



WAPPINGERS | Empower
CENTRAL SCHOOL DISTRICT | Challenge
Grow

Navigating Our Way

to

Empower, Challenge, Grow.



For more information about WCSD visit

www.wappingersschools.org

Our Mission

The mission of the Wappingers Central School District 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.

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**Wappingers Central School District
Board of Education**

Peggy Kelland, President
Term of Office: 7/1/2017-6/30/2020
Peggy.Kelland@wcsdny.org

John Lumia, Vice President
Term of Office: 7/1/2017-6/30/2020
John.Lumia@wcsdny.org

Paul Galletta
Term of Office: 7/1/2016-6/30/2019
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Linda Rappaport
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Barbara Goodman
Term of Office: 7/1/2016-6/30/2019
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Robert Rubin
Term of Office: 7/1/2018-6/30/2021
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Keith Odums
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Eddy A. Sloshower
Term of Office: 7/1/2016-6/30/2019
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James Spencer
Term of Office: 5/17/2018-6/30/2021
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Board BOE - A		In a good school district, the Board should...
	1	advocate for all students and develop common goals.
	2	focus on sustainable solutions to both current and future issues.
	3	allow administration and teachers flexibility in approaches with accountability for results.
	4	be informed and well prepared for board meetings, be concise and stick to the point, and be respectful to one another.
Superintendent and Central Administration BOE - B		In a good school district, Superintendent & Central Administration should...
	1	inform the Board of how and what they are doing to improve the education of every child with frequent presentations on educational programs.
	2	provide quality staff development, promote staff initiative in approaches, and allow ample time to integrate and assess changes.
Building Administration BOE - C		In a good school district, the Building Administration should...
	1	make sure that everyone has the same goals of improving student achievement and respect for others.
	2	treat teachers as colleagues, trust them to deliver quality meaningful instruction, allow them creative approaches, while assisting them with disciplinary issues. Identify and support teachers in need of skill development.
Faculty BOE - D		In a good school district, the Faculty should...
	1	be respected, appreciated, and trusted to deliver appropriate differentiated instruction to their students.
	2	get to know each child/student, meeting them where they are today and teaching them for a successful tomorrow.
	3	be accountable by planning a combination of engaging and reinforcing lessons, attending meetings and school events, and continuing to expand their knowledge of teaching techniques and subject matter.
	4	be respectful to students and each other, work collaboratively for the good of students, and be given opportunities to improve.
Non-Teaching Staff BOE - E		In a good school district, the Non-Teaching Staff should...
	1	be respected as an essential member of the school district community.
	2	know their responsibilities and be respected for their expertise.
	3	be alert and kind to students since every interaction with adults contributes to a student's school experience.

Elementary BOE - F		In a good school district, the Elementary Schools should...
	1	be aware of developmental stages and of the variation in maturation of children in order to develop the whole child.
	2	help all children to acquire basic skills and foundational content information and concepts in science, mathematics, history, literature, art, music, geography, grammar, spelling, and handwriting.
	3	teach students to be kind, respectful, responsible and safe.
Middle Schools BOE - G		In a good school district, the Middle Schools should...
	1	help students grow and develop intellectually, physically, emotionally and socially.
	2	provide acceleration for the academically gifted students and continued steady growth for students who are learning more slowly.
	3	teach life skills including civic engagement.
High Schools BOE - H		In a good school district, the High Schools should...
	1	prepare students to be college and career ready, while expanding and developing a broad base of interests and skills to be a well-rounded person.
	2	give all students access to a variety of courses including Advanced Placement, Arts, and Career and Technical Education.
	3	encourage students to take responsibility and leadership as citizens.
Special Education BOE - I		In a good school district, Special Education should...
	1	ensure every student is provided instruction and services to meet their potential.
	2	have clear, reasonable goals for students, stressing growth and success, not failure to reach a set standard.
Students BOE - J		In a good school district, the Students should...
	1	feel safe and welcome every day.
	2	attend regularly, be prepared, get organized, pay attention, follow directions, ask questions, work carefully, check work, complete assignments and seek help when needed.
	3	be introduced to new ideas, skills, and fields of knowledge.
	4	be motivated to achieve the best they can and be held accountable for their actions.

Parents BOE - K		In a good school district, Parents should...
	1	be respected as partners in their children’s education and recognized as their children’s primary teachers.
	2	feel comfortable in the schools and work with teachers and administration to support children in discipline, literacy, and attendance.
	3	support their children’s education by knowing the progress of their children and making sure they fulfill their academic obligations.
Community BOE - L		In a good school district, the Community should...
	1	see the schools as community centers and feel welcome at school events.
	2	educate themselves on the issues, provide input, and vote.
Physical Plant/ Buildings BOE - M		In a good school district, Physical Plant/Buildings should...
	1	provide a safe, comfortable, and welcoming atmosphere for learning.
	2	be clean, well-lit, handicap accessible, well-maintained, and have adequate furnishings.
	3	have up-to-date technology.
Transportation BOE – N		In a good school district, Transportation should.....
	1	be a safe, welcoming atmosphere for students at the beginning and the end of their school day.
Realtors/Press BOE - O		In a good school district, Realtors/Press should...
	1	be informed and uplift district activities and accomplishments.

Board of Education and District Committees

As stated in policy 2250, the Board President serves as an ex-officio member on all Board committees.

Committees	BOE Committee Representatives
Audit Committee	Paul Galletta, Linda Rappaport, Keith Odums
Capital Improvement Committee	John Lumia, Robert Rubin, Eddy Sloshower
Community Communications Committee	Barbara Goodman, Linda Rappaport
Curriculum Committee	John Lumia, Linda Rappaport, Barbara Goodman
District-wide School Safety Team	Paul Galletta, James Spencer, Linda Rappaport
Legislative Action Committee	Linda Rappaport, Eddy Sloshower, James Spencer
Long Term Development Committee	John Lumia, Robert Rubin, Eddy Sloshower
Personnel Committee for Hiring of Senior Staff Members and Principals	John Lumia, Keith Odums, James Spencer
Policy Committee	Barbara Goodman, John Lumia, Robert Rubin
Wellness Committee	Paul Galletta, Keith Odums, Linda Rappaport
Strategic Planning (Core Planning Team)	Barbara Goodman, John Lumia, Robert Rubin

Who We Are: Wappingers Central School District

Welcome to the Wappingers Central School District (WCSD), located in Dutchess and Putnam Counties, in the historic Mid-Hudson Valley. Located 70 miles North of New York City, we are the tenth largest school district in New York State, serving a student population of more than 10,500 students. The townships that make up our school community include Wappinger, East Fishkill, Fishkill, Poughkeepsie, La Grange, as well as, Philipstown and Kent. We are comprised of ten elementary schools, two junior high schools, two senior high schools and an alternative high school. As a large suburban/exurban community, we embrace our diversity, and are proud of our on-going efforts to improve our academic program, supports and services.

We are grateful to and thank our constituents for support, as recent successful bond referendums have initiated a district-wide [Capital/Infrastructure Improvement Plan](#) for all our schools.

The WCSD embraces a mission that is focused on the empowerment and success of ALL OF OUR STUDENTS. Our dedicated teachers, administrators, and staff are committed to on-going professional improvement, which, in turn, impacts our student success. We have established a culture of effective professional development opportunities including many Professional Learning Communities (PLC's) and a highly collaborative Edcamp approach. WCSD student performance continually exceeds New York State and national standards. On average, more than 90% of our senior class graduates each year. Approximately 88% of our graduates continue on to post-secondary education and many attend some of our nation's finest colleges and universities.

We are proud to be the only school district in Dutchess County to have been accepted as a member of the prestigious Tri-State Consortium (www.Tri-stateconsortium.org). Through the rigorous Tri-State Consortium's "critical friends" on-going evaluation process, we are accredited by The Middle States Association of Colleges and Schools.

The WCSD offers a rich and comprehensive K-12 academic experience. There is a strong focus on Literacy in the elementary level. Effective teacher teaming at the Junior High level helps transition our students to our commencement goals. Our program culminates in a variety of commencement level programs, as well as comprehensive transition planning. From school-to-work to support services; Business Education to STEAM; strong Regents-level instruction to college partnerships; and to the availability of more than 30 Honors and 30 Advanced Placement courses, we offer rich educational opportunities designed to meet the needs of all our students. Our District's award-winning fine and performing arts program is renowned, with many students annually

winning awards through NYSMMA on the state and national levels. NAMM (National Association of Music Merchants) has recognized us as one of the top community schools for music education in the nation. Our [instructional technology](#) program supports classroom instruction, and our professional development has been recognized by NYSCATE for its excellence. We are honored to annually host the prestigious Hudson Valley NYSCATE conference.

Our students choose from a rich menu of after-school clubs and activities, which offer the opportunity to pursue and extend their areas of interest and learning beyond the classroom. Our physical education, modified athletics, and interscholastic athletics are extensive, offering students an impressive choice of athletic experiences.

In partnership with our community, we have embraced a plan for continued success. Through our [Strategic Plan](#), we have established a clear roadmap to excellence!

We are a dynamic, diverse and evolving public school district. We believe in the continued development of a comprehensive and holistic educational program whose outcomes are clearly focused on the college and career readiness of all our students. We are committed to our mission "...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."

Our Community...

School District Size: 120 sq. miles

Total Enrollment: 10,692

Total Staff: Certified: 1,165 Classified: 727

Members from the following communities comprise our school district:

Dutchess County from the 2010 Population Census

The Town of Wappingers: 27,048 residents

The Village of Wappingers Falls: 5,022 residents

The Town of Fishkill: 22,107 residents

The Town of East Fishkill encompassing the hamlets of Hopewell Junction: 29,029 residents

The Town of LaGrange: 15,730 residents

The Town of Poughkeepsie: 43,341 residents

Putnam County from the 2010 Population Census

Town of Kent: 13,507 residents

Town of Philipstown: 9,662 residents

2018-2019 Information About Our Schools

Elementary (K-6)

Brinckerhoff Elementary School - 624 students
Fishkill Elementary School - 424 students
Fishkill Plains Elementary School - 530 students
Gayhead Elementary School - 903 students
James S. Evans Elementary School - 332 students
Kinry Road Elementary School - 356 students
Myers Corners Elementary School - 777 students
Oak Grove Elementary School - 434 students
Sheafe Road Elementary School - 599 students
Vassar Elementary School - 283 students

Secondary (7-12)

Van Wyck Junior High School - 910 students
Wappingers Junior High School - 781 students
John Jay High School - 1,988 students
Roy C. Ketcham High School - 1,688 students
Orchard View Alternative High School - 63 students

Average Class Size*: grades K-1 = 22; grades 2-3 = 22; grades 4-5 = 23

Full day kindergarten — must be five years old by December 1

*varies by building

District Wide K-12 - 10,692 (as of October 5, 2018)

Special Education: 14%

English Language Learners: .02%

2018-2019 Staff

Certified Teaching Staff: 894

Supervisory Staff, including all Certified Administrators: 68

Teaching Assistants: 220

Civil Service Employees - Unit Members: 710

Transportation

School District provides transportation to all homes located within the District

Number of Students Bused to Public Schools: 10,932

Number of Students Bused to Private/Parochial Schools: 875

Financial Information - by municipality and weighted for homestead and non-homestead

2018-2019

	Wappingers*	Fishkill*	East Fishkill	Poughkeepsie	LaGrange	Philipstown	Kent
Share of Levy	27.88%	20.65%	36.50%	13.74%	1.12%	.02%	.09%
Tax Rate Changes (from 2017-18)	(.06)%	0.00%	.06%	.06%	(.06)%	(.09%)	.06%
Homestead Tax Rate (per \$1,000 Assessed Value)	\$16.67	\$16.64	\$16.64	\$16.65	\$16.60	\$34.61	\$17.43
School Budget	\$231,312,631						
Total Tax Levy	\$165,627,869						
Total Levy Increase (from 2017-18)	2.92%						
Budget-to-Budget Increase (from 2017-18)	2.72						

*Inclusive of Town & Village

2017-2018

	Wappingers*	Fishkill*	East Fishkill	Poughkeepsie	LaGrange	Philipstown	Kent
Share of Levy	27.31%	20.62%	36.88%	13.98%	1.14%	.03%	.04%
Tax Rate Changes (from 2016-17)	(.36)%	(.36)%	(.30)%	(.36)%	(.06)%	(1.09%)	(.29%)
Homestead Tax Rate (per \$1,000 Assessed Value)	\$16.68	\$16.64	\$16.63	\$16.64	\$16.61	\$34.64	\$17.42
School Budget	\$225,181,606						
Total Tax Levy	\$160,936,353						
Total Levy Increase (from 2016-17)	.95%						
Budget-to-Budget Increase (from 2016-17)	1.80%						

*Inclusive of Town & Village

**Financial Information
2016-2017**

	Wappingers*	Fishkill*	East Fishkill	Poughkeepsie	LaGrange	Philipstown	Kent
Share of Levy	27.07%	20.37%	37.18%	14.11%	1.15%	.06%	.06%
Tax Rate Changes (from 2015-16)	1.51%	1.39%	1.26%	1.43%	1.32%	1.03%	1.10%
Homestead Tax Rate (per \$1,000 Assessed Value)	\$16.74	\$16.70	\$16.68	\$16.70	\$16.62	\$35.02	\$17.47
School Budget	\$221,199,261						
Total Tax Levy	\$159,426,539						
Total Levy Increase (from 2015-16)	1.94%						
Budget-to-Budget Increase (from 2015-16)	2.20%						

*Inclusive of Town & Village

Changing the Trajectory of Increase		
	Budget-to-Budget Increase	Tax Levy Increase
Average Increase Per Year for Past 20 Years	4.25%	2.73%
Average Increase Per Year for Past 10 Years	3.48%	2.08%
Average Increase Per Year for Past 5 Years	3.23%	2.18%
This year's 2018-2019 Increase	2.72%	2.92%

Wappingers has never had a budget that exceeded the tax cap legislation.

Dear WCSD Community,

Welcome to the *Navigating Our Way (NOW) to Empower, Challenge, and Grow* document. NOW is intended to provide you with a general understanding of the entire WCSD learning community. Our goal is always to ensure that we live by our belief system articulated through our WCSD Mission Statement and Core Values. Through our Mission Statement and Core Values, our Board of Education is able to establish values and, in turn, the WCSD administration is able to formulate and design their goals and objectives. The NOW document provides a cohesive, comprehensive understanding of the philosophy, work, culture, climate, and goals from each of our offices, aligned to the values of the Board of Education and the WCSD Strategic Plan.



The 2018-2019 school year is unique because of the replacement of the No Child Left Behind Act (NCLB) of 2001 with the Every Student Succeeds Act (ESSA) which has been established and implemented by the federal government. For more detailed information related to ESSA, please visit the [US Department of Education website](https://www.ed.gov/). Along with this change, we continue to focus our energy on our Strategic Plan. We move into the second phase of implementation at the start of the 2019-2020 school year. Work must start now so we can successfully execute the second phase and include all WCSD stakeholders.

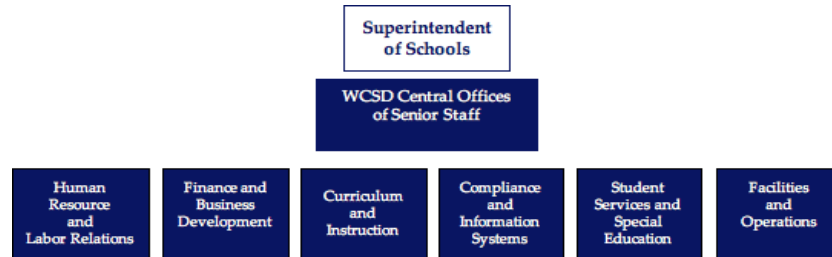
In addition to the Office of the Superintendent, WCSD is comprised of six administrative offices: Office of Deputy Superintendent, Human Resource and Labor Relations; Office of Compliance and Information Systems; Office of Curriculum and Instruction; Office of Finance and Business Development; Office of Special Education and Student Support Services; and the Office of Facilities and Operations. We have strategically selected five pillars, *Teaching and Learning, Communication and Community Relations, Programs and Services, Talents and Resources, and Fiscal Diligence and Operations*, to represent the work that is outlined in this document. They are symbolic of the work we do to ensure that all of our students are provided with a well-rounded education as we strive to meet their academic, social and emotional needs. The pillars are strengthened by the roof and foundation representing our Mission and Core Values by which we operate. The vibrant work we do to support these pillars is continuous..

As we navigate our District in a direction that reflects our Mission and Core Values, the past, present and future contributions from all WCSD community members as collaborators continues to be instrumental. We will pledge to build respectful and nurturing relationships to ensure that all of our students benefit from numerous positive outcomes and successes. We are proud of the work we do for all of our students.

Sincerely,
José L. Carrión
Superintendent of Schools

2018-2019 Goal

To oversee, monitor, supervise, and facilitate the Central Office Senior Staff's goals in relation to the Board of Education Values and Strategic Plan, in accordance with our Mission Statement and Core Values to promote successful student outcomes and achievement for our entire WCSD learning community.



Importance and Purpose

All stakeholders are aware and understand the importance of the values set forth by the Board of Education. In order to ensure that these values are being reflected, the objectives behind each goal established by the Central Office Senior Staff require alignment and ongoing communication and collaboration. The initiatives set forth by the Board and WCSD Administrative committees are intended for the effective management of the District, as well as ensuring student achievement, as outlined by [Every Student Succeeds Act \(ESSA\)](#), State requirements, and/or local initiatives. WCSD is committed to and required to be in compliance with all funded and unfunded mandates in every area of the educational arena.

Indicators

In addition to the [New York State School Report Cards](#), all administrative presentations, workshops, and reports to the Board of Education will indicate our progress toward meeting the goals articulated in this document. WCSD Navigating Our Way document is encompassing of this entire goal.

- Weekly Senior Staff Meetings
- Joint Administration Workshops
- Parental Workshops
- Superintendent Forums
- Data team school meetings and visits
- Board of Education Workshops and Reports
- [Shared Decision Making Team](#)

2018-2019 Goal

To develop and implement the second phase of the WCSD Strategic Plan for the start of the 2019-2020 school year. A core planning team inclusive of community members, parents, teachers, support staff, building-level and district administrators, and Board of Education members, will be convened to review the present Strategic Planning and to set forth a document with new objectives and goals for the WCSD.

Purpose

The objective of the second phase of the Strategic Plan is to require new initiatives as well as re-evaluation of the first phase. The Every Student Succeeds Act (ESSA) will serve as a critical component to develop an aligned plan that demonstrates how the WCSD will move forward in the following areas:

- Board of Education (Policy) and Administration (Regulation)
- Student Growth and Outcomes (Academic, Social, and Emotional)
- Curriculum and Instruction
- Fiscal development
- Parental and Community Involvement
- Communication and collaboration amongst all stakeholders
- Hiring Practices and Recruitment of Staff

A communication flow chart will be developed allowing all Board and District-level committees to play an integral role in the second phase of the Strategic Plan. It is important to note that this work is not intended to reinvent the wheel or usurp the role of the great work now being done by the entire WCSD learning community. This work is intended to provide guidance to all members of the WCSD learning community who play a role in the aforementioned areas.

Indicators

- Core Planning Team Meetings
- [District Shared Decision Making Committee](#)
- Board of Education and District-level Committees

2018-2019 Goal

To promote a culture and climate where teaching and learning is not exclusive of emotional and social learning. To ensure that all students district-wide are able to work productively in order to increase success rates in a variety of areas, as indicated in the Strategic Plan, and as evidenced by student graduation rates.

Purpose and Indicators

The successful graduation of a WCSD student, begins in Kindergarten. In order to ensure that the individual needs of each student are being met within the educational environment and system, we must ensure that family and community play a responsible and integral role in the learning process. Our educators and support staff also play a vital and integral role in the success of our students. Continued parent workshops, parental involvement, participation, and collaboration at the District and school-level, along with professional development, are critical in ensuring we instill in our students motivation, passion, and values that go beyond instant gratification and short-term success in order for them to become viable citizens in our society.

As educators we have a responsibility to ensure that we cultivate a culture where students are responsible citizens in their learning community and their entire community. Our educational responsibility requires looking at the whole child and understanding that successful student outcomes can only occur when the aforementioned is in place.

Indicators and Partners

- WCSD PTA Council
- Parent University
- [Strategic Plan](#)
- [District Shared Decision Making Team](#)
- School Leadership Teams
- Superintendent Forums
- State Reports (i.e. VADIR)
- Board of Education Presentations
- Local Schools' Action Plan

STRATEGIC PLAN

The purpose of strategic planning in the Wappingers Central School District is to set overall objectives for our students and our District and to develop a plan to achieve them. Strategic planning involves asking questions about what our priorities are and where we would like to be in the not so distant future.



WCSD PILLARS



COMMUNICATION & COMMUNITY RELATIONS

Communications and Community Relations: We will participate in continuous and collaborative communication with all WCSD community members and partnering agencies. It is important to share relevant information regarding school accomplishments, events, programs and services, as well as the challenges and concerns that we encounter. With the assistance of the Community Communication Committee (CCC) we will develop a communication plan to meet all local, state, and federal initiatives and required mandates. This pillar encourages and supports active community engagement within our district and schools. By nurturing a culture and climate that bridges the home and school with *WCSD Parents as Partners*, we are then able to maximize parental involvement and engagement.



TEACHING & LEARNING

Teaching and Learning: We develop and nurture all students to become lifelong learners, making this the heart of what occurs in each classroom and school building every day. As indicated in our Core Values, “We believe that active and continuous learning is essential for individuals and communities to flourish.” As we continue to reinforce with our professional reading, “Mindset – The New Psychology of Success” by Carol Dweck, a growth mindset is essential and fundamental to the success of all of our students. We are mindful that educating the “whole” child requires an understanding of each student’s needs academically, socially, and emotionally. Our administrators, teachers, and support staff have a clear understanding that building relationships with students and their families creates a safe environment for students to learn. This pillar encompasses curriculum locally created by our talented and resourceful teaching staff along with an understanding of a balanced assessment process and system that measures student growth in order to best meet their needs for additional supports, enrichment, and advancement.



TALENTS & RESOURCES

Talents and Resources: We represent a large and diverse community rich with varied talents and resources upon which to draw. We are mindful that all of our students, staff, and community members offer opportunities for us to learn from one another. As stated directly in our Strategic Plan, Strategy 4, “We will align the talents and resourcefulness of our current and future employees to support our strategic objectives.” It is our responsibility and obligation to go beyond the textbook and four walls of our structures when educating the entire WCSD community. This will ensure that students will be able to express and build upon their aspirations from academics, to the fine and performing arts, to athletics, as well as other clubs and organizations. This pillar represents our pledge to continue to hire the best staff for our students and be committed to value the talents and resources of all WCSD members as they contribute to the enriching learning experiences for all.



Programs and Services: We offer a wide variety of programs and services designed to challenge and empower all of our students, administrators, teachers, support staff, parents, community members, and partnering agencies. We are focused on continually reviewing our programs and services to ensure they meet the needs, interests, and talents of our District's diverse community of learners. This pillar represents the vast and rich number of programs and services the WCSD community can access through our website, course catalogs, offices of school counselors, in-services courses for staff, adult continuing education opportunities for community members, and in other areas. It symbolizes how our entire learning community can access, navigate, and/or tailor these opportunities and options. It exemplifies our Core Value that states, "We believe embracing diversity in all its forms enriches the human experience."



Fiscal Diligence and Operations: We thrive, instructionally and non-instructionally, through short and long term planning. Safety and security of our students and staff is of utmost importance in all of the work we do. Our operations provide the essential materials, resources, supplies, and textbooks for the classroom, everything down to the paint that covers the walls of our buildings. Every operation conducted, developed, and/or implemented requires planning and financial resources. We are very well aware of the importance of a continuous focus on our District facilities, as well as developing goals and plans that outline the direction for the present and future. We achieve this through diligent planning, working collaboratively with our Board of Education and/or District committees. We strive to ensure stakeholders are involved in the implementation and operations to create a thriving school district that exemplifies our Mission and Core Values. This pillar coincides with our Core Value, "We believe that the health and quality of a community are dependent on the responsible contribution of all its members."

HUMAN RESOURCES AND LABOR RELATIONS

Welcome to the Office of Human Resources and Labor Relations. We are committed to executing the Vision and Mission of our Strategic Plan in the following areas:

- Recruitment, interview, selection, and induction of employees
- Oversight for nearly 1,800 employees
- Contract Administration for nine separate collective bargaining units
- Administration of applicable Board policies, Federal and State labor laws/regulations, due process proceedings, conflict resolution and mediation
- Review and investigation of complaints alleging discrimination, harassment, or retaliation
- Outreach regarding the Employee Assistance Program
- Coordination of staff development programs in conjunction with the Office of Curriculum and Instruction
- Conduit for the management of in-service credits, educational seminars, and graduate credits, teacher and administrator mentoring program, employee assistance program and the maintenance of confidential personnel records

GOAL

2018 -2019

Evaluate, maintain, develop, and implement systems and processes that assess the effectiveness and efficiencies of all employees to provide the highest level of service to the entire WCSD community and to promote the academic, social, and emotional growth of our students.

Importance and Purpose

Systems will allow us to examine and identify areas of improvement to ensure that our students are being provided with services of the highest quality. Ongoing and regular assessment of professional development opportunities for staff will continue to be analyzed and enhanced where necessary, and the continued development and implementation of new evaluation systems will allow us to monitor and evaluate the effectiveness of staff.

Indicators

- Provide on-going training and staff development in academics and in health and wellness
- Complete regular evaluation of all District employees
- Analyze employee evaluations and identify areas of strength and those in need of growth
- Respond to employee concerns in a timely and effective manner

Presentations, Workshops, Professional Development

Strategic Plan and Alignment to Board Values

- The relationship between professional development opportunities and the observation and evaluation of staff
- Professional Development Plan
- Health and Wellness strategies

Board Values

- BOE A & B
- BOE D & E
- BOE F & G
- BOE H & I

Strategic Plan

- Strategy 1

GOAL

2018 -2019

Provide current, relevant, and meaningful Employee Development/Training opportunities for all District employees so that they gain knowledge in their specific job classification that provides insight and support and fosters active and continuous learning to assist in enhancing performance to the highest level.

Importance and Purpose

All of our employees, regardless of job classification, are provided with opportunities for Employee Development/Training and relevant coursework that promotes both growth and understanding in their area of expertise. The Office of Human Resources and Labor Relations will work in collaboration with all District departments to ensure that these opportunities are available on an on-going basis and that they are meeting the desired needs of our staff in accordance with the goals of the Board of Education and those outlined in the District Strategic Plan.

Indicators

- Commitment to the District core values by all staff and their willingness to contribute to achieving our strategic objectives and mission
- Comprehensive review of training opportunities available for all staff.
- Regular and ongoing evaluation of training opportunities in relation to staff performance.
- Analysis of the impact of Employee Development/Training opportunities on student achievement and/or culture and climate of the building or office assigned.

Presentations, Workshops, Professional Development

- Provide continuous awareness of Employee Development/Training opportunities
- Regular evaluation of Employee Development/ Training Opportunities
- Ongoing evaluation on the relationship between Employee Development/Training opportunities and student achievement

Strategic Plan and Alignment to Board Values

Board Values

- BOE D & E
- BOE F & G
- BOE H & I

Strategic Plan

- Strategy 1
- Strategy 2

GOAL

2018 -2019

Increase recruitment efforts to hire the most qualified and competent individuals for vacant and/or newly established positions in the Wappingers Central School District.

Importance and Purpose

Increasing a diverse pool of viable candidates is essential in order to be successful at this task. From review of resumes and applications to the establishment of comprehensive interview committees, we will enhance and increase the opportunity to select from an array of qualified candidates that will best meet the needs of our students and the community as a whole. Increasing the rigor of the interview process will require future employees to write or verbally communicate how their role would contribute to the District’s mission, core values, and strategic objectives.

Indicators

- Thorough review of employee qualifications and skills
- Utilize online application system to streamline application process
- Ongoing and continuous recruitment of staff in employment areas of need as well as recruitment of staff who are diverse and representative of the population that our District serves.

Presentations, Workshops, Professional Development

- Human Resources: New processes, revisions and changes made to recruitment and hiring practices
- Updates regarding personnel contractual matters and hiring practices
- Participation in Career Fairs

Strategic Plan and Alignment to Board Values

Board Values

- BOE D & E
- BOE F & G
- BOE H & I
- BOE J, K & L

Strategic Plan

- Strategy 3
- Strategy 4

COMPLIANCE AND INFORMATION SYSTEMS

Welcome to the Office of Compliance and Information Systems. Our office supports the departments of Administrative Services and of Technology, Data & Library Media Services. We are responsible for ensuring our schools maintain compliance with our District policies and the many facets of NYS Education Law. We provide the infrastructure and support necessary to maintain critical systems and a robust network across all of our schools. This network provides access to systems, resources, and communications which are essential to student learning and District operations. The Office of Compliance and Information Systems assists all departments and offices in any and all ways that support our District's Mission while ensuring that federal, state and/or local requirements are met.

GOAL

2018 -2019

Strategic Planning: Align resources directed at supporting Strategic Objective 3: “By 2019, all of our students will continuously explore possibilities in order to identify and pursue their passions.” By the end of this school year, we will have a working prototype focused on helping students to identify and pursue their passions.

Importance and Purpose

The Strategic Plan is in its fifth year of implementation. During this school year, we will continue our focus on Strategic Objective 3. This objective will focus on increasing the level of opportunities and options for students related to teaching and learning and social/emotional and learning.

Indicators

- Reconvene the Core Planning Team (Year 6)
- Update District-wide Guidance Plan
- Develop joint Student Government Meetings with all high schools as requested by students
- Establish collaborative opportunities for students to pursue their interests, to explore new ideas, and to create new concepts
- Create academic pathways at the high school level that will allow for students to choose focused requisite courses that align with each student's interests
- Create an interactive online course catalog

Presentations, Workshops, Professional Development

- Updates to the Strategic Plan
- Facilitate Workshops to the Core Planning Team

Strategic Plan and Alignment to Board Values

Board Values

- BOE H-1
- BOE J-3
- BOE J-4

Strategic Plan

- Strategic Objective 3

GOAL

Every Student Succeeds Act (ESSA): Identify strengths, weaknesses, opportunities, and threats that the district will face in the next five years as it relates to the ESSA.

Importance and Purpose

ESSA is the 8th re-authorization of the Elementary and Secondary Education Act of 1965. This re-authorization replaces NCLB and is now the driving legislation that will determine the "success" of schools and districts across the state.

Indicators

- Attend training for ESSA and turnkey this training to our District Administrators and Staff.
- Analyze our data to determine any context in which our schools or district may be identified.
- Identify short and long term priorities that need to be addressed.

Presentations, Workshops, Professional Development

- Professional Development for ESSA and District Accountability
- Data Analysis

Strategic Plan and Alignment to Board Values

Board Values

- BOE B-1
- BOE C-1

Strategic Plan

- Strategy 1
- Strategy 2
- Strategy 3
- Strategy 4
- Strategy 5

GOAL

Improve Bi-Lateral Communication with the Community: Create a Communication Plan with the input of the Community Communications Committee (CCC).

Importance and Purpose

Community Communications Committee, also known as the Public Relations Committee, will seek to provide additional opportunities for interaction with members of the community. The Superintendent of Schools has determined the importance of community input and outreach. The CCC will support the structure for open lines of communication based on different communication systems, formats, and presentations.

Indicators

- Develop, implement and facilitate: Superintendent Forums/Town Hall and formal and informal communication forums i.e. survey
- Gauge the effectiveness of communication

Presentations, Workshops, Professional Development

- Community Communications Committee Report and Recommendations

Strategic Plan and Alignment to Board Values

- Board Values**
- BOE K-3
- Strategic Plan**
- Strategy 1
 - Strategy 5

GOAL

2018 -2019

Work with the Office of Compliance and Information Systems to review allocation of instructional time at the elementary level to ensure adequate time, as well as instructional resources and supports, are provided for principals, teachers and students in all social studies and science content areas.

Importance and Purpose

Research shows that strong literacy and math skills are necessary for success in school and beyond the high school experience. However, being a well-rounded student, who is passionate about learning, goes far beyond being a strong reader and mathematician. It is necessary for all students to be skilled and knowledgeable in a variety of subjects, including social studies and science, beginning with the youngest learners in our schools.

Indicators

- Review, recommend, and adjust as necessary the amount of time allocated to the teaching of all core content areas
- Convene curriculum revision teams to review and align curricular materials
- Provide professional development to K-6 teachers in the areas of social studies and science through the professional development specialists
- Articulate the elementary instructional programs and coordination of curricular and pedagogical supports, including the professional development plan, to all staff at the elementary level

Presentations, Workshops, Professional Development

- STEAM Opportunities and Advisory Council
- Elementary and Secondary Academic Programs
- Targeted Informed Instruction
- Program/Course Reviews
- Effective AIS models and instruction
- Civic Engagement

Strategic Plan and Alignment to Board Values

Board Values

- BOE F-2
- BOE G-1

Strategic Plan

- Strategy 4-1
- Strategy 4-2

OFFICE of CURRICULUM AND INSTRUCTION

Welcome to the Office of Curriculum and Instruction. The primary responsibility of the department is to develop curricula, select textbooks and instructional materials, develop pacing charts for learning (scope and sequence), and provide professional development for staff to ensure that all students have access to instruction leading to attainment of learning expectations. In alignment with the [Strategic Plan](#), the Office of Curriculum and Instruction will continue to support the Mission of the District by ensuring students have access to the following:

- A wide variety of course offerings in core-content areas (English, Math, Social Studies, and Science) and specialized subjects (Business, Technology, Fine & Performing Arts, and Foreign Languages)
- Updated textbooks and instructional materials to support teaching and learning
- Rigorous enriching curricula which contains a strong emphasis on developing inquiry, critical thinking, and problem solving skills across all disciplines
- K-12 learning opportunities in the field of STEAM (Science, Technology, Engineering, Arts, and Mathematics)
- Before and/or after-school enrichment activities

GOAL

To promote the creation of building-level teams that work collaboratively with a focus on improving student learning through inquiry.

Importance and Purpose

Collaborative building level teams and inquiry is a systematic approach to improving student learning. The inquiry cycle includes assessment, analysis, and action, and is a necessary component for district-wide/school-wide support for success in student learning. Through inquiry districts can enhance teacher quality, improve curriculum development, find the root cause of issues and concerns, and share best practices in teaching and learning.

Indicators

- Develop initiatives and implement strategies to increase student achievement and raise the graduation rate
- Preparation and analysis of multiple data points to inform decision making at the District and school level
- Creation of data teams as Professional Learning Communities to increase staff knowledge in use of data in the decision making process
- Inform instructional and curricular decisions based on a variety of summative and formative data sources
- Create and articulate goals, and set and model expectations for data use throughout the District.
- Provide professional learning opportunities to support building administrators, school data teams, and teachers in their use of data to identify professional development needs.
- Monitor the progress of the district toward achieving its goal for data use and establish the lines of communication necessary for sharing results and effective practices.

Presentations, Workshops, Professional Development

- STEAM Opportunities and Advisory Council
- Targeted Instruction
- Program/Course Reviews
Effective AIS models and instruction

Strategic Plan and Alignment to Board Values

Board Values

- BOE G-2 & G-3
- BOE H-1 & H-2

Strategic Plan

- Strategy 4-1

GOAL

2018 -2019

Review the instructional program provided to all students to confirm that the varied needs of all learners are being addressed through academic enrichment opportunities and/or an Academic Intervention Service, which is aligned with the RTI Process, as part of their day-to-day learning experience.

Importance and Purpose

All students deserve a high-quality education inclusive of academic and extracurricular programs, strong teaching, and adequate instructional materials. It is the responsibility of the District and individual schools to ensure that students have equal access to such educational resources so that all students have an equal opportunity to achieve academic success.

Indicators

- Analyze, develop and offer STEAM opportunities for student learning throughout the K-12 curriculum
- Plan and coordinate the implementation of programs to enrich student learning before, during, and after-school
- Develop and implement new course approval procedure, curriculum review process, and periodic program review and evaluation
- Develop common language and instructional consistency across schools
- Evaluate, monitor, and enhance Academic Intervention Services (K-12)
- Review scheduling options to allow for adequate collaboration between classroom teachers and support staff

Presentations, Workshops, Professional Development

- Targeted Informed Instruction
- Elementary and Secondary Academic Programs
- Program/Course Reviews
- Effective AIS models and instruction

Strategic Plan and Alignment to Board Values

Board Values

- BOE F-2
- BOE G-2

Strategic Plan

- Strategy 3-5
- Strategy 4-1

GOAL

2018 -2019

Establish and maintain a cohesive K-12 instructional program for our learning community, as well as oversee new course development and graduation pathways.

Importance and Purpose

Our course offerings are aligned to the Mission and Core Values of the WCSD and are effective in meeting the diverse learning needs and interests of students. This will provide all students the opportunities to engage in meaningful, fun and rigorous curriculum throughout their learning experience. By creating these opportunities, we are preparing and fostering students to be successful in their future endeavors beyond the high school experience. Research shows that students who are active participants in the learning process achieve greater success and increased academic performance.

Indicators

- Create a list of priorities to focus on in collaboration with the Long Term Development Committee
- Create additional course offerings and learning opportunities for students that result in credit bearing opportunities
- Assess, examine, and review current course offerings through the use of student surveys, student enrollment, identified pre-requisites, and discussions with teachers, students, and parents.
- Maintain course handbook, inclusive of updated revisions, on an annual basis

Presentations, Workshops, Professional Development

- New Course Development (Director and Teacher)
- Department Meetings
- Review and Update of Course Handbook

Strategic Plan and Alignment to Board Values

Board Values

- BOE F-2
- BOE G-1
- BOE H-1 & H-2

Strategic Plan

- Strategy 2-1
- Strategy 3-4

SPECIAL EDUCATION AND STUDENT SUPPORT SERVICES

Welcome to the Office of Special Education and Student Support Services. Our work supports all the students of the Wappingers Central School District. With respect to the professional staff members, the following personnel fall under this administrative office i.e., the Director of Special Education, Assistant Directors of Special Education, the certified Teachers of Special Education, School Psychologists, School Social Workers, School Counselors, Speech Therapists, Occupational Therapists, Physical Therapists, and Teacher Assistants.

The primary mission of the student services department is to ensure that students are "ready" to engage in challenging curriculum. "Readiness" is defined as social, emotional, behavioral self-efficacy -- the ability to regulate oneself in the pursuit of appropriate goals. The broad term is inclusive of special education, aimed at providing students with appropriate supports commensurate with their needs in order to achieve the New York State Learning Standards. This simple but critical mission is consistent with the District Mission Statement, as we "Empower" students and "Challenge" them as they "Grow" into young adults.

GOAL

2018-2019

The WCSD is developing a comprehensive and developmentally appropriate "School Counseling Plan," for kindergarten through twelfth grade, as set forth in the newly adopted regulations regarding the professional practice of the District's school counselors.

Importance and Purpose

The New York State Education Department issued new guidelines with respect to school counselors and the services they provide. Consistent with the new requirements, the WCSD is in the process of developing a comprehensive and developmentally appropriate district-wide school counseling plan. The counseling plan is required for the 2019-2020 school year and beyond. Currently, the WCSD school counselors are working with a consultant, Mrs. Deb Hardy, as they prepare for the new requirements.

Indicators

- Increased performance on measures of social, emotional, and behavioral development and functioning, as well as student achievement.
- Improved alignment of student choice/values with curricular as well as extra-curricular activities
- Improved outcomes for students i.e., graduation rates, enrollment in rigorous courses, satisfaction surveys, etc.

Presentations, Workshops, Professional Development

- The WCSD started the process of constructing the "School Counselor Plan," during the 2017-18 school year. The district has worked collaboratively with Mrs. Deb Hardy, a consultant and former school counselor as it readies itself for implementation in the 2019-20 school year.

Strategic Plan and Alignment to Board Values

Board Values

- BOE A-1 & BOE B-2
- BOE C-1 & BOE D-2
- BOE F-1 & F-3
- BOE G-1 & G-3
- BOE H-1 & H-2
- BOE K-3

Strategic Plan

- Strategy 5

GOAL

2018-2019

Ensure placement of all students with disabilities in the Least Restrictive Environment, with appropriate supports and services, enabling all students to be educated with non-disabled peers to the maximum extent possible.

Importance and Purpose

The purpose of educating students in the least restrictive environment is to adhere to Federal and state regulation; to provide special education students with general education role models; to promote academic rigor; and to assume that all students are capable of learning with appropriate supports and services.

Indicators

- Use and documentation of data-driven decision making:
 - Standardized cognitive testing
 - Standardized academic testing
 - Universal screener
 - Running Records
 - State assessments
- Consideration of appropriate program and test accommodations to support learning in the least restrictive environment
- Increase mainstreaming opportunities for students in special class settings
- Use/analysis of behavior management systems to allow students to remain in LRE

Presentations, Workshops, Professional Development

- Department Meetings as Professional Learning Communities
- Superintendent's Conference Day
- Inservice on Data Analysis, Selecting Program & Test Accommodations, ICT Models, Teacher Collaboration, Aligning IEP Goals with Common Core Standards

Strategic Plan and Alignment to Board Values

Board Values

- BOE B-2
- BOE F-2
- BOE H-1 & H-2
- BOE I-1 & I-2

Strategic Plan

- Strategy 2.1

GOAL

2018-2019

To increase the capacity for District “Response To Intervention (RTi)” teams to fully implement the WCSD RTi plan.

Importance and Purpose

Response to Intervention (RTi) is a federal mandate i.e., IDEIA 2004, with respect to all students and especially students being considered for special education supports and services. The WCSD has implemented several key features of the RTi model/process i.e., a universal screener i.e., I-Ready, a progress monitoring tool i.e., easyCBM , as well as continued professional development for the AIS/RTi teachers i.e., Orton-Gillingham instruction to address reading and “do the math” to address math deficits.

The overarching purpose of an effective RTi process is to ensure, to the greatest extent possible, that students are identified early in their academic career. For those who meet criteria for services, they are provided valid remediation services, potentially offsetting the need to be identified as a child with an educationally based learning disability.

Indicators

- Consistency and standardization across district buildings with respect to the process determining eligibility for services i.e., I-Ready, state test scores, etc.
- Consistency and standardization across buildings with respect to the process of “progress monitoring” i.e., easyCBM

Presentations, Workshops, Professional Development

- RTi meetings with building-level teams and central office staff to review process and procedures. In addition, review New York State Education Department Guidance Document published 2010.

Strategic Plan and Alignment to Board Values

Board Values

- BOE A-3
- BOE F-1 & F-2

Strategic Plan

- Strategy 2

FINANCE and BUSINESS DEVELOPMENT

Welcome to the Office of Finance and Business Development of the Wappingers Central School District. This office oversees many support functions of the instructional program for the District. We work closely with the Superintendent of Schools to develop the annual budget. The Business Office ensures the proper recording and reporting of various pertinent financial data of the school district. These services include the processing of payroll for all District personnel, various annual audits, compliance with Federal and New York State mandates and regulations, and New York State mandated reporting. The Purchasing Department procures the goods and services at the best price and using the lowest responsible bidder for every District expenditure. The Transportation Department of the Wappingers Central School District is the largest district-owned fleet in New York State with all staff being employed and supervised by the District. Food Services, another support system of the Wappingers Central School District, is a self-supporting enterprise that is responsible to provide healthy and nutritious breakfast and lunch options that are compliant with the USDA standards.

This Office provides daily support for student achievement and success through the Departments listed above for the nearly 11,000 students which is a necessity.

GOAL

2018-2019

The Finance and Business Development Department will continue to review and provide analysis of the financial expenses while balancing known funding mechanisms and pursuing possible funding options.

Importance and Purpose

There is a continued need to ensure that we are being fiscally responsible to our taxpayers. This translates into consistent analysis of federal, state and local decision making for the positive or negative impact to WCSD and student achievement. The decisions made by governing agencies can impact WCSD as either a revenue or expense or possibly both. We understand that the proactive work done by administration allows for growth opportunities for both students and staff, while maintaining a taxpayer-friendly budget that is compliant with governing agencies.

Indicators

Review of Federal, State and Local Decision Making:

- Continued participation in NYS informational webinars
- NYS School Transparency Reporting effective in 2019-2020 (unfunded mandate)
- Collaborative Local Municipality leadership meetings sponsored by the Superintendent
- New York State Aid projection and Funded and Unfunded Mandate reporting

Presentations, Workshops, Professional Development

- Long Term Financial Plan
- Wellness Plan
- External Auditor Presentation
- NYS School Funding Transparency Form
- Budget Calendar & Presentations
- Financial Related Propositions
- Audit Committee Review

Strategic Plan and Alignment to Board Values

Board Values

- BOE A-3
- BOE B-2
- BOE L-2

Strategic Plan

- Strategy 3 - 1, 2, and 4

GOAL

2018-2019

The WCSD continues to evaluate the long-term implications of several areas of concern including declining enrollment, tax cap legislation, NYS School Transparency Reporting, capital infrastructure and equipment needs, and the related debt service. Also important are the annual budget development, the escalated cost of curricular items, needs related to textbook and other related resources, professional development inclusive of in-service opportunities, technology, food related services, and transportation.

Importance and Purpose

Through annual budgets, the District has managed the short-term goals of increased graduation rate and student achievement, as well as significant improvements to the infrastructure through well planned capital project work. The work does not stop there and the proactive planning must continue. Continued conversation and information gathering from governing agencies, as well as awareness of the costs related to curricular needs such as textbooks, technology, professional development, food services, and transportation, are all requirements for which the Board and community need to be provided with fiscally responsible and sustainable options.

Indicators

- Continue evaluation of infrastructure/equipment needs
- Continue communication through participation with the Dutchess County Shared Services Panel and Superintendent quarterly meetings
- Monitor New York State and Federal decision making for impacts to revenue and expenses at WCSD
- Continue to monitor enrollment changes and increased costs in the area of curriculum, food services, and transportation
- Develop the framework for the New York State School Funding Transparency Reporting that begins in 2019-2020
- Provide and promote District-wide education of the wellness plan

Presentations, Workshops, Professional Development

- Wellness Plan
- Property Tax Rates
- External Auditor Presentation
- Budget Calendar
- Budget Presentations
- Financial Related Propositions
- Audit Committee Review

Strategic Plan and Alignment to Board Values

Board Values

- BOE A-2
- BOE B-2
- BOE L-2

Strategic Plan

- Strategy 3 - 1, 2, and 4

FACILITIES AND OPERATIONS

Welcome to the Wappingers Central School District's Office of Facilities & Operations. Our staff provides around-the-clock building and grounds maintenance for over 1.5 million square feet of facilities and 330 acres of grounds. Our skilled staff maintains all buildings and accomplishes numerous small renovation projects. Our office staff maintains the maintenance reports related to daily operations and serves as the overall construction management for renovations and major construction projects. The district's health and safety training and records are kept in the office as well. All of the Facilities and Operations' efforts are focused on maintaining buildings and grounds to provide a safe and comfortable environment for the students, faculty, and staff.

GOAL

Continue, maintain, and make improvements, where necessary, to sustain a high quality and safe learning environment for the Wappingers Central School District’s students.

Importance and Purpose

As we take pride in our staff and students, it is also important that we take pride in our physical structures. There is work to be done in the infrastructure of our buildings. However, it does not negate that our buildings must be well-maintained and extremely clean. Our colleagues responsibly provide an exemplary service for our entire WCSD community. It has been proven that maintaining a safe and clean environment has increased student achievement.

Indicators

- Cleanliness and accessibility of our facilities
- Maintaining a safe and secure environment

Presentations, Workshops, Professional Development

- Annual update of the facilities’ cleanliness and conditions to the BOE
- Annual professional development for Facilities staff

Strategic Plan and Alignment to Board Values

Board Values

- BOE A-2
- BOE E-2 & E-3
- BOE M-1 & M--2

Strategic Plan

Strategy 4

GOAL

Improve our District-wide energy conservation.

Importance and Purpose

The WCSD Mission Statement includes language about being responsible members of our community. Living by this mission, WCSD has a responsibility to look within for means to conserve energy and find efficiencies related to heating and energy usage. The District is currently in the midst of an energy performance contract. In an effort to expand our conservation efforts, the District is working to create a second plan that expands efficiencies. The savings from such work can be re-directed back into the infra-structure and grounds of the District.

Indicators

- Energy Performance Contracts
- Alternative energy sources
- Budgetary savings
- Living by our Mission Statement

Presentations, Workshops, Professional Development

- Energy Performance contracting
- Annual Budget presentations
- Monthly Capital Committee meetings

Strategic Plan and Alignment to Board Values

- Board Values**
- BOE A-2
 - BOE M-3
- Strategic Plan**
Strategy 4

GOAL

Continue to improve our District facilities by planning, promoting and implementing District-wide capital projects.

Importance and Purpose

The five-year Building Condition Survey supports the fact that there is much work to be done within our buildings and on our grounds. Through capital project work, WCSD can enhance our facilities to meet the needs of students, staff and community. Sharing this information with the Board of Education, District staff, and the community is also important for the approval of projects and overall infrastructure awareness.

Indicators

- Non-compliance with American with Disabilities Act is a driving force behind the current capital project approved by the voters in May 2016.
- The May 2013 capital projects were reviewed and monitored to add additional work within the original scope. This allowed for maximum work to be completed on District infra-structure within budget and on time.

Presentations, Workshops, Professional Development

- Annual presentation of progress toward meeting our goals with our District capital five-year plan.
- Review our progress on our current capital projects on the website and at Board of Education meetings.

Strategic Plan and Alignment to Board Values

Board Values

- BOE A-2
- BOE M-1 & M-2
- BOE L-1 & L-2

Strategic Plan

Strategy 4

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