One Vision • One Team • ONE GREECE

A Five-Year Strategic Direction to Transform Greece Central Schools
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Envision Greece 2017 is a strategic plan of action for the Greece Central School District. The five-year Strategic direction lays out the key goals, targets, strategies and initiatives that will mobilize Greece Central Schools to achieve a college-ready mission to ensure that our students graduate from high school and are ready for success in college and postsecondary training. The five goal areas in this plan, ranging from accelerating academic achievement to improved public confidence and strong parent/community engagement, are motivated by a sense of urgency — every child, every day has only one opportunity to receive a high quality education.

Envision Greece 2017 came out of an initial baseline audit of existing initiatives and programs, conducted during entry plan activities of the Superintendent and the Assistant Superintendents in 2011-12. In addition, a Joint Intervention Team Audit, Human Resources Study, Transportation/Consolidation Study and full review of district results were carefully analyzed. Envision Greece 2017 was also informed by community focus groups, student, teacher, parent and resident survey results and input of stakeholder groups.

Currently, Greece serves more than 11,000 students in 17 schools. Our students bring a rich array of interests, traditions, backgrounds, experiences and talents. Diversity is our strength and we are committed to equity and excellence; and therefore, this plan outlines strategies to ensure each child’s success. The realization of this plan will take time and effort from all of us — families, students, employees and Greece community residents. Together, we can make a difference.

I look forward to being a part of a community effort toward Greece Central’s pathway to ensuring that each child graduates from high school and is college and career ready. One Vision, One Team, One Greece is our way of extending our hand in partnership.

Sincerely,

Barbara Deane-Williams
Superintendent

The Board of Education provided leadership and has taken the steps necessary to establish long-term goals and a strong focus on student achievement. Our Strategic Plan takes that one step further by measuring the effectiveness of our academic programs and operational systems and defining opportunities for improvement on an annual basis. We encourage you to read our Envision Greece 2017 Strategic Plan. We want every child to be successful and invite you to join us in making our community schools the best they can be.

Sincerely,

Julia VanOrman
Board of Education President
Our Vision

THE GREECE CENTRAL SCHOOL DISTRICT GRADUATE

Graduates of the Greece Central School District will be prepared for the challenges of college and careers in the 21st century.

College-ready means much more than just pursuing a four-year degree at a university. Being “college-ready” means being prepared for any postsecondary experience, including skilled employment, study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, associate’s or bachelor’s degree). Being ready for college means that a high school graduate has the English language arts and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college coursework without the need for remedial coursework.

Moving Forward…

NY State Reform Agenda

The New York State Education Department has outlined an aggressive new reform agenda establishing high expectations for New York State schools. Its components support cohesive transformation to ensure all students graduate from high school college and career ready.

1. Adopt Common Core standards and developing curriculum and assessments aligned to these standards to prepare students for success in college and the workplace.

2. Build instructional data systems that measure student success and inform teachers and principals how they can improve their practice in real time.

3. Recruit, develop, retain and reward effective teachers and principals.

4. Turn around the lowest-achieving schools.

Create a College-Ready Mission
Transforming Greece Schools

“We must set high expectations and support all of our students to acquire the skills, knowledge and preparation they deserve and need to succeed beyond high school.”

— BARBARA DEANE-WILLIAMS, GREECE CENTRAL SCHOOL DISTRICT SUPERINTENDENT

From Strategic Framework to Strategic Action for Results

Beginning in July 2011, the Greece Board of Education set out to establish and support a strong governance team with Superintendent Deane-Williams and a continuous improvement process to ensure annual improvement of K-12 student achievement. The following Board of Education and community reports provided the foundation for the revised Strategic Plan and School Improvement Processes.

Creating Our Agenda: One Vision, One Team, One Greece

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2011</td>
<td>Superintendent Entry Plan outlined a process to identify common goals and strategic framework</td>
</tr>
<tr>
<td>July 2011</td>
<td>Board and District Goals adopted and aligned to improve graduation outcomes</td>
</tr>
<tr>
<td>August 2011</td>
<td>District School Improvement Model refined to support college-readiness</td>
</tr>
<tr>
<td>September 2011</td>
<td>Results Data Book published and analyzed to identify focus schools</td>
</tr>
<tr>
<td>October 2011</td>
<td>School Improvement Plans refined and Focus Schools Initiative created</td>
</tr>
<tr>
<td>October 2011</td>
<td>Plan for implementation of PBIS and Dignity for All Students Act in all schools</td>
</tr>
<tr>
<td>November 2011</td>
<td>School Consolidation closes $7 million budget gap and three schools</td>
</tr>
<tr>
<td>November 2011</td>
<td>Transportation Study reveals opportunity to reduce costs, improve service</td>
</tr>
<tr>
<td>December 2011</td>
<td>Initial Entry Plan findings – Strategic Framework created to support New York State Reform Agenda</td>
</tr>
<tr>
<td>February 2012</td>
<td>Mid-year data analysis summarizes opportunities for improvement</td>
</tr>
<tr>
<td>June 2012</td>
<td>Human resources analysis and cabinet reorganization (phase 1) providing more direct support for schools</td>
</tr>
<tr>
<td>July 2012</td>
<td>Senior Administrators, NYS Reform Agenda and Pathways to Graduation</td>
</tr>
<tr>
<td>July 2012</td>
<td>Strategic Framework Data Summit sets five-year goals and college-readiness goals</td>
</tr>
<tr>
<td>July-December 2012</td>
<td>School Improvement Process – Bringing the NYS Reform Initiative into Strategic Focus/Baldridge Training/ Six Sigma</td>
</tr>
<tr>
<td>November 2012</td>
<td>Quality Program Budget alignment to Strategic Plan</td>
</tr>
<tr>
<td>January 2013</td>
<td>Strategic Plan Envision Greece 2017 finalized/Board adopted 2-12-2013</td>
</tr>
</tbody>
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High Performing Districts/High Performing Schools
The PELP Coherence Framework*

The Public Education Leadership Project (PELP) Coherence Framework is designed to help leaders identify the key elements that support a districtwide improvement strategy and to bring these elements into a coherent and integrated relationship. District leaders leverage this framework to develop strategies that work towards improving student performance throughout the district.

The framework assists with achieving and sustaining coherence by:

• Connecting the instructional core with a districtwide strategy for improvement.
• Highlighting district elements that can support or hinder effective implementation.
• Identifying interdependencies among district elements.
• Recognizing forces in the environment that have an impact on the implementation of strategy.

Key framework elements include:

(Adapted from Tushman and O'Reilly’s Congruence Model, 2002)

Instructional core: The core includes three interdependent components: teachers’ knowledge and skill, students’ engagement in their own learning and academically challenging content.

Theory of Change: The organization’s belief about the relationships between certain actions and desired outcomes, often phrased as an “if… then...” statement. This theory links the mission of increased performance for all students to the strategy the organization will use to achieve that goal.

Strategy: A coherent set of actions a district deliberately undertakes to strengthen the instructional core with the objective of raising student performance districtwide. Gaining coherence among actions at the district, school and classroom levels will make a district’s chosen strategy more scalable and sustainable.

Leveraging for Results

Effective districts provide high support for curriculum coherence, instructional frameworks and student and family engagement. High performing districts have:

• High expectations
• A college ready mission
• Effective governance
• Strong public accountability
• Strong norms of community engagement

Create a College-ready Mission

High Performing Districts

Districts demonstrating improved results have clearly defined improvement strategies, or more accurately, a collection of improvement strategies that constitute a theory of action. In large systems, such as Greece, the improvement strategies that are most effective combine the benefits of an aligned and coherent system that supports improved student achievement toward college-ready graduation standards.

co • her • ence

is the degree to which the components of a system work together to impact results.

“High-performing school systems treat student failure with the same urgency as the aviation industry, nuclear power plants and hospitals treat mistakes — by putting data systems and processes in place to ensure high-quality instruction for all students and, if needed, respond to student failure quickly and efficiently.”

— MID-CONTINENT RESEARCH FOR EDUCATION AND LEARNING (McREL) 2013
**Stakeholders:** The people and groups inside and outside of the district — district and school staff, governing bodies, unions and associations, parents and parent organizations, civic and community leaders and organizations.

**Culture:** The predominant norms, values and attitudes that define and drive behavior in the district.

**Structure:** Structures help define how the work of the district gets done. It includes how people are organized, who has responsibility and accountability for results and who makes or influences decisions. Structures can be both formal (deliberately established organizational forms) and informal (the way decisions get made or the way people work and interact outside of formal channels).

**Systems:** School districts manage themselves through a variety of systems, which are the processes and procedures through which work gets done. Systems are built around such important functions as career development and promotion, compensation, student assignment, resource allocation, organizational learning, and measurement and accountability. Most practically, systems help people feel like they do not have to “reinvent the wheel” when they need to get an important, and often multi-step, task done.

**Resources:** Managing the flow of financial resources throughout the organization is important, but resources also include people and physical assets such as technology and data. When school districts carefully manage their most valuable resource — people — and understand what investments in technology and data systems are necessary to better support teaching and learning, the entire organization is brought closer to coherence.

**Environment:** A district’s environment includes all the external factors that can have an impact on strategy, operations and performance (i.e. regulations and statutes, contracts, funding and politics).

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* Source: This information was used with permission of the Public Education Leadership Project at Harvard University.
Professional Learning

Professional Learning is essential to our school reform efforts. Research clearly demonstrates the importance of teachers in improving student learning. In Greece, teachers and school leaders learn together, develop school cultures that support and sustain instructional improvement and help students develop the habits of mind to achieve and succeed. Increasing access to success by supporting every student, every day is what Greece Schools are all about.

Empowering TEACHERS

Empowering LEADERS

Empowering STUDENTS

Professional Learning to Develop Capacity

In 2012, Greece Central Schools received a $1.47 million Strengthening Teacher and Leader Effectiveness Grant to develop an innovative approach to leadership development. In July/August 2013, Greece administrators will partner in learning with teacher leaders during the inaugural year of the Greece Leadership Academy. The Leadership Academy will support the collaborative inquiry model of the Teaching and Learning Teams, initiated in 2012 by Superintendent Deane-Williams, and help build a leadership continuum from the classroom to the superintendent as a bridge for linking initiatives to support student achievement.

The Greece Leadership Academy will follow the NYC Leadership Academy guiding principles, which are as follows:

1. School leaders are a crucial lever in school improvement and teacher effectiveness.

2. All school leadership development work must be standards-based and aimed at accelerating student learning and closing the achievement gap.

3. Program results, the most important being student performance outcomes in schools led by program participants, must be evaluated regularly to inform continuous program improvement.

Greece Central teachers and leaders work with Rick and Rebecca DuFour on Professional Learning Communities during a session in July 2012.
4. The work of school improvement requires systematic and strategic development and support of the school leader, outside of the supervisory structure.

5. Leadership preparation and school leadership coaching/mentoring must be standards-based and coaches/mentors require ongoing training and tools to be effective.

6. The training, coaching and support of school leaders must be responsive to state and local improvement efforts.

“The mission of the NYC Leadership Academy is to prepare and support visionary, passionate educators who lead schools that orient all their activities around accelerating student learning and academic growth.”

— IRMA ZARDOYA, CHIEF EXECUTIVE OFFICER OF THE NYC LEADERSHIP ACADEMY

Greece Central teachers, principals, counselors and interventionists learn to implement a strong intervention model to support all students in achieving expectations for learning from renowned educational expert Mike Mattos in December 2012.

Greece Central Professional Development Model

(Learning Forward, 2011)

**Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

**Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

**Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning.

**Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess and evaluate professional learning.

**Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended outcomes.

**Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

**Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
Leadership Matters

Board of Education Leadership

The McREL research found that districts with high levels of student achievement have a local board of education that ensures non-negotiable goals for achievement and instruction remain a top priority. Publically adopting broad five-year goals for achievement and instruction and consistently supporting these goals are positively correlated to student achievement.

Principal Leadership

The McREL research team found a positive correlation between district leadership defined non-negotiable goals for learning and instruction, building level leadership team responsibility and authority for meeting goals with higher levels of student learning. Over the past decade, numerous studies have demonstrated an empirical link between effective principal leadership and student achievement. The Wallace Foundation work has identified five key responsibilities for principals, including:

1. Shaping a vision of academic success for all students, one based on high standards.
2. Creating a climate where safety, cooperation and collaboration prevail.
3. Cultivating shared leadership so teachers assume key roles in realizing the vision.
4. Improving classroom instruction to enable teachers to teach at their best.
5. Managing people, data and processes to create a culture of school improvement.

District Leadership

McREL researchers found a significant positive correlation between district leadership and student achievement. The research states that effective superintendents focus their efforts on creating goal-oriented districts. They identified five district level leadership responsibilities that keep districts focused on teaching and learning goals.

1. Collaborative goal-setting
2. Non-negotiable goals for achievement and instruction
3. Broad alignment and support for district goals
4. Monitoring goals for achievement and instruction
5. Using resources to support achievement and instruction goals
“Nothing makes a bigger difference in a child’s education than having a great teacher. The recently released Teacher Leader Model Standards are a critical step toward better preparing and supporting teachers in assuming leadership roles that promote student learning.”

— ARNE DUNCAN, US SECRETARY OF EDUCATION

Teacher Leadership

Changing Leadership for Changing Times...

The Teacher Leader Model Standards promote and support teacher leadership as a means to transform schools to meet the needs of 21st Century learners. Teacher Leadership is being expanded in Greece Schools and supported by the Strengthening Teacher and Leader Effectiveness Grant, which will provide training and development of this important initiative in Greece Schools. In addition, teacher leadership will continue to be the foundation of teacher teams, mentoring, PLCs and include both formal and informal roles.

“We teacher leaders are critical in helping focus professional learning, coaching support and innovative instructional strategies to lift student achievement. I am very proud that Greece Central will create a new model of shared leadership where principals, teacher leaders, and PLCs promote a dynamic and collaborative focus on student learning.”

— BARBARA DEANE WILLIAMS, GREECE CENTRAL SCHOOL DISTRICT SUPERINTENDENT

“We have excellent teachers here in Greece and this is an opportunity for teachers to be career teachers and take on different leadership roles.”

— JASON COONEY, GTA

INSTRUCTIONAL COACHING • MATH INTERVENTION TEACHERS • TEAM LEADERS
WRAP-AROUND TEAM LEADERS • TEACHING AND LEARNING LEADERS • COMMON CORE COACHES
RESPONSE TO INTERVENTION TEACHERS • PROFESSIONAL LEARNING COMMUNITIES
LITERACY LEADERS • MENTORS • INSTRUCTIONAL LEADERSHIP

“IF YOUR ACTIONS INSPIRE OTHERS TO DREAM MORE, LEARN MORE AND BECOME MORE, YOU ARE A LEADER.”

— John Quincy Adams
**Greece School Improvement Teams are committed to the following:**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Student achievement is the number one priority and shared by everyone in the school community. High expectations for student achievement for ALL students are communicated by everyone in the school community in visible concrete ways. (EdSource, 2006)</td>
</tr>
<tr>
<td>2</td>
<td>A coherent standards-based instructional program and a viable and guaranteed curriculum is being implemented in every classroom to create school-wide instructional consistency within grades and curriculum alignment grade-to-grade. (EdSource, 2006 and McCrel)</td>
</tr>
<tr>
<td>3</td>
<td>A progress monitoring system is in place for all students and can be done on a daily, weekly, monthly and/or bi-annual basis. The essence of this system is that teachers need different information in different forms, at different times, to do their jobs effectively and meet student needs. (Stiggins, 2006)</td>
</tr>
<tr>
<td>4</td>
<td>A balanced assessment system is in place and the data are used to improve student achievement and instruction, e.g., common assessments, benchmark tests, end of course exams, monthly/biannual formative and summative assessments. Teachers and staff have a full understanding of the crucial distinctions between assessment of learning and assessment for learning. (Stiggins, 2006)</td>
</tr>
<tr>
<td>5</td>
<td>A shared commitment and plan for improving the effectiveness of the school to operate as a system and to ensure improvement of student achievement for every student. The School Improvement Planning Process requires systematic work and Greece Schools have teams of school leaders and teachers monitoring every student by name and face to achieve grade level expectations and college-ready standards.</td>
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The School Improvement Model

The Strategic Plan and Annual District Goals establish expectations for districtwide performance.

Each school, department, grade level and course team collaborate to establish goals and monitor every student at three to five weeks intervals.

Continuous improvement is expected.

School Improvement Process

Improving a school is a process requiring commitment and hard work from many people. In January 2012 and January 2013, teams of teachers, school improvement representatives, GTA representatives and district leaders committed to a collaborative model to improve our schools and participated in the AFT/UFT School Improvement Process Training through the Center for School Improvement Leadership Institute. The adjacent graphic shows how the steps of the school improvement process fit together.

Source: American Federation of Teachers
High Performing Schools Have a Framework for Action

What Leads to School Improvement?

**ACTION**
- Focus on learning (student, professional, system)
- Build leadership capacity
- Foster healthy, safe, supportive learning environments

**SCHOOL CULTURE**
- Caring relationships/advocacy
- Courage and will to take action
- High expectations and support
- Professional accountability for learning
- Committed to equity

Source: Parrett & Budge, ASCD, 2012

> Greece School leaders use data walls to track student progress.
The five-year strategic direction lays out the key goals, targets, strategies and initiatives that will mobilize the Greece Central Schools to achieve a college-ready mission to ensure that our students graduate from high school and are ready for success in college and postsecondary training. The five goal areas in this plan, ranging from maximum academic achievement to improved public confidence and strong parent/community engagement, are motivated by a sense of urgency — every child, every day has only one opportunity to receive a high quality education. Envision Greece 2017 came out of an initial baseline audit of existing initiatives and programs, conducted during entry plan activities of the Superintendent and the Assistant Superintendents in 2011-12. In addition, a Joint Intervention Team Audit, Human Resources Study, Transportation/Consolidation Study, and full review of district results were carefully analyzed. Envision Greece 2017 was also informed by community focus groups, student, teacher, parent and resident survey results and input of stakeholder groups.

Many voices helped create a strong vision of equity and excellence for all students in Greece schools.

College-Ready Standards and Practices

All Greece students deserve a quality education that prepares them for post-high school education and employment. Greece Central is committed and focused on building and supporting college-ready standards fully aligned with New York’s postsecondary access and success goals.

Over the next five years, Greece Central will replicate district-wide key instructional strategies used in highly successful schools with a goal to deliver each student with a quality education and a diploma that ensures college and postsecondary access and success goals.

Ready for College and Ready for Work

Results of an ACT College and Workforce Training Readiness Study provides evidence that, whether entering college or a workforce training program after graduation, high school students need to be educated to a comparable level of readiness in reading and mathematics.
Greece Central Schools are working to ensure graduates are able to succeed in college level courses without remediation and to enter workforce training ready to learn job-required skills.

This important work is part of a national call to action to provide an education for every child to live up to his or her potential.

The Bill and Melinda Gates Foundation college-ready mission and strategies calls for a dramatic change in the way children are educated in America. The New York State Reform Agenda, and aligned Greece Central School District Strategic Plan, call for a focus on student achievement by empowering excellent teachers and supporting innovative schools to increase student, parent and community engagement in committing to learning for all students and lifting achievement by reducing obstacles to quality education.

Parents MATTER
Communities MATTER

*Equity and Excellence... mobilizing partnerships among families, schools and the Greece community to promote kindergarten readiness, improve school/community service integration and improve student achievement.*

The Greece Board of Education Equity and Excellence Committee brings together school, community, public service and faith-based partners to identify opportunities for interagency collaboration to support Greece youth and families.
Pathway to College and Career Readiness

ACCELERATE ACADEMIC ACHIEVEMENT
- Coherent curriculum
- Balanced Assessment
- Instructional frameworks
- College and career readiness

DEVELOP HUMAN CAPITAL AND PROFESSIONAL CAPACITY
- Quality recruitment and retention
- Teacher and leader effectiveness
- Quality evaluation
- High quality professional development

IMPROVE COMMUNICATION AND DEEPEN COMMUNITY ENGAGEMENT
- Customer service and alignment
- Communication
- Family engagement
- Community/higher education partnerships

ENSURE SAFETY AND WELLNESS
- Safety and security
- PBIS and citizenship
- Prevention and intervention
- Community schools

CREATE QUALITY PERFORMANCE MANAGEMENT SYSTEMS
- Accountability
- Fiscal responsibility and 21st Century Infrastructure
- Performance plans/Scorecards
- Resource stewardship

FIVE STRATEGIC GOAL AREAS RELATED TO HIGH-IMPACT LEVERS

GRADUATION
Grade 11: ELA (75% or better), Algebra 2/Trig, AP/IB/ACT/SAT Participation and Performance: Career Technical Education Attainment
Grade 10: On track with credits and exams for graduation
Grade 9: Integrated Algebra (80% or better), Writing and Literacy Mastery; On track for graduation with 6 credits
NYS Grades 3–8: At or above grade level Reading, Writing and Numeracy
Beginning Grade 3: At or above grade level Reading, Writing and Numeracy
Grade 1: Reading, Writing and Numeracy

GRADUATION
Grade 11: ELA (75% or better), Algebra 2/Trig, AP/IB/ACT/SAT Participation and Performance: Career Technical Education Attainment
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Grade 1: Reading, Writing and Numeracy
Our Current State

Academic Performance Indicators

Greece Schools have made steady progress in many areas; however, there are many opportunities for improvement. One challenge is ensuring that we assess student learning in meaningful ways so that strategic interventions can be designed and implemented. We are taking steps to implement programs and services in a manner that enables us to monitor and support student learning at three to five week intervals to respond rapidly and prevent failure. Access to Success: Every Student, Every Day

During the 2011-12 school year...

- 59% of grades 3-8 students were proficient on the NYS ELA assessments
- 74% of grades 3-8 students were proficient on the NYS Math assessments
- 83% of students earned an Integrated Algebra Regents credit by the end of grade 9
- 87% of students earned six credits by the end of grade 9
- 85% of students earned 12 credits by end of grade 10
- 83% of students earned at least two Science Regents credits by the end of grade 10
- 37% of students were proficient on the Algebra 2/Trig Regents exam by the end of grade 11
- 85% of students graduated in four years
- 48% of students earned a Regents Diploma with Advanced Designation
- Average combined SAT score was 1507
- Annual non-completers rate was 3%
## Our Desired State

<table>
<thead>
<tr>
<th>ACADEMIC INDICATORS</th>
<th>DISTRICT TARGET BY 2017</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading on grade level end of grade 1</td>
<td>90% of first-graders will be reading on grade level by the end of grade 1.</td>
<td>AIMSweb grade level measure % of students meeting or exceeding standards</td>
</tr>
<tr>
<td>Reading on grade level beginning of grade 3</td>
<td>90% of third-graders will be reading on grade level at the beginning of grade 3. 100% of third-graders scale score will reflect a year's growth. Achievement gap will be less than five percentage points.</td>
<td>AIMSweb grade level measure % of students meeting or exceeding standards % of students achieving a year's growth % reduction in achievement gap</td>
</tr>
<tr>
<td>ELA grades 3-8</td>
<td>85% of 3-8 graders will be on grade level.</td>
<td>NYS assessment results % of students meeting or exceeding standards</td>
</tr>
<tr>
<td>Math grades 3-8</td>
<td>Annual increase for students scoring proficient at 5% per year. 100% of students in grades 3-8 scale scores will reflect a year's growth. Achievement gap will be less than five percentage points.</td>
<td>NYS assessment results % of students meeting or exceeding standards % of students achieving a year's growth % reduction in achievement gap</td>
</tr>
<tr>
<td>Integrated Algebra with score of 80% or better by the end of grade 9</td>
<td>95% of students will earn an Integrated Algebra credit by the end of grade 9. 70% of students will achieve a minimum score of 80%. Achievement gap will be less than five percentage points.</td>
<td>% of students earning Integrated Algebra credit % of students earning Integrated Algebra credit with 80% or better % reduction in achievement gap</td>
</tr>
<tr>
<td>Six credits by the end of grade 9</td>
<td>95% of students will earn six credits by the end of grade 9.</td>
<td>% of students earning six credits by the end of grade 9</td>
</tr>
<tr>
<td>On track to graduate at the end of grade 10</td>
<td>95% of students will earn 12 credits by the end of grade 10. 95% will have passed three required exams toward graduation.</td>
<td>% of students earning 12 credits by the end of grade 10 % of students passing three exams</td>
</tr>
<tr>
<td>Sciences by grade 10</td>
<td>95% of 10th-graders will have two science credits by the end of grade 10.</td>
<td>% of students earning two science credits by the end of grade 10</td>
</tr>
<tr>
<td>Algebra 2/Trig by grade 11</td>
<td>80% of 11th-graders will be proficient in Algebra/Trig by the end of grade 11.</td>
<td>% of students proficient in Algebra/Trig by the end of grade 11</td>
</tr>
<tr>
<td>High school graduation</td>
<td>Annual non-completers rate of 2% or less. 95% four year graduation rate.</td>
<td>Annual non-completer rate % four-year graduation rate</td>
</tr>
<tr>
<td>College readiness and work bound</td>
<td>Average combined SAT score of 1650 or better. 100% of students took at least one college level course. (enrollments in AP, IB and Dual Credit courses)</td>
<td># and % of students with combined SAT score of 1650 or better % of students successfully completing</td>
</tr>
</tbody>
</table>
## Our Desired State

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
<th>DISTRICT TARGET BY 2017</th>
<th>MEASURE</th>
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</thead>
<tbody>
<tr>
<td>Student Engagement and Satisfaction</td>
<td>Favorable School Climate rating of 95%</td>
<td>National Center for School Leadership Surveys</td>
</tr>
<tr>
<td>Teaching Conditions</td>
<td>90% participation rate on survey. Improvement over baseline.</td>
<td>National survey of teaching conditions</td>
</tr>
<tr>
<td>Teacher Attitudes and Beliefs</td>
<td>90% participation rate on survey. Improvement over baseline.</td>
<td>National Center for School Leadership Surveys</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>100% of schools will meet benchmarks for Family Friendly Schools.</td>
<td>Family Friendly Schools benchmark analysis tool</td>
</tr>
<tr>
<td></td>
<td>Annual increase in % positive response on survey.</td>
<td>Harvard University Parent Survey</td>
</tr>
<tr>
<td>Code of Conduct/PBIS</td>
<td>100% of schools will implement Code of Conduct and use PBIS to respond to discipline infractions.</td>
<td>Schoolwide information data tools State Education reports/trends</td>
</tr>
<tr>
<td>Customer satisfaction</td>
<td>Annual increase in customer satisfaction.</td>
<td>Department survey tools</td>
</tr>
<tr>
<td>Aligned Resources</td>
<td>Spending directed at instruction.</td>
<td>% of spending directed at instruction</td>
</tr>
<tr>
<td>Culture of accountability</td>
<td>Utilization rate of balanced scorecards by department, senior leaders.</td>
<td>% of departments and senior leaders using balanced scorecards</td>
</tr>
</tbody>
</table>

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*Image: Three students working together at a table in a library.*
Strategic Goals

GOAL 1
ACCELERATE ACADEMIC ACHIEVEMENT
Provide for all students by ensuring equitable access to rigorous K-12 curriculum, aligned instructional materials and assessments.

GOAL 2
DEVELOPING HUMAN CAPITAL AND PROFESSIONAL CAPACITY
Recruit, support and retain high quality teachers and leaders.

GOAL 3
IMPROVE COMMUNICATION AND DEEPEN COMMUNITY ENGAGEMENT
Build effective communications through meaningful family and community engagement.

GOAL 4
ENSURE SAFETY AND WELLNESS
Strengthen the foundation of a District culture based on high expectations for respect and good citizenship.

GOAL 5
CREATE QUALITY PERFORMANCE MANAGEMENT SYSTEMS
Develop and align instructional support infrastructure, leveraging technology, operations and business services to build a culture of alignment and continuous improvement.
GOAL 1

Accelerate Academic Achievement
for all students by providing equitable access to rigorous curriculum and aligned instructional materials and assessments at all grade levels and all subjects.

> STRATEGY 1.1
  • Develop or adopt aligned curriculum and instructional materials at all grade levels and all subjects.

> STRATEGY 1.2
  • Develop a comprehensive and balanced assessment system designed to deliver high quality, differentiated instruction.

> STRATEGY 1.3
  • Restructure District Office to build districtwide capacity and improve all schools to effectively support implementation of new curriculums and the New York State Common Core Learning Standards.

> STRATEGY 1.4
  • Increase identification, participation and performance in rigorous secondary curriculum offerings developing multiple pathways and enhanced Science/Technology/Engineering/Mathematics (STEM) and Career Technical Education (CTE) programs.

accelerate
verb
increase in amount or extent; undergo a change in velocity

achievement
noun
a thing done successfully, typically by effort, courage, or skill: to reach this stage is a great achievement
GOAL 1
ACCELERATE ACADEMIC ACHIEVEMENT
FOR ALL STUDENTS BY PROVIDING EQUIitable
ACCESS TO RIGOROUS CURRICULUM AND
ALIGNED INSTRUCTIONAL MATERIALS AND
ASSESSMENTS AT ALL GRADE LEVELS
AND ALL SUBJECTS.

STRATEGY 1.1
*Develop or adopt aligned curriculum and instructional materials at all grade levels and all subjects.*


STRATEGY 1.2
*Develop a comprehensive and balanced assessment system designed to deliver high quality, differentiated instruction.*

Support continued professional learning for teachers and administrators to interpret data to guide instruction. Ensure district, school and team/department capacity to routinely use progress monitoring tools and apply effective interventions to accelerate student achievement. New K-12 curriculums and standards will be used to backwards-map the proficiencies for successful college and career readiness, measuring key performance targets at critical junctures. Expand and monitor the implementation of an explicit and comprehensive PreK-12 literacy and numeracy framework and RtI support model and strengthen District progress monitoring to implement skillful interventions to close achievement gaps in reading, writing, and mathematics performance. The District will build a network of literacy teacher leaders to model effective literacy instruction and strategically utilize job-embedded instructional coaching to support a Scientifically-Based Reading Research (SBBR) approach to literacy instruction. The District will develop a skilled RTI teacher leadership team to help schools develop and utilize RtI and universal computer based diagnostic screening tools. A formal program evaluation model and cycle will be adopted to improve K-12 student support systems and programs, including those for special education and English Language Learners in alignment with performance results and graduation expectations.

STRATEGY 1.3
*Restructure District Office to build districtwide capacity and instructional frameworks to effectively support implementation of new curriculums and the New York State Common Core Learning Standards.*

District Office leaders will be organized to work with schools to provide needed resources and support and they will reach out to community organizations to find additional support for schools. District leaders will support teachers and building leaders with ongoing professional development to build the capacity and skills required to effectively implement new curriculums, instructional resources and teaching standards contained within the NYSUT Instructional Framework. As new curricula and instructional materials are provided, they will help articulate the timeline for the selective abandonment of outdated curriculums and programs that distract from quality implementation. District leaders will be held jointly accountable for school results and for identification of model practices for replication district-wide.
District Office-led Teaching and Learning Teams will collaborate with principals and schools by leveraging resources, professional development and flexibility based upon school achievement and student learning data. The District will support the use of a turnaround strategy for the lowest performing schools to pilot innovative systems and structures and scale successful practices throughout the District. A Turnaround Principal/Coach will assist principals supporting improvement efforts using a formal research-based model of turnaround that accelerates school improvement. The District will explore an Early College High School Initiative at Olympia.

STRATEGY 1.4

*Increase identification, participation and performance in rigorous secondary curriculum offerings developing multiple graduation pathways and enhanced Science/Technology/Engineering/Mathematics (STEM) and Career Technical Education (CTE) programs.*

Conduct a districtwide audit of college credit course offerings. Implement high-quality pre-AP/IB strategies and courses in middle and high schools to provide students with expanded access to advanced course offerings using the Broad Education Foundation Tool Kit for Expanding Advanced Placement Access (AP) and recommend a plan to close access and achievements gaps. Implement research proven strategies to increase the number of AP/IB exams administered, while increasing student exam performance and employ strategy to increase participation of under-represented students. Develop and implement a plan to increase participation and performance of students taking the SAT/ACT. The AVID program is being piloted at Olympia with full implementation being anticipated in 2014-15.

Appoint a Blue Ribbon College and Career Readiness Panel stakeholder group of District leaders, teachers, students, community business leaders, higher education partners and STEM professionals to work in partnership with District leadership and design a multi-year plan to link curriculum to career paths and graduation/work readiness. As NYSED continues to develop STEM and CTE programs and expectations, ensure District readiness to respond with innovative and effective programs for students.
GOAL 2

Develop Human Capital and Professional Capacity
by recruiting, supporting and retaining high quality teachers and leaders.

> STRATEGY 2.1
- Develop and implement a refined recruitment and selection process to ensure high quality teachers and leaders to improve student performance.

> STRATEGY 2.2
- Develop teacher and leader career ladder opportunities for recognition and advancement of professional learning.

> STRATEGY 2.3
- Implement an integrated system for advancing teacher growth and student learning, in collaboration with the GTA, anchored in a meaningful system of coaching, supervision and evaluation.

> STRATEGY 2.4
- Refocus and prioritize professional development to ensure alignment to skillful teaching, content knowledge and research based approaches to support a diverse learning population to reach college and career readiness standards.

ca · pac · i · ty
noun
the maximum amount that something can contain; fully occupying the available area or space

cap · i · tal
noun
wealth in the form of assets; wherewithal, means, resources
GOAL 2
DEVELOP HUMAN CAPITAL AND PROFESSIONAL CAPACITY BY RECRUITING, SUPPORTING AND RETAINING HIGH QUALITY TEACHERS AND LEADERS.

STRATEGY 2.1
Develop and implement a refined recruitment and selection process to ensure high quality teachers and leaders.

Design and implement a system that ensures partnerships with colleges and universities to recruit the highest quality and diverse candidates. Utilize effective interview tools to screen and place new personnel and ensure high level hiring standards. Develop an orientation model that will be facilitated by a cross functional team of district staff members. Ensure a welcoming, informative and relevant experience consistently provided to all newly hired Greece Central School District employees aligned with One Vision, One Team, One Greece. Provide for high quality mentoring for new teachers and school leaders and an effective research-based induction model. Create a process to identify, plan for and implement the professional development needs for all non-instructional personnel as determined by performance data.

STRATEGY 2.2
Develop teacher and leader career ladder opportunities for recognition and advancement of professional learning.

Develop and implement a researched-based career pathway plan for teachers and leaders that support their development and helps gain experience and expertise while coaching and assisting other teachers and school leaders. Develop a Greece Leadership Academy model to develop and support Teacher Leaders/Coaches and Principal Leaders/Coaches aligned with best practices. The Greece Central School District has received a $1.47 million grant to partner with the New York City Leadership Academy through June 2014. Teacher Coaches for the NYSUT rubric, Common Core Curriculum and data informed instruction will also be developed and supported through this grant.

STRATEGY 2.3
Implement an integrated system for advancing teacher growth and student learning, in collaboration with the GTA, anchored in a meaningful system of coaching, supervision and evaluation.

Ensure a system of instructional improvement and an alignment with professional development covering content knowledge, use of assessment for instruction and responsive intervention, supervision and evaluation activities. The NYSUT Rubric and system of Teacher Evaluation and Development (TED System) will be piloted in 2012-13.

STRATEGY 2.4
Refocus and prioritize professional development to ensure alignment to skillful teaching, content knowledge and research based approaches to support a diverse learning population to reach college and career readiness standards.

Align professional development resources to supporting the knowledge, skills and outcomes described in the NYSUT Teaching and Learning Rubric and Marzano Leadership Rubric. Professional development will include the effective use of new curriculum frameworks, instructional materials and assessments. Professional development support systems will include a high quality mentoring program aligned with effective instructional practice, data informed instruction, positive behavior intervention and supports PBIS and cultural competence. District professional development will be aligned to address the needs of teachers and leaders as identified through the Strengthening Teacher and Leader Effectiveness Continuum. This will include job-embedded coaching and action-research models. Professional Learning Community practice will also continue to be supported. The District will continue to participate in Labor-Management Collaboration and in US Department of Education Programs related to Collaborating to Transform the Teaching Profession.

Implement quality tools and processes such as the Tri-State Quality Review Rubric to identify exemplary lessons/units that serve as models of Common Core Standards aligned instruction.
GOAL 3

Improve Communication and Deepen Community Engagement through meaningful family and community engagement.

> STRATEGY 3.1
• Improve internal communication to strengthen alignment and impact of District initiatives on student learning.

> STRATEGY 3.2
• Improve customer service and external communications, redesign and update the District’s website and other media tools to provide the community with regular progress reports on school and district performance and solicit feedback on a regular basis.

> STRATEGY 3.3
• Build trust through transparent communication and well-articulated engagement among parents, families, residents and employees.

> STRATEGY 3.4
• Strengthen, expand and align strategic community partnerships to improve student performance.

com·mu·ni·ca·tion
noun
the imparting or exchanging of information or news; the successful conveying or sharing of ideas and feelings

en·gage·ment
noun
an arrangement to do something; the action of engaging or being engaged
GOAL 3
IMPROVE COMMUNICATION AND DEEPEN COMMUNITY ENGAGEMENT THROUGH MEANINGFUL FAMILY AND COMMUNITY ENGAGEMENT.

STRATEGY 3.1
*Improve internal communication to strengthen alignment and impact of District initiatives on student learning.*

Develop a customer service plan with explicit standards and commitments and improve internal communication protocols. A comprehensive Internal District Customer Service and Communications Plan will outline measurable strategies to enhance internal communication. District departments and offices will establish internal customer service and communication plans, aligned with the District’s comprehensive plan, and will include an evaluation of timeliness and quality of service through end-user feedback. A District intranet will be created to increase employee/department/school communication and collaboration.

STRATEGY 3.2
*Improve customer service and external communications, redesign and update the District’s website and other media tools to provide the community with regular progress reports on school and district performance and solicit feedback on a regular basis.*

Implement customer service standards and use a variety of Web 2.0 tools to create a user-friendly, current, interactive experience that is integrated with social media tools to increase transparency, positive public perception and the rapid availability of information. The District will leverage this web presence to provide up-to-date information about initiatives, events, student activities and accomplishments.

An Envision Greece 2017 Data Dashboard will be aligned with the Strategic Plan. The District will create an annual Results Book that releases a comprehensive public report of District progress toward the Strategic Plan measures, in a manner that will enable the community to track progress toward goals. In addition, School Scorecards will report trends and benchmark information on student achievement on state and local performance measures, as well as outcomes on key improvement strategies. The Envision Greece 2017 Data Dashboard will link interim measures to year-end Scorecards designed to predict whether a school or the district is on track to meet its year-end expectations.

STRATEGY 3.3
*Build trust through transparent communication and well articulated engagement among parents, families, residents and employees.*

Design a Family and Student Engagement Plan embedded into School and Department Plans based on student data and input from staff and families. Continue the strong partnership with the Executive Committee of the PTA Council representing all schools to ensure customer and end-user input. Establish multiple channels for conversation and engagement between teachers, school leaders, school staff and families. Utilize a variety of media to inform the community on a timely basis of information essential to meaningful family engagement.

Restructure the Office of Student Services to provide more formal support for Family Engagement, coordination of Family Services Integration and the increased use of formal volunteer programs and community partnerships. Develop a formal Parent University Program to help Greece parents support their children’s personal and academic goals, and a formal Family Friendly Schools Initiative, by school, to increase family involvement in substantive activities to help children to achieve at high levels. A community OASIS Tutoring Model will be created to connect elementary students to an adult reading partner, and the District will open a dedicated phone line for parent assistance to ensure high quality parent support and improved responsiveness to individual parents/students requiring support. The district will increase the use of feedback tools, perception studies and scorecards to measure impact of initiatives on performance.

STRATEGY 3.4
*Strengthen, expand and align strategic community partnerships to improve student performance.*

Create formal partnerships with Greece community organizations to strengthen citizenship and career readiness through internships, service learning and community service. Continue partnerships between the District and community agencies through the Board of Education Equity and Excellence Committee. Continue to develop a formal strength-based community wraparound service model to support a Community Schools approach. The District has applied for 21st Century Community Learning Centers grant to extend the school day for students in elementary Focus Schools. Seek opportunities to expand arts and cultural programs, athletics, physical wellness, and enrichment and community partnerships and work closely with the Greece Education Foundation to secure support for program enrichment. Expand partnerships with higher education programs to strengthen college and career readiness.
GOAL 4

Ensure Safety and Wellness
by strengthening the foundation of a District culture based on high expectations for respect and good citizenship.

> STRATEGY 4.1
  • Improve security and prevention efforts to ensure students, staff and visitors are secure while on District campuses.

> STRATEGY 4.2
  • Implement Positive Behavioral Interventions and Supports and the Olweus Bullying Prevention Program.

> STRATEGY 4.3
  • Support students identified as at risk and establish effective drop out prevention programs to increase high school graduation rates.

> STRATEGY 4.4
  • Promote standards-based school counseling and mental health programs to improve achievement and to integrate social, health and other services through interagency collaboration.

**cit • i • zen • ship**

*noun*

membership in a community; the quality of an individual’s response to membership in a community

**safe • ty**

*noun*

the condition of being protected from or unlikely to cause danger, risk, or injury
GOAL 4
ENSURE SAFETY AND WELLNESS
BY STRENGTHENING THE FOUNDATION OF A
DISTRICT CULTURE BASED ON HIGH
EXPECTATIONS FOR RESPECT AND
GOOD CITIZENSHIP.

STRATEGY 4.1
Improve security and prevention efforts to ensure
students, staff and visitors are secure while on District
campuses.

A central focus of Greece Central Schools is to promote a
secure, safe, healthy and culturally responsive environment
for students and employees. The District is conducting a
security, prevention and response analysis in 2012-13 to
update existing District and school site emergency plans.
The District will enhance security protocols at Greece
facilities and update and implement training programs
including online programs for campus emergency response.
Partnerships with law enforcement and emergency manage-
ment will be continued to provide well-coordinated preven-
tion and response systems.

STRATEGY 4.2
Implement Positive Behavioral Interventions and Sup-
ports and the Olweus Bullying Prevention Program.

Each school will fully implement Positive Behavioral
Interventions and Supports (PBIS) in alignment with
national models of prevention, intervention and school-
based wraparound. PBIS requires the use of discipline data
and evidence-based behavioral practice to improve student
conduct. Each school will fully implement Olweus Bullying
Prevention Program in alignment with national standards of
practice and report on stages of implementation and results
annually for each school and District transportation, food
service and security departments. District schools will
expand the use of an early warning tracking system to
provide appropriate interventions for students with behav-
ioral/motivational/and attendance issues.

STRATEGY 4.3
Support students identified as at risk and establish
effective drop out prevention programs to increase high
school graduation outcomes.

Expand the feedback loop with students to build responsive
programs and services. Implement Quality Academic
Centers, Pyramid Response to Intervention, Right Reason
Technology, Twilight Academies, Newcomers Academy,
Adventure Based Counseling, Individual Learning Plans and
other models aligned with increased secondary school
graduation rates for all students. Further develop Bridges and
the Re-Engagement Center to align with local and national
models of excellence. Leverage smaller alternative settings,
competency based courses, learning recovery, credit recovery,
on-line coursework, career academies and flexible schedules
to provide cost effective multiple pathways to graduation.

STRATEGY 4.4
Promote standards-based school counseling and mental
health programs to improve achievement and to integrate
social, health and other services through interagency
collaboration.

Conduct a counseling program evaluation and align practice
with national standards. Develop a School/Community
Health Task Force to create a strong Community Schools
model as identified by the Coalition for Community Schools.
Prepare for pilot programs in focus schools to address
barriers to learning. The District has applied for a 21st
Century Community Learning Centers grant to pilot
restructuring the school day schedule to extend learning time
and integrate student and family services. Prioritize health
objectives and create a Health Agenda for all schools to
improve student readiness to learn. The Greece Health
Agenda 2017 will address eight components of coordinated
school health: nutrition, mental health services, physical
activity, direct health services, family/community/staff
involvement in healthy activities, safe and healthy learning
environments, mental health wraparound teams and support.
GOAL 5

Create Quality Performance Management Systems
by developing and aligning instructional support infrastructure, technology, operations and business services with national industry standards.

> STRATEGY 5.1
• Strengthen the District accountability model for improved achievement, attendance and citizenship/conduct.

> STRATEGY 5.2
• Adopt a multi-year budgeting model and enhance processes and practices in all business environments to increase efficiency, transparency and performance.

> STRATEGY 5.3
• Create Department Performance Plans aligned with Strategic Plan Goals.

> STRATEGY 5.4
• Continue to enhance processes and practices in all Facilities and Operations Departments.

per • for • mance
noun
the action or process of carrying out or accomplishing an action, task, or function

sys • tems
noun
a set of connected things or parts forming a complex whole, in particular
GOAL 5
CREATE QUALITY PERFORMANCE MANAGEMENT SYSTEMS BY DEVELOPING AND ALIGNING INSTRUCTIONAL SUPPORT INFRASTRUCTURE, TECHNOLOGY, OPERATIONS AND BUSINESS SERVICES WITH NATIONAL INDUSTRY STANDARDS.

STRATEGY 5.2
Adopt a multi-year budgeting model and enhance processes and practices in all business environments to increase efficiency, transparency and performance.

The District will implement multi-year budgeting focusing on long-term financial stability. Identify cost drivers and revenue trends to project long-term expenses and revenues while monitoring public policy, economic and political trends. The operating budget will be aligned to the Strategic Plan through a Quality Based Budgeting Process designed for Spring 2013 introduction. Internal business communication practices will be streamlined via electronic medium (master calendars, podcasts, Microsoft SharePoint, etc.) In addition, the District will continue to seek opportunities for efficiency and align funding with student learning results.

STRATEGY 5.3
Create Department Performance Plans aligned with Strategic Plan Goals to support engagement and ownership.

All District offices will identify the various customers they support and design and display a balanced scorecard with key indicators, benchmarks and targets. Each department will also establish a Quality Service Plan of Action for continuous improvement. The Department of Human Resources will support training in the Baldridge Criteria for Performance Excellence, CQAS Lean Six Sigma and project management standards and practices to assist all departments to map out key performance indicators to increase efficiency and service quality. Ongoing training for improved communications and excellence in customer service will be available for all staff to improve both the process and the quality of service.

STRATEGY 5.4
Continue to enhance processes and practices in all Facilities and Operations Departments.

Operational Departments (e.g. Transportation, Facilities and Operations, Food Service and Technology) serve and support all staff and students across the District. Greece will continue to increase green efforts to become more energy efficient as measured by cost savings and energy usage. The District will also implement new requirements in Child Nutrition Services to support student health and wellness as measured by national standards. The District will continue to plan carefully for building modernization, energy conservation and transportation optimization as compared to baseline measures to ensure quality, service and efficiency.

STRATEGY 5.1
Strengthen the District performance model to increase staff capacity and leadership.

The Envision Greece 2017 Data Dashboard will provide up-to-date information and keep the community informed of our progress and challenges. A cross-functional Data Dashboard Team will continue to improve user friendly reports and develop regular performance evaluations. An annual Results Book, School Scorecards, Data Dashboards, Student Information Data Warehouse and internal communication tools will ensure that departments and schools are supported to align their work to improve student achievement. Through application of a systematic cycle of continuous improvement, organizational structures and operational systems will be regularly monitored to improve service delivery to schools. The Greece Focus School Model will improve low performing schools as well as recognize schools whose academic achievement warrants increasing levels of autonomy. A formal research based program evaluation model that includes an assessment of planning, implementation and sustainability of programs and the effect on student achievement will be developed in 2013.
Goals & Strategies

**Goal 1**
Accelerate Academic Achievement

- Strategy 1.1 — Develop or adopt aligned curriculum and instructional materials at all grade levels and all subjects.
- Strategy 1.2 — Develop a comprehensive and balanced assessment system designed to deliver high quality, differentiated instruction.
- Strategy 1.3 — Restructure District Office to build districtwide capacity and instructional frameworks to effectively support implementation of new curriculums and the New York State Common Core Learning Standards.
- Strategy 1.4 — Increase identification, participation and performance in rigorous secondary curriculum offerings developing multiple graduation pathways and enhanced Science/Technology/Engineering/Mathematics (STEM) and Career Technical Education (CTE) programs.

**Goal 2**
Develop Human Capital and Professional Capacity

- Strategy 2.1 — Develop and implement a refined recruitment and selection process to ensure high quality teachers and leaders.
- Strategy 2.2 — Develop teacher and leader career ladder opportunities for recognition and advancement of professional learning.
- Strategy 2.3 — Implement an integrated system for advancing teacher growth and student learning, in collaboration with the GTA, anchored in a meaningful system of coaching, supervision and evaluation.
- Strategy 2.4 — Refocus and prioritize professional development to ensure alignment to skillful teaching, content knowledge and research based approaches to support a diverse learning population to reach college and career readiness standards.

**Goal 3**
Improve Communication and Deepen Community Engagement

- Strategy 3.1 — Improve internal communication to strengthen alignment and impact of District initiatives on student learning.
- Strategy 3.2 — Improve customer service and external communications, redesign and update the District's website and other media tools to provide the community with regular progress reports on school and district performance and solicit feedback on a regular basis.
- Strategy 3.3 — Build trust through transparent communication and well articulated engagement among parents, families, residents and employees.
- Strategy 3.4 — Strengthen, expand and align strategic community partnerships to improve student performance.

**Goal 4**
Ensure Safety and Wellness

- Strategy 4.1 — Improve security and prevention efforts to ensure students, staff and visitors are secure while on District campuses.
- Strategy 4.2 — Implement Positive Behavioral Interventions and Supports and the Olweus Bullying Prevention Program.
- Strategy 4.3 — Support students identified as at risk and establish effective drop out prevention programs to increase high school graduation outcomes.
- Strategy 4.4 — Promote standards-based school counseling and mental health programs to improve achievement and to integrate social, health and other services through interagency collaboration.

**Goal 5**
Create Quality Performance Management Systems

- Strategy 5.1 — Strengthen the District performance model to increase staff capacity and leadership.
- Strategy 5.2 — Adopt a multi-year budgeting model and enhance processes and practices in all business environments to increase efficiency, transparency and performance.
- Strategy 5.3 — Create Department Performance Plans aligned with Strategic Plan Goals to support engagement and ownership.
- Strategy 5.4 — Ensure resource stewardship through maximum organization performance.
Strategic Plan Resources


Reeves, Douglas. (2010). *Transforming Professional Development into Student Results.* ASCD: Alexandria, VA.


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