



# Massena Elementary 2018 – 2020 Strategic Plan




Performance Targets	Measure	2015	2016	2017	2018	2020 target
	<b>Gr. 3-6 NYS ELA: % proficient</b>					
	All students	26	33	35	42	<b>45</b>
	Economically disadvantaged	19	24	28	34	<b>38</b>
	Students with disabilities	4	7	8	16	<b>20</b>
	Native American	22	24	22	27	<b>32</b>
	<b>Gr. 3-6 NYS Math: % proficient</b>					
	All students	36	37	42	47	<b>52</b>
	Economically disadvantaged	27	30	33	39	<b>43</b>
	Students with disabilities	8	11	7	19	<b>20</b>
	Native American	38	27	30	48	<b>50</b>
	<b>% chronic absence (SIRS 361 report)</b>	-	11	11	9.4	<b>6</b>
Performance trends	<b>i-Ready: % proficient at year-end</b>					
	Gr 1 -2 ELA	-	-	-	TBD	
	Gr 1 -2 Math	-	-	-	TBD	
	Gr. 3 – 6 ELA	-	-	-	TBD	
	Gr. 3 – 6 Math	-	-	-	TBD	
	<b>Gr. 4 NYS Science: % proficiency</b>	94	94	97	TBD	

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2018 – 20 Activities	Action step	Owner	Due
<p>Engage students in rigorous curriculum and instruction</p> 	Research, design and implement student-centered learning.		
	Identify and communicate the district’s definition of student-centered learning.	Administration	1/2019
	Explore and begin implementing the Next Generation Science Standards (NGSS):		
	· Schedule professional development for grades K-6 to review NGSS and state-provided lesson plans and student-centered activities.	Dir. of Cur. Principals	11/2018
	· Determine grade level shifts and expectations (i.e., to what degree will each grade level be expected to focus on science?)	Dir. of Cur., Principals, Teachers	11/2018
	· Create inventory of resources needed to meet the NGSS.	Principals, Teachers	Spring 2019
	· Meet to select which state-provided lesson plans to implement at each grade level in 2019-20.	Principals, Teachers	Summer 2019
	· Share lessons learned and best practices to inform 2019-20 implementation.	Gr. level leaders	Ongoing 2019-20
Building on the implementation of student-centered activities within the NGSS, adopt similar strategies into other content areas.	Principals, teachers	2019-21	
Implement and monitor the student attendance plan.			
Meet and monitor existing initiatives, compare data and share strategies.	Elementary attendance committee (EAC)	3 x annually	
Evaluate and improve the effectiveness of the elementary attendance plan.	JAC, MAC and NAC	Ongoing	

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	Update the shared attendance resource file and share with all elementary staff. The shared file would include report guidelines, protocols, data, interventions and incentives.	EAC	12/2018
	Distribute attendance information to parents and community monthly using digital and hard copy (in a folder, emails, text blasts, newsletters).	Principals Superintendent Teachers	Ongoing
	Edit current attendance plan to include a focus on tardy and early dismissal interventions. Begin tracking and targeting chronic tardies within the attendance plan.	EAC  JAC, MAC & NAC	11/2018  ongoing
	Continue to explore possible ways the community school model or resources could assist in attendance improvement.	EAC Kristin Martin	Ongoing
<b>Monitor and evaluate the effectiveness of K-12 benchmark assessments and schedule.</b>			
	Form subcommittee and create and administer a needs survey to drive i-Ready professional development and clarify most effective use of i-Ready.	K-6 teachers Principals	12/2018
	Provide requested i-Ready training as needed.	Dir. of Cur. Gr. level leaders	Ongoing
	Continue to schedule time for collaboration among grade-level teams and ELA and math teams to <ul style="list-style-type: none"> <li>· Continue to share i-Ready successes, failures and learnings.</li> <li>· Review K-6 ELA/Math benchmark assessment data to differentiate instruction as needed.</li> </ul>	K-6 teachers Principal	2X 2018-19 3X annually in future years
	Increase technology to fully implement i-Ready (Chromebooks, headphones, etc.).	Principals Tech committee	Ongoing as needed
<b>Address students' diverse social,</b>	<b>Increase student involvement by providing a rich set of extracurricular programs or enrichment.</b>		
	Establish a K-6 extra-curricular committee.	Principals	2019-20

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<p><b>emotional and academic needs</b></p> 	<ul style="list-style-type: none"> <li>• Monitor levels of success for current extracurricular programming.</li> <li>• Identify extracurricular opportunities to add in 2019-20 by surveying students and staff to determine interest.</li> <li>• Look for community-school partnerships or funding to support new and existing extracurricular and enrichment offerings.</li> <li>• Explore the establishment of a program similar to Article 15 that could fund operations of extracurricular programs at each elementary school.</li> <li>• Explore K-6 wide extra-curriculars.</li> <li>• Determine whether to keep programming as is, modify or drop for 2019-20.</li> </ul>	<p>District extra-curricular committee (EC)</p>	<p>2019-20</p>
<p><b>Collaborate with parents and community</b></p> 	<p><b>Increase parent and community awareness and engagement through improved communication.</b></p>		
	<p>Form a report card committee (as subcommittee of PD committee) with reps from all three elementary schools to determine ways to modify the report card to best communicate academic progress.</p>	<p>Principals &amp; committee</p>	<p>10/2018</p>
	<p>Survey families on the best ways to communicate with them about their children, including potential parent information sessions.</p>	<p>Building-level team Com School Coord</p>	<p>2019-20</p>
	<p>Survey teachers as to the best methods to communicate with parents (e.g., DoJo, Remind, Facebook, etc.)</p>	<p>Principals, BLTs</p>	<p>2019-20</p>
	<p>Identify a text app for computers to reach more families.</p>	<p>Tech committee</p>	<p>2019-20</p>

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