

Dear Core Planning Team:

The Measurement Team members would like to express our gratitude and appreciation for the opportunity to help shape the future of the Wappingers Central School District. As individuals, each one of us is profoundly committed to the future you have envisioned for our students and school community. We, as a group, would like you to know that we can be counted on to continue to play a role in the process. We wholeheartedly support this endeavor, and are committed to ensuring its success.

Attached herewith, you will find the tools and plans we have created to make our vision a reality. In addition, we would like to articulate some important (thoughts/suggestions) that relate to the successful implementation of our Strategic Plan.

We recommend that thoughtful consideration be given to timing and pacing as we implement our plan. The pacing of activities should be ongoing, and not overwhelming or underwhelming for our school community. In order to maintain enthusiasm about our endeavors, a clear and succinct implementation timeline should be communicated to all stakeholders.

We recommend the formation of a District Steering Committee to ensure timely progress towards our end goals. We hope that the resources available to us in the district can be used to disseminate information quickly, practically, and effectively to the largest possible audience of stakeholders. We believe that continuous, clear, and consistent communication about the Plan and its implementation will be critical to gaining trust. It is essential that implementation be approached with a spirit of collaboration, patience, and inclusiveness so that people commit to our mission and actively contribute to achieving it.

One of our Strategic Objectives states: *“By 2019, all of our students will continuously explore possibilities in order to identify and pursue their passions.”* We envision this objective being met at the secondary level, and recommend that the required time and resources be allocated to foster individual and meaningful relationships with students.

The actions we are proposing represent significant changes in the work of our staff and stakeholders. Our recommendation is that we are honest in the amount of change and effort that will be necessary to successfully accomplish our goals. Providing staff members with the time and resources to make changes in thinking and practice will ensure the shift in vision required to make our transformation successful, and ensuring that ALL students have the opportunity to become reflective, life-long learners who strive for excellence and reach their highest potential in all their endeavors.

We are excited about our future, and truly understand that the overall mission is for the benefit of our students and the future of this community.

Very Sincerely,

The Measurement Team

Wappingers Central School District Measurement Implementation Summary March 2014

The Core Planning Team developed core values, mission, and three strategic objectives as part of the strategic planning process.

The mission of the WCSD is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.

The strategic objectives are measurable expressions of the mission and are the focus of this measurement process. The strategic objectives are:

- ✓ By 2019, all of our students will continually identify and develop their strengths and attributes necessary to reach their evolving goals.
- ✓ By 2019, all of our students will choose increasingly challenging goals, make a plan to reach those goals, execute the plan and share the results.
- ✓ By 2019, all of our students will continuously explore possibilities in order to identify and pursue their passions.

The Assessment Approach

These objectives lend themselves to performance assessment. Performance assessment is the process of using observation and professional judgment to evaluate formative (ongoing) and summative (final) performance based on clearly defined criteria. A key feature of our approach is guided student self-assessment at all levels and peer to peer feedback.

Operational Definitions

In order to measure something, clear operational definitions are needed. The Measurement Team used a rubric format to organize the operational definitions. A rubric is a tool that defines the critical attributes of a complex behavior and then describes the behavior that would be observed, within each attribute, along a continuum of development. A rubric is used to clearly articulate a desired behavior and can also be used as a standard against which evidence of an individual's behavior can be assessed.

Evidence of Student Behavior

In order to "measure" individual student progress student artifacts/evidence are needed. The artifacts/evidence can then be judged against the criteria defined within the rubrics. The Measurement Team recommends that students organize and store their evidence in a hard copy portfolio at the elementary level and an electronic portfolio at the secondary level. Although students would own/control their portfolio, teachers, parents and others could offer evidence to be included. For example, if the parent observes behavior at home or in the community, they

could write a brief note and give it to their child for inclusion with their evidence. Teachers would also be free to suggest class assignments be included in a student's portfolio.

The Elementary Structure

The processes of gathering evidence in a portfolio and assessing student progress would occur with the student's elementary teacher. Writing prompts will be focused on interests, passions and goals and will provide an opportunity for students to regularly reflect on their progress. An elementary friendly rubric will be developed to communicate the standard for student performance. Teachers will conduct formative conversation with students throughout the year. Students will be trained to self-assess and a peer conference format, which includes the teacher as part of the team, will be used to make the summative assessment each year. This process will begin at 2nd grade. In kindergarten through 1st grade, the primary emphasis will be on teaching students about the rubric and our strategic objectives.

The Secondary Structure

Secondary students will gather evidence in an electronic portfolio that follows them year to year. The Naviance Interest Surveys will be used to focus students on interests. A college advisor model will be established to create a meaningful student – adult relationship. Non-teaching staff, such as librarians, counselors and administrators will be part of the advisor team in order to reduce the number of students assigned to each adult. We anticipate an approximately 12:1 student/adult ratio. Students will remain with an adult during their tenure in that school.

One possibility is to have adults take an interest survey similar to what students are using and to match students to adults with similar interests, passions and goals. Time for adults to meet with students and conference with small groups of students will be secured using one or more of the following:

- ✓ Reducing some duties (odd day cafeteria duty time available to meet with students)
- ✓ Using Regents week (find substitute proctors)

Use of Data

The data generated during that process will be aggregated, analyzed and reported to the Core Planning Team, Board and District Leadership Team. Data should be used to inform reviews of the action plan implementation, and may suggest the addition or deletion of action plans or strategic objectives over time. Data may also be used by the communications team to inform the larger community of progress made.

Delimiters to the Assessment Tasks/Processes

The strategic objectives reflect values that WCSD would like to instill in all students. They are designed to provide feedback to the system on progress toward achieving the mission. In that spirit, the following delimiters should be placed upon the use of the rubric data until the

school's curriculum and program are fully aligned with these objectives. Data regarding progress toward the objectives will NOT be used to:

- ◇ Shame students
- ◇ Judge a student's individual passion
- ◇ Give negative consequences for performance
- ◇ Prevent graduation
- ◇ Impact GPA or credit accumulation
- ◇ Expect 100% success
- ◇ Evaluate teacher performance

Individual student data, both in terms of scores and data in their portfolio will be considered confidential and shared only by the student or with the student's permission. These limitations are needed in order to allow the system to develop its capacity to support these skills in students.

Research Questions/Methodology

Individual student results will be used to guide the student's continued development in each of the strategic objectives. Aggregate data will be used to assess the implementation of the strategic plan and the effectiveness of each strategy's plans of action. The following research questions will drive data collection for that purpose:

- ✓ What percentages of students score within exemplary, proficient, developing and beginning?
- ✓ Are students making progress over time? (both individual and group analysis)
- ✓ Are there patterns of growth?
- ✓ Is there a correlation between student performance and attendance or other behavioral indicators?
- ✓ Is there a correlation between student performance on the rubrics and academic indicators?

Implementation of the Assessment Process

A set of action plans, sufficient to launch this measurement process, has been developed. Before considering the structure for the assessment process, the Measurement Team reflected on the characteristics of effective implementation in WCSD. The following attributes were identified.

1. Students are actively involved in implementation/advocate for themselves
2. The end-user experience is easy to manage
3. Turnkey training ensures implementers have the support they need
4. Time for reflection and implementation planning in schools
5. Materials needed are available

6. Vision that allows for buy in and help people see the need
7. Participants believe the innovation is necessary and have buy in
8. Implementers anticipate problems and talk through possible solutions so strategies to address have been developed
9. Time to try “it” out on a practice run
10. Gradual and directional implementation
11. Implementers have control but require rationale for the pacing
12. Administrative and community support
13. SMART goals and benchmarks

WCSD Plan of Action Specific Means

Strategic Objectives:

By 2019, all of our students will continually identify and develop their strengths and attributes necessary to reach their evolving goals. By 2019, all of our students will choose increasingly challenging goals, make a plan to reach those goals, execute the plan and share the results.

By 2019, all of our students will continuously explore possibilities in order to identify and pursue their passions.

End Result to be Achieved: *WCSD employees understand the strategic objectives, rubrics and processes for assessing student growth.*

Specific Means to Achieve End Result (The work in the following steps should follow the work done for Strategy 5 Result #1):

Step

Description of Steps

1. The Strategic Objectives, Rubrics, and Processes will be communicated to all of our employees for their initial review.
2. At a series of faculty/department meetings the Rubrics will be broken down and explained to the staff.
3. On or about the February SCD: Time will be provided for all staff to reflect on their role and identify how they currently include this in their day to day practice. In small groups the staff will record a list of activities and/or practices that pertain to the Strategic Objectives. Grades 2-5: A presentation will be created discussing the use of portfolios to help foster conversations about student interests and passions. Activities and Role Playing will be included throughout the presentations. Grades 6-12: A presentation will be created discussing the use of Naviance to collect data on student and faculty interests and passions.
4. A categorized collection of best practices will be shared out with all staff members.
5. A discussion forum is created for staff to share thoughts and ideas about implementation.

**RPS Plan of Action
Cost/Benefit Analysis**

End Result to be Achieved: *WCSD employees understand the strategic objectives, rubrics and processes for assessing student growth.*

Benefits	Costs
<p>By meeting with each faculty/department first, everyone hears a similar message and understands a bit about the rubric before being asked to implement it in their role.</p> <p>Using a diverse team to help with the collection of these materials will begin to develop broader ownership and deepen the understanding of those involved in the planning.</p> <p style="text-align: center;">Include both tangible and intangible costs</p>	<p>This activity will take time away from other faculty/department agenda items.</p> <p>The design of presentations will take a lot of time from a small group.</p> <p>Staff willing to take a leadership role on certain components of implementation will mean they must remove themselves from their regular responsibilities.</p> <p style="text-align: center;">Include both tangible and intangible costs</p>

WCSD Plan of Action Specific Means

Strategic Objectives:

By 2019, all of our students will continually identify and develop their strengths and attributes necessary to reach their evolving goals. By 2019, all of our students will choose increasingly challenging goals, make a plan to reach those goals, execute the plan and share the results.

By 2019, all of our students will continuously explore possibilities in order to identify and pursue their passions.

End Result to be Achieved: *Students and parents understand the strategic objectives, rubrics and processes for assessing student growth.*

Specific Means to Achieve End Result:

Step # Description of Steps

Parents

1. Consider the use of electronic road signs or other school frontage to spark interest and provoke questions about student interests, passions, hobbies, and dreams. Efforts should be made to include students' contributions from all grade levels and abilities.
2. An effort should be made to use the forum of parent nights and orientations to increase awareness about the strategic planning process and objectives. Simple statements and a Q&A session should be worked into the evening's festivities.
3. The district will encourage parents to join PTSA booster clubs, and volunteer for district-related activities. District leaders will proactively recruit additional parent involvement, especially at the secondary level.
4. All district activities, i.e. BOE meetings, theatre, science Olympiad, etc. should incorporate a strategic planning component – a message, statement, factoids about the school, a student, etc. to build interest and maintain momentum for the implementation of the planning process.
5. Use MSG Varsity or related television program to inform the public about the process, events, achievements, and ongoing district initiatives.

Students

1. As a district, we want our students to interview other students about their interests, passions, dreams. In order to generate interest, an effort should be made to include students in the same grade level, but it must also seek to connect students across grade levels. We want students to serve as models and motivators for all age cohorts.
2. A day should be allocated for a strategic planning session across the district – each grade level is covered; each class (or department class offering) covers a component/aspect of strategic planning throughout the day.
3. Daily announcements of a student (perhaps the same that appears on the marquee sign for the day) should also be a forum to broadcast an interest, passion, or dream.
4. Students should interact during a common interest day, one that will bring together commonalities and allow for the exploration of new options or interests.
5. A yearbook page (or two) can be dedicated to graduating students' evolving interests over the grade levels allowing the entire grade bands to see how fellow students' goals and ideas have changed over time.
6. A portfolio component is highlighted on school/district website on a daily basis.

**RPS Plan of Action
Cost/Benefit Analysis**

End Result to be Achieved: *Students and parents understand the strategic objectives, rubrics and processes for assessing student growth.*

Benefits	Costs
<ol style="list-style-type: none">1. Cheap2. Student-friendly, student led3. Multi-formatted approach – internet , TV4. Unifies the district. <p style="text-align: center;">Include both tangible and intangible benefits</p>	<ol style="list-style-type: none">1. Transportations costs, coverage costs.2. TV time costs.3. Rethinking parent night structure and timeframe. <p style="text-align: center;">Include both tangible and intangible benefits</p>

WCSD Plan of Action Specific Means

Strategic Objectives:

By 2019, all of our students will continually identify and develop their strengths and attributes necessary to reach their evolving goals. By 2019, all of our students will choose increasingly challenging goals, make a plan to reach those goals, execute the plan and share the results.

By 2019, all of our students will continuously explore possibilities in order to identify and pursue their passions.

End Result to be Achieved: *Processes for collecting evidence and assessing student performance have been implemented at key grade levels.*

Specific Means to Achieve End Result:

Step

Description of Steps

1. Develop the parameters of a process. It is suggested that these include volunteer teachers only, including at least two teachers from each participating school. An effort should be made to engage teachers from across the district. It is suggested that the opportunity be framed in a way to help design and shape the best ways to organize the process of students collecting evidence and holding assessment conversations around the strategic objectives. An attempt should be made to offer teachers relief from a reasonable number of responsibilities in order to ensure they are able to devote the necessary time to the process. It is recommended that teachers work with small or large groups of their own students.
2. Once the volunteer group is identified, the person/team leading the implementation of this result should hold a meeting to further orient this group to the rubrics and the process for how this might work. Participants should be asked to gather, record, document what they are doing to facilitate this process and make it efficient. It should be known that they'll be participating for one school year and at least two short meetings will be scheduled to bring participating teachers together for conversations to share strategies, problem solve, etc. In addition, individual teachers may be visited by ambassadors of the strategic planning team to provide support, hear stories, etc. Encourage participating teachers to alert the implementation team ambassador when observations may be useful. Teachers may also recommend ways to capture events via technology.

3. Ask participating teachers to document the approaches used to help the students assess their interests over time. Students should be involved in collecting evidence and data that can be used to prepare for the annual assessment.
4. Over the course of the school year, the participating elementary teachers will prepare their students to be critical friends and self-reflective of their interests and passions. There will be an annual post-assessment. The students and teachers will participate in a reflection day to complete this evaluation. This evidence will be collected and kept in student portfolios. The participating teachers in the junior and high school levels will act as advisors to their students throughout the year. These teachers will need to be relieved of duties on even cycle days to have time to self-assess and collect data for their interests and passions.
5. A culminating meeting of participating teachers should result in a more specific plan for teachers to use in this process. Recommendations for about how moving the process to expansion across the district will be made at this time. These recommendations should then be presented to the appropriate decision-making body for discussion.

**RPS Plan of Action
Cost/Benefit Analysis**

End Result to be Achieved: *Processes for collecting evidence and assessing student performance have been implemented at key grade levels.*

Benefits	Costs
<p>Using volunteer teachers will encourage those who like to create new things to participate. It will also develop a sense of internal ownership, because the people who will use the work will define the system.</p> <p>Having at least two teachers participating at each school will allow for collaboration and support between the participating teachers.</p> <p>By collecting samples and building tools that work in the process, teachers will have support when implementation occurs.</p> <p style="text-align: center;">Include both tangible and intangible benefits</p>	<p>The creation of the initial parameters and the general organization of this work will require time from the participating individuals. This may require that some other responsibilities be shifted or delayed.</p> <p>District release time for four half-day meetings.</p> <p>The introduction of an advisory like model in junior high and high school will impact scheduling.</p> <p style="text-align: center;">Include both tangible and intangible benefits</p>

**WCSD Plan of Action
Specific Means**

Strategic Objectives:

By 2019, all of our students will continually identify and develop their strengths and attributes necessary to reach their evolving goals.
By 2019, all of our students will choose increasingly challenging goals, make a plan to reach those goals, execute the plan and share the results.
By 2019, all of our students will continuously explore possibilities in order to identify and pursue their passions.

End Result to be Achieved:

#3) *Rubrics relevant to all students have been developed.*

Specific Means to Achieve End Result:

Step # Description of Steps

- 1. SEE ATTACHED**

Wappingers Central School District
Strategic Objective Rubric

By 2019, all of our students will continually identify and develop their strengths and attributes necessary to reach their evolving goals.

Exemplary	Proficient	Developing	Beginning
<p>Identifies critical attributes necessary for evolving goals</p> <p>Commits to new challenges and uses them as an opportunity to evolve</p> <p>Connects successes and failures to personal strength and attributes</p> <p>Uses strengths and weaknesses to inform their goal selection</p>	<p>Identifies necessary attributes for evolving goals</p> <p>Commits to new challenges</p> <p>Accepts successes and failures as an opportunity to evolve</p> <p>Can describe personal strengths and weaknesses</p>	<p>Identifies attributes for evolving goals</p> <p>Is willing to accept the possibility of a challenge</p> <p>Begins to recognize successes and failures as opportunities</p> <p>Can communicate some strengths and weaknesses</p>	<p>Needs support identifying attributes necessary for evolving goals</p> <p>Avoids challenges</p> <p>Can communicate some strengths and weaknesses with assistance</p>
<p>Documents and reflects on activities that develop strengths and attributes</p> <p>Selects an activity outside one's "comfort zone"</p>	<p>Documents activities in which he/she participates</p> <p>Researches activities connected to attributes</p> <p>Researches an activity outside one's "comfort zone"</p>	<p>Needs encouragement to document activities</p> <p>Needs assistance to identify activities connected to attributes/interests</p>	<p>Needs assistance to document activities</p> <p>Needs support to research activities connected to interests</p>
<p>Actively pursues diverse experiences</p> <p>Reflects on experiences and uses them to influence goal selection</p> <p>Maintains a focus towards goal-setting</p>	<p>Independently participates in a variety of researched activities</p> <p>Pursues activities to address identified weakness</p> <p>Reflects on activities/experiences as they relate to goal selection</p>	<p>Independently considers and needs encouragement to participate in a researched activity</p> <p>Identifies a weakness that needs to be addressed</p> <p>Reflects on experiences with encouragement</p>	<p>Needs encouragement to participate in researched activities</p> <p>Needs prompting to reflect on activities/experiences</p>

Wappingers Central School District
Strategic Objective Rubric

By 2019, all of our students will choose increasingly challenging goals, make a plan to reach those goals, execute the plan and share the results.

Exemplary	Proficient	Developing	Beginning
<p>Can articulate why he/she chose a specific goal and how it evolved</p> <p>Revises established short and long term goals that remain challenging, yet are attainable</p>	<p>Has researched a variety of interests aligned with his/her goal</p> <p>Can articulate why he/she chose the specific goal and how it evolved</p> <p>Researches and identifies both short and long term goals that are challenging, yet attainable</p>	<p>Can describe why a goal is important</p> <p>Understands how interests relate to a goal</p> <p>Identifies interests and long term goals</p>	<p>Needs support from peers and adults to research interests</p> <p>Needs help in selecting a goal</p>
<p>Establishes timelines to help achieve the long term goal in stages</p> <p>Aligns selection of activities with a plan for achieving goal</p> <p>Identifies options in case obstacles emerge</p>	<p>Has periodic deadlines to help achieve the long term goal in stages</p> <p>Aligns attributes of the goal and selection of activities</p> <p>Modifies the plan in the face of obstacles; records progress toward goals</p>	<p>Has outlined steps and is beginning to use activities as a way to progress toward his/her goal</p> <p>Engages in simple reflection about progress being made</p> <p>May need help to adjust his/her plan when obstacles present themselves</p>	<p>Needs support to make a plan and select activities aligned with the goal</p>
<p>Actively pursues steps to achieving goal outlined in his/her plan</p> <p>Prioritizes time to pursue goal is an active member of groups related to goal</p> <p>Modifies the plan in the face of obstacles</p> <p>Can explain what contributed to success and failures</p> <p>Mentors others dedicated to pursuing similar goals</p>	<p>Implements steps to achieve goal outlined in his/her plan</p> <p>Participates in activities related to goal; dedicates time to pursue goal</p> <p>Able to consider alternate approaches to pursuing goal</p> <p>Can explain what contributed to successes and failures</p> <p>May use failure as motivation to revise goals.</p>	<p>Allocates time and usually follows through with planned activities</p> <p>Makes simple adjustments to his/her approach when needed</p> <p>Beginning to reflect on progress towards goal</p>	<p>Needs support to:</p> <ul style="list-style-type: none"> • manage time effectively • Increase involvement in group or community activities <p>Needs prompting to reflect</p>

Wappingers Central School District
Strategic Objective Rubric

By 2019, all of our students will continuously explore possibilities in order to identify and pursue their passions.

Exemplary	Proficient	Developing	Beginning
<p>Values the passions of others and is able to express why they matter</p> <p>Regularly explores learning opportunities and participates in activities beyond “comfort zone”</p>	<p>Demonstrates acceptance of other’ passions and perspectives</p> <p>Independently explores learning opportunities outside “comfort zone”</p>	<p>Has knowledge of multiple perspectives other than his/her own</p> <p>Initiates and seeks support to explore learning opportunities outside “comfort zone”</p>	<p>Needs assistance/ encouragement to explore learning opportunities outside “comfort zone”</p>
<p>Has identified areas of interest to explore passions</p> <p>Expresses a strong sense of purpose and meaning that is connected with his/her passions</p> <p>Serves as a positive role model for others</p>	<p>Has identified areas of interest to explore passions</p> <p>Can explain how core values inform their passions</p> <p>Is able to articulate a set of personal core values</p>	<p>Seeks guidance to identify areas of interest</p> <p>Considers their interests, purpose, and passions</p>	<p>Needs guidance to:</p> <ul style="list-style-type: none"> • explore areas of interest; • consider the significance of core values
<p>Encourages others to articulate and pursue passions</p> <p>May motivate others to pursue passions</p> <p>Actively seeks positive role models to continue to learn from</p>	<p>Articulates and takes steps to pursue their passions</p> <p>Seeks involvement in enriching activities outside normal routine</p>	<p>Creates a routine of activities aligned with interests</p> <p>Recognizes the need to have a plan and the purpose to pursue passions</p>	<p>Needs assistance to identify/ express interests</p> <p>Needs motivation to pursue interests and passions</p>

April 26, 2014

Dear Members of the Core Planning Team:

The educational system that we relied upon in the past is changing at a rapid pace and we are forced to be creative in the way we manage our school districts. Looking at simple changes as well as broad strokes is necessary to build understanding and commitment to our strategic objectives and mission to foster a new community of hope. The time is now for a new direction within Wappingers Central Schools.

Action Planning Team 1 is comprised of six Wappingers Central School District employees, including teachers, administrators, and central office staff. The teaching staff is represented by a cross section of our community from a variety of schools, both elementary and secondary. This team accepted the challenge of developing an action plan that would assure that all current and future employees understand and commit to our core values and willingly contribute to achieving our strategic objectives and mission. The promotion and commitment of this idea will help drive the improvement and achievement within the District. It would build a system that would create a fresh identity signifying change.

The Team met for a total of five sessions over a four month period. Our first meeting addressed our need to understand our strategy and purpose. Over the following four meetings we reviewed both past and current research as it related to our strategy. During these meetings we began to formulate future questions and areas of research that we would need to investigate in order to draft our plan. The last meeting was a culmination of our research and findings to finalize our plan. As a result, we are submitting our Action Plan.

We, as a Team, believe that this work has met the rigorous standard set forth by the Core Planning Team. Its implementation would provide for an increased sense of District unity while realigning the perception of the Wappingers Central School District. It has been planned and designed to be an integral part of the District Mission. Again, this team is excited for the changes that are anticipated and planned for in our District. We believe in Linda Ellerbee's quote, "What I like most about change is that it is a synonym for hope. If you are taking a risk what you are really saying is "I believe in tomorrow and I will be a part of it." It is the thought that we present you our greatest hope.

Sincerely,

Angelina Alvarez-Rooney
David Kedziealawa
Shelby Outwater
Lisa Santiago-Cuba
Marciann Sauer
Donna Thomas

**STRATEGY TEAM #1
PLAN OF ACTION**

Strategy #1: We will assure that all current and future employees understand and commit to our core values and willingly contribute to achieving our strategic objectives and mission.

End Result to be Achieved:

1. A system is in place that all current and future employees understand the District's mission, core values and strategic objectives and how their role contributes to them.
2. We will ensure that all current and future employees understand and commit to our core values and willingly contribute to achieving our strategy objectives and mission.
3. A process is in place that values employee' talents and resourcefulness in order to support achieving the strategic objectives.
4. A system is in place to ensure all employees have equal access to District communication.
5. A system is in place that fosters a climate where current and future employees view the District as one united community.

**Strategy 1
Plan of Action
Specific Means**

Strategy 1. We will assure that all current and future employees understand and commit to our core values and willingly contribute to achieving our strategic objectives and mission.

1. **End Result to be Achieved:** A system is in place that all current and future employees understand the District’s mission, core values and strategic objectives and how their role contributes to them.

1. The Technology Support Services Department will insure that the District mission statement, core values and strategic objectives will be displayed on all District and individual school site correspondence as well.
2. Throughout the school year, heterogeneous groups of all WCS D employees will be presented the District’s mission, core values and strategic objectives allowing for analyzation through open discussion. These opportunities may occur during Superintendent’s Conference Days, professional development half-days as well as during building faculty meetings or other opportunities as they arise.
3. The District and building administration, as well as the Building Leadership Team (BLT) / School Leadership Team (SLT) will examine and celebrate specific examples of contributions by individuals. Contributions may be publicized formally or informally through a variety of communication venues.
4. Central and building administration will dedicate time throughout the year (i.e. Superintendent’s Conference Days, staff and/or faculty meetings) for employees to share how the mission, core values, and strategic objectives relate to their role within the District. Results would be shared by communication (email, newsletter, district website, outside community communication, etc.). This must be an ongoing process.
5. The Human Resource Department will require future employees to write or verbally communicate how their role would contribute to the District’s mission, core values, and strategic objectives. This would be a requirement in the interview and hiring process.

Benefits	Costs
<p>All current and future employees will have the same understanding and commitment to core values.</p> <p>All current and future employees will willing contribute to achieving our strategic objective and mission.</p>	<p>Future employees will demonstrate core values and beliefs through the interview process.</p> <ul style="list-style-type: none"> • More rigorous interview process <ul style="list-style-type: none"> ○ Samples of writing ○ Longer interview ○ More interviews ○ Evidence demonstrating ability

<p>There is consistency and clarity throughout the District about the understanding of core values and achieving the District's strategic objectives and mission.</p>	<p>Current employees will demonstrate their willingness through classroom instruction and expectation</p> <ul style="list-style-type: none">• Applying the District's core values through teaching strategies• Creating standards and professional development• Create self-evaluation tools• Acknowledgment of employees who are demonstrating beliefs and core values
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Person Accountable _____ **Page** ____ **of** ____

**Plan of Action
Specific Means**

Strategy 1: We will assure that all current and future employees understand and commit to our core values and willingly contribute to achieving our strategic objectives and mission.

2. End Result to be Achieved: We will ensure that all current and future employees understand and commit to our core values and willingly contribute to achieving our strategic objectives and mission.

The Central Office Administration will conduct monthly visits to individual District sites to promote the vision of the District as one entity. Visits will include, but not be limited to, site walk-throughs, classroom visitations, etc.

The Assistant Superintendent of Curriculum and Instruction will acknowledge and showcase achievements of employees that demonstrate District mission, core values and strategic objectives in the District newsletters.

The Central Administration will provide at least two gatherings/events to bring the members of the WCSD together that will highlight the commitments of employees. These events could be organized by elementary/middle/high school or globally.

Benefits	Costs
<p>Staff and faculty will understand the importance of unity.</p> <p>Employees will feel appreciated through acknowledgments in the newsletter.</p> <p>Events will allow for WCSD members to socialize with one another. Socialization will increase unity of one district.</p>	<p>Time away from central office</p> <p>Time to collect evidence and write acknowledgements</p> <p>Catering event will be determined based on number of employees attending</p> <ul style="list-style-type: none"> • Beginning of the year • Middle of the year • End of the year

Person Accountable _____ **Page** ____ **of** ____

Plan of Action Specific Means

Strategy 1: We will assure that all current and future employees understand and commit to our core values and willingly contribute to achieving our strategic objectives and mission.

3. End Result to Be Achieved: A process is in place that values employees' talents and resourcefulness in order to support achieving the strategic objectives.

1. **Identify** a team representing WCSD employees to determine for recognition to be awarded in areas of talents and resourcefulness.
 - a. Create a nomination process and award process on a variety of levels.
 - b. Create many opportunities for recognition.
 - c. Create a way of recognizing the recipients publically in the community.
 - d. Network with area districts and local businesses to identify employee rewards programs. As research indicates the higher the morale, the better productivity with happier and healthier schools (AASA 5 Ways to Build a Culture of Collaboration with Staff, Teachers and Parents).
2. **Gather** information from current employees to identify recognition and rewards initiatives that are meaningful in our culture and climate.
 - a. Ask our employees how they want to be recognized (parking spot, duty assignment, mailbox location, etc.).
 - b. Award certificates at meetings with a copy for personnel file, WCSD global recognition, e-mails, Who's Who of WCSD newsletter, PTA announcements, District mailings and electronic media (special section on District website), local ad or feature in local papers, recognition once a month at BOE meetings, and recognition events.
3. **Create** formal recognition opportunities for all employees to be recognized in a meaningful way on the District level and within the community (local business donations such as car washes, restaurants, beauty salons, etc.)
4. **Share** and train all employees in the steps to formally implement the recognition process.

Benefits	Costs
<p>Sustaining a culture of trust and fortifying it through celebration and new traditions.</p> <p>Employee buy-in of strategic objectives.</p> <p>Education and celebration of particular employee contributions to meeting strategic objectives.</p> <p>Students benefit from faculty and staff planning and working in line with the goals of our strategic objectives.</p> <p>Staff will have positive feelings toward their position, their administrators and District as their innovative hard work is acknowledged.</p> <p>Peer-to-peer boosting of morale and creativity as innovative collaborative work is acknowledged.</p>	<p>Most recognition can be done for free.</p> <p>Free tools to begin researching employee rewards and recognition program: http://www.terryberry.com/resourceslearn/tools.aspx</p> <p>Business sponsored recognition opportunities.</p> <p>Possible reallocation of funds from current budget settlements.</p> <p>Many items could be donated. In addition, the list above is only suggestive and other free premiums could be utilized (PTA, community donations, etc.)</p>

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**Plan of Action
Specific Means**

Strategy 1: We will assure that all current and future employees understand and commit to our core values and willingly contribute to achieving our strategic objectives and mission.

4. End Result to be Achieved: A system is in place to ensure all employees have equal access to District communication.

1. The Technology Support Services Department will assure that all District employees are assigned a District e-mail address.
2. The Technology Support Services Department will provide all employees with access to a computer at their site within the work day. Employees will be encouraged to utilize the computer. Support, training, mentoring, will be provided and encouraged.
3. Central and building administration will insure that all postings be distributed to all District sites to be posted a predetermined designated area that is publicized and communicated to all employees. Postings will be available on the District website.
4. During Superintendent’s Conference Day, details concerning cell phone notification will be highlighted. Instructions will be provided to all District employees on how to enroll in this program. Information and instructions for enrollment will also be available on the staff area of the District website as well as in all District building sites.
5. Building Administration will survey sites for employee mailboxes. Additional mailboxes will be installed by Building & Grounds Department to ensure that all employees have a mailbox (shared or individual).

Benefits	Costs
All employees will have access to the same information allowing all employees to be held accountable for information presented.	Materials to build more mailboxes. Time for Buildings & Grounds to create new mailboxes. Time for help desk to create user names.

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**Plan of Action
Specific Means**

Strategy 1: We will assure that all current and future employees understand and commit to our core values and willingly contribute to achieving our strategic objectives and mission.

5. End Result to be Achieved: A system is in place that fosters a climate where current and future employees view the District as one united community.

1. Talk with districts that have rebranded themselves. Talking with districts that have been through the process before will enable the District to create and implement the necessary steps needed for a smooth transition.
2. Determine what parts of the District and what about the District needs to be realigned.
3. Make contact with 3 potential companies that will help to rebrand the District. When deciding on rebranding the District, be sure to think deeper than creating a logo and where it will be displayed. Rebranding focuses on all aspects of perception from students, teachers, current community members and potential community members.
4. Below is a link that provides ideas of what could be rebranded in the District. Please note the company is NOT a company that could be used. Through research, I could not find one company that specializes in branding schools.
<http://www.wardhendry.com/marketingyourschool/rebrandingyourschool>
5. Once the company has been decided on, create an action plan for implementation. Be sure to implement areas of high traffic first with an explanation of the new District look.
6. Introduce the new look by creating an event that includes employees, students and community members.
7. Follow through with the new look by supporting it and believing in what our new beginning stands for.

Benefits	Costs
If we work with experts to design our new look, we can avoid costly mistakes.	There may be some resistance to creating a new look.
Establishing an expert on marketing/branding, will allow the District to turn to an expert on problems occurring throughout the creation, implementation and monitoring processes.	There may be resistance to spending money on something that is felt is not needed. The work will be time intensive. Dedication will be needed to see the District's vision from beginning to end.

<p>If we create a new identity during a time of change (CCLS, APPR, Tax Cap) it will help the District employees see that the school and District is evolving.</p>	<p>Teachers, community members and students should be involved in the process. ***Dollar amounts are not possible until decisions are made on what to include in the rebranding process. I have included potential ideas below for consideration, but should not be limited to.</p> <ol style="list-style-type: none"> 1. Contract/hire a PR firm to coordinate District PR (use talents of staff/community). 2. Maintain and revise PR. 3. Redesign the District website with a cohesive color scheme that defines the District as a global community. (i.e., blue and red). 4. Create one District logo. 5. Display District logo at the entrances of all District sites. 6. Display District logo at prominent public sites (gymnasiums, athletic fields, auditorium, etc.). 7. Create banners to note Wappingers as a global community (“Wappingers Pride...” hung in gymnasiums). 8. Display District logo on District vehicles. 9. Headed paper, compliment slips and business cards. 10. Staff and visitor ID badges 11. Promotional items 12. Designs for embroidered crests on uniforms and apparel. 13. Signage
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April 28, 2014

Dear Members of the Core Planning Team:

On behalf of Strategy Group 2, we would like to thank you for allowing us the opportunity to support the development of replicable prototype programs that will assist our students in pursuing their passions and achieving their goals.

Strategy Group 2 has been charged with creating programs that allow students to academically excel while pursuing their passions and interests. In turn, this will foster student engagement and improve learning outcomes. Our group is comprised of teachers, administrators, and community members all with a goal to develop programs that support student learning and that are aligned with the WCSD mission and strategic objectives.

We met five times over a four-month period. Our first meeting addressed the need to understand our strategy and purpose. Over the next several meetings, we reviewed existing resources and brainstormed ways to build upon what already exists. We also researched and discussed ways to identify student interests and incorporate new opportunities involving individual learning experiences to create an exciting and positive learning environment for both educators and students. The final meetings focused on developing results related to our strategy and creating sequential action plans to accomplish these important goals. As a result, we would like to submit a set of seven Action Plans that we have developed for your review.

We firmly believe that these Action Plans will have a positive impact on the WCSD and the community as a whole. Thank you again for your allowing us the opportunity to be a part of this important mission. We look forward to your review and reactions.

Sincerely,

Victoria Carroll
Lauren Guerrero
Colleen Hardiman
Janice Lawler
Paul Rubeo
Janice Stangel
Jennifer Taylor

**Strategy 2
Plan of Action
Specific Means**

Strategy 2: We will create replicable prototype programs that ensure that students will meet district curricular standards while engaging in the individual learning experiences that are part of our strategic objectives.

1-End Result to be Achieved: A process to identify, create, select, implement, and evaluate prototype programs is established to support student achievement of the strategic objectives.

Steps:

WCSD Program Committee:

1. Create a committee that includes the Assistant Superintendent for Curriculum and Instruction, a District Coordinator, and Assistant Director of Special Education, and Elementary, Middle School (Assistant Principal or Principal), a High School (Assistant Principal or Principal), several teachers and parents ranging from grades K-12, and one student from each high school.
2. This committee will meet regularly during the 2014-15 school year to begin to do the following:
 - Create an electronic form that will be used for staff, teachers, and administrators to submit program ideas for review/selection by the committee. Students can work with an adult sponsor to submit a form. This form must include a justification as to how the program will fit the WCSD mission and strategic objectives. It also must be research-based or stem from research that shows and impact on student achievement. The person submitting the form will be required to meet with the committee to explain the program, and develop a rubric to evaluate its effectiveness.
 - Create a rubric for the selection of program proposals submitted to the WCSD Program Committee that are aligned with the WCSD mission and strategic objectives. Programs selected must have all the necessary resources (i.e., funding) for effective implementation.
 - Assign a point-person to oversee the program. The committee will determine, with the original person who submitted the program request form, who will oversee the implementation of the program and communicate with the committee during this process.

Plan of Action Specific Means

Strategy 2: We will create replicable prototype programs that ensure that students will meet district curricular standards while engaging in the individual learning experiences that are part of our strategic objectives.

2-End Result to be Achieved: A process to sustain and replicate prototype programs supports student achievement of the strategic objectives.

Steps:

Identify Existing Programs:

-Form a WCSD Program Committee to complete the work of the WCSD Survey regarding existing programs. This committee should re-send out the survey and reach out to stakeholders (administration, teachers, and staff) to encourage them to complete it in a timely fashion. There are already numerous responses; however, the committee will need to capture all existing programs in WCSD.

-Each building will form its own Program Committee (at the high school level, this committee could include students) and align their programs to the WCSD mission and strategic objectives.

Evaluate Existing Programs:

- The WCSD Program Committee will create a general rubric to evaluate existing programs based on alignment to WCSD mission and strategic objectives and the ability to fund all resources required for its effective implementation.
- Each building Program Committee is responsible for the evaluation of existing programs within the building to decide which programs sustain, replicate or discontinue. The building program committee will also decide which programs to recommend to the WCSD Program Committee for implementation district wide.

Replicate Existing Programs:

The office of the Assistant Superintendent for Curriculum and Instruction develops an intervisitation schedule for administrators, teachers, and staff to learn about and see in action the programs selected by the WCSD Program Committee for replication. The WCSD Program Committee will work with individual building administrators to decide which programs will be implemented in their building and to create a professional development plan to implement the program.

Benefits	Costs
<ul style="list-style-type: none"> • Support and expand programs currently in place in WCSD to have a broader positive effect. • Discontinue use of resources toward existing programs that do not effectively address WCSD’s strategic objectives. 	<ul style="list-style-type: none"> • Committee members will decide the times of their meetings. Teachers will need District Release time and students will need permission to attend if the meetings are held during the day. • If the costs of training staff or new staff are unable to be supported by the budget, then the program will not be implemented. • District Release time will be required for teacher inter-visitations.

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Plan of Action Specific Means

Strategy 2: We will create replicable prototype programs that ensure that students will meet district curricular standards while engaging in the individual learning experiences that are part of our strategic objectives.

3-End Result to be Achieved: Data and research is utilized to assess the effectiveness of current district programs.

Steps:

- The WCSD Program Committee will create a general rubric to evaluate existing programs based on alignment to WCSD mission and strategic objectives and the ability to fund all resources required for its effective implementation. It will determine the data sets that will be utilized as measure of program performance and articulate what type of research will support the rationale for establishing or sustaining a program.
- The above mentioned criteria will be included in the annual review of the rubric by the WCSD Program Committee
- The Assistant Superintendent for Curriculum and Instruction will use existing forums (PD Committee, Administrative Academy, building and department faculty meeting, My Big Campus) to establish a process whereby WCSD educators access research on current and proposed programs.
- The Assistant Superintendent for Curriculum and Instruction will create an inservice in My Learning Plan for professional development on how and why to use data to evaluate programs.

Benefits	Costs
<ul style="list-style-type: none"> • Programs which are effectively aligned with the WCSD mission and strategic objectives will be established and sustained using evidence-based criteria, research, and data. • There will be consistency in using data and research to replicate and sustain programs throughout the WCSD. 	<ul style="list-style-type: none"> • Committee members will decide the times of their meetings. Teachers will need District Release time and students will need permission to attend if the meetings are held during the day. • The MLP Inservice course will need to be developed and provided. Teachers taking this course will receive inservice credit.

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Plan of Action Specific Means

Strategy 2: We will create replicable prototype programs that ensure that students will meet district curricular standards while engaging in the individual learning experiences that are part of our strategic objectives.

4- End Result to be Achieved: The school community utilizes available technology and resources to create and support student goal setting and individual learning experiences from Kindergarten through 12th grade.

Steps:

1 – Gather and review Information: Assemble a team whose purpose is to gather and review all relevant information about technology use which is intended to support the instructional goals for students of the WCSD. That team would do the following:

- Examine the current use of technology by students, faculty, administration, support staff and parents.
- Determine where, how, and by whom, technology is currently being used to support instruction.
- Determine what resources are currently available.
- Examine key documents such as the International Society for Technology in Education (ISTE) Standards/Essential Conditions and NY State Learning (Common Core) Standards.
- Examine WCSD Curriculum Maps
- Review the district technology and facilities plan with regard to its goals for infrastructure development and technology integration.
- Review the WCSD Technology Performance Benchmarks for Students
- Assemble information about school districts which have successfully integrated technology.
- Review WCSD policies which are currently or potentially impacted by technology use.

2 – Articulate a Vision: The team will develop a comprehensive vision for how technology will support academic achievement and personal development of all students. The vision will include descriptions (profiles) of the appropriate and effective use of technology by students at various grade and achievement levels. It will also illustrate how teachers and administrators design and implement technology use which is consistent with goals for all students. The vision should be consistent with WCSD Curriculum and Instruction goals and initiatives and guided by the ISTE Essential Conditions which describe the necessary conditions to effectively leverage technology for learning (ISTE 2014).

3 – Communicate the Vision: Determine the most effective and appropriate way to communicate this vision to all stakeholders (parents, students, educators and community members). This can be done using a number of vehicles including but not limited to:

- The WCSD Website
- District Educators Websites
- Social Media (Facebook, Twitter)
- Local Media Outlets
- Sharing Student Work
- Open House Events

4 – Assemble and Align Current Resources: Determine which resources are currently available which can directly support the vision that has been developed. This will involve revisiting the information gathered in the first step, however, this time examining it through the more current lens which has articulated a vision for technology use and personalized learning. Align resources so that they support technology use in specific areas (for example, having middle level ELA classes engage in collaborative research and writing using cloud-based applications).

5- Implement the Vision: Develop a set of incremental goals which map out the steps toward achieving the vision for technology use in the district. They should be considered when making budget and resource allocation decisions and tied as closely as possible to the ISTE Standards and Essential Conditions which describe the necessary conditions to effectively leverage technology for learning. These goals can include:

- Encouraging and providing the types of professional development necessary for WCSD educators to create an environment where students are able to implement personal learning.
- Effectively coordinating all professional development with district-wide curriculum and instruction.
- Reallocating resources (staff and equipment) to align more closely with the vision for technology use.
- Sustaining and developing the physical infrastructure to support personal learning.
- Developing a series of budgets which are consistent with the district's vision for technology use.

6 – Reflect and Revise: Technology is constantly changing. Therefore, an ongoing process of reflection on the progress toward the vision and a necessary revision of the goals should take place. A team comprised of stakeholders (parents, students, educators and community members) should be engaged in this process.

Benefits	Costs
<ul style="list-style-type: none"> • Aligning technology use with instructional goals will lead to an improvement in student achievement. • Developing a vision for effective technology use will lead to a more efficient use of resources. • Developing an environment of technology use where students are able to take greater responsibility for achievement will better prepare them for life after graduation. • Working with community members and organizations will improve the district's relationship with those whose goals are similar and may prove mutually beneficial. • There are a number of ways the district is currently engaged in this process. They may involve state aid for hardware and software, BOCES aid and Lease Purchase agreements. Some grants are also available, however they are limited in many cases to districts designated as under review or in need. 	<ul style="list-style-type: none"> • This process will require a significant commitment of time on the part of the participants. Those participating in the steps above will be investing time whether by participating in one of the steps that involves district wide planning or implementing technology in their classrooms. • District release • Expenditures will need to be made for sustaining and improving technology access. It is difficult to determine the precise level of investment, however, expenditures will be made for professional development and curriculum development initiatives. Some of these are fixed while others are ongoing.

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Plan of Action Specific Means

Strategy 2: We will create replicable prototype programs that ensure that students will meet district curricular standards while engaging in the individual learning experiences that are part of our strategic objectives.

5 – End Result to be Achieved: A framework for student goal setting and individual learning experiences is developed from Kindergarten through 12th grade.

Steps:

1 – Communication. Communicate to appropriate stakeholders (parents, students, teachers, and community members-possibly local colleges, businesses, etc.) the goals, objectives of the framework and how these goals will be realized and assessed. Stakeholders also need to be clear as to why a framework to encourage individual learning experiences is advantageous to all stakeholders.

2 – Define. Clearly define the purpose of the framework that customizes the learning experiences of students to achieve their goals; roles and responsibilities for teacher as facilitator, students will set goals based on their academic/career interests and in conjunction with other community members, will develop a plan to attain those goals; families will actively participate in the students’ learning experiences therefore the framework needs to reflect the cultural and linguistic needs of the community; educational administrators will facilitate by developing a plan to measure the framework and provide resources (for suggestions regarding monitoring see below).

3 – Re-design. Create a curriculum that is based on personalized learning experiences. To do this, reach out to other school districts that have successfully incorporated this form of learning into their curriculum. Although studies are still underway to examine the impact of personalized learning experiences, some school districts such as the Kentucky Department of Education have had success with this kind of individual-based supplemental curriculum. In this particular model, the program is called Individual learning plans in which students are “exploring careers as early as 6th grade”, “creating education plans,” and “establishing personal goals and revisiting these as they progress through school.”

4- Training. Building will hold faculty meetings where their guidance counselors and/or social workers will provide training on student goal setting. Provide additional training for teachers to support this new curriculum. This would involve additional inservice opportunities and curriculum development related to providing students with individual learning experiences and how to incorporate technology to facilitate learning.

5- Partnering. Reach out to local employers and colleges that enable students to connect their school curriculum with college and careers. A good example of this is the BOCES program where students are able to still take their high school classes and also pursue a trade. However, this type of program should be expanded to include the exploration of college majors such as engineering, computer science, finance, etc. and middle school-aged students should also be able to take classes at a local college to supplement their interests. For example, just this year, middle school students had the opportunity to sample hands-on classes based on their interest (computer science, culinary, medical, etc.) paid for by a grant. These kinds of classes should take place within school hours and after.

6- Monitoring. Once the above steps are done (communicating to stakeholders, new curriculum in place, resources for teacher training are available, local colleges and businesses are partnering with schools), the program should be continually monitored through input from stakeholders, review of student success rates (quantitative: test scores, graduation rate, percentage of students attending college or pursuing a trade, surveys).

Benefits	Costs
<ul style="list-style-type: none"> • Work with other school systems that have adopted this model to make a determination of what aspects work and which do not, so as not to reinvent the wheel. • Establishing partnerships with local businesses will be cost-effective for the district and create a mentoring relationship between students and businesses. • Students will be more engaged in their learning experience if they are taking classes that are germane to their career goals. In addition, it may help some students redefine career goals. • Will lead to higher efficiencies as teacher resources can be utilized in a different way based on interests and expertise. • Community members, local businesses, etc. will be utilized to help support students in their individual learning experiences. • Can build upon existing technology. • Work with other school systems that have adopted this model to make a determination of what aspects work and which do not, so as not to reinvent the wheel. • Establishing partnerships with local businesses will be cost-effective for the district and create a mentoring relationship between students and businesses. • Students will be more engaged in their learning experience if they are taking classes that are germane to their career goals. In addition, it may help some students redefine career goals. • Will lead to higher efficiencies as teacher resources can be utilized in a different way based on interest and expertise. • Community members, local businesses, 	<ul style="list-style-type: none"> • Training costs include inservice opportunities in MLP related to student goal setting individual learning experiences and technology. Utilize WCSD staff to offer these inservices. Teachers will receive inservice credit. • Courses and programs will need to be posted on the WCSD website so community member know what is available to students.

<p>etc. will be utilized to help support students in their individual learning experiences.</p> <ul style="list-style-type: none">• Can build upon existing technology.	
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Plan of Action Specific Means

Strategy 2: We will create replicable prototype programs that ensure that students will meet district Curricular standards while engaging in the individual learning experiences that are part of our strategic objectives.

6- End Result to be Achieved: A process for identifying student interests is utilized to build programs with colleges, universities, businesses, and community members so that they achieve the strategic objectives.

Steps:

1. Identifying Student Interests:
 - School Leadership Teams (SLT) will implement strategies to identify student interests (i.e., surveys).
 - SLT will share results with stakeholders (teachers, district coordinators, building administrators, assistant directors, etc.)
2. Connecting with Colleges/Universities
 - District Coordinator and teachers speak with local colleges or identify universities to develop a comprehensive plan to have students obtain real life experience and to earn college credits while in high school.
 - District Coordinator and teacher extend our current Advanced Placement courses to be accredited with a college so students can earn Advanced Placement credit along with college credit.
3. Connecting with Business and Community
 - SLT works with community and businesses to establish an externship to gain real life experience in fields that may be an interest.
 - SLT works to establish experiences for students to explore their likes and interests from early in their educational process. Methods include: Career fairs, college fairs, presentations, assemblies, field trips, business or community member visits.
4. For communication purposes, a WCSO community created database will be established/utilized. (This could be as simple as a community accessible “Google Drive,” which would allow community members to publicize their willingness to open their doors to our students.) Note: Strategy 5’s Action Plan calls for the creation of this database.
5. Opportunities for students to explore their interests and pursue their passions:
 - Guest speakers presentations
 - Guest speaker lessons
 - Field trips
 - After school clubs
 - Weekend activities

- Summer activities

Benefits	Costs
<ul style="list-style-type: none"> • Students would earn not only Advanced Placement credit for classes, but also transcribed college credits that could be transferred to colleges in the future. • Students have the opportunity to explore their passions. • Students will have the opportunity to participate in a variety of experiences which will help them with the process of identifying their passions. • Students will interact with and learn from the businesses in their community, which will also promote their growth as responsible member of their community 	<ul style="list-style-type: none"> • Professional development and curriculum writing to earn accreditation for current courses to transform the courses into college credit bearing courses. • Summer curriculum work. (\$29.50/hr) • Transportation costs for field trips.

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April 26, 2014

Dear Members of the Core Planning Team:

Strategy Team #3 would like to begin by thanking you for the opportunity to work on designing a plan to improve outcomes for students in the Wappingers Central School District. The long-term vision for Strategy #3 is the creation of a cohesive and comprehensive system for developing collaboration for all stakeholders within the district.

Since the first meeting in January 2014, our team has accomplished many tasks ranging from researching components of effective collaboration to defining and refining roles and responsibilities of various district stakeholders. After receiving feedback from the Core Planning Team in March, we revisited our initial thoughts and conducted further research to assist us in making revisions to our original plans. We firmly believe that in order for all stakeholders to become collaborative leaders, whether formal or informal, they need to be made explicitly aware of the standards for and fundamentals of effective collaboration. Our research shows that ineffective collaboration is more damaging to an organization than no collaboration at all.

Strategy Team #3 has identified that creating a culture of trust within the District is the top priority for the next five years. In order for collaboration to occur, trust needs to be in place. Furthermore, if we want our students to learn to collaborate with each other and treat each other with respect, then it is critical for adults to model the same behavior.

Team members have learned a lot about how large organizations can function effectively by engaging in the process. We would like to continue our involvement in the ongoing implementation of the strategic plan.

Sincerely,

Krystle Martino, Carolina Pidala, Dee Berlinghoff, Deborah Kuter, Richard Dominick

Strategy Team #3 Plan of Action

Strategy #3: We will consistently develop collaborative leaders at all levels including the Board of Education, administration, and staff whose skills and commitments are essential to our core values and mission.

End Results to be Achieved:

1. The District develops informal/formal leaders who are committed to using skills, competencies and processes for effective collaboration to achieve the core values and mission.
2. The BOE, administration and staff model, apply and are accountable to standard that are fundamental prerequisites to effective collaboration.
3. The District's culture supports the autonomy* of individuals acting within their roles and in collaborative leadership opportunities.
4. The District embraces collaboration where all contributors engage in shared leadership and transparent decision-making that consistently support the core values and mission.
5. Systems exist within and across stakeholder groups to support collaboration.

*It is the capacity of an individual to be accountable for making informed, un-coerced decisions.

**Strategy Team #3
Plan of Action
Specific Means**

Strategy 3: We will consistently develop collaborative leaders at all levels including the Board of Education, administration and staff whose skills and commitments are essential to our core values and mission.

1. End Result to be Achieved: The District develops informal/formal leaders who are committed to using skills, competencies and processes for effective collaboration to achieve the core values and mission.

Steps:

1. The Superintendent and his cabinet will identify the skills, competencies and processes necessary for effective collaboration.
2. The above information will be shared with supervisors and, in turn, stakeholders.
3. Central Office Staff will meet with supervisors to plan how meetings throughout the year will be used to continually develop formal/informal leaders.
4. Central Office Staff will seek in-house program for developing formal (certified) leaders. Some suggested programs are: College of St. Rose (CITE program), Putnam Northern Westchester BOCES (Bank St. College).
5. The Assistant Superintendent(s) will develop professional development in-service opportunities to build capacity of informal leaders with regards to leadership skills. The in-service opportunities will be multi-level from introductory to advanced.
6. The BOE attends New York State School Board Association meetings to collaborate with colleagues across the state for the purpose of informing their own leadership.
7. Superintendent regularly attends superintendent roundtables such as the New York State Council of School Superintendent's in order to inform his own leadership.
8. Formal leaders create opportunities for members of the different stakeholder groups to engage in professional sharing by contributing to or leading meetings, groups, committees, etc.
9. Agendas from meetings, committee and group work are to be submitted to Central Office Supervisors to be reviewed to ensure implementation of step.
10. Central Office Staff will establish Professional Learning Communities Task Force charged with creating an action plan for the implementation and evaluation of PLC's within the first year of this action plan.

Benefits	Costs
<ul style="list-style-type: none"> • Developing leaders within the district to cultivate into formal leaders and not needing external leadership. • There will be transparency in functioning of all district committees. • There is a positive impact of professional learning communities (PLC) on student achievement and learning. 	<p>There will be a cost associated with a member of NYSBA.</p> <p>There will be time spent:</p> <ul style="list-style-type: none"> • updating website regularly for meeting minutes • providing professional development • attending meetings and roundtables • conducting meetings of internal committees

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**Plan of Action
Specific Means**

Strategy 3: We will consistently develop collaborative leaders at all levels including the Board of Education, administration and staff whose skills and commitments are essential to our core values and mission.

2. End Result to be Achieved: The BOE, administration and staff model, apply and are accountable to standard that are fundamental prerequisites to effective collaboration.

Steps:

1. The Superintendent and his cabinet will consult with other districts that have collaboration as part of their vision in order to identify and define responsibilities of stakeholder groups.
2. The Superintendent will appoint a Task Force (committee including admin, teachers, staff, etc.) charged with the development of the standards for collaboration within and between stakeholder groups.
3. The Task Force will develop a self-evaluation tool to be utilized throughout the District for the purpose of assessing effective collaboration.
4. The Assistant Superintendent(s) will provide professional development for all stakeholder groups on the definition, purpose and process for collaboration (group specific trainings will be provided.)
5. After completing their professional development training, all District individuals will create three SMART (specific, measurable, attainable, realistic and timely) goals for their efforts to collaborate to help the District meet its core values and mission.
6. All District individuals will complete a mid and end year self-evaluations based on their progress toward meeting their SMART goals.
7. Self-evaluations will be submitted online and accessible by supervisors and Task Force.
8. The Task Force will review self-evaluations and present the results to BOE, Superintendent and Superintendent’s Cabinet (Central Office Staff) in order to plan additional professional developments to support fulfillment of the mission and core values.

Benefits	Costs
<ul style="list-style-type: none">• All stakeholder groups would have the same understanding of the standards for effective collaboration.	There will be a minimal cost associated with providing professional development.

<ul style="list-style-type: none"> • Stakeholders take responsibility for individual goal setting and reflection on progress towards fulfilling the core values and mission. • There is consistency and clarity throughout the district regarding the definition and purpose of collaboration. 	<p>There will be time spent:</p> <ul style="list-style-type: none"> • Developing a self-evaluation tool and for individuals to create SMART goals • Creating standards and professional development
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**Plan of Action
Specific Means**

Strategy 3: We will consistently develop collaborative leaders at all levels including the Board of Education, administration and staff whose skills and commitments are essential to our core values and mission.

3.End Result to be Achieved:

The District’s culture supports the autonomy of individuals and staff to participate in collaborative leadership opportunities to support the core values and mission.

Steps:

1. A combined Task Force of Central Office Staff and Human Resource Staff will be selected by the Superintendent and charged with reviewing, updating and disseminating job descriptions, expectations and responsibilities for all positions in the District.
2. The District will contract with an outside company who will lead the 360 degree review process of each school and the District.
3. A Trust Task Force will be established by the Superintendent to investigate and develop a model for building trust and a positive culture in the District to further the core values and mission.
4. Positive culture and an atmosphere of respect will be supported through the recognition of individuals. This will happen through newsletters, weekly e-mails sent out by supervisors, Board of Education meetings and District-wide communication (i.e.: Director of Technology will create a Good News tab on the WCSD Home Page).

Benefits	Costs
<ul style="list-style-type: none">• There will be a common understanding of each person’s role and responsibility within the District.• When there is trust within an organization, there will be increased morale and productivity aligned with meeting the core values and mission.	<p>There will be time spent:</p> <ul style="list-style-type: none">• Updating job descriptions and roles• Circulating information about job descriptions• Hiring a consultant to conduct 360 degree review

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**Plan of Action
Specific Means**

Strategy 3: We will consistently develop collaborative leaders at all levels including the Board of Education administration and staff whose skills and commitments are essential to our core values and mission.

4. End Result to be Achieved: The District embraces collaboration where all contributors engage in shared leadership and transparent decision-making that consistently support the core values and mission.

Steps:

1. The Superintendent and his cabinet will create an evaluation tool to review the purpose and actions of District committees or groups to identify and prevent redundancy.
2. The Superintendent and his cabinet prescribe guidelines for committees or groups to function and fulfill purpose to support the core values and mission.
3. The charge, level of commitment and the responsibilities of the committee is communicated to potential members in advance of creating such committees.
4. Decision-making process is outlined in advance (consensus or one person making the decision.)
5. Director of Technology will make committee information (i.e.: charge, purpose and members) available on the District website under a COMMITTEE tab.

Benefits	Costs
<p>There will be transparency of the goals and actions of the committees as it will be communicated to all stakeholders.</p> <p>We will eliminate redundancy in committee function and purview.</p>	<p>There will be time spent:</p> <ul style="list-style-type: none"> • Uploading documents to the committee tab • Creating an evaluation tool to define and review the purpose of the committee

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**Plan of Action
Specific Means**

Strategy #3: We will consistently develop collaborative leaders at all levels including the Board of Education, administration, and staff whose skills and commitments are essential to our core values and mission.

5. End Result to be Achieved: Systems exist within and across stakeholder groups to support collaboration.

Steps:

1. Via purposeful Master Scheduling and work day schedules, time is provided to give opportunities to effectively collaborate to support positive student outcomes. (District grade level meetings, Common Planning times for teams, etc.).
2. Central Office Staff, supervisors and the technology office will create a variety of systems of communication so that all stakeholders are informed of district happenings. (newsletters, minutes of meetings, etc.)
3. Director of Technology and his staff will provide training at faculty meetings, staff meetings and community forums to inform stakeholders of these systems and how to access and utilize them.
4. Meeting minutes or summaries (redacting student/personnel information) will be turned in to Director of Technology’s office within two days of the meeting and will be posted on the district Staff Intranet for the purpose of keeping stakeholder groups informed and supporting collaboration.

Benefits	Costs
<p>There is a benefit of increasing collegiality and collaboration fostered by providing time for that.</p> <p>There will be a benefit of time saved due to stakeholders being readily informed of District happenings.</p>	<p>There will be time spent:</p> <ul style="list-style-type: none"> • Scheduling common planning time • Creating systems of communication

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April 26, 2014

Dear Members of the Core Planning Team:

Socrates wisely said, “The secret of change is to focus all of your energy, not on fighting the old, but on building the new.” As members of Action Planning Team 4, we feel that this best represents our philosophy and has guided us in our work as a team.

Action Planning Team 4 is comprised of seven district employees, including administrators, teachers and a social worker. Many of the members of our team are also parents and taxpayers within the district. The team accepted the challenge to address this strategy because we wanted to focus our energy on creating the new.

The team has met numerous times over the past four months, scheduled and unscheduled. We started our journey with understanding our mission as presented by the Core Planning Team. The next step was research through professional journals and personal interviews. We explored best practices in both education and business regarding employee talents and how to align them with our current and future needs. We discussed the big idea and were excited about the possibilities.

- Creative ways to recognize employee contributions
- Scheduling options to foster collaboration – “Rounds” and flexible offices
- Peer Collaboration Database
- Understanding new graduates and their workplace expectations

We developed a plan of action with end results to be achieved and identified the steps necessary to bring the plan to fruition. As a result, our team respectfully submits the attached four action plans for your review.

We believe that the efforts required to implement our action plan are directly related to the Wappingers Central school District mission. We look forward to your review and reactions.

Sincerely,

Laura Brundage, Norma Chlus, Diane DiChiara, Laura DiStefano, Bonnie King, Rosemarie Neckles, Jennifer Nevel

Strategy Team #4

Plan of Action

Strategy #4: We will align the talents and resourcefulness of our current and future employees to support our strategic objectives.

End Results to be Achieved:

1. Established practices of networking and collaboration between employees is supported and facilitated to achieve the strategic objectives.
2. A process exists to align the talents and resourcefulness of current employees in order to achieve the strategic objectives.
3. Employees are recruited whose talents support achieving the strategic objectives.

Strategy Team # 4
Plan of Action
Specific Means

Strategy 4: We will align the talents and resourcefulness of our current and future employees to support our strategic objectives.

1. End Result to be achieved: Established practices of networking and collaboration between employees is supported and facilitated to achieve the strategic objectives

1. **Create** a team who will identify and publicize opportunities for employees to network and collaborate.
2. **Collaborate** with formal and informal leaders (including master schedulers) to create opportunities for collaboration.
3. Be **creative** with scheduling options for all employees.
 - a. Employees to have collaborative days once per month per team
 - b. Some employees to be in interdisciplinary offices
 - c. Some employees to be in the same office as mentor or mentee, or ICT teams to share offices
 - d. Employees to meet in flexible spaces
 - e. Department offices become more fluid
 - f. Employees volunteer to participate in a collaborative office space
 - g. Creative scheduling to address students' goals (back-to-back specials, block scheduling, team meeting times, Professional Learning Community times, etc.)
4. Promote grade level meetings, department meetings, PLCs to provide opportunity to plan lessons and confer with one another about challenges and strategies.
5. Create cross cohort collaboration to engage in new ideas and develop a sense of history and future for learning challenges and opportunities.
6. Utilize a "Rounds" system whereby teachers observe peers across disciplines. These rounds would have a pre and post discussion of the lesson presented. This is a peer-to-peer collaboration and is non-evaluative.

Benefits	Costs
<p>Increase opportunity for collaboration provides increase in students' pursuit of their passions.</p> <p>Cohesive lesson plans provide support to staff as they learn new curriculum and can learn ways to integrate new strategies and differentiated lesson plans for varied challenges.</p> <p>Structured peer-to-peer collaboration has been shown by research to integrate the flow of work, support persistence and improve trust in an organization. Employee buy-in of strategic objectives.</p> <p>Richer, deeper learning for our students.</p> <p>Students will directly benefit from faculty and staff planning and working in line with the goals of our strategic objectives.</p>	<p>Creative planning/parallel scheduling already built into school day. Cost: \$ 0.</p> <p>Custodial time for offices to be shifted or items to be moved on as needed basis in the summer.</p> <p>Collaborative days built in to schedule for some teams via district release. Substitute teachers (approx. \$72 per day each).</p> <p>District laptops available to flexible office participants. Cost: \$0.</p>

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Plan of Action Specific Means

Strategy 4: We will align the talents and resourcefulness of our current and future employees to support our strategic objectives.

2. End Result to be Achieved: A process exists to align the talents and resourcefulness of current employees in order to achieve the strategic objectives

1. **Build** a team/department culture of trust, honesty and fairness by displaying the WCSD's mission statement in individual school buildings and departments; moreover, have department and building discussions on how the mission statement impacts the current employees' role (administrator, teacher, teaching assistant, nurses, monitors, custodians, bus drivers, groundskeepers, food service) within the district. Research (DDI: Nine Practices for Effective Talent Management) indicates that a clear understanding of the organization's current and future strategies is needed to develop talents.
2. **Talk** with districts known to have already aligned the talents and resourcefulness of current employees to see what systems they have in place (see Chappaqua School District). Create a small team with representatives from each bargaining unit to review the information and develop a plan for the WCSD.
3. **Develop** *Success Profiles* for each district job that includes *competencies, personal attributes, knowledge and experience*.
 - a. To have staff members be given the opportunity to create and achieve individualized professional goals as part of the *Success Profile*. Included in this opportunity is appropriate professional development to meet these individual goals.
 - b. Connect *Success Profiles* and create a *Talent Pipeline* to prepare employees for the next possible role within the district. A planned approach is necessary to *grow our own leaders* rather than make often risky outside hires.
4. **Create** a *Peer Collaboration* employee database through technology integration.
 - a. The system acts as the facilitator to stimulate learning and collaboration rather than as a directive agent imposing perspectives on employees. The system offers a list of other workers who are ready, willing and able to help another worker. This database will assist in finding peers when needed and will act as an informal peer network.
 - b. Identify participants to pilot the *Peer Collaboration System* and hold periodic focus group sessions to address concerns. After six month trial period, a district wide roll out through a "soft launch" will be implemented.
 - c. The staff self-identifies and uploads the data to the system and updates it as needed.

- d. This database to include such items as current job, certificates, languages, hobbies, information one is willing to share with colleagues, and any other unique information.
- e. The database would be searchable to best tap into in-house talent in order to fulfill student goals and objectives with real world experiences.
- f. There would be a message board for “looking for” so that other talents not listed can be identified.
- g. Clear rules will be established that the use of the information will only be utilized to benefit student goals and will not be utilized to otherwise solicit staff for personal motivations.

Benefits	Costs
<p>Students will benefit from more Comprehensive instruction.</p> <p>By aligning our <i>Peer Collaboration System</i> with student needs we will be able to provide direct opportunities for students to identify and pursue their passions.</p> <p>If we work with successful district to design our new <i>Peer Collaboration System</i>, we can avoid reinventing the wheel and take advantage of others’ efforts.</p> <p>By using in-house technology resources and experts, we can avoid consultant fees.</p> <p>By creating our own system we will avoid licensing fees.</p>	<p>Superintendent’s Conference Day will have training built in to the day.</p> <p>Technology is already available.</p> <p>This work will be time intensive.</p> <p>A team will need to meet as a summer curriculum project and/or the negotiated rate with at least one member of each bargaining unit.</p> <p>This is a reallocation of current curriculum monies that is already in the district budget.</p>

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**Plan of Action
Specific Means**

Strategy 4: We will align the talents and resourcefulness of our current and future employees to support our strategic objectives.

3. End Result to be Achieved: Employees are recruited whose talents support achieving the strategic objectives.

1. **Utilize** a team representing all district employees who are successful in their current positions, to develop a clear understanding of responsibilities for all employee positions (teacher-in-charge, monitors, AIS, SSOs, technology integration teachers, library assistants...) and communicates with a district talent scout/personnel.

2. **Collaborate** with surrounding colleges and universities to recruit individuals who have the talents and resourcefulness to meet the needs of our current students.

- a. District Talent Scout/Personnel to collaborate with colleges and universities to identify those who support our strategic objectives.
- b. Revamp current student teacher/intern program to better identify current district employees who can integrate a new employee into our culture.

3. **Communicate** with districts in surrounding counties to identify their best hiring practices and continually reevaluate and update the current hiring processes.

- a. Reevaluate and better utilize current technology (OLAS, DC BOCES) to access potential employees.
- b. Understand current college graduates expectations (timely feedback, collaborative work environments, technology integration that includes social media).

Benefits	Costs
<p>By creating a system of collaboration, students will benefit from more comprehensive instruction.</p> <p>By aligning our <i>Peer Collaboration System</i> with student needs we will be able to provide direct opportunities for students to identify and pursue their passions.</p>	<p>Superintendent’s Conference Day will have training built in to the day.</p> <p>Technology is already available.</p> <p>This work will be time intensive.</p> <p>A team will need to meet as a summer</p>

Work with successful districts to design our new *Peer Collaboration System*, and avoid reinventing the wheel by taking advantage others' efforts.

By using in-house technology resources and experts, we can avoid consultant fees.
By creating our own system we will avoid licensing fees.

curriculum project and/or the negotiated rate with at least one member of each bargaining unit.

This is a reallocation of current curriculum monies that is already in the district budget.

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May 15, 2014

Dear Members of the Core Planning Team,

The ABC Institute at Northwestern University has completed a study in which the researchers found the following. “There is a tendency of both schools and communities to regard each other with a great deal of distrust. Each has developed a sharp eye for the weaknesses of the other.” We acknowledge that this is reflective of our own District and community.

Action Planning Team 5 is comprised of 8 people, a combination of District employees and community members. We represent teachers, administration, parents, and business owners. Each of us brought our own talents to the table. We became united as a team over our desire to provide the best quality education to our present and future students. Additionally, we strongly felt that we need to build a more diverse staff that is reflective of our multi-cultural community.

Our team has met formally as a whole with the other action teams for more than 40 hours over 5 days. In smaller groups, we have collaborated together to “flesh out” the steps of the plan, putting our individual talents and contacts together to accomplish this important work. Along the way our own diversity became our strength and served to illustrate what this effort will lead to on a district-wide scale. The enthusiasm for what is possible became infectious!

We believe that our strategy is essential to the mission and core values of the WCSD. Our ideas will help to eliminate the wariness that is perceived to exist between the District and community. Our team appreciated that this strategy came forward from the CPT as a priority. Each of us is grateful to have had the opportunity to put this strategy into practice. We look forward to your review and consideration.

Through mutual trust and respect we can provide for a brighter future for our children.

Sincerely,

Maria Arellano, Martha Bilsback, Jeffrey Butler, Diane DiDominicus, John Jones, Ellen Mead, Steven Shuchat, and Eddy Slosower

**Strategy Team #5
Plan of Action
Specific Means**

Strategy 5: We will collaborate with our community to foster relationships that will help us achieve our strategic objectives and mission.

1. End Result to be Achieved: The community understands the district’s mission, core values and strategic objectives.

Steps:

1. Develop a marketing/branding strategy to promote a new identity within WCSD and community. Other school districts around the state of New York, including Liverpool SCD, East Syracuse-Minoa have used logos to promote a school district identity. Other school districts hired Strategic Communications (company) to research and design logos at a cost. Also, logo identity was defined in WCSD strategy one, the district should brand the following items to promote “the new WCSD” on report cards, district stationary, email, community events, logo (school doors, buses, letterhead, website, banners, magnets, gyms, ID badges), newsletters, billboards, competitions, and websites.
 2. A team (district employees and community members) will share and explain the District’s mission, core values and strategic objectives to all district employees at the beginning of each school year.
-

Benefits	Costs (item 1)
<ul style="list-style-type: none"> • WCSD will have a new professional look and feel where anyone anywhere can recognize our organization by its new logo and brand identity. Having universal branding and identity will raise school district spirit and camaraderie within our school/community events. The new logo will be the cornerstone as we build our greater Wappingers culture. The new logo will be used on all district correspondence and clothing. • According to NYSSBA, more school districts are looking for innovative ways to get their message out and be known in the 	<ul style="list-style-type: none"> • East Syracuse-Minoa Schools paid Strategic Communications \$28,000 to develop and brand their school district. The Liverpool Central School District developed a new logo which allowed the community to vote on four possible logos. The research and creation can be accomplished within WCSD resources at little cost, such as Technology Department’s Computer Graphics and Communication courses. These specific courses have the technology available to create logos, banners, and vinyl graphics. The cost of materials would be at wholesale prices obtained through the

community as a positive place for kids to be educated, said Barbara Bradley, speaking for the New York State School Boards Association. NYSSBA ran a seminar at its latest convention: “Got Brand? Creating a Distinctive District.” Bradley said having a brand creates value at a time when schools are competing with private and charter schools. “They’re taking a page from the private sector and creating a brand that projects a positive image,” she said.

Benefits (item 2)

- This would enable everyone to be able to answer any questions the same way so we are all on the same page. This information could also be given to personnel to be given to new employees to ensure all employees are aware of this information.

district. Labor rates would be based on WCSD contracts (if done in-house) will save \$\$\$\$

Cost (item 2)

- The only cost would be paying employees who usually do not work on Professional Development days.

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Plan of Action Specific Means

Strategy 5: We will collaborate with our community to foster relationships that will help us achieve our strategic objectives and mission.

2. End Result to be Achieved: The community understands the District’s protocol for participation in our schools.

Steps:

1. The District’s webmaster (or his/her designee) will have the responsibility to:
 - Add a tab entitled “Community Partners” on the district home page that includes:
 - How to visit Our Schools
 - How to Volunteer in Our Schools
 - How to Use Our Buildings
 - Link to Master Calendar

The information for each bullet will be accessed from current district policies, procedures, and regulations and will be uniform throughout the District. The webmaster (or his/her designee) will be responsible for updating and maintaining this “Community Partners” tab to stay current, with special attention paid to the master calendar.

2. A designee from the Office of Administration will have the responsibility to:
 - Create a bound edition (in English & others as needed) of the information in Part 1 above to be available at the district office and distributed to:
 - Public libraries
 - Civic organizations
 - Town halls
 - Religious organizations
 - Chamber of commerce
 - Others upon request

This designee will maintain communication with the webmaster to ensure that the materials included will reflect the District’s most current information. This bound edition will be distributed by the “Community Partner Liaison” to the above locations and organizations.

3. Create a district position as “Community Partner Liaison.” This job would include, but not be limited to, meeting with local media, businesses, and organizations to foster relationships.

He/she would explain the protocol for participation. This person must have the ability to easily communicate with community members, as well as being easily accessible to them. This employee will work in tandem with the webmaster. An important duty of this employee will be to attend district meetings at all levels on a rotational basis. One purpose of this attendance would be to determine needs our staff and students have that can be met through community partnerships.

Benefits	Costs
<p><i>Creating a new tab for “Community Partners” will make the information more readily available as well as more user-friendly. By becoming a “live” document, it will encourage District employees and community members to participate with greater ease.</i></p> <ol style="list-style-type: none"> 1. Publishing a hard copy of the above referenced material will enable it to be used by those who do not have access to technology. Distributing it to our community partners acknowledges their role as stakeholders in student success. 2. Having a dedicated position of community liaison would solidify our commitment to fostering community relationships. It acknowledges that the District needs their support and involvement to provide the highest possible caliber education to every student. 	<ol style="list-style-type: none"> 1. We have an existing Instructional Technology department and an individual should be designated as the webmaster. 2. The BOCES print shop should be able to produce an initial run of 100 copies at a reasonable cost. We would need a specific cost breakdown from them. 3. TBD by Human Resources

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**Plan of Action
Specific Means**

Strategy 5: We will collaborate with our community to foster relationships that will help us achieve our strategic objectives and mission.

3. End Result to be Achieved: A System is utilized to identify resources, to establish relationships with community partners, and to acknowledge their contributions.

Steps:

1. The Board of Education and Superintendent will establish a committee consisting of stakeholders, such as teachers, administrators, students, parents, and business leaders, for the purpose of identifying community resources to be included in a database. The committee will establish criteria for participation in the database.
2. The database will provide stakeholders with information for establishing partnerships that result in positive student outcomes, such as internships, scholarships, and potential employment opportunities. The database is a dynamic tool to collect and disseminate information to promote partnerships in fulfillment of our strategic objectives.
3. The Board of Education and Superintendent will recognize the contributions of stakeholders that supported the establishment of positive student outcomes, such as through newsletters, award banquets, and press releases.
4. The committee will establish criteria for inclusion in the database.

Benefits	Costs
<ul style="list-style-type: none"> • To build partnerships with the school district and community • To establish a pool of involved community members willing to contribute to the strategic objective • To foster transparency among all stakeholders • To take advantage of community resources as a tool to promote and enhance learning • To teach students about the intrinsic value of giving back to their community 	<ul style="list-style-type: none"> • The potential cost of a person to maintain the database • The investment of time in building and maintaining relationships • The cost involved in recognizing community partners (ex: letter of recognition, award banquet, and certificate of participation)

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Plan of Action Specific Means

Strategy 5: We will collaborate with our community to foster relationships that will help us to achieve our strategic objectives and mission.

4. End Result to be Achieved: A system is utilized to acknowledge and embrace our community's cultural and ethnic diversity.

Steps:

1. Establish contact with language experts to be able to develop and create a translator pool in the languages that are spoken in our community (Spanish, Japanese, Chinese-mandarin, etc.), to be able to access the district webpages. Research how the Ossining School District is using this tool, and if that will work for our school district, to be able to address our multi-cultural community. We will be doing a quantitative research to find out how many ethnicities do we reach in the district and how important it is for them to be able to read in their own language all the information we post in our webpage. All cultural activities that will be planned in the district will be posted on the webpage.

The school district will develop world-class staff training and learning seminars for all ethnic groups in the community that enhance creativity and open horizons to the employees for the WCSD, and all members of the community, so that they feel included and welcome in the district. This will help the employees from the district and the community to understand the differences that exist between one individual and another.

We will also have district documents accessible to reflect the needs of our community in English and other languages that are needed. Administrators need to define what languages are going to be the ones that will be more important to be translated, according to the research that has to be done.

2. To ensure that we are reaching the multi-cultural families at the Wappingers School District, we will host at least an annual "Multi-cultural Fair" in which we will invite them to the district to share their cultures, that are showed in their music, food and clothing. The district will encourage families to participate in this non-academic fair; preferably will be at dinner time, so they will contribute to the goals of embracing cultural and ethnic diversity in our community. People all over the world like to be recognized in their cultural traits, so it will be important to let them know that the school district is taking everybody into consideration. Banners and logos will help the school district and the community to have a sense of belonging.

3. To ensure that the school district recruits qualified employees that reflects the cultural diversity of the district, not only to reflect the diversity we see in our community, but also for the purpose of our students to feel comfortable seeing people from their own ethnic background. When students come to the school, they also bring their own background, family problems, and achievements, so it is important that we recognize this reality in the school district. We need to ensure that present and new employees' skills and attitudes outlined in the Wappingers School District's strategic objectives, and mission.

Benefits	Costs
<ul style="list-style-type: none"> • If we have most languages in the district web, we will be able to close the communication gap between the district and families that it is facing now • Online users can choose their language • Quantitative research to know how many people of different ethnicities live in the district • If the district recruits qualified employees from multi-cultural backgrounds, the other cultures in our community will be exposed, and embraced. • The Multicultural Fair will increase credibility and trust in our district due to the fact that we will embrace cultures and ethnic diversity in our community • Create and integrate a civic identity through the use of district logo in all printed material of the district 	<ul style="list-style-type: none"> • Little to no cost with community volunteers or foreign language students and foreign language teachers • BOCES Print Shop • Free Online Translator (need review to make sure the translation is correct) • Little to no cost because the questionnaire could be sent home with students. Only the print for all students in the district • TBD by Human Resources, how many and the areas of the district and/or schools they need to be placed. • Custodial Staff, permits needed by the county and town, and promotional materials (refer to Art in the Park) • TBD because it will need to be developed in all schools of the district and all material that goes out to the community

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