- Be able to express an idea or thought by using a major form of the arts.
- Be able to use current and developing technology.

A Community Contributor - One who demonstrates an ability to productively participate in multi-cultural communities. A contributor, who utilizes time, talent, and energies for the benefit of society by taking initiative in a rapidly changing world. The graduate will:

- Demonstrate an understanding of the diversity of cultural heritages.
- Apply the knowledge of all political, economic, social, cultural and environmental systems and how they impact on each other.
- Demonstrate the understanding and acceptance of the value of patriotism, justice, honesty, self-discipline, equality, and constitutional government.
- Demonstrate respect for self, others, and property.
- Use, apply, and create technology as it relates to the needs of changing society.
- Produce, perform or work to the benefit of one's community.

A Responsible Person - One who understands and demonstrates appropriate behavior. The graduate will:

- Acknowledge and accept consequences for personal choices and decisions.
- Adapt to change and learn from experiences.
- Demonstrate respect for self, others and property.
- Demonstrate honesty and self-discipline.

--Adopted by the Board of Education, June 1999, following recommendations by a committee of community representatives.

District Goals

LONG RANGE GOALS

ACHIEVEMENT: Meet or exceed achievement levels in all categories of the annual “School Report Card” as compared to “similar schools.”

TECHNOLOGY: Fully implement district technology in all school operations.

COMMUNITY INVOLVEMENT: Increase parent/community involvement and participation in promoting the social, emotional and academic growth of students.

ACCOUNTABILITY: Design and implement an accountability plan for the State academic standards and local Commencement Outcomes.

TAX BASE: Ease the property tax burden on the community while continuing the quality of education we provide.

BOARD OF EDUCATION GOALS

The Manchester Shortsville Board of Education will:

- Strive to create a positive learning environment by providing students and staff with the tools, training and facilities needed to promote student achievement.
- Continue to practice responsible budgeting, balancing student needs and a desire to ease the tax burden.
- Improve community support of the district as a whole by promoting its positive attributes, maintaining open lines of communication and encouraging parent and community member involvement.
- Create a safe and motivated learning facility for students, staff, and administrators along with increasing standards to help raise test scores across the board.
- Become a more financially sound district, to help lower taxes and create an “open door” feeling with the school board and our community.
- Have a better understanding on where our community is going in the next five years to help the district create a five year plan. A long term plan is critical to our school and to our community.

Superintendent Goals

FOCUS

I will focus my energies on the realization of the District's Strategic Plan by leading people and managing things. This will be accomplished through the following leadership behaviors: Directing, Coaching, Collaborating, Delegating.

GOAL ON STUDENT ACHIEVEMENT

- High Achievement for all
- Creating solid citizens for the 21st century
- Establish an environment where students feel physically and psychologically safe

GOAL ON ADMINISTRATIVE MANAGEMENT

- Get the most funding possible and manage assets responsibly
- Improve and maintain facilities to provide a safe and productive learning environment.
- Better the organization through:
 - Planning and assessing for continuous improvement
 - Hiring and retaining high quality and committed staff.

Goals & Actions

ELEMENTARY

GOAL #1

The Elementary Building Council recognizes the continuing need for all students to maintain a healthy lifestyle in order to improve overall academic achievement. Studies show a direct correlation between health and wellness and increased student academic performance.

Problem Statement: As a result of our fast paced lifestyles, many of our students do not receive the essential nutrition or physical activity that is necessary for higher academic achievement.

Recommended Action Steps:

Nutrition

- Collaborate with the food service personnel to create a survey, in the beginning of the year, to poll parents and guardians about children's food choices in order to make healthier menu selections
- Build a relationship with local farms, grocery stores, and food service personnel to provide education and exposure to a variety of healthy food choices
- Explore the option of Universal Breakfast program to possibly provide breakfast to all children K-5
- Explore options to rearrange morning routines in classroom to include time to take lunch count in order to reduce wasted time in the lunch line
- Research and offer assemblies focused on nutrition/fitness
- Promote healthy snacks in the school and home environment
- Based on recommendations by the NYS Department of Health, Red Jacket Elementary will no longer permit homemade food items to be served at school. New options will include: store bought, pre-packaged food items with the label intact as well as treats that may be purchased through the cafeteria.

Fitness

- Continue Staff Fitness Initiatives
 - Increase participation of faculty and staff
 - Explore creative and fun fitness opportunities in the school community
 - Continued participation by faculty and staff in the Chase Corporate Challenge, with possible increase in participation
- Implement Brain Gym K-5
- Encourage open gym time ,when available, for students
- Initiate Step Into Fitness program to promote physical activity at least 20 minutes per day; have logs filled out and sent back to have a "foot" posted to represent participation of each student

GOAL #2

The Elementary Building Council recognizes the need for a “go-green” initiative in order to create a culture of environmental responsibility as well as unite parents, students, teachers, school administrators, and staff in an effort to make real and lasting changes in our school.

Problem Statement: In order to continue encouraging our students to become responsible members of society, there is an on-going need to promote an awareness of environmentally responsible behavior, and educate our students on recycling, conservation, and other eco-friendly issues.

Recommended Action Plan:

“Green” Initiative-

- Conduct building-wide audit of present conservation efforts
- Assemblies focused on “go-green” initiatives
- Explore options to initiate a comprehensive recycling program building-wide and encourage each classroom to separate materials used into specific containers to be disposed of properly.
- Explore option to work with food service personnel to offer more “eco-friendly” materials for daily lunches and for sorting of cafeteria waste.
- Meet with Mr. Leiby and other school administrators to discuss options for funding “go-green” initiative.
- Explore the option of utilizing our automatic phone system to communicate events and other important information in order to help eliminate paper waste
- Develop a “go- green” theme for “Parents as Reading Partners”
- Display information relating to environmentally responsible behaviors in the office window assigned to different grade levels every six weeks
- **Reduce** (i.e use of water and electricity)

1st grade

(Sept 15 - Oct. 24)

- **Reduce** (i.e use of paper)

3rd grade

(Oct. 27 – Dec. 5)

- **Reuse** (i.e. books, toys, sports equipment, and household items)

4th grade

(Dec. 8 – Jan. 23)

- **Recycle** (i.e. paper, plastic, glass, and other materials)

Kindergarten

(Jan. 26- March 13)

- **Alternate fuel sources**

5th grade

(March 16 – May 1)

- **Planting trees**

2nd grade

(May 4 – June 19)

GOAL #3

The Elementary Building Council recognizes the need to provide continuing education and training regarding the implementation of Storytown and our Response to Intervention plan to faculty, staff, and parents.

Problem Statement: EBC recognizes that there is a need to provide staff development and support to parents to understand and effectively implement features of both Storytown and RTI and how they differ from previous models.

Recommended Action Steps:

- Create a collaborative Storytown team to meet biannually with representation from each grade level, reading, and special education departments. The purpose of this team would be to monitor and disseminate information regarding implementation of this program.
- During both K-2 and 3-5 Open Houses in the fall, there will be an informational session to inform parents about RTI and Storytown. This will be facilitated by the RTI team.
- EBC will monitor future training opportunities with Storytown.
- EBC will monitor staff training on the RTI model and its implementation in the classroom.

MIDDLE SCHOOL

ACADEMICS

Honor Code

Need Statement: To reinforce the mission statement of achieving high standards, to promote the character traits embraced in the middle school, and to create a climate of integrity and academia.

Desired State: Work collaboratively with faculty, staff, students, and parents to develop a comprehensive Honor Code Policy.

ELA 6-8

Need Statement: To continue the development and implementation of a more prescriptive curriculum document, based on the most recent State Ed changes in curriculum and testing schedule, to improve ELA scores 6-8 and incorporate Literacy skills across all disciplines.

Desired State: Continued implementation of ELA curriculum in all grades 6-8. Results will show at least 90% proficiency on NYS Assessment scores 6-7 and 85% proficiency on NYS Assessment scores 8.

MATH 6-8

Need Statement: Based on the most recent State Ed changes in the curriculum and testing schedule, curriculum will be adjusted to meet these new standards.

Desired State: Continued implementation of Math curriculum in all grades 6-8. Results will continue to show mastery on the NYS Assessment scores 6-8.

Report Cards and Homework

Need Statement: Teacher feedback and report card comments indicate that students are inconsistent in completing homework.

Desired State: Students will complete homework consistently and better utilize study lab time.

Activities

Need Statement: Students and staff indicate an interest in increasing school pride activities in the Middle School.

Desired State: Increase in percentage of students who are actively participating in the activities offered in the Middle School.

Communications

Need Statement: Improve accessibility of information.

Desired Outcome: All staff will access Middle School Master Calendar, email communications on a daily basis, and be self-directed to obtain information missed in faculty meetings.

Health & Safety

Need Statement: There is a need to continue to improve health & safety of students and staff.

Desired State: Feedback will indicate increased comfort with the Health & Safety practices of the MS

Discipline

Need Statement: To improve student behavior.

Desired State: Data will show a decrease in discipline and a continued increase reports of positive behavior in the MS.

HIGH SCHOOL

Character Goals:

Problem: Despite anecdotal evidence of certain problems, there is currently not a reliable tracking measure.

Desired State: Student behavior will be more closely monitored and recorded.

Problem: Cell phone and dress code policies are not being uniformly enforced.

Desired State: All staff members will enforce policies based on handbook language.

Problem: A population of students does not make safe choices regarding drug and alcohol use.

Desired State: Students will become better aware of the consequences of their actions

Academic Goal:

Problem: According to data, the 2004 cohort had a 15% dropout rate and a 75% graduation with Regents or Local Diploma rate. This places us 20th out of 25 area schools for graduation rate and among the bottom three in terms of drop-out rate.

Desired State: A marked increase in graduation rate and a marked decrease in drop-out rate.

Problem: Faculty and student surveys express a concern about the Service Learning Project's assessments and distribution of workload.

Desired State: SLP is seen as fair and workload is equally distributed among interested mentors.

Problem: Faculty members in certain content areas feel as if students do not adhere to 4-year plans.

Desired State: Increased student awareness of academic opportunities.

Parent Involvement Goals:

Problem: Parent surveys indicate that parents would like to become more involved in school activities.

Desired State: Greater parent involvement in school.

Problem: 9th grade is an important transitional year in which some students struggle academically and socially.

Desired State: Parents will be better informed about the differences between HS and MS so that they may take a more active role in easing this transition.

Communication Goal:

Problem: Data indicates that there are voids in the communication systems that are currently being implemented.

Desired State: Faculty, administration, parents and students will have better communication.

School Pride Goal:

Problem: There is no major event to recognize winter sport athletes.

Desired State: There will be a major event in December or January.

Problem: Non-athletes are not recognized in a public way.

Desired State: Other student groups are recognized in more public ways.

Team Acknowledgments

ELEMENTARY BUILDING COUNCIL TEAM

Donna Schaertl, Parent
Sara Eskildsen, Teacher
Linda Lytle, Teacher
Carrie Smith, Teacher
Mary Beth Poupart, Teacher
Holly Yandon-Davis, Teacher
Betsy Phillips, Support Staff
Sue Bailey, Support Staff
Jim Falanga, Principal

MIDDLE SCHOOL BUILDING COUNCIL TEAM

Savanna Schaertl, Student
Colin Clark, Student
Martha Doody, Parent
Tricia Wahl, Teacher
Alexis Kyle, Teacher
Colleen Joy, Teacher
Eleanor Holtz, Support Staff
Charlene Harvey, Principal

HIGH SCHOOL BUILDING COUNCIL TEAM

Matt Skinner, Student
Ashley Strub, Student
Deb Strub, Parent
Kim Blanchet, Faculty
Eileen Cooley, Faculty
Charlie Holzinger, Faculty
Jim Niedermeier, Faculty
Sharon Griffin, Support Staff
Tim Benjamin, Administration