

Homer Central School District *Strategic Plan*



HOMER
CENTRAL SCHOOL DISTRICT

District Guiding Document 2019-2024

Message from the Superintendent

As a school community, one does not have to look very far to see that we are the “Home of Blue Pride”.

Our mission is vital, our dedication is unrelenting, and our work is focused. It is our goal to meet the educational and social-emotional needs of every child that walks through our doors.

In our schools, students encounter new opportunities to expand their thinking and to better understand the issues that impact the greater world around them. It is a proven path that leads to both academic success and a well-rounded emotional intelligence. Together with the students, our staff shares in the joys of watching student growth.

The men and women who educate and nurture the children of our Homer community are dedicated to their work. They immerse themselves in the mission of inspiring our children and our community to increasingly greater achievement. We are determined to continually improve upon the educational offerings that help our children.

Over the past year, many community members, staff, and students have worked diligently to develop a high quality, meaningful Strategic Plan that will direct our efforts over the next five years. I hope that you will take the opportunity to familiarize yourself with its contents, and commit your time and talents to the various groups that will be formed to help carry out the components of the plan.

I have a deep faith in the quality of our people and the dedication of our community to work together to continually improve upon our “Home of Blue Pride.”

Sincerely,

Thomas M. Turck
Superintendent of Schools

Message from PLC Associates, Inc. Facilitator

It has been my pleasure to have served the Homer Central School District as facilitator of its new five-year strategic plan. Congratulations to the district for engaging in the challenging process of developing and completing a strategic plan. From the start, the district has demonstrated a strong commitment and enthusiasm for developing a strategic plan that not only continues the great work of the district, but is forward-thinking to ensure that work continues.

The work was guided by a Core Team and three Task Forces consisting of Board of Education members, administrators, teachers, students, parents, and district staff. Homer P.R.I.D.E. was evident through every phase of the strategic planning process. Through collaboration, respect for each other's opinions, searching for creative solutions and with integrity, teams worked to craft a strategic plan that will well serve the students, staff, families and community of the Homer Central School District.

The Core Team crafted belief and value statements that align with the district's existing mission and vision to form a contextual framework for the strategic plan. Reviewing multiple sets of data, research and best practices, the Core Team identified central areas of focus for the strategic plan. The Core Team identified Strategic Intentions (goals with clear areas of measurement) in three specific areas: Community Engagement, Social Emotional and Student Engagement.

Task Forces were created around each of these areas and charged with developing action plans for operationalizing the strategic intentions. Prior to beginning the formulation of the Task Force Report, each team took on the job of conducting exhaustive research to ensure the Homer strategic plan is grounded in evidence-based research and best practices.

Task Force reports include clear targets, comprehensive strategies and annual action plans which will be implemented over the next five years. All reports include measurable goals, connected to clear indicators for evidencing progress and are designed to result in positive outcomes in community engagement, student engagement and the social emotional well-being of all.

The result of all of this work is a well thought-out and comprehensive plan that represents Homer P.R.I.D.E. and which will launch the district into the future. Best wishes for what the future holds for all of the Homer Central School District community and especially, your students.

Well done....and congratulations!

Dr. Sandra Mattison, Facilitator
PLC Associates, Inc.

Vision

P.R.I.D.E.

Partnerships, Respect, Integrity, Diversity and Excellence- is the foundation for the Homer Central School District.

Partnerships

Promote collaboration among students, staff, families and the community to support student learning.

Respect

Grows through mutual kindness, compassion for others, and the development of strong moral character in a student-centered environment.

Integrity

Guides our actions so that they are honest and open and fair.

Diversity

Enriches our opportunities to create multiple pathways for learning and to foster independent intellectual growth.

Excellence

Through rigorous learning experiences, empowers students to become critical thinkers, creative problem solvers, and responsible citizens.



Mission

The Homer Central School District is committed to excellence for all students. Our mission is to graduate responsible and productive citizens who embrace life-long learning. We work together as a team of dedicated, effective, and well-supported professionals to provide a safe and nurturing learning environment.

Beliefs

- Staff and community members will work together to foster the needs and strengths of all students.
- It is important to streamline priorities and initiatives to best meet our goals.
- We believe that developing a positive relationship between home, school, and community is critical to students' success.
- All students are unique and capable of meeting high expectations, which enables high achievement.
- Providing support for the social and emotional health of staff and students is critical for a successful learning environment.
- We believe it is the collective responsibility of all staff members to meet the needs of all students.
- We value feedback from parents, staff and students to enhance an open mutual communication.
- We embrace communication and collaborative decision making to foster a stronger school community.

“We really have to prioritize the student prospective, because when it comes down to it, the students are always most important. We are serving our students and our families.”

Ashley Gilbert, Teacher

Parameters

- We embrace collaborative decision-making that is inclusive of our greater school community.
- Trust is essential in the process.
- We will maintain a positive and optimistic attitude.
- We will be willing to embrace others' perspectives and try things outside of our comfort zone.
- All should be able to express thoughts and opinions free of judgment.
- We will seek all feedback from our internal and external constituents.
- We will respectfully collaborate to align our work and training with the strategic plan in order to achieve our missions, visions, beliefs, and strategic intents.
- We will hold ourselves to high standards.
- Schools will build a positive and supportive culture where all opinions are valued.
- We will expect all Homer employees to be invested in moving forward with student success in mind.
- We recognize the willingness of all stakeholders to embrace change as an important part of our implementation process.
- Programs, services, and practices will not be added, eliminated, or revised without appropriate analysis and support (training, budget, assessments, etc....).
- As we adopt initiatives we will effectively manage our resources, time, and capacity to ensure full implementation.
- We will provide stakeholders with tools, training, and resources to better support student needs.
- Our strategic plan will be available to public and referred to often.
- We will develop a method to assess our progress, make adjustments, and communicate to stakeholders at each step.

- We will look for efficiencies and look to eliminate duplicate efforts to prevent overburdening the district.
- We will analyze all programs/services for the impact they have on the social/emotional health of our students and staff.
- At all levels of learning, we will involve parents and staff in achieving student success.



“I hope this plan helps the teachers keep on track for the next five years, and I hope the students have the peace of mind and know that they’re learning the way that they’re supposed to be.”

Josie Williams, Student

Task Force	Facilitator
Community Engagement	Tom Turck & Josh Finn (Co-Chairs)

Charge

The charge of the Community Engagement Task Force is to analyze and investigate how the district currently communicates with all members of the school community and approaches used to engage community members resulting in increased, meaningful community engagement in all aspects of the district. In order to accomplish this the Task Force will comprehensively review best practices and research in the area of community engagement in order to:

- Provide a systematic approach to communication and train staff in how to implement it.
- Create a more well-informed public to increase parent and community involvement.
- Identify and share the issues most important to our school and our community.
- Develop a more collaborative culture to promote student success and growth.
- Determine how technology can be leveraged to maximize communication with all constituents.

Strategic Intentions

1. By the end of the 2023-2024 school year, an average of 80% of respondents will indicate that they feel connected to the school from both the community and family surveys.

Baseline: 55.2% (#50 Family Engagement Survey)
 57.1% (#28 Community Engagement Survey)

2. By the end of the 2023-2024 school year, 80% of survey respondents will agree with Communications provide accurate, timely and relevant information.

Baseline: 62.5% (#15 Community Engagement Survey)

3. By the end of the 2023-2024 school year, 75% of respondents will agree with the statement of “Our district appropriately involves our community in planning.”

Baseline: 47.8% (#4 Community Engagement Survey)

Strategies and Action Plans

Strategy #1. Increase opportunities for parental involvement and provide a welcoming environment in our buildings.

1.1 Form building and district level teams to directly address community engagement and parental involvement.

1.2 Gather information and feedback from both teachers and parents on what is currently being done.

1.3 Research options for improving engagement and ask for feedback on findings.

1.4 Identify opportunities beyond entering the room for parents to feel connected.

- 1.5 Define expectations of specific opportunities to help in the classroom.
- 1.6 Identify concrete measures to perform to bring in parents.
- 1.7 Define measure of success for each initiative and collect data around each measure.
- 1.8 Ensure the data is accessible and used longitudinally.
- 1.9 Identify opportunities for collaborations and engagement with parents and the community.
- 1.10 Actively partner with community resources, organizations and businesses.

Strategy #2. Develop a District Communication Plan

- 2.1 Develop a District-level Communications Plan Committee.
- 2.2 Review research and best practices for engaging community members.
- 2.3 Identify key components of a high quality communications plan.
- 2.4 Build the Communications Plan.
- 2.5 Institute a feedback loop during development (each phase should be vetted against stakeholders).
- 2.6 Update stakeholders and gather feedback.
- 2.7 Use Public Relations/Marketing people to enhance the exposure of the plan and to collect feedback.
- 2.8 Publish plan and share with all stakeholders in the community.
- 2.9 Inform and train staff on the various initiatives contained in the plan.
- 2.10 Distribute plan to the community to establish norms/expectation.
- 2.11 Identify and promote a systematic and consistent approach of classroom, building and district communication.
- 2.12 Articulate and support consistent methods of communications both inside the district and throughout the community.

Strategy #3. Routinely solicit feedback from stakeholders.

- 3.1 Commit to include community in the process from the onset.
- 3.2 Identify how to include the community in the process.
- 3.3 Develop strategies for soliciting feedback, analyzing the feedback data, and sharing the feedback responses.
- 3.4 Share also the actionable takeaways from the input.
- 3.5 Define what strategies we would employ to reach different constituent groups.
- 3.6 Develop a mechanism to address concerns of stakeholders.

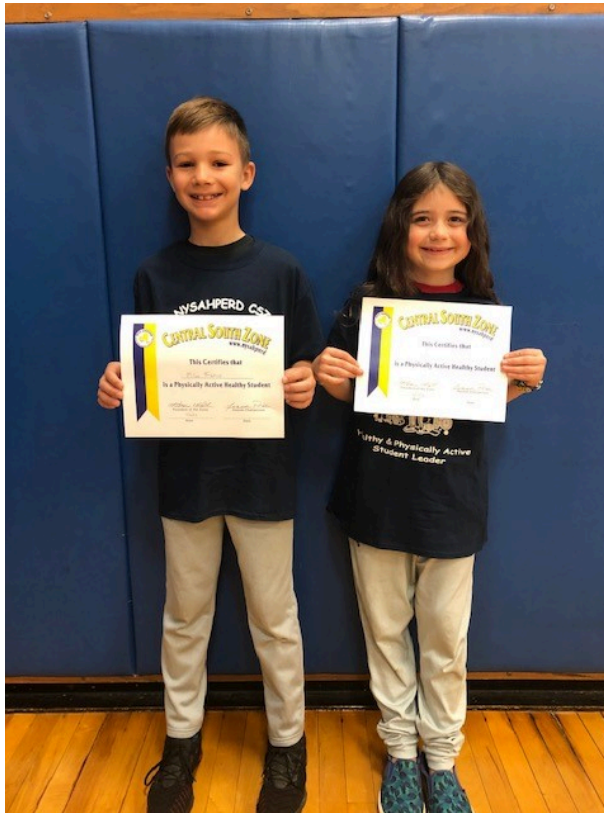
Strategy #4. Actively partner with community resources, organizations and businesses.

Strategy #5. Identify opportunities for collaborations and engagement with parents and the community.

Strategy #6. Develop a mechanism to address concerns.

Strategy #7. Identify and promote a systematic and consistent approach of classroom, building and district communication.

Strategy #8. Articulate and support consistent methods of communications both inside the district and throughout the community.



Task Force	Facilitator
Student Engagement	Theodore Love Andrew Fagerheim

Charge
<p>The Student Engagement Task Force will review and investigate how the district engages students in the classroom and school community to ensure all learners are meaningfully engaged in classroom learning, have opportunities to participate in out of school activities and are involved in making decisions about student life. In order to accomplish this, the Task Force will comprehensively review best practices and research in order to:</p> <ul style="list-style-type: none"> • Ensure a safe learning environment • Increase student involvement in extracurricular activities • Understand preferred learning methods from the student perspective • Provide differentiated learning opportunities / strategies • Involve students in the learning process • Enhance the quality of instruction through active learning strategies • Ensure each child’s learning needs are being met • Ensure appropriate behavior management strategies are being utilized • Promote positive classroom climates • Determine appropriate uses of technology in instruction at school and home (including screen time usage) • Optimize classroom environments

Strategic Intent
<p>1. By 2023-2024, 85% of students will agree or strongly agree to the Performance Benchmark statement “My teachers help me keep track of my learning and assess my progress.”</p> <p>Baseline: 58.7% (#28 Student Voice JHS/HS Survey)</p>
<p>2. By 2023-2024, 80% of students will agree or strongly agree to the Performance Benchmark statement “Teachers provide time for students to discuss topics and learn from each other.”</p> <p>Baseline: 50.1% (#24 Student Voice JHS/HS Survey)</p>
<p>3. By 2023-2024, 75 % of students, families, and teachers will agree or strongly agree to the Performance Benchmark “Student behavior does not interfere with instruction during class time.”</p> <p>Baseline: 41% (#44 Student Voice JHS/HS Survey)</p> <p>Baseline: 36.9% (#39 Family Engagement Survey)</p> <p>Baseline: 20.7% (#69 School Performance Survey)</p>

4. By 2023-2024 The Homer Central School District will move from an “emerging” score of 998 to an “advanced” score of 1100 in the Classroom domain as measured by the BrightBytes Technology & Learning Assessment.

Strategies and Action Plans

Strategy #1. Develop and implement a consistent student-driven data tracking method for each building to engage students in their learning

- 1.1 Form school-based teams to research student-driven data tracking methods.
- 1.2 Identify current school-based student-driven data tracking methods.
- 1.3 Present the findings of the school research team at a staff meeting.
- 1.4 Reach a school-wide consensus on the student-driven data tracking method to pilot.
- 1.5 Create a success rubric to evaluate the pilot school-based chosen data tracking method.
- 1.6 Offer teachers the opportunity to pilot the school-based chosen data tracking method.
- 1.7 Review the success of the pilot and plan for next year including the student to home connection.

Strategy #2. Provide quality professional learning for all teachers and support teachers to implement student-centered learning strategies.

- 2.1 Collaborate with the Professional Staff Development Committee to ensure goals and action plans for training that focus on best practices of collaboration for student-centered learning.
- 2.2 Investigate school-based opportunities and structures for teacher-led professional development throughout the year and report out at ILC what is working.
- 2.3 Develop and implement a plan (including protocols) to engage teachers in classroom peer visitations for the sharing of best practices and job-embedded professional development.
- 2.4 Develop school-based plans to establish common collaboration time for teacher teams to look at common formative assessments, share best practices, and plan instructional responses to ensure every student can succeed.
- 2.5 Implement a district-wide plan to put in place instructional coaches at the elementary and intermediate schools to support student-centered learning strategies.
- 2.6 Develop a district-wide definition of student engagement along with instructional strategies that the Student Engagement Task Force will present at school staff meetings.

Strategy #3. Foster positive school and classroom culture where every student feels that they are valued and supported to engage academically

- 3.1 Investigate different approaches for promoting positive school culture and create school-based action plans.
- 3.2 Explore opportunities for staff to collaborate and share best practices for building positive classroom culture.
- 3.3 Provide opportunities for students to be members of district and building committees in order to allow students to have a voice regarding their engagement.

Strategy # 4. Develop and implement District-wide training and embedded professional development for teachers to improve student learning and engagement using technology.

- 4.1 Implement a district-wide plan to put in place an instructional coach for technology.
- 4.2 Offer a workshop opportunity for paraprofessionals designed and presented by the Instructional Coach for Technology.
- 4.3 Offer professional development for teachers to improve student learning and engagement.
- 4.4 Create an end-of-course student and staff survey to determine the efficacy of the learning practices utilized by teachers.
- 4.5 Engage students and teachers in a focus group to review the survey feedback on the effectiveness of learning practices.
- 4.6 Identify and invite students to participate in the District's Classroom Technology Advisory Group (CTAG).
- 4.7 Develop a process for CTAG to gather data and conduct an analysis of the District's 1:1 device program including screen time usage data and report out to the Instructional Leadership Council.



Task Force	Facilitator
Social Emotional	Christopher Moore Doug Pasquerella

Charge
<p>The Social Emotional Health Task Force will assess current needs, analyze and investigate current procedures and identify protocols and curriculums to meet the social emotional health needs of the school community by:</p> <ul style="list-style-type: none"> • Assessing the social emotional health of students using age appropriate assessments. • Establishing a list of social emotional resources for students, staff and community. • Developing protocols for staff, administrators, and parents/guardians to follow when a student is experiencing social emotional stress. • Developing and identifying district wide RTI interventions to be used for students experiencing social emotional stress. • Identifying social and emotional health needs of staff. • Optimizing current district groups associated with social emotional health. • Identifying stakeholder training necessary to meet the social emotional needs of staff/students/community.

Strategic Intent
<p>By 2023-2024, 75% of respondents will report that students are supported by an effective system for developing and building student social-emotional health.</p> <p>Baseline: 45.3% (#61 School Performance Survey)</p> <p>By 2023-2024, 75% of staff and community would agree that our school culture supports staff, students, and community social emotional well-being.</p> <p>(Survey question: “Does our school culture support students’ social emotional well-being?”)</p>

Strategies and Action Plans
<p>Strategy #1. Identify and implement social emotional learning (SEL) curriculum, Multi-Tiered Support Systems (MTSS/RTI) and a universal screener for students grades Pre-K-12.</p> <p>1.1 School/District-based teams will discuss and define social emotional well-being to guide decision making for a review of social emotional curriculum and support systems.</p> <p>1.2 Form school-based teams to research and identify a social emotional learning (SEL) curriculum, Multi-Tiered Support Systems (MTSS/RTI) and a universal screener that supports</p>

and meets the needs of their students and community.

- 1.3 Presentations of research findings by school-based teams at building staff meetings.
- 1.4 Reach school-wide consensus and choose a method to pilot the social emotional learning (SEL) curriculum, Multi-Tiered Support Systems (MTSS/RTI) and universal screener.
- 1.5 Offer the opportunity for teachers to pilot/evaluate the chosen social emotional learning (SEL) curriculum, Multi-Tiered Support Systems (MTSS/RTI) and universal screener.
- 1.6 Develop and establish a district wide system for addressing social emotional distress.
- 1.7 Provide comprehensive professional development to all staff.

Strategy #2. Establish and infuse available community resources for families and support staff community-care needs.

- 2.1 Identify and compile a list of district-wide available family resources.
- 2.2 Research and establish district-wide community partnerships.
- 2.3 Assess and evaluate district-wide staff community-care needs.

Strategy #3. Evaluate and assess staffing and district/building committees.

- 3.1 Identify, assess and optimize current district-wide committees to support social emotional well-being.
- 3.2 Identify, assess and optimize current district-wide staffing to support social emotional well-being.



Members

Board of Education Members

Sonia Apker
Keith Fagerheim
Shelly Jacobi
Mike Kilmer
Julie McChesney
Luke Morenus
Shanise Riley
Kim Sharpe
Chuck Tummino

Core Team Members

Erin Boylan
Richalle Cicioni
Doreen Fagerheim
Michael Falls
Ashley Gilbert
Julie Hopkins
Debbie Kutz
Brittany Lamie
Kaitlyn Law
Jacquelyn Lingurovski
Theodore Love
Jennifer McMasters
Christopher Moore
Robert Nasiatka
Jessica Nye
Rebecca Quinlan
Thomas Turck
Michele Whalen

Community Engagement Task Force

Alicia Benjamin
Mark Bertram
Lancy Collins
Sue Downes
Doreen Fagerheim
Josh Finn
Michelle Gravel
Madelyn Kilmer
Martha Nye
Morgan Seibel
Thomas Turck

Student Engagement Task Force

Stacy Brown
Andrew Fagerheim
Ashley Gilbert
Christina Hartnett
Brooke Head
Julie Hopkins
Allison Kannus
Theodore Love
Tammy Reed
Kara Schneider
Josie Williams

Social Emotional Task Force

Jen Capps
Karen Dudgeon
Audrey Fairchild
Crystal Gilmore
Shelly Jacobi
Emily LaLone
Leigh MacDonald-Rizzo
Julie McChesney
Chris Moore
John O'Callaghan
Emily Olsenwik
Doug Pasquerella
Tammy Small
Jeanne Stevens
Carrie Whitney
Jess Woods

Internal Facilitator Members

Theodore Love – District Internal Facilitator
Dr. Sandra Mattison – PLC Facilitator

Involvement Levels

- **Full Committee Member**
 - Attends all scheduled meetings
 - Would consider performing any of the committee's tasks
- **Subcommittee Member**
 - Interested in targeted project as defined by committee
 - Will meet as needed to perform duties
- **Subcommittee Organizer**
 - Helps drive the work of the committee
 - Schedule/minutes/agendas
- **Researcher**
 - Collects specific information as needed full or subcommittee
- **Information Analysis**
 - Synthesizes information from the researchers
- **Community Voice**
 - Receives updates
 - Would consider committing to working on a subcommittee when interested