VICTOR CENTRAL SCHOOL
STRATEGIC PLAN
2022 – 2027

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Superintendent of Schools

VICTOR CENTRAL
SCHOOL DISTRICT

The Victor Central School District Strategic Plan consists of 3 primary areas of focus:

I. **Culture:** Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

A. **Mission, Vision Values**
B. **Staff** *(Retention; Wellness and Support; Collaboration)*
C. **Resources** *(Budget; Facilities; Safety; Technology)*
D. **Consistency and Continuity** *(Building Configuration; Maximizing opportunities; Organizational systems; Transitions)*
E. **Diversity, Equity, and Inclusion** *(Community/Communication; Culturally Affirming Awareness and Practices; Inclusive Opportunities and Exposure; Supporting Diverse Populations)*
F. **Communication** *(Internal; External; Systems of Communication)*

II. **Learning and Instruction:** Develop a comprehensive process and systems that positively impact all students' academic success.

A. **Curriculum and Instruction** *(Assessment and Grading; Assessment of Current Curriculum; Data; Development)*
B. **Professional Learning** *(Professional Learning Plan; Stakeholder Committee)*
C. **Student Achievement** *(Vision)*

III. **Student Supports and Opportunities:** Maximize student support and opportunities so every student can achieve their full potential.

A. **Special Education**
B. **Student Services** *(ELL; Maximizing Opportunities; Related Services; MTSS, RtI & Academic Interventions; Social Emotional Learning Student Support; Social Emotional Learning Staff Support)*
C. **Other Supports and Services** *(Accelerated; Classroom Supports; College and Career Support; Parent Support)*

I. <u>Culture:</u> Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

A. Mission, Vision, Values: To develop district mission, vision and values.

Key Person: **Superintendent of Schools**

Task	Facilitator	Year to Begin (1 – 5)
1.Create a process for development of district mission, vision and values	**Superintendent of Schools**	1
2. Develop a process for sharing the district strategic plan and management plan	**Superintendent of Schools**	1
3. Develop building expectations for creating goals aligned with strategic plan using similar format/structure throughout the district, as appropriate		2
4. Ensure that budget priorities are aligned with mission, vision, values		2
5. Develop public relations plan to share and communicate district mission, vision, values		2

I. <u>Culture:</u> Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

B. Staff: *Retention and Support*: To promote an environment where staff feel valued and supported.

Key Person: **Assistant Superintendent for Personnel**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
6. Create and employ an exit interview process	**Assistant Superintendent for Personnel**	1
7. Analyze data on staff retention and longevity		2
8. Evaluate current evaluation process to examine effectiveness, role in promotions, support and retention		4
9. Ensure consistency among all staff in supports, evaluation expectations		4
10. Review current mentoring plan for all staff		4
11. Provide access to instructional coaching support past probationary period to provide assistance and support		4

B. Staff: *Wellness*: To promote an environment where staff feel valued and supported.

Key Person: **Assistant Superintendent for Personnel**

Task	**Facilitators**	**Year to Begin (1 – 5)**
12. Collect feedback from staff on barriers to staff wellness	**Assistant Superintendent for Personnel**	1
13. Redefine wellness committee	**Assistant Superintendent for Personnel**	1
14. Create opportunities for staff to connect with colleagues within buildings and across district		2
15. Develop a staff wellness plan that is updated annually		2
16. Create social-emotional learning opportunities for all staff		3
17. Develop PK – 12 wellness opportunities		3

I. <u>Culture:</u> Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

B. Staff: *Collaboration*: To promote an environment where staff feel valued and supported.

Key Person: **Assistant Superintendent for Instruction**

Task	Facilitators	Year to Begin (1 – 5)
18. Re-organize district wide committees to plan use of conference days and opportunities to collaborate		2
19. Increase opportunities for building and department collaboration		2
20. Survey staff for feedback on current state of collaboration opportunities and identify gaps in opportunities (reference task 88)		3
21. Create research based professional development on how to effectively collaborate (reference task 88)		3
22. Identify current state of common planning time and identify ways to increase these common times and purpose of common planning (reference task 150)		3

I. <u>Culture:</u> Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

C. Resources: *Budget*: Evaluate the state of current resources to inform future decision-making.

Key Person: **Assistant Superintendent for Business**

Task	Facilitator(s)	Year to Begin (1 – 5)
23. Develop consistent building and department processes for budget development	**Assistant Superintendent for Business**	1
24. Develop a regular and transparent analysis of the state of the budget process	**Assistant Superintendent for Business**	1
25. Develop communication regarding the annual and future budget planning		2

I. <u>Culture:</u> Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

C. Resources: *<u>Facilities</u>*: Evaluate the state of current resources to inform future decision-making.

Key Person: **Assistant Superintendent for Business**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
26. Collaboratively determine the current state of existing facilities including cleanliness	**Director of Facilities and Operations**	1
27. Establish reporting process in each building for facility concerns	**Director of Facilities and Operations**	1
28. Identify needs and prioritize for planning in building conditions		2
29. Develop an inclusive process for regular and long-term facility planning		3

I. <u>Culture:</u> Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

C. Resources: *Safety*: Evaluate the state of current resources to inform future decision-making.

Key Person: **Director of Facilities & Operations**

Task	Facilitator(s)	Year to Begin (1 – 5)
30. Conduct building safety analysis to identify major safety concerns	**VCS Safety Coordinator**	1
31. Develop response plan to address safety concerns in all facilities	**VCS Safety Coordinator**	1
32. Conduct safety gap analysis to identify gaps in safety and security		2
33. Develop communication plan focused on safety resources within district		2

C. Resources: *Technology*: Evaluate the state of current resources to inform future decision-making.

Key Person: **Director of Technology**

Task	Facilitator(s)	Year to Begin (1 – 5)
34. Develop a multi-year instructional technology plan aimed at increasing access, professional development, technology integration, infrastructure and device acquisition		2
35. Develop procedures for all staff to request technology, including software (recognizing Ed. Law 2D)		3
36. Analyze Technology Department staffing needs		3

I. <u>Culture:</u> Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

D. Consistency and Continuity: *<u>Building configuration</u>*: To analyze current K – 12 structures and procedures to determine the most effective way to serve our students, families and staff.

Key Person: **Superintendent of Schools**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
37. Form a district committee of all stakeholders to evaluate the current effectiveness of building structure	**Superintendent of Schools**	1
38. Conduct best-practice research looking at similar size districts to analyze their building structures	**Superintendent of Schools**	1
39. Develop building structure plan as it relates to grade level configuration and minimizing transitions for students		2
40. Communicate the building structure plan to all stakeholders		3

D. Consistency and Continuity: *<u>Maximizing opportunities:</u>* Analyze current K – 12 structures and procedures to determine the most effective way to serve our students, families and staff.

Key Person: **Assistant Superintendent for Instruction**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
41. Create periodic review system of building master schedules to ensure students have access to all opportunities		3
42. Create system to ensure all curriculum is visible and accessible to parents K – 12		4
43. Identify any barriers to full-access by every student and find viable solutions		4

I. Culture: Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

D. Consistency and Continuity: *Organizational Systems*: To strengthen organizational systems to improve consistency and continuity PK – 12.

Key Person: **Assistant Superintendents of Personnel, Business, Pupil Services and Instruction**

Task	Facilitator(s)	Year to Begin (1 – 5)
44. Develop expectations for building and district committee work that aligns with district priorities and the strategic plan	**Assistant Superintendents**	1
45. Develop organizational charts (administration, committees, teacher leadership) which outline job responsibilities, accountability and definitions for positions and responsibilities	**Assistant Superintendents**	1
46. Review all job descriptions and revise as needed	**Assistant Superintendents**	1
47. Conduct a gap analysis on staff infrastructure (administrator, teacher, committees, opportunities) using comparative data from similar and benchmark districts		2
48. Develop a long-term plan to correct identified gaps in staffing, committees, opportunities		3

D. Consistency and Continuity: *Transitions:* To strengthen organizational systems to improve consistency and continuity PK – 12.

Key Person: **Assistant Superintendent for Instruction & Assistant Superintendent for Pupil Services**

Task	Facilitator(s)	Year to Begin (1 – 5)
49. Identify policies between buildings (for example: recess, holidays, discipline, homework, progress reports) and explore where consistency can be increased and improved		2
50. Conduct a master schedule and letter day review, creating consistent practices Pk – 6, 7 – 12.		3
51. Analyze transition experiences for secondary students to identify gaps and subsequent needs		4
52. Create transition assistance plan for students and parents in order to improve experiences from building to building		5

I. <u>Culture:</u> Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

E. Diversity, Equity and Inclusion: *<u>Community/Communication</u>*: To foster an inclusive and equitable community that empowers all stakeholders to value diversity.

Key Person: **Superintendent of Schools**

Task	Facilitator(s)	Year to Begin (1 – 5)
53. Develop community exposure awareness plan focused on Diversity, Equity and Inclusion allowing the District to share focus with parents and community		2
54. Develop learning opportunities for the community focused on Diversity, Equity and Inclusion		3

E. Diversity, Equity and Inclusion: *<u>Culturally Affirming Awareness and Practices:</u>* To foster an inclusive and equitable community that empowers all stakeholders to value diversity.

Key Person: **Superintendent of Schools**

Task	Facilitator(s)	Year to Begin (1 – 5)
55. Develop extensive professional development focused on practices for Culturally Responsive-Sustaining Framework	**Assistant Superintendent for Instruction, Director of Humanities and Professional Learning**	1
56. Create Diversity, Equity and Inclusion Team who creates a multi-year plan	**Superintendent of Schools**	1
57. Analyze Board of Education policies (including the Code of Conduct) to ensure alignment with Diversity, Equity and Inclusion initiatives		2
58. Review disciplinary/response data to identify trend patterns in relation to diverse populations, including students with disabilities		2
59. Introduce restorative practices in all buildings		3

I. <u>Culture:</u> Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

E. Diversity, Equity and Inclusion: *<u>Inclusive Opportunities and Exposure</u>*: To foster an inclusive and equitable community that empowers all stakeholders to value diversity.

Key Person:**Superintendent of Schools**

Task	Facilitator(s)	Year to Begin (1 – 5)
60. Create a hiring plan focused on attracting a diverse staff in alignment with national statistics	**Assistant Superintendent for Personnel**	1
61. Develop a plan to initiate or improve diversity awareness and acceptance for students, staff and community	**Assistant Superintendent for PS, Assistant Superintendent for Instruction**	1
62. Analyze subgroup enrollment (accelerated/college level coursework, AIS, Special Education, etc.)		2
63. Analyze extracurricular involvement by subgroup populations and develop a plan to increase participation, if necessary		2

E. Diversity, Equity and Inclusion: *<u>Supporting Diverse Populations</u>*: To foster an inclusive and equitable community that empowers all stakeholders to value diversity.

Key Person: **Assistant Superintendent for Instruction and Pupil Services**

Task	Facilitator(s)	Year to Begin (1 – 5)
64. Define subgroups and create student support systems to ensure that diverse populations feel supported, valued and affirmed		2
65. Create opportunities for cultural awareness and appreciation		3

I. <u>Culture:</u> Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

F. Communication: *<u>External Communication</u>*: To improve internal and external communication practices.

Key Person:**Superintendent of Schools**

Task	Facilitator(s)	Year to Begin (1 – 5)
66. Identify/analyze how parents are communicated with and for what purpose (information vs. resources)		2
67. Create consistent expectations for school to home communication by teachers, the building and the district		3
68. Create expectations with community on means to appropriately communicate with teachers, building, district		3

F. Communication: *<u>Internal Communication</u>*: To improve internal and external communication practices.

Key Person: **Superintendent of Schools**

Task	Facilitator(s)	Year to Begin (1 – 5)
69. Create formal chain of command for staff to follow	**Superintendent of Schools**	1
70. Analyze current means of communication to students regarding opportunities and pertinent information		2
71. Develop communication channels for student use, including a chain of command for students to better understand district resources		3
72. Develop consistent practices of communication among all buildings		3
73. Identify district-wide opportunities for unified messages, efforts and activities		4

I. <u>Culture:</u> Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

F. Communication: *<u>Systems of communication</u>*: To improve internal and external communication practices.

Key Person: **Superintendent of Schools**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
74. Develop ongoing evaluation system to ensure effectiveness of current systems of communication being used within the district and to all stakeholders		4
75. Develop a communication chain of command for parents to serve as a guide for knowing who should be contacted		4
76. Develop a plan to maximize parents and community involvement in our schools		5
77. Create a parent and student resource guide identifying opportunities for involvement at each school		5

II. <u>Learning and Instruction:</u> Develop comprehensive processes and systems that positively impact all students' academic success.

A. Curriculum and Instruction: *<u>Assessment and Grading</u>*: To develop an aligned, guaranteed, and viable pK – 12 curriculum to meet the needs of all students.

Key Person: **Assistant Superintendent for Instruction**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
78. Explore research-based best practices and purposes for assessment and grading		2
79. Define Victor's grading philosophy		2
80. Implement and communicate consistent policies and practices related to assessment and grading		3
81. Evaluate and refine assessment and grading policies and practices		4

A. Curriculum and Instruction: *<u>Assessment of Current Curriculum</u>*: To develop an aligned, guaranteed, and viable PK – 12 curriculum to meet the needs of all students.

Key Person: **Assistant Superintendent for Instruction**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
82. Define curriculum	**Directors of Instruction**	1
83. Conduct an internal curriculum audit	**Directors of Instruction**	1
84. Review state and national mandates	**Directors of Instruction**	1
85. Evaluate and refine existing curriculum	**Directors of Instruction**	1

II. <u>Learning and Instruction:</u> Develop comprehensive processes and systems that positively impact all students' academic success.

A. Curriculum and Instruction: *<u>Data</u>*: To develop an aligned, guaranteed, and viable PK – 12 curriculum to meet the needs of all students.

Key Person: **Assistant Superintendent for Instruction**

Task	Facilitator(s)	Year to Begin (1 – 5)
86. Identify instructional goals that align with student achievement	**Directors of Instruction, Building Leaders**	1 and annually
87. Determine instructional data review process		2
88. Evaluate and refine instructional data review process		3

A. **Curriculum and Instruction:** *<u>Development</u>:* To develop an aligned, guaranteed, and viable PK – 12 curriculum to meet the needs of all students.

Key Person: **Assistant Superintendent for Instruction**

Task	Facilitator(s)	Year to Begin (1 – 5)
89. Determine a consistent process for curriculum writing, including a template	**Directors of Instruction, VCS Curriculum Council**	1
90. Explore and determine a common curriculum repository		2
91. Develop a process to ensure vertical alignment		2
92. Develop a process to pilot, implement and review curriculum		3

II. <u>Learning and Instruction:</u> Develop comprehensive processes and systems that positively impact all students' academic success.

B. Professional Learning: *<u>Professional Learning Plan</u>:* To create, communicate, and maintain a plan for professional learning that will prepare staff to optimize student growth and achievement, while supporting individual, building and district goals.

Key Person: **Assistant Superintendent for Instruction**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
93. Develop professional learning plan	**Assistant Superintendent for Instruction, Director of Humanities & Professional Learning**	1 and annually
94. Establish a timeline for implementation of plan	**Assistant Superintendent for Instruction**	1
95. Develop processes for communicating plan		2
96. Develop processes for evaluation and refinement		2
97. Evaluate and refine professional learning plan implementation		3

II. <u>Learning and Instruction:</u> Develop comprehensive processes and systems that positively impact all students' academic success.

B. Professional Learning: *<u>Stakeholder Committee</u>*:To create, communicate, and maintain a plan for professional learning that will prepare staff to optimize student growth and achievement, while supporting individual, building and district goals.

Key Person**: Assistant Superintendent for Instruction**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
98. Gather data on current state of professional learning opportunities	**Director of Humanities and Professional Learning**	1
99. Analyze delivery systems and best practices for professional development and make recommendations for adopting/adapting (reference tasks 18 and 19)		3
100. Evaluate professional development connection to student growth, including student subgroup achievement		4
101. Establish accountability systems		4
102. Evaluate and refine professional development processes and procedures		5

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II. <u>Learning and Instruction:</u> Develop comprehensive processes and systems that positively impact all students' academic success.

C. Student Achievement: *<u>Vision</u>*: To foster a learning environment that supports high levels of student achievement for all.

Key Person: **Assistant Superintendent for Instruction and Assistant Superintendent for Pupil Services**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
103. Define pertinent student achievement and identify benchmark data to be used for analysis and comparison	**Directors**	1
104. Evaluate student achievement based on relevant benchmark data	**Directors**	1
105. Analyze student performance data.	**Directors and Building Administration**	1
106. Develop a plan to increase student achievement (with a specific focus on student sub-groups)	**Directors and Building Administration**	1
107. Research and identify instructional best practices for all students		2
108. Identify potential opportunity barriers to high level achievement and determine a plan to mitigate these barriers		3
109. Identify and develop systems to communicate instructional best practices		4
110. Evaluate and refine systems to review student achievement		5

III. **Student Supports and Opportunities:** Maximize student support and opportunities so every student can achieve their full potential.

A. **Special Education:** To create a vision and identify processes and supports to promote student growth and achievement

Key Person: **Assistant Superintendent for Pupil Services**

Task	Facilitator(s)	Year to Begin (1 – 5)
111. Develop a district vision and mission pertaining to special education	**Assistant Superintendent for Pupil Services**	1
112. Access the "Berry" report to identify areas in need of improvement	**Assistant Superintendent for Pupil Services**	1
113. Evaluate current Committee on Special Education processes and identify inefficiencies and inconsistencies	**Directors of K-6/7-12 Special Education**	1
114. Evaluate current gaps in the continuum of special education services and programs	**Directors of K-6/7-12 Special Education**	1
115. Use data analysis to ensure students receive appropriate programming	**Directors of K-6/7-12 Special Education**	1
116. Evaluate existing resources for teachers and students with disabilities	**Directors of K-6/7-12 Special Education**	1
117. Ensure teachers and aides working in high-needs special education classrooms have the appropriate supports, training and staffing	**Directors of K-6/7-12 Special Education, Building Administration**	1

III. **Student Supports and Opportunities:** Maximize student support and opportunities so every student can achieve their full potential.

B. Student Services: *Multi-Tiered Systems of Support (MTSS), Response to Intervention(RtI) and Academic Interventions:* To create, align, and communicate district procedures, philosophies surrounding highly effective student supports

Key Person: **Assistant Superintendent for Instruction, Assistant Superintendent for Pupil Services**

Task	Facilitator(s)	Year to Begin (1 – 5)
118. Evaluate current academic interventions available across the district	**Directors**	1
119. Research and evaluate the systems and structures of RtI and MTSS	**Directors**	1
120. Develop a district wide RtI Plan, including a process for annual plan review.	**Assistant Superintendent for Instruction, Assistant Superintendent for Pupil Services**	1
121. Develop policy and procedures for provision of academic intervention, such as entrance/exit of students	**Directors**	1
122. Refine RtI practices, aligned to district plan		2
123. Evaluate and extend the RtI/MTSS professional development opportunities offered		2
124. Develop a district wide MTSS Plan, including a process for annual plan review.		3
125. Communicate and educate all district staff		3

III. **Student Supports and Opportunities:** Maximize student support and opportunities so every student can achieve their full potential.

B. Student Services: *English Language Learners (ELL)*: To create, align, and communicate district procedures, philosophies surrounding highly effective student supports

Key Person: **Assistant Superintendent for Instruction**

Task	Facilitator(s)	Year to Begin (1 – 5)
126. Evaluate and share the current supports in core subject areas for English Language Learners (ELL)	**Director of Humanities and Professional Learning**	1
127. Evaluate the current available supports for social-emotional well-being of ELL students	**Director of Humanities and Professional Learning**	1
128. Gather data and compare to benchmark districts to identify gaps in support services for ELL students		2
129. Identify professional development needs for all staff		2

III. **Student Supports and Opportunities:** Maximize student support and opportunities so every student can achieve their full potential.

B. **Student Services**: *Maximizing Opportunities:* Analyze current K – 12 structures and procedures to determine the most effective way to serve our students, families and staff.

Key Person: **Assistant Superintendent for Instruction**

Task	Facilitator(s)	Year to Begin (1 – 5)
130. Create periodic review system of building master schedules to ensure students have access to all opportunities		3
131. Create system to ensure all curriculum is visible and accessible to parents K – 12		4
132. Identify any barriers to full-access by every student and find viable solutions		4

B. Student Services: *Related Services (Occupational Therapy, Physical Therapy, Speech, Counseling, Psychologists, Social Workers, Adapted Physical Education, Music Therapy, Assistive Technology)*: To create, align, and communicate district procedures, philosophies surrounding highly effective student supports

Key Person: **Assistant Superintendent for Pupil Services**

Task	Facilitator(s)	Year to Begin (1 – 5)
133. Audit caseloads of providers in comparison to best practices and state requirements	**Directors of Special Education**	1
134. Research and evaluate the services available in each building	**Directors of Special Education**	1
135. Compare current resources to needs and make necessary corrections		3

III. **Student Supports and Opportunities:** Maximize student support and opportunities so every student can achieve their full potential.

B. Student Services: *Social-Emotional Learning- Student Support :* To create, align, and communicate district procedures and philosophies surrounding highly effective student supports

Key Person: **Assistant Superintendent for Pupil Services**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
136. Create systems to regularly assess stressors on students	**Assistant Superintendent for Pupil Services and Building Administration**	1
137. Adjust practices, procedures and expectations to reduce and manage stress for students		2
138. Provide students with tools to manage stressors		2
139. Provide professional development for staff to understand how to support students with social-emotional needs		2
140. Detail the progression of tiered interventions for SEL support within the district MTSS plan.		3
141. Provide targeted instruction for students to learn SEL competencies		3

III. **Student Supports and Opportunities:** Maximize student support and opportunities so every student can achieve their full potential.

B. Student Services: *Social-Emotional Learning Staff Support*: To create, align, and communicate district procedures and philosophies surrounding highly effective student supports

Key Person: **Assistant Superintendent for Personnel**

Task	Facilitator(s)	Year to Begin (1 – 5)
142. Assess current staffing need to ensure all student social emotional needs are met		2
143. Create clarity around job responsibilities and roles of staff related to social-emotional learning		2
144. Create a continuum of SEL services across all grade levels, included in the District MTSS Plan.		3

C. Other Supports and Services: *Accelerated programs* : To maximize additional internal and external supports

Key Person: **Assistant Superintendent for Instruction**

Task	Facilitator(s)	Year to Begin (1 – 5)
145. Analyze supports available in each building for students needing accelerated/challenging programs and opportunities		3

C. Other Supports and Services: *Classroom Support*: To maximize additional internal and external supports offered to all students in the classroom.

Key Person: **Assistant Superintendent for Personnel**

Task	Facilitator(s)	Year to Begin (1 – 5)
146. Conduct an audit of current classroom supports offered to all students	**Building Administration**	2
147. Review students supports offered by benchmark districts and consider opportunities for implementation	**Assistant Superintendent for Personnel**	3

III. **Student Supports and Opportunities:** Maximize student support and opportunities so every student can achieve their full potential.

C. Other supports and services: *College and Career Supports*: To maximize additional internal and external supports

Key Person: **Assistant Superintendent of Instruction and Assistant Superintendent for Pupil Services**

Task	Facilitator(s)	Year to Begin (1 – 5)
148. Investigate current offerings and resources		3
149. Investigate and compare to benchmark district offerings and resources		3
150. Evaluate current communication methods of offerings and resources to parents and students		4

C. Other supports and services: *Parent Support:* To maximize additional internal and external supports

Key Person: **Assistant Superintendent for Pupil Services**

Task	Facilitator(s)	Year to Begin (1 – 5)
151. Examine current supports offered by district to parents		2
152. Investigate ways to assist parents to navigate the Committee on Special Education process		3
153. Develop a district-wide communication policy and procedures		4
154. Investigate ways to assist parents with unique needs		5

III. **Student Supports and Opportunities:** Maximize student support and opportunities so every student can achieve their full potential.

C. Other supports and services: *Student monitoring:* Analyze current K – 12 structures and procedures to determine the most effective way to serve our students, families and staff.

Key Person: **Assistant Superintendent for Instruction and Assistant Superintendent for Pupil Services**

Task	**Facilitator(s)**	**Year to Begin (1 – 5)**
155. Utilize a database which follows each student and outlines their services and supports		4
156. Address chronic absenteeism in context of age and environment through clearly defined protocols		4