



# Strategic Plan

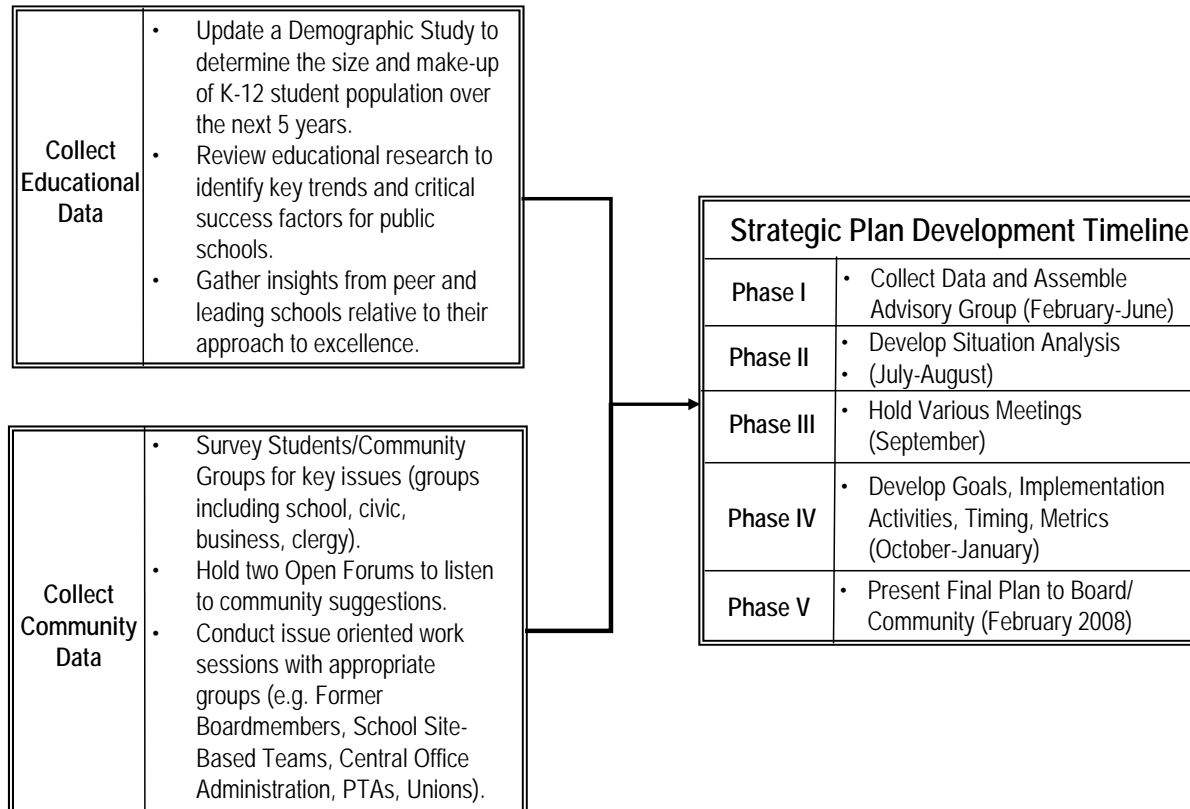
Adopted by the Board of Education

July 1, 2008

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In February 2007, the Nyack School Board commissioned the development of a five year Strategic Plan for the period of 2008-2012. Co-Chaired by the Superintendent of Schools and a Nyack resident of thirty-six years, Arthur E. Clark, Jr., the Strategic Plan was developed using the process shown below and relying on two key resources: a twenty-two member Advisory Committee (names listed on the next page) and the Nyack School District Staff.



## STRATEGIC PLAN ADVISORY COMMITTEE....

- Foster Bass
- Alan Colsey
- Tom Danney
- Pierre Davis
- Joe Fusaro
- Dan Gottfried
- Russell Grant
- Bob Gundersen
- Don Hammond
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- Michael Scales
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**With appreciation to the following staff members for their special efforts on this project:**

Gail Fleur (District Director of Communications), *Strategic Planning Committee Coordinator*  
Ahunna M. Akoma (District Director of Technology)  
Donna Rochford (District Administrative Offices Clerical Support)

# INTRODUCTION

This Strategic Plan is like an architectural drawing. It does not have the details of the blueprint, but it is a true rendition of the final product. Thus, this plan contains broad goals that allow everyone to understand how the District will grow and what it will look like at the end of five years as the Strategic Plan is implemented.

It is important to understand how this plan is a true rendition of a common vision for the Nyack School District. One key resource in the development of this plan was the Advisory Committee. Membership was a cross-section of twenty-two Nyack District stakeholders with leadership experience. This Committee included parents of children (K-12; current and past), former School Board Members, a former Nyack Mayor, business owners, members of our community who lead major organizations (e.g. Friends of Nyack, Valley Cottage/Nyack Sports Groups), Nyack College President, Teacher Union President, and Student Representative.

The diversity of the committee, coupled with the depth and quality of the information and data collected and discussed, resulted in a Plan that prepares our students for their future as leaders in a global society, ensures continued teacher improvement, responds to the need for strong administrative leadership, and the continued efficient use of District financial resources based upon District goals.

One of the first Advisory Committee meeting questions was “how do we understand such a complex institution as a public school system.” After much debate the Committee decided to educate themselves on the critical issues.

## Introduction....

A Situation Analysis was completed that examined areas such as:

- School District profile (district size, type of students enrolled, budget allocations).
- Student enrollment and the potential for growth.
- Student performance based on State test scores and other relevant data.
- Education research in the areas of teacher quality; class size; school schedules; school leadership; the role of schools in preparing students for a “global society”.
- Key regulations and laws: No Child Left Behind (NCLB); Individuals With Disabilities Act (IDEA); Academic Intervention Services (AIS); Open Enrollment.
- Educational issues: testing; bi-lingual education.
- Survey data collected from community groups, students, and teachers.

All of this data was shared at meetings with the Advisory Committee. Lively discussions ensued and a general consensus slowly formed. From this consensus a number of initiatives were identified. From these initiatives, three goals and supporting tactics were developed (student achievement, fiscal responsibility, stakeholder communications). This is a restructuring of the current six goals to ensure a more tightly focused action plan that will help to support effective use of District resources, both human and material. It is to be noted that the six goals have been interwoven into the three goals.

Ultimately the potential of an architectural rendition to become the finished product as envisioned is dependent upon two things: 1) the clarity of the vision and 2) the quality of the

## Introduction....

blueprints. The Advisory Committee developed a clear vision for this plan with three goals that are articulated in the Superintendent's goals; this is the architectural rendition. The Objectives and Action Plans that were developed by the various District Departments in this Strategic Plan are the District's blueprint. These objectives and action plans include important details, such as resources required, timelines, personnel responsible and performance indicators.

In order to ensure that the Superintendent's goals and the action plans from the District-level Departments become part of school-site Improvement Plans, a new process for each school to develop school-site improvement plans will be developed this spring with the school principals. In this manner I believe that these plans will support the necessary changes as envisioned by the Committee and the Board that must occur to ensure our students' continued academic, artistic and physical development.

The planning process employed allowed the Advisory Committee to take a complex issue and conclude with a Strategic Plan of significant clarity and quality. The Advisory Committee's diversity ensured that there were many different opinions. Throughout this process the Advisory Committee was united by its common love for all of the children and the Nyack Public Schools. This yearlong planning project has given the Nyack School District a clear direction on how to educate all children in order to compete in a global society, and to become contributing citizens of the Nyack community.

Introduction....

The Advisory Committee has completed its charge and the School Board will now discuss this Plan and make changes if they feel they are warranted, and approve the Strategic Plan.

In closing we want to sincerely thank the members of the Strategic Planning Committee for their dedicated time and involvement. Throughout this process the members were asked to review many documents and research as they reviewed the important issues. They were conscientious and aware of this most important responsibility to develop a document that will help to guide the District through the next five years of change in a systemic and systematic manner that will result in each student achieving his/her greatest potential as a whole person (i.e. intellectually, socially, ethically, artistically, physically).

We look forward to implementing this plan over the next five years through strong relationships that engage all stakeholders in teaching and learning for all students.

Valencia F. Douglas, Ed. D.  
Superintendent & Co-Chairperson  
Strategic Planning Committee

Arthur E. Clark, Jr.  
Co-Chairperson  
Strategic Planning Committee

## I. SITUATION ANALYSIS

This section provides a review of the Nyack School District, including:

- School District Profile
- Student Enrollment
- District Costs
- Student Performance
- Educational Research/Regulations
- Community/Student Survey
- Findings/Conclusions

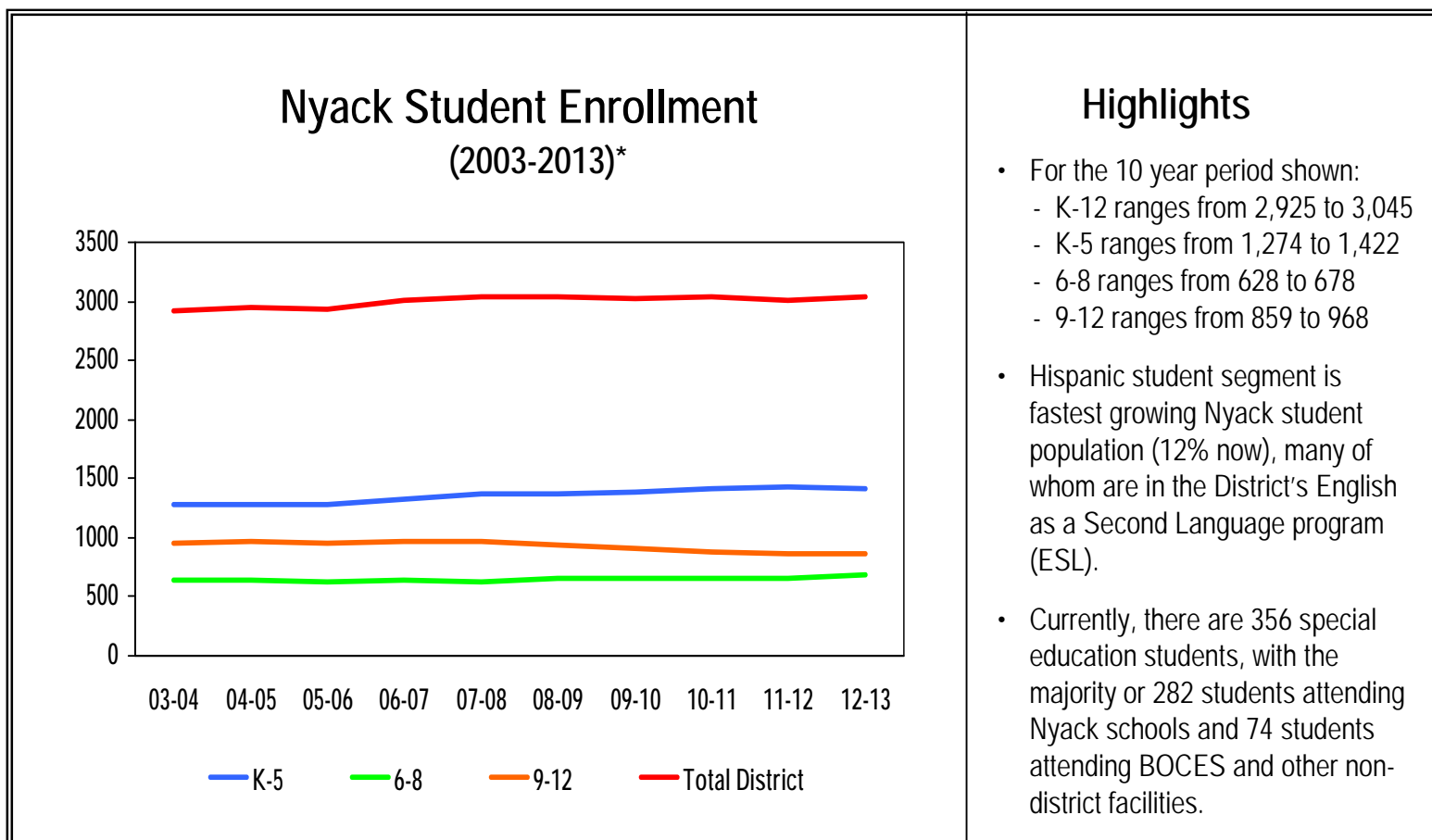
# SITUATION ANALYSIS...

The Nyack Public Schools has an enrollment of about 3,000 students drawn from a number of communities in a largely residential part of Rockland County.

<p><b>Nyack School Profile</b></p>	<ul style="list-style-type: none"><li>• School District covers twelve square miles in Rockland County and serves six communities:<ul style="list-style-type: none"><li>– Valley Cottage, Nyack, South Nyack, Central Nyack, Upper Nyack, Upper Grand View.</li><li>– Suburban-residential in character with limited commercial property.</li><li>– School taxes are billed by Town of Clarkstown and Town of Orangetown.</li></ul></li><li>• The grade/building composition of the District is:<ul style="list-style-type: none"><li>– Elementary or K-5 students in three buildings: Valley Cottage, Liberty and Upper Nyack.</li><li>– Middle School or 6-8 students in a fourth building.</li><li>– High School or 9-12 students in a fifth building.</li></ul></li><li>• The student population is ethnically diverse with 9% Asian, 12% Hispanic, 24% Black, 55% White.</li><li>• The Nyack School program offering is comprehensive, including academics, art, music, sports and numerous other extracurricular activities.</li><li>• The 2007-2008 expense budget of \$65.7 million consists of 77% educational program; 12% administrative; 11% capital.</li></ul>
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## SITUATION ANALYSIS...

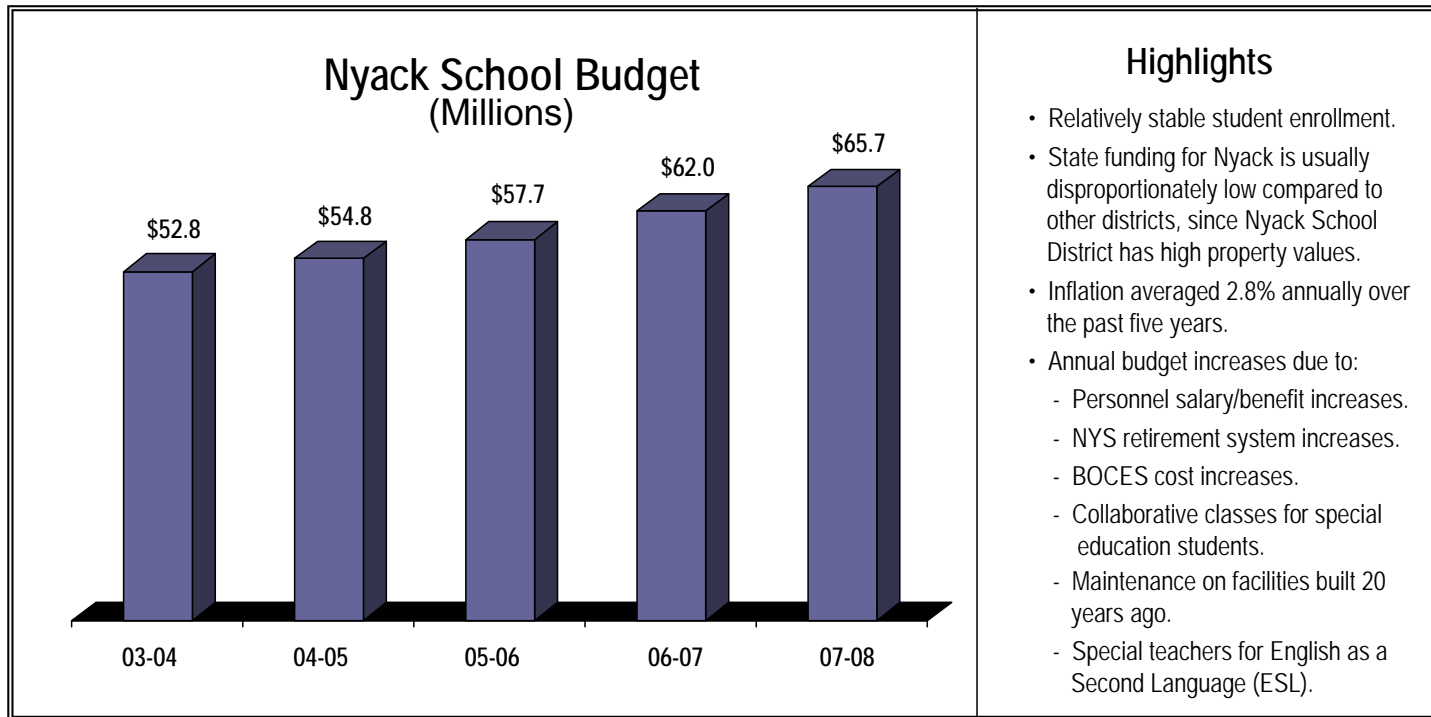
Student enrollment at Nyack Public Schools has been and is projected to be relatively stable at all three levels of the school system (Elementary School, Middle School, High School). Overall, the Nyack Public Schools are at “full capacity” with about 3,000 students.



\*Refer to page 26 for 10 year data table.

# SITUATION ANALYSIS...

The Nyack School District budget has increased by an average of 5.4% annually over the past five years.



## SITUATION ANALYSIS...

Student performance is improving for Nyack Elementary and Middle School students.

<p><b>Nyack Student Performance (K-8)</b></p>	<ul style="list-style-type: none"><li>• Every Nyack student subgroup in every Nyack School and in the District as a whole has continued to make Adequate Yearly Progress per New York State benchmarks. Student subgroups include the following student populations: each ethnicity group...Asian, black, Latino, white; low income; disabilities; limited English proficiency.<ul style="list-style-type: none"><li>- The Nyack School District as a whole and every Nyack School in the District has been recognized by New York State as a High Achieving/Gap Closing District and School.</li><li>- Nyack has met or exceeded the New York State Standard for each student subgroup.</li><li>- Nyack has met or exceeded Adequate Yearly Progress for two of the following subgroups: ethnicity; low income; disabilities; limited English proficiency.</li></ul></li><li>• In the 2006-2007 school year, the first year that the Board of Education's Open Enrollment Policy was actively implemented, 302 (duplicated) students moved up into honors level courses.<ul style="list-style-type: none"><li>- This was a significantly larger group than the prior year (52 in 2005-2006 versus 302 in 2006-2007).</li><li>- Students in all ethnic groups benefited from this policy, and slightly over 94% of students in all ethnicities combined had final averages in the Proficiency range (65-84) and the Mastery range (85-100).</li></ul></li><li>• The graduating class of 2007 was the first class of students to take the ELA 4 (English Language Arts in Grade 4) in 1999 and the ELA 8 (English Language Arts in Grade 8) in 2003 and the English Regents in High School. A longitudinal analysis showed virtually all students' performance improved as students proceeded to graduation in 2007 (longitudinal analyses track one group of students throughout their entire Nyack School experience).</li></ul>
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# SITUATION ANALYSIS...

Student performance is also improving for Nyack High School students.

	<ul style="list-style-type: none"> <li>• New York State has recognized Nyack High School as a High Achieving/Gap Closing high school for three years in a row.</li> <li>• 92% of the graduates have gone onto higher education:             <ul style="list-style-type: none"> <li>– 89% graduated with a Regents diploma or higher.</li> <li>– 46% graduated with an Advanced Regents diploma.</li> <li>– 16% graduated with a local diploma.</li> <li>– 2% graduated with an IEP diploma</li> </ul> </li> </ul>		
<b>Nyack Student Performance (9-12)</b>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• English Regents:               <ul style="list-style-type: none"> <li>– 95% met the graduation requirement.</li> <li>– 91% scored at the proficiency level and above.</li> <li>– 45% achieved Mastery.</li> </ul> </li> <li>• Math A Regents:               <ul style="list-style-type: none"> <li>– 96% met the graduation requirement.</li> <li>– 91% scored at the proficiency level and above.</li> <li>– 41% achieved Mastery.</li> </ul> </li> <li>• Living Environment Regents:               <ul style="list-style-type: none"> <li>– 95% met the graduation requirement.</li> <li>– 88% scored at the proficiency level and above.</li> <li>– 28% achieved Mastery.</li> </ul> </li> <li>• Global History Regents:               <ul style="list-style-type: none"> <li>– 83% met the graduation requirement.</li> <li>– 75% scored at the proficiency level and above.</li> <li>– 27% achieved Mastery.</li> </ul> </li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• U.S. History Regents:               <ul style="list-style-type: none"> <li>– 93% met the graduation requirement.</li> <li>– 90% scored at the proficiency level and above.</li> <li>– 57% achieved Mastery.</li> </ul> </li> <li>• French Regents:               <ul style="list-style-type: none"> <li>– 100% met the graduation requirement.</li> <li>– 100% scored at the proficiency level and above.</li> <li>– 81% achieved Mastery.</li> </ul> </li> <li>• Spanish Regents:               <ul style="list-style-type: none"> <li>– 100% met the graduation requirement.</li> <li>– 97% scored at the proficiency level and above.</li> <li>– 50% achieved Mastery.</li> </ul> </li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• English Regents:               <ul style="list-style-type: none"> <li>– 95% met the graduation requirement.</li> <li>– 91% scored at the proficiency level and above.</li> <li>– 45% achieved Mastery.</li> </ul> </li> <li>• Math A Regents:               <ul style="list-style-type: none"> <li>– 96% met the graduation requirement.</li> <li>– 91% scored at the proficiency level and above.</li> <li>– 41% achieved Mastery.</li> </ul> </li> <li>• Living Environment Regents:               <ul style="list-style-type: none"> <li>– 95% met the graduation requirement.</li> <li>– 88% scored at the proficiency level and above.</li> <li>– 28% achieved Mastery.</li> </ul> </li> <li>• Global History Regents:               <ul style="list-style-type: none"> <li>– 83% met the graduation requirement.</li> <li>– 75% scored at the proficiency level and above.</li> <li>– 27% achieved Mastery.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• U.S. History Regents:               <ul style="list-style-type: none"> <li>– 93% met the graduation requirement.</li> <li>– 90% scored at the proficiency level and above.</li> <li>– 57% achieved Mastery.</li> </ul> </li> <li>• French Regents:               <ul style="list-style-type: none"> <li>– 100% met the graduation requirement.</li> <li>– 100% scored at the proficiency level and above.</li> <li>– 81% achieved Mastery.</li> </ul> </li> <li>• Spanish Regents:               <ul style="list-style-type: none"> <li>– 100% met the graduation requirement.</li> <li>– 97% scored at the proficiency level and above.</li> <li>– 50% achieved Mastery.</li> </ul> </li> </ul>
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# SITUATION ANALYSIS...

A review of educational research revealed some important findings for four U.S. educational issues: class size, teacher quality, school schedules and school leadership.

Issue	Overview	Research Findings	Nyack Position
1. Class Size	<ul style="list-style-type: none"> <li>Since the late 1970s, research has indicated that reduced class sizes are associated with increased student achievement.</li> <li>Particularly impactful when small classes are implemented in the primary grades and students participate in small classes for more than one year.</li> </ul>	<ul style="list-style-type: none"> <li>Students in smaller classes in grades K-3 performed better than students in larger classes on reading and mathematics achievement tests (Molnar, Smith, &amp; Zahorik, 1999).</li> <li>The benefits of small classes in the primary grades are lasting. The reading and/or math gains that students in small classes experience in the primary grades continue or are maintained more than five years later (Nye, Hedges, &amp; Konstantopoulos, 2004; Nye, Hedges, &amp; Konstantopoulos, 2001b).</li> <li>Small classes in the primary grades can help close the achievement gap. Minority students often experience even greater gains than white students when placed in small classes in the primary school years. (Nye, Hedges, &amp; Konstantopoulos, 2004; Nye, 2000; Molnar, Smith, &amp; Zahorik, 1999).</li> </ul>	<ul style="list-style-type: none"> <li>Nyack strives to maintain small class sizes for all students (avg. 20.5 for K-5; avg. 24 for 6-12).</li> <li>In addition, in keeping with an inclusion model for educating special education students whenever possible, the District has created collaborative classes, which have a maximum of ten Special Education students and a total of twenty students, with two teachers and a teaching assistant. The District, made the decision to house these classes in one elementary building, making a commitment to parents that their children would not be moved again.</li> </ul>
2. Teacher Quality	<ul style="list-style-type: none"> <li>At the upper grade levels, research has shown that teacher quality is a more important factor in determining student achievement than class size.</li> <li>Teachers with four characteristics or dimensions of teacher quality, consistently generate higher student achievement: content knowledge, experience, teacher training and certification, and general cognitive skills.</li> </ul>	<ul style="list-style-type: none"> <li>A background in the subject matter being taught makes a difference in how well students perform. The presence of a teacher who does not have at least a minor in the subject matter that he or she teaches accounts for around 20 percent of the variation in NAEP scores (Darling-Hammond, 1996).</li> <li>Graduate education in a subject area makes a difference. An advanced degree specific to the subject area that a teacher teaches is associated with higher achievement (Goldhaber &amp; Brewer, 1996).</li> <li>More years of teaching experience consistently translate into higher student test scores. Conversely, the presence of new teachers in a school was one of the strongest predictors of higher dropout rates in a sample of California schools (Greenwald, Hedges, &amp; Laine, 1996; Fetter, 2001).</li> <li>Teachers with greater cognitive abilities tend to have students who perform better. An overall positive relationship appeared between a teacher's verbal ability and student performance. This attribute was also reflected in higher ACT scores associated with higher reading scores (Ferguson 7 Ladd, 1996; Greenwald, Hedges, &amp; Lane, 1996).</li> </ul>	<ul style="list-style-type: none"> <li>Nyack is committed to hiring only certified, qualified teachers for every position and in fact this happens for nearly all Nyack District positions.</li> <li>Hiring good teachers, however, is only the beginning of the District's commitment to providing our students with effective instruction. Ongoing professional development is essential to establishing and maintaining a standard for professional practice. In addition to providing ongoing professional development for experienced staff, Nyack has developed a three-year induction program for new teachers, as well as providing each new teacher with a trained teacher mentor.</li> <li>Finally, a critically important component of ongoing professional development is a system to evaluate teacher performance, based on observing teachers. Nyack has adopted Charlotte Danielson's, Enhancing Professional Practice: A Framework for Teaching which provides four domains for the evaluation of professional practice: 1) Planning and Preparation, 2) Classroom Environment, 3) Instruction, 4) Professional Responsibilities.</li> </ul>

# SITUATION ANALYSIS...

Issue	Overview	Research Findings	Nyack Position
3. School Schedules	<ul style="list-style-type: none"> <li>Increasing instructional time and how that time is used raises student achievement.</li> <li>Schools have tried different strategies for making more time available for instruction by reconfiguring schedules to use available time and resources more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>More school time produces more learning when the time is focused on academic activities. While most researchers find a generally positive relationship, one meta-analysis suggests that extra time does not in itself make a difference; rather it is how the extra time is used. For schools, this means “maximizing the time during which students are actively and appropriately engaged in learning” (Walberg, 1998; Aronson, Zommerman, and Carlos, 2005).</li> <li>Professional development is also key. Teachers trained in traditional modes of instruction, including the reliance on lecture, will likely need appropriate professional development to make the best use of class time and keep students actively engaged (Irmsher, 1996; Farbman and Kaplan, 2005).</li> <li>One way schools use time more effectively (besides extending the school year) is block schedules (i.e. reorganizing the traditional 45 minute class into longer blocks of time). This leads to extra time to help struggling students and provides a weekly block of time for staff planning.</li> </ul>	<ul style="list-style-type: none"> <li>Nyack currently has a traditional nine-period schedule in both the middle school and the high school.</li> <li>While research does not show evidence that block scheduling results in higher student achievement, there are attractive benefits for students in both of these age groups. In addition, most research has been conducted evaluating the kind of block schedules above in which traditional 45-minute periods are doubled in length to 90-minute blocks for core academic subjects but there are other options.</li> <li>Nyack is examining some neighboring districts that have developed schedules in which subjects are scheduled for 60-minute periods, versus traditional 45-minute periods.</li> </ul>
4. School Leadership	<ul style="list-style-type: none"> <li>Recruitment of effective school leaders is more difficult than ever, so districts must increasingly develop leaders from within the organization.</li> <li>Effective leaders must exhibit a variety of skills: intellectual, communication, and interpersonal. Further, school leaders must be trained to respond to diverse and multiple mandates and demands of external entities (e.g. Federal, State), as well as local expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Current research on school leaders continues to find that the role of Principal is crucial to have an academically successful environment.</li> <li>School leaders are becoming harder to recruit because of the long hours, accountability demands and stagnant salaries.</li> <li>School leaders must be able to:               <ul style="list-style-type: none"> <li>Create a shared vision.</li> <li>Understand and use data to inform decisions.</li> <li>Articulate a shared value for all children to diverse stakeholders.</li> <li>Model the behaviors they want to exhibit.</li> <li>Encourage leadership in others.</li> <li>Effectively communicate the issues of the day (e.g. NCLB/ESL/IDEA) and its effect on school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Nyack recruits administrators that are experienced leaders, with proven success as administrators in Districts similar to Nyack. Additionally, Nyack identifies and develops administrators from within the staff at Nyack.</li> <li>Once administrators are in place, Nyack provides a variety of professional development opportunities to ensure that administrators are able to effectively lead their schools. Also, Nyack provides sufficient inducements to maintain quality administrators once they are hired.</li> </ul>

# SITUATION ANALYSIS...

## U.S. schools must increasingly focus on student achievement in a global society.

<p><b>Summary of Debate</b></p>	<ul style="list-style-type: none"> <li>• There is a raging debate in the U.S. on the current performance of the U.S. educational system. Some individuals argue that the nation's economic future depends directly on our ability to raise our present academic standing, particularly in math and science (Business Roundtable 2005; National Research Council 2005; White House 2006).</li> <li>• Others assert that the reported failure of American students is exaggerated, claiming that the differences among countries are not so large. Besides, they say, our top students do just fine compared with their top-scoring peers in other countries (Bracey 1998).</li> </ul>
<p><b>Representative Facts</b></p>	<ul style="list-style-type: none"> <li>• American children are good readers in comparison to many of their peers across the globe. Only three countries significantly outscored the United States at the elementary and high school levels (PIRLS 2001). The reading performance of U.S. fourth graders was particularly strong. They scored significantly above the international average (PIRLS 2001), while our fifteen year-olds scored slightly above the average (PISA 2000).</li> <li>• U.S. math performance is mediocre. American fourth graders performed above the international average but were significantly out-performed by young math students in eleven of the twenty-five nations participating in the assessment (TIMSS 2003). U.S. eighth graders performed about the same (TIMSS 2003). By high school, our students' performance falls below the international average. Only eleven of the thirty-nine participating nations did significantly worse than the United States (PISA 2003).</li> <li>• U.S. science performance is a study of contrasts. On one hand, both American fourth and eighth graders scored above the international average (TIMSS 2003). Only three countries did significantly better than the United States with their elementary students and American fourth graders outperformed their counterparts in sixteen other countries (TIMSS 2003). But as in math, our high school students were significantly outscored in science by their peers in eighteen of the thirty-eight participating countries with a performance that was below the international average (PISA 2003).</li> <li>• The gap between affluent and poor students in the United States is near the international average. When comparing students' performance by parents' educational level, parents' occupation, and number of books in the home, Canada, Finland, and Iceland had smaller achievement gaps than the United States while Germany had a larger gap (Hampden-Thompson and Johnston 2006). The results are similar when looking at students by their immigration status and first language spoken.</li> <li>• The American adult population (ages sixteen to sixty-five) performed near the bottom on a six nation assessment of literacy and numeracy. The United States performance exceeded only Italy's. Outscoring us were Norway, Bermuda, Canada, and Switzerland (ALL 2003).</li> </ul>

## SITUATION ANALYSIS...

There are four key regulations that will continue to affect the Nyack Schools in the future, sometimes with conflicting impacts.

Regulation	Impact on Nyack Schools
1. No Child Left Behind (NCLB)	<ul style="list-style-type: none"> <li>Although this Federal accountability system may identify any school or district as "School or District in Need of Improvement", Nyack Schools and the communities served still need to remain faithful to our fundamental beliefs about what is most important to the education of the whole child. It is anticipated that within the next 12-18 months, this regulation will be revised.</li> </ul>
2. Individuals with Disabilities Education Act (IDEA)	<ul style="list-style-type: none"> <li>Because this Federal legislation is predicated on developing individualized learning plans for each child with a learning disability, it can be in conflict with NCLB above, which is predicated on the premise that all children should reach certain benchmarks in their learning at the same time. Thus, "Response to Intervention", as a procedure for identifying students with learning disabilities, has profound implications for Nyack relative to regular education and special education students and teachers.</li> </ul>
3. Academic Intervention Services (AIS)	<ul style="list-style-type: none"> <li>In a system for increasing accountability, this State requirement provides Academic Intervention Services for all students not meeting state standards. Thus, it will inevitably place increasing demands on Nyack's resources.</li> </ul>
4. Open Enrollment	<ul style="list-style-type: none"> <li>This Nyack School policy challenges all parties – teachers, administrators, students and their families – to re-examine preconceptions about what it means to be qualified for honors level courses.</li> </ul>

# SITUATION ANALYSIS...

These are two historical educational issues on which Nyack has developed a position, but that position should be reviewed periodically.

Issue	Background	Debate	Nyack Position
1. Testing	<ul style="list-style-type: none"> <li>• In 1996, The New York State Board of Regents adopted a set of 28 learning standards for seven content (subject) areas:               <ul style="list-style-type: none"> <li>- Mathematics, Science and Technology(MST)</li> <li>- English Language Arts(ELA)</li> <li>- Social Studies</li> <li>- Languages Other Than English(LOTE)</li> <li>- Health Physical Education and Family Consumer Sciences</li> <li>- The Arts</li> <li>- Career Development and Occupational Studies (CDOS).</li> </ul> </li> <li>• Also, New York State developed a Testing Program for Grades 3-8.</li> </ul>	<ul style="list-style-type: none"> <li>• The progressive side of the educational continuum champions intellectual freedom as the cornerstone to a democratic society. Student autonomy, creativity, and curiosity are espoused as leading forces in a meaningful education.</li> <li>• The “back to basics” advocates believe that curriculum should be standardized and students drilled on its content to ensure a basic level of knowledge and skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Nyack strives for a balance between these two educational philosophies.</li> <li>• Many of Nyack’s instructional efforts are based on a constructivist model of learning by engaging students in learning activities designed to help them to “construct” their own understanding of educational concepts.</li> <li>• Nyack focuses on “deconstructing” state tests to identify the skills and knowledge they have been designed to assess. In most instances, these exams do test knowledge and skills that we would want our children to know and be able to do even if there were no required state exams.</li> <li>• By integrating the acquisition of essential knowledge and skills into meaningful learning experiences for students, Nyack seeks to nurture a love of learning, while at the same time providing our students with the tools they need to succeed in school, on state tests, and in life.</li> </ul>
2. Bi-Lingual Education	<ul style="list-style-type: none"> <li>• There is a perennial tension between those who view America as a great melting pot with a common national identity and those who view it as a mosaic of peoples with their own customs and culture.</li> <li>• America public schools have been host to this tension and its manifestations in education policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporters of bilingual education believe that the school should build upon, rather than dismantle, the immigrant child’s language and culture. By teaching children academic subjects in their native tongue, while simultaneously offering them English language instruction, students can learn the language and continue to progress academically, eventually transitioning to mainstream classes.</li> <li>• Critics of bilingual education, however, argue that it inhibits a child’s ability to acquire English quickly. They believe that in order to succeed in American, children need to master the language and values of the dominant culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Nyack has adopted an English as a Second Language program that is designed to help students become proficient in English as quickly as possible, keeping in mind that there are two different types of language use:               <ul style="list-style-type: none"> <li>- BICS (Basic Interpersonal Communicative Skills) – or conversational language – is normally acquired within two years.</li> <li>- CALPS (Cognitive Academic Language Proficiency Skills) – or grade-appropriate academic language –requires higher cognitive skills and vocabulary normally and thus takes at least five years to acquire.</li> </ul> </li> </ul>

## SITUATION ANALYSIS...

A survey to collect data on improvement priorities was distributed in April to Community Groups within the Nyack School District and in May to Nyack High School students.

<p><b>Community Groups</b></p>	<ul style="list-style-type: none"> <li>• Chamber of Commerce</li> <li>• Clergy</li> <li>• Drama Angels</li> <li>• Fire Districts</li> <li>• Friends of the Nyacks</li> <li>• Libraries (Nyack &amp; Valley Cottage)</li> <li>• Mayors</li> <li>• Monday Morning Quarterbacks</li> <li>• Musicworks</li> <li>• NAACP</li> <li>• Nyack Historical Society</li> </ul>	<ul style="list-style-type: none"> <li>• Nyack Hospital</li> <li>• Nyack Housing Authority</li> <li>• Nyack/Valley Cottage Little League</li> <li>• Preschools</li> <li>• PTAs</li> <li>• Red and Black Club</li> <li>• Rotary</li> <li>• School Unions</li> <li>• Valley Cottage Civic Association</li> <li>• Valley Cottage Indians</li> </ul>
<p><b>High School Students</b></p>	<ul style="list-style-type: none"> <li>• High School Student Government members met in May to complete the Strategic Plan survey.</li> </ul>	
<p><b>Improvement Priorities</b></p>	<ul style="list-style-type: none"> <li>• Improve student learning outcomes, so that students will be successful, independent and creative thinkers, with a positive outlook toward their education.</li> <li>• Improve staff effectiveness to help create and manage more productive learning environments.</li> <li>• Improve facilities so that they are more supportive of the educational program.</li> <li>• Improve community support for and involvement with Nyack Schools.</li> <li>• Improve the operating efficiency of the Nyack School District.</li> </ul>	

## SITUATION ANALYSIS...

Both the Community Groups and Students were very responsive and provided specific suggestions to the School District.

<b>Community Groups</b>	Student Learning Outcomes	<ul style="list-style-type: none"> <li>• Need programs for both low performing and high performing students.</li> <li>• Need to reduce achievement gaps between student groups.</li> <li>• More focus on absences, tardiness, discipline.</li> <li>• Need to build student self-confidence.</li> <li>• Eliminate bullying.</li> <li>• Need smaller class size.</li> <li>• Offer WISE program to High School Freshmen and Sophomores.</li> </ul>
	Facilities Changes	<ul style="list-style-type: none"> <li>• Inadequate High School library.</li> <li>• Need improved High School auditorium sound system.</li> <li>• Correct heating and ventilation problems.</li> <li>• Improve teacher prep areas (larger and access to fresh air).</li> <li>• Inadequate music space and instruments.</li> <li>• Close the High School campus.</li> <li>• Consider Princeton plan for grade/building configuration.</li> <li>• Better access for disabled students.</li> </ul>
	Staff Effectiveness	<ul style="list-style-type: none"> <li>• Provide staff with laptops and wireless access.</li> <li>• Reduce non-teaching duties.</li> </ul>
	Community Involvement	<ul style="list-style-type: none"> <li>• Improve staff/parent communication.</li> <li>• Involve entire community (parents, business, clergy)</li> </ul>
	Operating Efficiency	<ul style="list-style-type: none"> <li>• Use 100% recycled copier paper.</li> <li>• Phase out styrofoam in cafeteria.</li> <li>• Use solar-electric panels.</li> </ul>
<b>High School Students</b>	<ul style="list-style-type: none"> <li>• The students consistently singled out facilities as the top area for improvement, with athletic fields as the one specific example mentioned.</li> <li>• Other improvement areas mentioned by the students after facilities were the following three areas: improve community support/ involvement; improve student learning outcomes; improve staff effectiveness.</li> </ul>	

## SITUATION ANALYSIS...

Based on this Situation Analysis, there are a number of key findings and conclusions.

<p>Key Findings/ Conclusions</p>	<ul style="list-style-type: none"><li>• A focus on achieving each child's potential as a whole person (e.g. intellectually, socially, ethically, physically) remains "priority one" for the Nyack Public School District.</li><li>• The community, both District staff and the broader community, are very interested in providing an excellent and comprehensive educational program for the Nyack District (i.e. academics, art, music, sports, other extracurricular activities).</li><li>• Nyack student performance has been improving but can be accelerated further.</li><li>• Key insights into school improvement can be found in educational research (e.g. class size, teacher quality, school schedules, school leadership).</li><li>• Competing in a global society is placing increased pressure on the U.S. educational system to adapt (e.g. new approaches, new courses).</li><li>• Nyack student enrollment has been and will continue to be relatively stable overall, which is fortunate since the Nyack schools are close to full capacity. Some student segments are extremely difficult to estimate and may be currently underestimated (e.g. immigrants).</li><li>• District facilities need selective improvements (i.e. security, roofs, windows, electricity, sports fields), but not a district-wide building plan as was implemented in the late 1980s. A December 2007 Bond Issue containing building and grounds improvements was defeated.</li><li>• Annual budgets and overall costs per student are rising in excess of the inflation rate, although the District seeks to develop budgets that are as financially prudent as possible.</li></ul>
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## II. Goals and Action Plans

This section reviews the goals and action plans for the five-year Nyack Strategic Plan (2008-2013).

- District Values, Vision, and Mission
- District Goals
- Superintendent's Objectives and Action Plans
- Department Objectives and Action Plans
- Overview

The Nyack Public School District's values, vision and mission are shown below\*.

Mission	<ul style="list-style-type: none"> <li>• Guided by our values and vision, we will strive to Nurture a love of learning, Yield positive outcomes, Appreciate diversity, Care for each other, Keep on the path to excellence.</li> </ul>
Values	<ul style="list-style-type: none"> <li>• We, the students, parents, community and staff of the Nyack School District value:             <ul style="list-style-type: none"> <li>- The pursuit of scholastic excellence</li> <li>- The richness of our diverse community.</li> <li>- Harmonious relationships among individuals and groups.</li> <li>- Partnerships among students, staff, parents, and community.</li> <li>- Respect for self, and others.</li> <li>- Responsible ethical behavior that engenders trust.</li> <li>- Individuals who think analytically and creatively.</li> <li>- Ongoing involvement in local and global issues.</li> <li>- Development of essential skills and attitudes for a productive life.</li> <li>- A safe and nurturing environment.</li> </ul> </li> </ul>
Vision	<ul style="list-style-type: none"> <li>• To embody these values, we envision: a community, proud of its traditions, that uses the richness of its diversity to meet the needs of all students and prepare them for a rapidly changing world. In a spirit of collaboration, we provide an environment that fosters scholastic excellence, cultural appreciation, and ethical behavior. Nyack is a community of lifelong learners, encouraging new ideas to shape a positive future.</li> </ul>

\*This statement was created with a community wide input process in the early 1990's and approved by the Board. The Committee strongly recommended that the values be reordered to place a priority on academic excellence.

## DISTRICT GOALS

Based on the Situation Analysis, the Nyack Public School District developed three goals that are a continuum of the existing District goals, but also will sharpen the focus of the District on student achievement over the next five years as the District continues on the path to excellence.

Goal Area	Goal Statement	Action Plans Supporting Goals
1. Student Achievement	<ul style="list-style-type: none"> <li>• Challenge each student to reach his/her highest potential as a whole person (i.e. intellectually, socially, ethically, artistically physically).</li> </ul>	<ul style="list-style-type: none"> <li>• Including but not limited to:               <ul style="list-style-type: none"> <li>- Staff quality, staff development, class size, school schedules.</li> <li>- Curricula for a global society.</li> <li>- Safe and respectful environment, health and wellness programs.</li> </ul> </li> </ul>
2. Fiscal Responsibility	<ul style="list-style-type: none"> <li>• Continue to improve the District's operating and financial efficiency in a way that is supportive of student achievement and stakeholder communications.</li> </ul>	<ul style="list-style-type: none"> <li>• Including but not limited to:               <ul style="list-style-type: none"> <li>- Fiscally responsible budgeting.</li> <li>- Ongoing facility maintenance plan.</li> <li>- Safe and secure facilities.</li> </ul> </li> </ul>
3. Stakeholder Communications	<ul style="list-style-type: none"> <li>• Continue to improve how the District and its stakeholders work together to achieve District goals (e.g. parents, community, staff, students).</li> </ul>	<ul style="list-style-type: none"> <li>• Including but not limited to:               <ul style="list-style-type: none"> <li>- Harmonious relationships.</li> <li>- Two-way communication programs, school and community education.</li> <li>- District governance and stakeholder involvement.</li> </ul> </li> </ul>

## SUPERINTENDENT'S OBJECTIVES AND ACTION PLANS

Below is the action plan for Goal One, Student Achievement.

	Action Plan For Goal One		
	Work Tasks	Responsibility/Resources	Outcome/Timeframe
<b>Objective One</b>  <b>Challenge all students to reach their highest potential as a whole person (i.e. intellectually, socially, ethically, physically).</b>	1.1a Design new curricula changes needed to prepare all students to be well-rounded members of a global society (i.e. languages, cultural competency, health and wellness, ecology education, arts, physical education, integrated technology for student learning, etc.).	1.1a/b Asst. Supt. for Instruction/District Committees	1.1a/b 2008–2010 and plan to be phased in over three-year period. Preliminary recommendations completed by December 2008.
	1.1b Expand current curricula offerings to prepare all students to be members of a global society (i.e. academic offerings, arts, and physical education).		
	1.2 Continue to identify, recruit, hire, train and evaluate highly qualified staff to teach all children.	1.2 Asst. Supt. for PPS and Personnel, Principals	1.2 June 2008-June 2013.
	1.3 Develop student performance improvement metrics for the next five years.	1.3 Superintendent, Asst. Supt. for Instruction Asst. to the Supt. for Data Coordinator/Analyst (DCA)	1.3 October 2008 and implementation to begin pending BOE approval.
	1.4 Research and evaluate alternative school schedules for the High School.	1.4 Asst. Supt. for Instruction, Dir of Curriculum & Prof. Dev./School Site Scheduling Committee	1.4 Complete final report by April 2009 including multi-year implementation plan.
	1.5 Design professional development plans for next five years for all school site personnel, including administrators that ensure that all students are prepared for a global society.	1.5 Dir of Curriculum & Prof Dev/District-wide Prof Dev Team	1.5 Ongoing, 2008-2013.
	1.6 Continue to review and monitor implementation of district-wide building safety plans, Code of Conduct and Bullying Prevention programs.	1.6 Asst. Supt. for Business Principals and School-site Safety Committees	1.6 Ongoing, 2008-2013.
	1.7 Continue to work to ensure the integration of technology into all school and District processes, both for classrooms and libraries.	1.7 Dir. of Technology, Supervisors of Central Office Departments, and School Site Administrators	1.7 Ongoing, 2008-2013.

## SUPERINTENDENT'S OBJECTIVES AND ACTION PLANS

Below is the action plan for Goal Two, Fiscal Responsibility.

	Action Plan For Goal Two		
	Work Tasks	Responsibility/Resources	Outcome /Timeframe
<b>Objective Two</b>  <b>Continue to improve the District's operating and financial efficiency in a way that is supportive of student achievement and stakeholder communications.</b>	2.1 To ensure that all district resources are used effectively and efficiently we will collaborate with appropriate agencies and district-wide committees to review district practices.	2.1 Superintendent, NYSSBA, BOE appointed committee	2.1 Complete State and District Committee review by January 2009. Implement findings 2009-2013.
	2.2a Evaluate student enrollment patterns, the capacity of District facilities and develop long-term plans.	2.2a/b Superintendent, Asst. Supt for Business, Asst. Supt. for PPS and Personnel, Asst. Supt. for Instruction	2.2a/b Complete final report by June 2009.
	2.2b Review the capacity of the facilities to accommodate students with special needs.		
	2.3 Monitor the maintenance of facilities to ensure compliance with Federal, State and local regulation.	2.3 Superintendent, Asst. Supt. for Business	2.3 Ongoing, 2008-2013 Annual School Safety Rpt.
	2.4 Review and update District policies, as they relate to fiscal accountability in coordination with the BOE and NYSSBA.	2.4 Superintendent, Asst. Supt. for Business, BOE	2.4 Ongoing, 2008-2013 Yearly update of various sections of the policy manual.
	2.5 Develop a yearly budget to meet the needs of the district within local, state and federal mandates.	2.5 Superintendent, Asst. Supt. for Business, BOE, Central Office/School Site Admin, and input from Community at Large	2.5 Ongoing, 2008-2013 Budgets that support student learning are supported by the community.

## SUPERINTENDENT'S OBJECTIVES AND ACTION PLANS

Below is the action plan for Goal Three, Stakeholder Communications.

	Action Plan For Goal Three		
	Work Tasks	Responsibility/Resources	Outcome/Timeframe
<b>Objective Three</b>  Continue to improve how the district and its stakeholders work together to achieve district goals e.g., students, staff, parents, and community.	3.1 Continue to build trust, relationships and engagements with the school community to enhance an educational environment that supports student learning and achievement.	3.1 Superintendent, Dir of Communications, BOE, Administration, Teachers, All Staff, Students, Others	3.1 2008-2013 Display of greater understanding by the community through formal and informal measures.
	3.2a Investigate and test new methods to improve communications with stakeholders (e.g. podcasts, email campaigns, community network).		3.2a Complete final report by September 2008.
	3.2b Continue to use successful methods to communicate with stakeholders.		3.2b 2008-2013 Increased understanding of and support for District programs.
	3.3 Develop a cost effective survey approach to track annual perceptions of Nyack Schools from a number of constituencies: Nyack District parents, teachers, students, graduates, as well as non-District individuals		3.3 Complete final report by October 2008.
	3.4 Build partnerships in the community to foster collaborative efforts and better understanding of district objectives.		3.4 2008-2013 Increased partnerships with community groups and foundations.
	3.5 Build stronger connections with the community stakeholders by inviting them to the schools on a regular basis to observe special programs and day-to-day activities.		3.5 2008-2013 Increased number of community members visiting schools on a regular basis.
	3.6 Continue to develop outreach efforts to connect with non-English speaking populations.		3.6 2008-2013 Increased attendance at school activities.

## OVERVIEW

The remainder of 2008 will be focused on completing some critical Research and Development work as Year I implementation begins on the District's Strategic Plan starting in September 2008.

<p style="text-align: center;"><b>Research &amp; Development (R&amp;D)</b></p>	<ul style="list-style-type: none"> <li>• Three important R&amp;D activities will be completed and reports published:               <ul style="list-style-type: none"> <li>– District-Wide Curricula Committee</li> <li>– District Operating Practices Committee</li> <li>– Stakeholders Communications Committee</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Five Year Implementation</b></p>	<ul style="list-style-type: none"> <li>• The Strategic Plan's five year implementation begins with school year 2008-2009 and concludes with school year 2012-2013.</li> <li>• New initiatives will be implemented in curricula, staff development, school schedules, fiscal efficiency, infrastructure maintenance, and communications.</li> </ul>
<p style="text-align: center;"><b>Path to Excellence Continues</b></p>	<ul style="list-style-type: none"> <li>• This new Strategic Plan will sharpen the District's focus on student achievement, while the District continues to improve in the areas of fiscal responsibility and stakeholder communications.</li> </ul>

#### **IV. Department Objectives and Action Plans**

## Cabinet Goals/Action Plans....

This appendix contains goals and action plans for the Nyack School District's Administrative staff:

- Instruction
- Curriculum and Professional Development
- English as a Second Language (ESL)
- Human Resources, Pupil Personnel Services, Special Education
- Technology
- Physical Education, Health, Wellness and Athletics (PEHWA)
- Business Department
- Communications

OBJECTIVES	Action Plan for Goal One: Student Achievement			
	Tasks	Responsibility/Resources	Outcome Measures	Timeline
<p><b>Department of Instruction and Assessment</b></p> <p><b>Challenge all students to reach their highest potential as whole persons (i.e. intellectually, socially, ethically, physically).</b></p>	1.1a Implement a continuous improvement model for curriculum evaluation and development to meet learning needs of all students.	1.1a -Asst. Supt. for Instruction, Dir. of Curriculum & Prof. Dev., Principals, Department Chairs.	1.1a Continuous improvement of curriculum and instruction leading to improved student learning and achievement.	1.1a 2008-2013 and ongoing
	1.1b Convene a Districtwide Curriculum Committee to improve existing course offerings (academics, arts, physical education, etc.), to recommend additions to enhance the educational program (i.e. second language and technology offerings, cultural competence, wellness and ecology education), and to research innovative programming (i.e. Virtual High School, Robotics and Spanish in the elementary schools)	1.1b Asst. Supt. for Instruction, Dir. of Curriculum & Prof. Dev., Principals, Department Chairs	1.1b Committee completes its charge successfully and in a timely manner.	1.1b 2008 – 2010
	1.2 Supervise the administration and scoring of all New York State testing	1.2 Asst. Supt. for Instruction, New York State Warehouse, Lower Hudson Regional Information Center, District Data Warehouse	1.2 New York State testing and scoring is administered effectively, efficiently, and correctly.	1.2 2008-2013 and ongoing
	1.3 Use multiple sources of data to inform instruction and improve student learning through professional development.	1.3 Asst. Supt. for Instruction, Asst. to the Supt. for Data Coordination and Analysis, Dir. of Curriculum & Prof. Dev., Principals, Department Chairs and teachers.	1.3 Teachers utilize assessment data to inform their teaching of individual students and groups of students; student achievement data shows evidence of improved student learning.	1.3 2008- 09 and ongoing
	1.4 Provide ready access to meaningful assessment data for administrators and teachers.	1.4 Asst. Supt. for Instruction, Dir. of Curriculum & Prof. Dev., Principals, Department Chairs and teachers.	1.4 Administrators and teachers receive assessment data in a timely and user-friendly manner	1.4 2008-2009 and ongoing
	1.5 Close achievement gaps between and among subgroups.	1.5 Asst. Supt. for Instruction, Dir. of Curriculum & Prof. Dev., Principals, Department Chairs and teachers.	1.5 Assessment data shows evidence that achievement gaps between and among subgroups is closing over time.	1.5 2008-2009 and ongoing

	<b>Action Plan for Goal One: Student Achievement</b>			
	<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
<b>Department of Instruction and Assessment</b>  <b>Challenge all students to reach their highest potential as whole persons (i.e. intellectually, socially, ethically, physically).</b>	1.6 Develop common student assessments to determine the degree to which students are reaching benchmark goals aligned with New York State Learning Standards.	1.6 Asst. Supt. for Instruction, Dir. of Curriculum & Prof. Dev., Principals, Department Chairs and teachers	1.6 Common assessments are developed by at least two departments per year.	1.6 2008-2013
	1.7 To increase the numbers of students from all sub-groups succeeding in higher level math and science courses in high school	1.7 Asst. Supt. for Instruction, Dir. of Curriculum & Prof. Dev., Principals, teacher on special assignment, consultant and technology teachers.	1.7 In three years, more students in the will enroll in higher-level math and science courses than in previous years.	1.7 2008-2010
	1.8 Collaborate with Special Education Department to meet the requirements of the Individuals with Disabilities Act and No Child Left Behind Act by developing individual student success plans.	1.8 Asst. Supt. for Instruction, Asst. Supt. for Pupil Personnel Services and Personnel, Director of Special Education, Principals and teachers.	1.8 District serves the learning needs of all students and is in compliance with both acts of federal legislation.	1.8 2008 and ongoing
	1.9 Collaborate with English as a Second Language Department to improve learning and achievement for English Language Learners.	1.9 Asst. Supt. for Instruction, Dir. of Curriculum & Prof. Dev., Program Supervisor for English as a Second Language, Principals and teachers.	1.9 Assessment data shows evidence of improved learning and achievement among English Language Learners on both New York State Assessments and the New York State English and a Second Language Achievement Test (NYSESLAT).	1.9 2008 and ongoing

	<b>Action Plan for Goal Two: Fiscal Responsibility</b>			
	<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
<b>Department of Instruction and Assessment</b>  <b>Develop and maintain fiscally responsible budgets for all federal, state and local budgets, which are used to support instructional programs pre-K-12.</b>	2.1 To monitor all federal Title grants – Title I Title IIA Title IID, Title III, Title IV, Title V – and to write Title I.	2.1 Asst. Supt. for Instruction, Business Office, Dir. of Curriculum & Prof. Dev., Director of Technology, Program Supervisor for English as a Second Language.	2.1 Ensure that all applications are submitted correctly and completely so that the District receives appropriate funding and that it is used in the best interests of students.	2.1 2008-2009 and ongoing
	2.2 To monitor expenditures for all district-wide instructional programs in the District.	2.2 Asst. Supt. for Instruction, Business Office, Dir. of Curriculum & Prof. Dev., Principals and Department Chairs.	2.2 Ensure that all monies supporting instructional programs for the benefit of students are expended properly.	2.2 2008-2009 and ongoing.
	2.3 To monitor expenditures for the collection and analysis of student achievement data.	2.3 Asst. Supt. for Instruction, Business Office, Dir. of Curriculum & Prof. Dev.	2.3 To ensure that all monies expended for the collection and analysis of student achievement data are expended properly in the best interests of students.	2.3 2008-2009 and ongoing
	2.4 To monitor expenditures for the administration and scoring of all district-wide state and local assessments.	2.4 Asst. Supt. for Instruction, Dir. of Curriculum & Prof. Dev., principals.	2.4 To ensure that all monies expended for the administration and scoring of all district-wide state and local assessments. are expended properly in the best interests of students.	2.4 2007-08 and ongoing
	2.5 To oversee expenditures for teachers' attendance at conferences and other professional development activities.	2.5 Asst. Supt. for Instruction, Dir. of Curriculum & Prof. Dev., Principals and Department Chairs.	2.5 To ensure that all monies expended for attendance at professional conferences and other professional development activities are expended properly.	2.5 2007-08 and ongoing.

	<b>Action Plan for Goal Three: Stakeholder Communications</b>			
	<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
<p><b>Department of Instruction and Assessment</b></p> <p><b>Inform the staff and public of the District's instructional goals, the impact of state and federal regulations on the District, and District plans to meet our educational goals.</b></p>	3.1 Publish quarterly bulletin from the Department of Instruction, which is distributed to all staff and posted on .org website.	3.1 Asst. Supt. -- each bulletin focuses on educational principles that apply to all educators K-12.	3.1 Staff and public come to have a shared understanding of the District's educational philosophy and principles.	3.1 Published quarterly
	3.2 Present at Public Board of Education Meetings, which are posted on the District website. Address the staff on Superintendent's Conference Days and at faculty, department, and parent meetings.	3.2 Asst. Supt. for Instruction and others depending on the nature of the presentation.	3.2 The Board of Education, the staff and the public are provided information on public policy and its impact on the District.	3.2 2008 - 2013
	3.3 Chair various District-wide committees consisting of administrators, teachers, parents and community members.	3.3 Asst. Supt. for Instruction and others depending on the purpose of the committee.	3.3 Feedback from district-wide committee members.	3.3 2008-2013
	3.4 Meet monthly with principals and department chairs.	3.4 Superintendent, Asst. Supt. for Instruction, Asst. Supt. for Pupil Personnel Services and Personnel, principals and department chairs.	3.4 Feedback from principals and department chairs.	3.4 Monthly

Objectives	Action Plan for Goal One: Student Achievement			
	Tasks	Responsibility/Resources	Outcome Measures	Timeline
<b>Curriculum &amp; Professional Development</b>  <b>Ensure that district-wide, electronic curriculum maps are available for all teachers in all subjects and grade level, and provide and monitor professional learning for District professional staff.</b>	1.1 Have curriculum maps for all subject areas, grade levels and courses completed using Rubicon Atlas.	1.1 Director of Curriculum & Professional Development, teachers and department leaders. Work done on initial maps will be funded through the curriculum initiatives budget adding 2-3 new departments/grade levels per year	1.1 Once in place, teachers will update and maintain curriculum maps adding resources and assessment tools in the course of regular instruction. Maps can be used in conjunction with data analysis to determine strengths and/or gaps in the curriculum.	1.1 Approximately three departments will be added each year followed by the addition of the elementary curriculum in all subjects. With the exception of any new courses all curriculum maps should be in place by Sept. 2012.
	1.2 Maintain a comprehensive 3-year orientation and induction program for all teachers new to the Nyack Public Schools.	1.2 Director of Curriculum & Professional Development, Technology Department, Nyack Teacher Center,	1.2 Teachers will implement research-based best practices in their instruction of students leading to greater student achievement. Evidence of best-practice implementation will be documented as a part of the observation/evaluation process. Teachers will complete surveys.	1.2 Ongoing 2008-2013
	1.3 Maintain the district's mentor program providing mentors and professional partners for 1 <sup>st</sup> and 2 <sup>nd</sup> year teachers	1.3 Nyack Teachers Center, Director of Curriculum & Professional Development, Mentor Trainer, Mentors/Professional Partners	1.3 Retention rates for teachers will increase; Increased opportunity to develop professional learning communities; increased retention of staff, higher comfort level of new staff, on-going peer support and professional learning. Mentors and Teachers will complete surveys.	1.3 Ongoing and 2008-2013
	1.4 Provide increasing amounts of job-embedded professional learning to both tenured and non-tenured staff partners.	1.4 Director of Curriculum & Professional Development, Building Administrators, department leaders, teacher leaders; will require additional funding for either release time (subs), or to pay teachers for summer training.	1.4 Increased use of research-based best practices by all staff particularly in the area of differentiated instruction leading to increased student achievement. Evidence will be documented through the observation/evaluation process.	1.4 Ongoing as part of a cycle of continuous instructional improvement. Yearly evaluations, needs assessments and data on student achievement will determine future professional development needs of the staff

<b>Action Plan for Goal One, continued</b>				
<b>Curriculum &amp; Professional Development</b>	<b>Tasks</b>	<b>Responsibility/ Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
	1.5 Provide professional development for building administrators and supervisors	1.5 Director of Curriculum & Professional Development, Mentor Trainer	1.5 Administrators will have a greater understanding of the skills and strategies being learned by new teachers and will be able to better support them in their efforts to implement these new strategies in their classrooms. Professional development for administrators will increase leadership skills leading to improved instruction and student achievement.	1.5 Ongoing through 2013
	1.6 Pending Board approval of a possible schedule change at the HS, provide ongoing professional learning and support for HS teachers moving to a partial block schedule if implemented	1.6 Director of Curriculum & Professional Development, outside consultants, school visits	1.6 Students will spend greater amounts of uninterrupted learning time with teachers and fewer classes to prepare for each day. Teachers will be prepared with the skills they need to best teach students during longer instructional periods.	1.6 Beginning Summer of 2008 and ongoing through 2013. Initial training for the entire HS staff during the 2008-2009 school year including training for any teachers new to the District. Subsequent training for new teachers during orientation.
	1.7 Provide professional development for collaborative teams	1.7 Dir. Of Curr. & PD, Assist. Supt. For PPS ,& HR, ESL Coordinator, collaborative teaching teams at all levels	1.7 Teams of special and regular ed. teachers will gain increased skills in collaborative planning, data analysis and team teaching leading to increased student achievement for all students in collaborative classes.	1.7 Yearly initial training for all teachers new to collaborative teams with follow-up as needed through 2013
	1.8 Monitor Professional Development linked to District goals and objectives through My Learning Plan	1.8 Director of Curriculum & PD	1.8 Through analysis of My Learning Plan data reports we will be able to identify strengths and gaps in professional learning for individuals and groups of teachers, and design future professional development accordingly.	1.8 Ongoing 2008-2013

Objectives	Action Plan for Goal Two: Fiscal Responsibility			
	Tasks	Responsibility/Resources	Outcome Measures	Timeline
<b>Curriculum &amp; Professional Development</b>  <b>2. Develop and maintain fiscally responsible budgets for professional development, curriculum development, instructional initiatives and text and materials adoptions.</b>	2.1 Develop and maintain yearly budgets for instructional initiatives including new programs, curriculum mapping, text and materials adoptions	2.1 Assistant Supt. For Instruction, Director of Curriculum & Professional Development with input from building administrators, department leaders and teachers	2.1 Yearly budgets for instructional initiatives will support curriculum development for new and existing courses, ensure that our students have appropriate and up-to-date texts and materials, and support creative and innovative programs that provide both support and advanced learning opportunities for our students	2.1 Yearly through 2013- this includes meetings with department chairs and building administrators to determine and prioritize needs
	2.2 Increase budget for professional development to provide quality, job-embedded professional development for both non-tenured and tenured teachers. This increase will also support training for teachers to teach in a block schedule.	2.2 Director of Curriculum & Professional Development, Assistant Supt. For Business, Assistant Supt. For Instruction, Professional Development Committee, possibly outside consultants year 1 - \$50, 000 year 2 - \$30,000 year 3 - \$30,000 year 4 - \$30, 000 year 5 - \$30,000	2.2 Increased opportunities for high-quality, job-embedded professional development will increase the repertoire of teachers' skills and strategies leading to continued student achievement. Should the HS move towards a block schedule, specific training in this area will improve student-teacher relationships, school climate and we should have fewer discipline problems. Additional learning time will facilitate more rigorous learning opportunities.	2.2 Ongoing through 2013. Projected increases would be as follows: 08-09 - \$50, 000 09-10 - \$30,000 10-11 - \$30,000 11-12 - \$30, 000 12-13 - \$30,000 Should the HS adopt a block schedule, a budgetary increase of an additional \$50,000 - \$60, 000 would be needed for the first year.

OBJECTIVES	<b>Action Plan for Goal Three: Stakeholder Communications</b>			
	<b>Tasks</b>	<b>Responsibility/ Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
<p data-bbox="226 305 464 428"><b>Curriculum &amp; Professional Development</b></p> <p data-bbox="226 553 485 883"><b>3. Provide ongoing communication and planning with District staff and the community to increase knowledge about the District and best practices around student learning.</b></p>	3.1 Publish Teacher Tips newsletter for all staff on .org website	3.1 Director of Curriculum & Professional Development- Each issue contains articles, tips and useful websites highlighting research-based best practices	3.1 Staff feedback and contributions to future newsletters, teachers implement new practices and/or use resources to improve teaching.	3.1 Ongoing Monthly 2008-2013
	3.2 Provide easy access to instructional resources and tools on the Curriculum & Professional Development page of the .org website	3.2 Director of Curriculum & Professional Development	3.2 Keep web page current with new information as well as archived resources. Include resources as available and by teacher request	3.2 Ongoing- updated throughout the year through 2013
	3.3 Provide workshops for various parent groups and District Parent Institutes to keep parents abreast of District instructional initiatives	3.3 Assistant Supt. For Instruction, Director of Curriculum & Professional Development, others depending on the nature of the presentation	3.3 Parents and community members have access to current information that will enable them to better understand the philosophies and practices and programs implemented throughout the district which will foster greater home-school partnerships	3.3 At least 2 per year and additional as necessary through 2013
	3.4 Meet with District Professional Development Team to plan and implement various professional learning initiatives and programs	3.4 Director of Curriculum & Professional Development and Professional Development Team	3.4 Input from this team as well as feedback from previous professional development, needs inventories and input from building and department leaders guides the future direction of professional learning including the planning for Superintendent's Conference Days and follow up on-site Professional Development. The team examines research and designs model lessons and activities to share with other teachers	3.4 Team meets monthly

OBJECTIVES	Action Plan for Goal One: Student Achievement			
	Tasks	Responsibility/Resources	Outcome Measures	Timeline
<p><b>ENGLISH LANGUAGE LEARNERS (ELL) DEPT.</b></p> <p>1.1 Ensure that all students attain English Proficiency via an ESOL Program that is aligned to ESL/ELA and content area standards.</p> <p>1.2 Ensure that the Framework for Teaching is implemented with a concerted effort towards our pursuit of instructional improvement for ELL's in grades K-12.</p> <p>1.3 Create a professional development plan for ESL teachers based on goals jointly determined together with agreed upon steps to strengthened identified skills.</p>	<p>1.1 Based upon population of students, revise and adapt existing curricula to meet student language and academic needs based on state standards in ESL and the content areas.</p>	<p>1.1 School Administrators, ASI, ESOL Supervisor, ESL teachers and TA's</p>	<p>1.1a Completed ESOL curricula maps on Rubicon Atlas</p> <p>1.1b Increase in the number of students testing out of ESL in a 3-year period.</p> <p>Increase in the number of students scoring level <math>\frac{3}{4}</math> on state standardized tests.</p> <p>Increase in the number of students passing Regents Exams and graduating with their cohort.</p> <p>1.1c</p> <p>1.1d</p>	<p>1.1 Ongoing, Yearly 2008 - 2013</p>
	<p>1.2 Focus on the 4 domains of teaching by conducting regular informal observations and ongoing professional conversations.</p>	<p>1.2 ESOL Supervisor, School Administrators, and Teachers</p>	<p>1.2a Improve the quality of teaching and professional behaviors as evidenced through the observation/evaluation process</p> <p>1.2b Increased student performance/achievement</p>	<p>1.2 Ongoing - yearly 2008-2013</p>
	<p>1.3 Provide continual, Focused training with a strong emphasis on the State learning standards, data informed instruction, and best practices in Second Language Acquisition. (The professional development will be based on research that focused on best practices in Second Language Acquisition.)</p>	<p>1.3 Superintendents Conference Days, District wide PD, Conferences, Monthly Curriculum Days, Department ESOL Supervisor, Consultants, and district staff</p>	<p>1.3 Ongoing - yearly 2008-2013</p>	

<b>OBJECTIVES</b>	<b>Action Plan for Goal One, continued</b>			
<b>ELL Dept.</b>	<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
1.4 To plan and an adult education program for immigrant families.	1.4 To develop and implement a GED program in English/Spanish/Creole	1.4 ESOL Supervisor, Consultants	1.4a Higher percentage of parents becoming proficient in the English language.  1.4b Increase in parental involvement at all 5 schools due to language proficiency.  1.4c Increase in the number of parent that marketable for jobs.	1.4a Ongoing - Yearly 2008-2013  1.4b Ongoing – Yearly 2008-2013  1.4c Ongoing – Yearly 2008-2013
1.5 To identify funding sources that will support new initiatives	1.5 To begin writing proposals	1.5 ESOL Supervisor, Consultants Bilingual Family Liaisons Spanish and Creole Data Analyst	1.5 Additional funding to support new existing and new programs.	1.5 Ongoing – Yearly 2008-2013
1.6 To establish a Welcome Center for Parents at the District Office.	1.6a To maintain the welcome center open during evening hours for working parents.	1.6 ESOL Supervisor, Bilingual Family Liaisons Spanish and Creole, Family Resource Centers	1.6a Higher percentage of parents receiving services in the following areas: social services, academic services, immigration and legal counseling	1.6a Ongoing – Yearly 2008-2013
	1.6b To begin grant writing efforts that will secure Corporate Federal, local funding		1.6b Increase percentage of Parental involvement.	1.6b Ongoing – Yearly 2008-2013
	1.6c College counseling/ preparation Adult Education Programs			1.6c Ongoing- Yearly 2008-2013

OBJECTIVES	Action Plan for Goal Two: Fiscal Responsibility			
	Tasks	Responsibility/Resources	Outcome Measures	Timeline
<p><b>ELL Dept.</b></p> <p>2.1 Develop and maintain fiscally responsible budgets for: Day programs</p> <p>2.2 Develop and maintain a fiscally responsible budget for: Extracurricular programs</p>	<p>2.1 Continue implementation and monitoring of ESOL Push in programs Pull-out programs Collaborative programs k-12</p> <p>2.2 Remedial After school Program k-8</p>	<p>2.1-2.2 ESOL Supervisor, ESOL Teachers/TA's ASI, ASB</p>	<p>Use the resources more efficiently and effectively</p>	<p>2.1 Yearly - Ongoing</p> <p>2.2 Yearly - Ongoing</p>

<b>ELL Dept.</b>	<b>Action Plan for Goal Three: Stakeholder Communications</b>			
	<b>Tasks</b>	<b>Responsibility/ Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
3.1 Maintain On going communication with Home, School and Community	3.1a Continue and Improve the following efforts: Translations Telephone Calls Correspondence Parent Teacher Conferences CSE Meetings Hearings Workshops Home visits	ESOL Supervisor Translators District Family Liaison FRC Consultants	Increased Participation and partnerships between Home, School and Community	Daily, ongoing, yearly 2008-2013
	3.1b To develop and implement ESL Program for Immigrant families		Increased student attendance	
	3.1c To develop and implement a Culinary Arts Program for parents.		Reduction in discipline issues	
	3.1d To publicly provide ongoing services to parents based on parent needs.		Increased graduation rate and post HS experience	
	3.1e College counseling/ preparation Adult Education Programs			

Objectives	<b>Action Plan for Goal One: Student Achievement</b>			
	<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
<b>Human Resources</b>  <b>1. To identify, recruit, employ, and retain superior instructional and non-instructional personnel to deliver quality instruction and support to students</b>	1.1 Review current BOE policies relative to personnel and human resources, and update where necessary	1.1 Board of Education, Superintendent, Asst. Supt. for Pupil Support Services (PPS) & Personnel	1.1 All BOE policies relative to personnel and human resources consistent with current regulations	2008 - 2013
	1.2 Analyze and revise current recruitment and hiring procedures to ensure best practices	1.2 Asst. Supt. for Pupil Support Services (PPS) & Personnel	1.2. Increased satisfaction with practices that are effective, efficient, fair and consistent	2008 - 2013
	1.3 Build capacity of existing staff to fill internal positions.	1.3 Asst. Supt. for Pupil Support Services (PPS) & Personnel	1.3. Increased number of positions being filled by internal candidates	2008 – 2013
	1.4. Continue to revise/develop job descriptions for positions as needed	1.4 Asst. Supt. for Pupil Support Services (PPS) & Personnel	1.4. Updated job descriptions	2008 – 2009

Objectives	<b>Action Plan for Goal Two: Fiscal Responsibility</b>			
	<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
<b>Human Resources</b>  <b>2. Recruit, hire and retain highly qualified staff members to ensure that District resources are utilized most efficiently.</b>	2.1. Work with Asst Supt. for business to assess and provide competitive compensation and benefit programs to attract and retain the best qualified employees	2.1 Asst. Supt. for Pupil Support Services (PPS) & Personnel	2.1.Competitive benefits package for employees	Ongoing 2008-2013
	2.2 Assemble, analyze and prepare data to inform strategies for recruitment and hiring, and negotiations	2.2 Personnel department support staff with oversight from Assist. Supt. for PPS & Personnel	2.2 Increased efficiency in recruiting /retention	Ongoing 2008-2013
	2.3 Prepare data for annual budget	2.3 Personnel department support staff with oversight from Assist. Supt. For PPS & Personnel	2.3 Fiscally responsible department budget	Ongoing 2008-2013
	2.4.Analyze expenditures including cost of recruitment to determine fiscal prudence in hiring practices	2.4. Assist. Supt. for PPS and Personnel	2.4 Trends analysis report regarding current trends within HR and district	2008 - 2009
	2.6 Continue to utilize automated online recruitment systems such as OLAS from BOCES	2.5 Assist. Supt. for PPS and Personnel	2.5 Improved efficiency and effectiveness with regards to online recruitment	2008 - 2009
	2.6. Complete succession planning for staff members scheduled to retire in the next five years	2.6 Assist. Supt. for PPS and Personnel, Administrative Supervisors	2.6 Continuity of organizational practices	Ongoing 2008-2013
	2.7. Develop substitute teacher selection and quality assurance processes	2.7 Assist. Supt. for PPS and Personnel	2.7 Highly skilled substitute teachers	2008 - 2009

Objectives	Action Plan for Goal Three: Stakeholder Communications			
	Tasks	Responsibility/Resources	Outcome Measures	Timeline
<b>Human Resources</b>  <b>3. Assess major issues in departmental readiness; conduct risk assessment and develop processes and procedures to maximize efficiency</b>	3.1 Increase communication and outreach to current staff regarding advancement opportunities, retirement, and benefits.	3.1 Assist. Supt. for PPS and Personnel	3.1 Increased satisfaction among staff members regarding their understanding of information regarding employment and advancement opportunities.	June 2009
	3.2 Increase communications and outreach to potential staff regarding employment opportunities and benefits	3.2 Assist. Supt. for PPS and Personnel	3.2 Increased satisfaction among potential staff members regarding employment opportunities and benefits.	June 2009
	3.3 Provide accurate and timely personnel information to the Board of Education, Superintendent, and the larger Nyack community	3.3 Assist. Supt. for PPS and Personnel	3.3a Increased satisfaction with information provided by Human Resources Department..  3.3b Established screening team and process at career fairs	June 2009
	3.4 Create and update materials and including CDs, brochures, etc. for recruitment	3.4 Assistant Superintendent for PPS and Personnel	3.4 More aesthetically pleasing and substantively relevant materials for recruitment	June 2009
	3.5 Improve newly developed HR Website	3.5 Assistant Superintendent for PPS and Personnel in collaboration with District Clerk/ Communication Director and Director of Technology	3.5a. Functional and interactive website 3.5b. Electronic database and HR managements systems  3.5b. More efficiency and effectiveness in day to day operation of HR department and more accurate information readily available to all stakeholders	June 2009
	3.6 Develop employee manual	3.6 Assistant Superintendent for PPS and Personnel	3.6 Employee manual	Annually
	3.7 Continue to create training materials for professional development in the areas of hiring protocol, compliance guidelines, etc	3.7 Assistant Superintendent for PPS and Personnel	3.7 Updated training materials ready for use in professional development with the most current information available	January 2008

<b>Action Plan for Goal One: Student Achievement</b>				
<b>Pupil Personnel Services</b>  <b>1. PPS support will result in academic gains for at-risk and classified students.</b>	<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
	1.1 Collect and analyze data on behavioral referrals to Instructional Support Team (IST).	1.1 Asst. Supt. PPS/Personnel IST facilitators	1.1 Baseline data on IST referrals.	2008- 2009
	1.2 Institute behavior management training on student and classroom level.	1.2 Asst. Supt. PPS/ Personnel Building principals School psychologists Consultant teachers Classroom teachers	1.2 Reduce necessity for behavioral referrals to IST.	2009- 2013
	1.3 Support Asst. Supt. Instruction in developing a whole-district Response to Intervention (RTI) plan.	1.3 Asst. Supt. Instruction Asst. Supt. PPS/Personnel Supvsr. Sp. Ed.	1.3 Development of RTI procedural manual for district.	2008- 2010
	1.4 Train staff to implement RTI plan.	1.4 Asst. Supt. Instruction Asst. Supt. PPS/Personnel Supervisor Sp. Ed. Building principals Instructional Support Teams Academic Intervention Service (AIS) providers School psychologists Classroom teachers	1.4 Reduce necessity for referrals to Committee on Sp. Ed.	2010-2013

<b>Pupil Personnel Services</b>	<b>Action Plan for Goal Two: Fiscal Responsibility</b>			
	<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
<b>2. PPS professional development and recruitment activities will result in a decrease of necessary costs for out-of-district Special Education referrals.</b>	2.1 Collect baseline data of professional development activities attended by PPS staff.	2.1 Asst. Supt. PPS/Personnel Dir of Curriculum & Professional Development	2.1 Baseline data on professional development activities.	2008-2009
	2.2 Continue to recruit PPS staff with specialized skills within certification areas (i.e.: assistive technology, behavior management).	2.2 Asst. Supt. PPS/Personnel	2.2 Increase staff's capacity to meet the educational needs of the students.	2008-2013
	2.3 Increase attendance in targeted professional development activities of PPS staff.	2.3 Asst. Supt. PPS/Personnel Dir of Curriculum & Professional Development	2.3 Increase in attendance of broader range of professional development activities by 10%.	2009-2013

<b>Action Plan for Goal Three: Stakeholder Communications</b>					
<b>Pupil Personnel Services</b>	<b>3. PPS will increase parental satisfaction through initiatives to communicate and collaborate with parents, post-secondary schools and assistive agencies.</b>	<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
		3.1 Provide parents with specific contact information through district website.	3.1 Asst. Supt. PPS/Personnel	3.1 PPS website developed.	Oct 2008
		3.2 Develop, collect and analyze parent survey concerning PPS services.	3.2 Asst. Supt. PPS/Personnel	3.2 Baseline data on parent satisfaction.	2008-2009
		3.3 Based upon information collected, provide parent workshops on various topics of student and parent needs.	3.3 Asst. Supt. PPS/Personnel PPS staff Building principals District staff	3.3 Increase parent's knowledge based upon their requests and needs.	2009-2013
		3.4 Liaison with VESID, govt. agencies, post-secondary programs to increase transitional opportunities for students.	3.4 Asst. Supt. PPS/Personnel Guidance Counselors	3.4 Improve parents' / students' knowledge of post-secondary options in order to enable them to make informed decisions by the end of 11 <sup>th</sup> grade.	2008-2013
		3.5 Collect and analyze follow-up parent survey.	3.5 Asst. Supt. PPS/Personnel	3.5 Improve parent satisfaction of PPS services by 10%.	2012-2013

OBJECTIVES	Action Plan for Goal One – Student Achievement			
	Tasks	Responsibility /Resources	Outcome Measures	Timeline
<b>SPECIAL EDUCATION DEPARTMENT</b>  <b>1. Students with Disabilities will demonstrate achievement by mastering goals identified on Individualized Education Plans (IEP's) that indicate progress toward State Standards</b>	1.1 Develop a 5-Year Strategic Plan for Special Education.	1.1 Special Education Leadership Group: Strategic Planning Sub Committee Asst. Supt. for PPS and Personnel Supervisor of Sp. Ed. CSE Chairs	1.1a The Students with Disabilities subgroup will improve targeted academic skills in Reading, Writing and Math based on achievement of IEP goals by 20% each year.	1.1 June 2008- baseline data collection. Each year through 2012-2013  June 2008- baseline data collection. Each year through 2012-2013
	1.2 Consistently apply developed criteria when making placement decisions for specific programs along the Special Education Continuum.	1.2 Supervisor of Special Education Asst. Supt. for PPS and Personnel CSE Chairs	1.1b The number of students with disabilities who score at proficiency levels or above on State Assessments in Reading and Math will increase by 5% each year, based on baseline data collected in June 2008.  1.2 Consistent application of the criteria in determining student's Special Education placements.	1.2 Criteria developed for Winter 2008. Criteria application beginning Spring 2008 continuing through 2012-2013.
	1.3 Based upon an increase in goal achievement reflective of progress toward State Standards, an increased number of Students with Disabilities will be deemed eligible for less restrictive program and or services options.	1.3 CSE Chairs Special Education Teachers PPS Staff	1.3 Based on student achievement of IEP goals, more students with disabilities will be eligible to move into less restrictive programming options each year.	1.3 Based on baseline data from 2007-2008. 2008-2009 each year through 2012-2013.
	1.4 Based upon an increase in goal achievement reflective of progress toward State Standards, An increased number of students will meet the criteria for declassification	1.4 CSE Chairs Special Education Teachers PPS Staff	1.4 Increased student achievement and/or performance for Students with Disabilities will lead to an increase in the number of students who qualify for declassification. The declassification rate will increase yearly.	1.4 Based on baseline data from 2008-2009 annual review and initial placement decisions. . 2008-2009 each year through 2012-2013.

<b>OBJECTIVES</b>	<b>Action Plan for Goal Two – Fiscal Responsibility</b>			
	<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
<b>SPECIAL EDUCATION DEPARTMENT</b>  <b>2. The Special Education Department will function in a fiscally responsible manner.</b>	2.1 Continue to explore ways to ensure that Special Education programs operate in a fiscally responsible manner	2.1 Asst. Supt. For PPS/Personnel Asst. Supt. for Business Supervisor of Special Education	2.1 Monitoring through regular review of BOCES expenditures, student attendance/residency status Section enrollment updates and utilization of County Special Education Consortium opportunities will allow for an improved accounting of Special Education costs.	2.1 Continuously, beginning in 2007-2008 through 2013
	2.2 Continue to recruit Special Education staff with specialized skills within certification areas (i.e.: assistive technology, behavior management).	2.2 Asst. Supt. For PPS/Personnel Director of Curriculum and Staff Development Supervisor of Special Education Building Principals Special Education Staff	2.2 Number of personnel with skills, training and expertise to provide turnkey training will continue to increase.	2.2 Each year beginning with 2008-2009 continuing through 2012-2013
	2.3 Maximize the number of students served in each section of in-district programming by utilizing yearly projections for sectioning, County Consortium opportunities, space- plan and transportation information.	2.3 Asst. Supt. For PPS/Personnel Asst. Supt. for Business Director of Curriculum and Staff Development Supervisor of Special Education Building Principals Special Education Teachers PPS Staff	2.3 80% of district-run programs will function at 75% student capacity by 2012.	2.3 Baseline data from 2007-2008 75% capacity each year from 2008-2009 through 2012-2013.
	2.4 Continue to apply for available State and Federal funds applicable to Special Education (611/619 Grants, STAC system, Medicaid Reimbursements).	2.4 Superintendent Asst. Supt. For PPS/Personnel Asst. Supt. for Business District Treasurer Supervisor of Special Education Medicaid management service	2.4 Through application, filing and expenditure of funds in prescribed manner (as per funding source) to the greatest extent possible for all eligible students.	2.4 Baseline data from 2007-2008. Financial records will indicate that the District has received all possible funds from available sources from 2008-2009 through 2012-2013.

<b>Action Plan for Goal Three – Stakeholder Communication</b>					
		<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
<p><b>SPECIAL EDUCATION DEPARTMENT</b></p> <p>3. The Special Education Department will continue to improve communication with stakeholder groups.</p>	3.1	Continue to use a variety of means of communicating with various stakeholders groups.	3.1 Special Education Leadership Group Assistant Sup. For PPS/Personnel	3.1 As indicated by written records of the types of communications, and recorded stakeholder feedback regarding different types of communication.	3.1 2007-20012
	3.2	Continue to hold monthly Special Education Department meetings to keep them informed of best practices.	3.2 Supervisor of Sp. Education Building Principals and Assistant Principals	3.2 As indicated by written records of agendas, meeting attendance and meeting notes.	3.2, 3.3 Beginning Fall 2007through 2012-2013.
	3.3	Continue to participate in Department Chair meetings at the Middle School and High School levels.	3.3 Building Principals	3.3 As indicated by written records of agendas, meeting attendance and meeting notes.	3.4, 3.5, 3.6 As indicated by written records of presentations, stakeholder attendance and written stakeholder feedback.
	3.4	Continue to execute information forum for parents of Students with Disabilities transitioning from Preschool to Kindergarten.	3.4 Assistant Sup. For PPS/Personnel Supervisor of Special Education CPSE/CSE Chair Special Education Teachers PPS Staff	3.4, 3.5, 3.6 As indicated by written records of presentations, stakeholder attendance and written stakeholder feedback.	
	3.5	Plan and implement an information forum for parents of Students with Disabilities transitioning from Elementary to Middle School.	3.5, 3.6 Assistant Sup. For PPS/Personnel Supervisor of Special Education CPSE/CSE Chair	3.7 Through individual phone/written contact, as well as yearly district wide correspondence (flier, e-mail) the membership of the group will increase.	3.7 Beginning Fall 2007 through 2012-2013.
	3.6	Plan and implement an information forum for parents of Students with Disabilities transitioning from Middle School to High School.	3.6 Secondary CSE Chair PPS Staff Special Education Teachers		
	3.7	Continue to recruit members for the Special Education Leadership Group that represent all stakeholder groups (Administrators, Parents, Staff, Community members, Students)	3.7 Assistant Sup. For PPS/Personnel Supervisor of Special Education Special Education Leadership Group Members	3.8 Based upon baseline data from June 2008 Student participation will increase by 5% each year.	3.8 Baseline data collection, June 2008. Increase of 5% for each subsequent year 2008-2009 through 2012-2013
	3.8	Increase the number of students age 14 and over who participate Committee on Special Education meetings for their own yearly IEP and Transition Plans by encouraging their participation through individual contact.	3.8 Secondary CSE Chair Parents Special Education Teachers PPS Staff		

OBJECTIVES	Action Plan for Goal One			
	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<p><b>Department of Technology</b></p> <p><b>1. Provide technology support to improve student learning and achievement.</b></p> <p>1.1 Provide and continuously improve a network / telecommunications infrastructure that supports web-based learning.</p>	<p>1.1a Upgrade network hardware and operating systems - purchase and setup:</p> <ul style="list-style-type: none"> <li>• Servers and switches to replace existing outdated hardware</li> <li>• Wireless access points for wireless computing (WiFi)</li> </ul>	<p>1.1a Director of Technology Network Admin Tech Support Team</p>	<p>1.1 a Optimum network speeds Stable connectivity Wireless networking</p>	<p>1.1a Ongoing and 2008-2013</p>
		<p>1.1a Technology and Facilities Depts.</p>		<p>1.1a Aug 2008</p>
	<p>1.1b Implement and maintain network security and disaster recovery measures including antivirus and backup systems</p>		<p>1.1b Data recovery after unforeseen events or disaster</p>	<p>1.1b Ongoing and 2008-2013</p>
	<p>1.1c Establish a new data center to accommodate growing District needs for network services</p>	<p>1.1c/d Superintendent Asst. Supt for Business Tech Dept.</p>	<p>1.1c A new data center</p>	<p>1.1c June 2008</p>
	<p>1.1d Upgrade electrical infrastructure to support new technologies</p>	<p>1.1d Director of Technology Network Admin Tech Support Team</p>	<p>1.1d Electrical upgrades for installation of new devices such as Interactive Electronic Whiteboards</p>	<p>1.1d 2008 – 2013</p>
	<p>1.1e Upgrade and maintain content filtering software systems Internet and email for children’s protection</p>		<p>1.1e Protection against viruses, SPAM emails and inappropriate content thereby protecting our students</p>	<p>1.1e Ongoing and 2008-2013</p>
	<p>1.1f Upgrade network infrastructure for Schools Interoperability Framework (SIF)</p>		<p>1.1f Compliance with new standards and data interchange requirements e.g. State warehouse requirements</p>	<p>1.1f 2008-2009 and Ongoing</p>
	<p>1.1g Upgrade and maintain a storage area network (SAN)</p>	<p>1.1g/h Tech Department BOCES Verizon Other Vendors</p>	<p>1.1g/h Increased storage space on the network for all staff and students</p>	<p>1.1g Ongoing and 2008-2013</p>
	<p>1.1h Upgrade Wide Area Network (WAN) speed to a gigabit infrastructure</p>			<p>1.1h 2009-2010</p>


OBJECTIVES	Action Plan for Goal One: Student Achievement			
<b>Department of Technology</b>  <b>1. Provide technology support to improve student learning and achievement.</b>	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
	1.2 Provide instructional and administrative hardware, upgrades and technical support.	<p>1.2a Acquire new computers and peripheral devices for classrooms, computer labs: desktops, laptops, wireless laptop carts, printers, document cameras, DVD drives, etc., according to the District's equipment recycling plan.</p> <p>1.2b Purchase and install LCD projectors in all classrooms for teachers to integrate teaching and learning</p> <p>1.2c Purchase and install Interactive Electronic White Boards on a yearly basis</p> <p>1.2d Support every department's effort to integrate technology: Special Ed – Hardware to support Assistive Technology initiatives (e.g. Alpha Smarts, Kurzweill Reader) ELL Dept. (Servers and Laptops for new ELLIS Software) Superintendent's Read 180 Servers and Computers for Robotics Laptop Carts for Reading Rooms</p> <p>1.2e Evaluate and upgrade the video and sound systems in all auditoriums, starting with the High School</p> <p>1.2f Purchase, provide and upgrade video cameras, digital cameras, audio-visual equipment, and HD TV for all staff and student use</p>	<p>1.2a Technology Dept. Technology Committee</p> <p>1.2b Dir of Tech Asst. Supt. Business Tech Support Team Principals Electrician and Vendors</p> <p>1.2c Superintendent Tech &amp; Facilities Dept. Vendors</p> <p>1.2d Technology Dept. ESL Dept. Special Ed Dept. Principals</p> <p>1.2e Technology Dept. Vendors Principals</p> <p>1.2f Technology Dept.</p>	<p>1.2a New computers in labs and classrooms: HS – New Labs MS – New Labs ES – New Cluster Upgrades Wireless Carts</p> <p>1.2b LCD's in all classrooms; HS Rooms MS Rooms Elem. Schools</p> <p>1.2c Technology integration and interactive teaching and learning in the classroom</p> <p>1.2d Cross curricula use and equity in technology integration</p> <p>1.2e Better sound and visual effects for assemblies, presentations and the arts programs</p> <p>1.2f Advancement of multi-media learning and teaching</p>



OBJECTIVES	Action Plan for Goal One: Student Achievement			
<p><b>Department of Technology</b></p> <p><b>1. Provide technology support to improve student learning and achievement.</b></p> <p>1.4 Provide and support a comprehensive information system in the District. Provide a student information management system that will inform instruction, academic intervention and the foundation for a diagnostic/prescriptive teaching environment.</p>	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
	<p>1.4a Continuously update and manage electronic report card systems for elementary and secondary schools (EEPR &amp; IGPRO) and process report cards and progress reports every marking period</p> <p>1.4b Provide scheduling support and training on Scheduling Pro and Optimizer to the schools throughout the process of scheduling students</p> <p>1.4c Continuously upgrade, improve and support SASI to work across departments</p> <ul style="list-style-type: none"> <li>- Attendance/Grade Reporting</li> <li>- Mid &amp; New Year Rollovers</li> <li>- Data Mining Systems J-Report</li> <li>- Link IEP Direct viewer to SASI</li> </ul> <p>Comply with new NYS mandates on tracking private school in-District special ed. Students</p> <p>1.4d Expand the use of handheld PDA devices for real-time student information access from remote locations to increase security and emergency response</p> <p>1.4e Continue to provide training and support for the systems users on writing queries, extracting reports in meaningful ways, and extracting student data for in-district applications</p>	<p>Technology Dept. Information Systems Mgr. Network Admin Pearson School Systems Principals &amp; Assistants Data Clerks</p>	<p>1.4a Report cards and progress reports processed accurately and mailed home to parents in a timely manner</p> <p>1.4b System readiness of student schedules with student schedules processed in a timely and accurate manner through high quality support from the Tech Dept</p> <p>1.4c Continuously upgraded and improved SASI with new features in response to user needs and demands</p> <p>1.4d Student information on PDA devices to aid administrators and security personnel in identifying students</p> <p>1.4e Users having a sense of independence and empowerment from having the knowledge and skills to use the system</p>	<p>Ongoing Yearly</p>

OBJECTIVES	Action Plan for Goal One: Student Achievement			
Department of Technology	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<p><b>1. Provide technology support to improve student learning and achievement.</b></p> <p>1.5 Provide teachers and staff with quality and timely technical support and training.</p>	<p>1.5 Provide continuous technology training to teachers and staff on how to use implemented software applications, computer hardware, multimedia and digital resources, and so on, using the following strategies:</p> <ul style="list-style-type: none"> <li>• Turnkey Teachers</li> <li>• One to One Training</li> <li>• School site visits</li> <li>• Large and Small Groups Training in Computer labs</li> <li>• Faculty and Staff Meetings</li> <li>• Consultant/Vendor at initial product implementation</li> <li>• Webinars</li> <li>• New Teachers' Orientation &amp; Superintendent's Conference Days</li> </ul>	<p>Dir of Tech Tech Support Team</p> <p>Technology Department</p> <p>Dir of Curriculum &amp; Prof. Dev.</p>	<p>1.5 Continuously trained teachers and staff who use technology to do their jobs more efficiently.</p>	<p>Ongoing 2008-2013</p>
<p>1.6 Develop and implement a new Five Year Plan for Technology.</p>	<p>1.6 Develop and Draft new Five Year Technology Plan</p>	<p>Tech Director and Tech Committee</p>	<p>1.6 Completed Five Year Tech Plan certified by the NY State Ed Dept.</p>	<p>June 2008</p>

OBJECTIVES	Action Plan for Goal Two: Fiscal Responsibility			
Department of Technology	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<p><b>2. Effectively manage District technology budget and acquired resources.</b></p> <p>2.1. Operate within or below the budget allocated for technology.</p> <p>2.2 Provide technical support staff with training and certifications in order to manage systems, reducing consulting and yearly maintenance costs.</p> <p>2.3 Seek opportunities to obtain grants that the District is eligible to apply for to offset the cost of our technology.</p>	<p>2.1 Use competitive pricing and when possible, utilize NYS contract, when purchasing equipment, software and all other technology related resources.</p> <p>2.2 Seek training opportunities for certification training in Microsoft Network Management: SMS, Active Directory, Switch/Router Management, Printer Repair, SASI Support PLATO Support</p> <p>2.3a Apply for E-Rate telecommunications grants for discounts on our Internet services, telecommunications lines for telephones and connectivity, cell phones and blackberries, long distance calls, web sites, email, etc.</p> <p>2.3b Apply for Title II D categorical grants.</p>	<p>2.1 Technology Director Asst Supt for Business</p> <p>2.2 Director of Technology &amp; Tech Support Staff</p> <p>2.3a Director of Technology Tech Support Team Business Office</p> <p>2.3b Asst. Supt for Instruction Technology Director</p>	<p>2.1 Providing for student and staff technology needs within the allocated budget.</p> <p>2.2 Trained Tech Support staff able to manage all district systems with minimal consulting support.</p> <p>2.3a/b District receives eligible credits, discounts or rebates towards telecommunications charges.</p>	<p>2008 to 2013</p> <p>Dec 2008 and Ongoing.</p> <p>2.3a February 2008 and Ongoing Yearly.</p> <p>22.3b 008 – 2013 and Ongoing</p>

OBJECTIVES	Action Plan for Goal Three: Stakeholder Communications			
	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<p><b>Department of Technology</b></p> <p><b>3. Provide and manage various communications tools such as Internet, websites, emails, and newsletters.</b></p> <p>3.1 Provide staff with email and other telecommunications services</p> <p>3.2 Continuously improve District web sites</p> <p>3.3 Publish periodic technology update newsletters</p> <p>3.4 Provide and support emergency communications services for the improvement of student safety and preparedness for emergencies.</p> <p>3.5 Provide technical support to the Superintendent of Schools and the Communications Dept. on various communication initiatives to stakeholders.</p>	<p>3.1 Purchase, maintain and upgrade email servers, web email services, and telecommunications equipment as required.</p> <p>3.2 Continue to upgrade the District web sites both eChalk and the .com. Continue to train teachers and staff on how to update and manage web sites. Continue to monitor web sites to make sure that they are maintained</p> <p>3.3 Publish periodic newsletters to provide update on district technology activities, best practices, web resources, etc., for the Nyack Schools learning community.</p> <p>3.4. K-12 Alerts, School Messenger, Instant Messaging, Web Notifications, Emergency student information on PDA Devices, etc.</p> <p>3.5. Develop communications tools such as newsletters, Podcasts, webcasts of video/audio media, etc.</p>	<p>3.1 Tech Support Team,</p> <p>3.2 Dir of Tech Dir of Communications Principals Building Website Mgr. Tech Support Staff</p> <p>3.3 Dir of Tech Tech Staff</p> <p>3.4 Superintendent Dir of Tech Dir of Comm Network Admin Tech Staff</p> <p>3.5 Superintendent Dir of Communications Dir of Tech</p>	<p>3.1 District Email Services</p> <p>3.2 Web Communications Services</p> <p>3.3 Newsletters on websites and in print</p> <p>3.4a Emergency notifications, snow day notices, etc. 3.4b Podcasting is being implemented in 2007 and will help provide Board meeting sessions to the community.</p> <p>3.5 Improved Communications with stakeholders</p>	<p>2008- 2013 and Ongoing</p> 

OBJECTIVES	Action Plan for Goal One: Student Achievement			
	Tasks	Responsibility/Resources	Outcome Measures	Timeline
<b>PHYSICAL ED. HEALTH AND WELLNESS (PEHWA) DEPT.</b>  <b>1. To improve student achievement in the Physical Education, Health, Wellness and Athletics department, excellence shall be the foundation for instructional delivery.</b>	1.1 Develop and submit for approval a Physical Education Plan according to CRR 135.1-4	1.1 District committee: Director of PEHWA, PE Teachers, Coaches and Parents	1.1 Completed plan, which is approved by BOE and submitted to SED	1.1 2008 - 2009
	1.2 Create a comprehensive K-12 health and physical education curricula	1.2 Director of PEHWA, Teachers, Director of Curriculum and Professional Development– Rubicon Atlas	1.2 Completed health and physical education curricula maps	1.2 2009 - 2010
	1.3 Implement acceptable /recognized physical fitness test and intervention services	1.3 Director of PEHWA and PE Teachers	1.3 100% of the teachers will use the physical fitness test, with students understanding and putting to use the components of fitness to maximize personal wellness	1.3 2008 - 2009
	1.4 Align School Health Advisory Council (SHAC) with the Centers for Diseases Control (CDC) 8 components model	1.4 Director of PEHWA and District Wellness Committee members	1.4 Wellness committee make-up will have equal representation between the eight CDC components	1.4 2008 - 2009
	1.5 Ensure health and physical education teachers are trained in current curricula practices	1.5 Director of PEHWA and teachers	1.5 100% of the staff will be involved in meaningful staff development	1.5 Ongoing, 2008 - 2013
	1.6 Ensure coaches maintain proper certification, adhere to the District Code of Conduct and are annually evaluated	1.6 Director of PEHWA, Athletic Coordinator and coaches	1.6a. 100% of coaches will complete the required courses – within the appropriate time frame, and demonstrate current CPR/AED and first aid certification	1.6 Ongoing, 2008 - 2013
	1.7 Maintain a competitive, well-rounded athletics program	1.7 Director of PEHWA, Athletic Coordinator and coaches	1.6b. Coaches will have a more respectful, caring and sensitive relationships with their players, thereby increasing player satisfaction and ability to compete.	1.7 Ongoing, 2008 - 2013
	1.8 Continue to implement the Athletic center	1.8 Director of PEHWA, Athletic Coordinator and coaches	1.6c. Reduction of penalty cards	1.8 Ongoing, 2008 - 2013
	1.9 Continue to implement the Bullying	1.9 Director of PEHWA, Principals and Teachers	1.7 Players, coaches and community values competition without conflict, handling success with grace and failure with dignity	1.9 Ongoing, 2008 - 2013
			1.8 Reduce athletes identified as “probationary/ineligible”	1.9 Ongoing, 2008 - 2013
			1.9 Future questionnaire data will see significant improvements in the social climate of the school / classroom	

OBJECTIVES	Action Plan for Goal Two: Fiscal Responsibility			
	Tasks	Responsibility/Resources	Outcome Measures	Timeline
<b>PEHWA DEPT.</b>  <b>2. To maintain proper fiscal protocols in the Physical Education, Health, Wellness and Athletics department</b>	2.1 Ensure the health and safety of physical education and athletic participants by purchasing necessary equipment and supplies 2.2 Seek and apply for appropriate grants in health, physical education and athletics 2.3 Utilize State contract and Bid services for the lowest responsible bidder 2.4 Monitor purchase and expenditures 2.5 Hold staff trainings regarding the bid, budget and purchase order process	2.1 – 2.5 All who follow are responsible: <ul style="list-style-type: none"> <li>• Director of PEHWA</li> <li>• Principals</li> <li>• Physical Education and Teachers</li> <li>• Coaches</li> <li>• Trainer</li> <li>• Equipment Manager</li> </ul>	2.1 100 % of District equipment meet/exceed the recognized industry safety standards 2.2 District will be awarded grants 2.3 100% of the department will be in compliance with the bid, purchase order process 2.4 Improve departmental fiscal effectiveness and efficiency 2.5 100% of the department will understand and successfully implement the bid, budget and purchase order process	2.1 – 2.5 ongoing, 2008 - 2013

OBJECTIVES	Action Plan for Goal Three: Stakeholder Communications			
	Tasks	Responsibility/Resources	Outcome Measures	Timeline
<b>PEHWA DEPT.</b>  <b>3. To improve collaboration, image and reputation in the Physical Education, Health, Wellness and Athletics department</b>	Enhance and broaden communications efforts:  3.1 Identify and develop professional relationships with community agencies 3.2 Conduct department meetings/trainings with a team learning focus 3.3 Conduct meetings/trainings: Leadership, Citizenship Through Athletics model and Maine “Sports Done Right” with the Booster Club, Coaches, Parents and Community resources	3.1 – 3.4 All who follow are responsible:  <ul style="list-style-type: none"> <li>• Director of PEHWA</li> <li>• Principals</li> <li>• Physical Education and Teachers</li> <li>• Coaches</li> <li>• Trainer</li> </ul>	3.1 Increased communication and positive feedback will be received from the community 3.2 Relationships will be developed with community as follows: 3.2a. County Health Department, 3.2b. County SHAC 3.2c. YMCA 3.2d. County Parks and Recreation 3.2e. Fire and EMS 3.2f. Police 3.2g. Mayoral Offices 3.2h. Service Organizations 3.3 Improved culture and climate as noted by department survey 3.4 All involved in our athletic program will subscribe to the philosophy to teach values and ethics, strengthen the community and promote competition without conflict thereby enriching students’ lives	3.1 2008 and Ongoing 3.2 2008 and Ongoing 3.3 2008 and Ongoing 3.4 2009 and Ongoing

**The responsibilities of the Assistant Superintendent for Business encompass the Business Office, Transportation, Facilities, Health and Safety, Capital Projects and School Lunch. The Business Office includes accounting, payroll, purchasing, and accounts payable.**

Objectives	Action Plan for Goal One - Student Achievement			
	Tasks	Responsibility/Resources	Outcome Measures	Timeline
<p><b>Business Office</b></p> <ul style="list-style-type: none"> <li>▪ Ensure that the fiscal operation of the District is in good order so the primary focus of the District is on the educational program.</li> <li>▪ Administer the District Transportation program to provide safe, efficient transportation for all students eligible to ride the bus as per our Transportation Policy, so students are in school on time and ready to learn.</li> <li>▪ Work closely with our school lunch company to continuously improve the quality of the meals served in school, so our students can receive healthy meals in school so they have the energy to learn.</li> <li>▪ Provide a safe environment for learning and facilities that are conducive to the learning process.</li> </ul>	<p>1.1 Timelines must be established and adhered to so accounting records (including payments) are timely and accurate, supplies and materials are in the classrooms when needed, and the annual budget is developed using best practices so the community has an understanding of the programs they are being asked to support.</p> <p>1.2 Driver records are reviewed to ensure safe drivers on our buses, Dept. of Transportation records are reviewed to ensure safe buses, bus routes to school and bus stops are established, eligible riders are assigned to buses, bus passes are created and distributed to students, transportation for students with special needs is arranged depending on specific needs, bus safety drills are performed, transportation is arranged for approved field trips, athletic events and after-school programs.</p> <p>1.3 Assistant Superintendent meets periodically with the Food Service Management Company, our accountant, a food service consultant and the chair of our wellness committee to discuss successes or areas in need of improvement.</p> <p>1.4 Daily cleaning of buildings by cleaning service, maintenance repairs as work orders are received, inspections of facilities by insurance company and outside agencies, annual health and safety drills.</p>	<p>1.1 Asst. Supt. for Business oversees deadlines and works closely with Business Office staff to create scheduled timelines for budget, accounting reports, payroll and accounts payable schedules, and purchasing deadlines.</p> <p>1.2 Coordinator of School Transportation, working closely with the Asst. Supt. for Business, is responsible for maintaining a monthly schedule of events for all facets of the transportation program and working with a computerized routing system.</p> <p>1.3 Asst. Supt. for Business and District Accountant</p> <p>1.4 Facilities staff, in conjunction with the Asst. Supt. for Business, the building principals and other administrators,</p>	<p>1.1 Timely submission of financial data to the State Education Department, good audit reports, strong bond rating, vendors paid on time, materials and supplies are in classrooms when needed, payroll is accurate and issued as per the schedule.</p> <p>1.2 Safe and timely transportation for all eligible school bus riders to ensure that they arrive at school promptly to begin their school day.</p> <p>1.3 Student satisfaction with the school lunch program through increased participation.</p> <p>1.4 Providing an environment that is clean and comfortable to facilitate the learning process.</p>	<p>1.5 Annual deadlines as established by State guidelines or by the annual school calendar.</p> <p>1.6 Routes and bus stops are determined annually and bus passes are issued before the opening of school in September. Driver records are reviewed before the opening of school and as needed throughout the school year. An established monthly schedules of timelines is adhered to as well.</p> <p>1.7 Monthly meetings</p> <p>1.8 Ongoing as part of a cycle of continuous improvement.</p>

OBJECTIVES	<b>Action Plan for Goal Two – Fiscal Responsibility</b>			
<b>Business Office</b>	<b>Tasks</b>	<b>Responsibility/Resources</b>	<b>Outcome Measures</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li data-bbox="176 399 449 537">▪ Maintain sound budgeting practices to support the educational program.</li>   <li data-bbox="176 862 449 1138">▪ Follow sound business practices to safeguard the District's assets and to protect the District from unanticipated budget fluctuations to cover items such as tax certioraris.</li> </ul>	<p data-bbox="449 334 877 716">2.1 Create a budget calendar and distribute budget material to all building principals and budget directors. Complete review of budgetary accounts, monitor staffing needs, review 5- year capital plan and other facilities needs. Work closely with all departments in developing the annual budget. Cost cutting methods are considered and programs are reevaluated for applicability to the overall educational program. Develop an annual budget document that is meaningful and easily understood by the stakeholders.</p> <p data-bbox="449 740 877 1336">2.2 Monitor all revenues and expenses throughout the school year. Maximize State Aid by having a thorough understanding of State Aid formulas. Reconcile State Aid and file all State reports in a timely manner. Calculate fund balance projections to provide accurate tax levy estimates. Monitor all funds, including school lunch and special aid fund. Ensure that school lunch fund operates self-sufficiently. Investment policy is followed to protect investments and to maximize interest income. Purchasing regulations are followed to secure goods and services at competitive prices. Maintain comprehensive District insurance program to safeguard District assets. Monitor progress of all Capital Projects and submit final cost reports. Pay employees as per schedule and file all payroll reports.</p>	<p data-bbox="877 334 1209 496">2.1 Asst. Supt. for Business, assisted by District Accountant, in conjunction with all administrators and the Facilities Dept., will develop annual budget.</p> <p data-bbox="877 740 1209 821">2.2 Asst. Supt. for Business, assisted by District Accountant and other business office staff</p>	<p data-bbox="1209 334 1566 553">2.1 Superintendent of Schools presents an annual budget to the Board of Education for Board adoption to be placed before the qualified voters of the District. Final outcome/measure is stakeholder support of our educational program.</p> <p data-bbox="1209 740 1566 1065">2.2 Internal control audit indicates a strong system of internal controls. Annual external audits are prepared on time with a clean opinion to reflect sound fiscal management. Remain in compliance with State Education Law and guidelines of the State Comptroller. Maintain a strong bond rating to secure lower rates when the District must borrow funds.</p>	<p data-bbox="1566 334 1915 440">2.1 Yearly- this includes meetings with department chairs and building administrators to determine and prioritize needs</p> <p data-bbox="1566 740 1915 878">2.2 Ongoing, throughout the year, to prepare for end of year closeout, preparation of financial reports, and submission of all reports and financial data.</p>

Objectives	Action Plan for Goal Three – Stakeholder Communications			
	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<b>Business Office</b> <ul style="list-style-type: none"> <li>▪ Produce an annual budget document that is clear, concise, and easy to read so provide stakeholders with meaningful information.</li> <li>▪ Formally respond to audit comments and publicize our financial record.</li> <li>▪ Address PTA and other civic organizations to explain the budget, or other financial items as requested.</li> <li>▪ Communicate with District personnel regarding proper financial procedures and facilities</li> </ul>	3.1 Prepare a plain language budget.	3.1 Asst. Supt. for Business and District Accountant.	3.1 Stakeholder trust to support the educational program.	3.1 Annually – each May
	3.2 Prepare written response to address comments and publish our annual financial statement in the official District newspaper.	3.2 Asst. Supt. for Business and District Accountant.	3.2 Maintain best business practices	3.2 Ongoing as audits are performed – annual publication of financial statements
	3.3 Attend meetings and provide explanations	3.3 Asst. Supt. for Business	3.3 To provide more understanding of the rules and regulations that we must follow	3.3 As requested
	3.4 Answer questions and provide annual updates to the Administrators Manual, provide written guidelines on purchasing, payroll, facilities and transportation procedures	3.4 Asst. Supt. for Business, District Accountant, Coordinator of Transportation, Payroll Clerk, Purchasing Clerk, and Facilities Personnel.	3.4 Adherence to Board of Education Policies and Regulations	3.4 Ongoing

OBJECTIVES	Action Plan for Goal Three – Stakeholder Communications			
Communication/ Public Information Office	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<p><b>3. Continue to build trust, relationships and engagements with the school community to enhance an educational environment that supports student learning and achievement.</b></p> <p>3.1 Objective: Keep the community well informed about District goals, initiatives, programs and accomplishments.</p>	3.1a. Produce periodic hard copy news letters/bulletins that clearly describe District philosophy and how it is being translated into plans, programs, and staff & student achievements.	3.1a. Communications Dir. Superintendent Principals	3.1a-g Display of greater community understanding of goals and programs through formal and informal measures.	3.1a-g 2008-2013
	3.1b. Maintain the District website with daily and weekly updated information as needed.	3.1b. Communications Dir. Technology Department	Increased support for the District exhibited in formal and informal measures.	
	3.1c. Monitor school newsletters and web pages to ensure that timely and accurate information is posted.	3.1c. Communications Dir. Principals Building Secretaries		
	3.1d. Utilize the communication vehicles of community resources to disseminate District information.	3.1d. Communications Dir.		
	3.1e. Disseminate pertinent written materials at libraries and other community sites.	3.1e. Communications Dir.		
	3.1f. Schedule District informational community meetings.	3.1f. Superintendent Communications Dir. Central Office Adm. Principals		
	3.1g. Inform the local media about programs, events and accomplishments to encourage coverage.	3.1g. Communications Dir.		

	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<p><b>Communication/ Public Information Office</b></p> <p><b>3. Continue to build trust, relationships and engagements with the school community to enhance an educational environment that supports student learning and achievement.</b></p> <p>3.1 Objective: Keep the community well informed about District goals, initiatives, programs and accomplishments.</p>	3.1h. Offer to speak at community group meetings and houses of worship on topics about education and the District..	3.1h Superintendent Central Office Admin. Principals Board Trustees	3.1h-l Display of greater community understanding of goals and programs through formal and informal measures.	3.1h-l 2008-13
	3.1i. Continue to maintain a key communicators network, members of which receive agendas and information updates	3.1i Communications Dir.	Increased support for the District exhibited in formal and informal measures.	
	3.1j. Encourage the creation of school key communicator networks.	3.1j Superintendent Communications Dir.		
	3.1k. Keep elected officials informed about District programs and initiatives to sustain their support.	3.1k Superintendent Communications Dir.		
	3.1l. Create an e-mail list serve of community members interested in receiving immediate updated District information.	3.1l. Communications Dir. Technology Dept.		

**Communication/  
Public Information  
Office**

**3. Continue to build trust, relationships and engagements with the school community to enhance an educational environment that supports student learning and achievement.**

3.1 Objective:  
Keep the community well informed about District goals, initiatives, programs and accomplishments.

Tasks	Responsibility/ Resources	Outcome Measures	Timeline
3.1m. Continue to perfect the technology and usage of emergency notification techniques.	3.1m Communication Dir. Technology Dept.	3.1m Display of greater community understanding of goals and programs through formal and informal measures.  Increased support for the District exhibited in formal and informal measures.	3.1 m 2008-13

OBJECTIVES	Action Plan for Goal Three – Stakeholder Communications			
Communication/ Public Information Office	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<p><b>3. Continue to build trust, relationships and engagements with the school community to enhance an educational environment that supports student learning and achievement.</b></p> <p>3.2 Objective: Maintain a two-way communication process that involves listening opportunities and acquiring feedback</p>	<p>3.2a. Schedule periodic “coffees” in different locations that are opportunities for staff and community feedback</p> <p>3.2b Establish school/community committees on key areas to help research, solicit input and make recommendations.</p> <p>3.2c. Encourage submission of viewpoints to <a href="mailto:info@nyckschools.com">info@nyckschools.com</a> Via e-mail, the web site, and all other school and community communication vehicles.</p> <p>3.2d. Create a Communication Committee composed of a cross section of stakeholders to focus on communication needs, strategies and feedback.</p> <p>3.2e. Survey staff and community to assess attitudes, needs and delivery of services.</p>	<p>3.2a Superintendent Communications Dir.</p> <p>3.2b. Superintendent School Board Communications Dir. Central Office Admin. Principals PTAs NTA Family Resource Centers</p> <p>3.2c. Communication Dir. Principals PTAs Community Resources</p> <p>3.2d. Superintendent Communications Dir School Board Principals PTAs Unions Community Resources</p> <p>3.2e. Superintendent Communications Dir. Technology Dept. Consultant</p>	<p>3.2a. Increased attendance at coffees</p> <p>3.2 b-e Display of greater community understanding of goals and programs through formal and informal measures.</p> <p>Increased support for the District exhibited in formal and informal measures.</p>	<p>3.2a-e 2008-13</p>

OBJECTIVES	Action Plan for Goal Three – Stakeholder Communications			
	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<p data-bbox="180 394 453 513"><b>Communication/ Public Information Office</b></p> <p data-bbox="180 574 478 873"><b>3. Continue to build trust, relationships and engagements with the school community to enhance an educational environment that supports student learning and achievement.</b></p> <p data-bbox="180 946 464 1138">3.2 Objective: Maintain a two-way communication process that involves listening opportunities and acquiring feedback</p>	<p data-bbox="506 367 884 532">3.2f. Attend school, community and local group meetings and functions to build relationships and provide listening opportunities</p> <p data-bbox="506 570 873 699">3.2g. Suggestion boxes at each building to elicit suggestions, viewpoints, input and , concerns.</p>	<p data-bbox="911 367 1182 496">3.2f. Superintendent Central Office Admin. School Board Trustees Principals</p>	<p data-bbox="1293 367 1640 529">3.2f-g Display of greater community understanding of goals and programs through formal and informal measures.</p> <p data-bbox="1293 570 1619 667">Increased support for the District exhibited in formal and informal measures.</p>	<p data-bbox="1680 367 1776 431">3.2 f-g 2008-13</p>

OBJECTIVES	Action Plan for Goal Three – Stakeholder Communications			
	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<p><b>Communication/ Public Information Office</b></p> <p><b>3. Continue to build trust, relationships and engagements with the school community to enhance an educational environment that supports student learning and achievement.</b></p> <p><b>3.3 Objective:</b> Build partnerships with the community to foster stronger relationships, collaborative programs and a better understanding of District objectives and efforts</p>	3.3a. Continue to attend Nyack Rotary, Chamber of Commerce, Valley Cottage Civic Association, and other established community groups to strengthen relationships and learn about community issues.	3.3a Superintendent Communications Dir. School Board	Display of greater community understanding of goals and programs through formal and informal measures.	3.3 a-f 2008-13
	3.3b Meet with the clergy (Interfaith Council) and individually to inform, listen and create collaborative programs to assist students and families.	3.3b. Superintendent Communications Dir.	Increased support for the District exhibited in formal and informal measures.	
	3.3c. Continue to meet and communicate regularly with the NTA leadership and the PTAs (PTA Council meetings), and other parent support groups.	3.3c. Superintendent Communication Dir. (Central Office Admin. Principals as needed)	Additional resources and opportunities for our students and schools.	
	3.3d. Meet with the Village Mayors to share information and build a relationship.	3.3d. Superintendent Communications Dir. School Board Trustees		
	3.3e. Keep in contact with elected officials.	3.3e. Superintendent School Board Communications Dir.		
	3.3f. Respond promptly to the media and cooperate whenever possible with their story needs.	3.3f. Superintendent Communications Dir.		

OBJECTIVES Communication/ Public Information Office	Action Plan for Goal Three – Stakeholder Communications			
	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<p><b>3. Continue to build trust, relationships and engagements with the school community to enhance an educational environment that supports student learning and achievement.</b></p> <p><b>3.4 Objective:</b> Build stronger connections with the greater community by creating opportunities for visits to the schools and facilities and for our students to outreach.</p>	3.4a. Provide opportunities at least twice a year at each school designed to outreach to the greater community (i.e. Grandparents Day, Career Days, Educational fairs, intergenerational partnerships).	3.4a Superintendent Communications Dir. Principals Central Office Admin. Family Resource Centers	3.1.  Display of greater community understanding of goals and programs through formal and informal measures.	3.4a-e 2008-13
	3.4b Provide educational opportunities for the greater community in the schools (i.e. adult education classes, technology offerings, language immersion, etc.).	3.4b. Superintendent Communications Dir. Central Office Admin. Principals Family Resource Centers	Increased support for the District exhibited in formal and informal measures.	
	3.4c. Promote attendance at school events by community members (i.e. senior citizen theater parties, special seats at concerts).	3.4c. Communications Dir. Principals PTAs Arts Groups		
	3.4d. Students visit and perform in community venues (i.e. senior centers, malls, community events).	3.4d. Staff Communications Dir Principals		
	3.4e. Students and staff perform community service.	3.4e. Superintendent Communications Dir. Principals NTA.		

OBJECTIVES	Action Plan for Goal Three – Stakeholder Communications			
	Tasks	Responsibility/ Resources	Outcome Measures	Timeline
<p><b>Communication/ Public Information Office</b></p> <p><b>3. Continue to build trust, relationships and engagements with the school community to enhance an educational environment that supports student learning and achievement.</b></p> <p><b>3.5 Objective:</b> Create Stronger connections with the non-English speaking parents/guardians</p>	3.5a. Hire a Hispanic Community Liaison, modeled on the District’s Haitian Community Liaison to assist in providing translations, activities workshops and a more personal connection to the District’s Hispanic families.	3.5a Superintendent School Board ESOL Supervisor.	3.5a-e.  Greater attendance of the non-English speaking communities at District functions and meetings	3.5a-e 2008-13
	3.5b Schedule special meetings in Spanish and Creole for families to hear about programs and services for their children.	3.5b. Superintendent Communications Dir. ESOL Supervisor Nyack Center	Display of greater non-English speaking community understanding of goals and programs through formal and informal measures.	
	3.5c. Translate more materials into Spanish and Creole	3.5c. ESOL Supervisor Haitian Liaison Translators Communications Dir.	Increased support of the District by the non-English Speaking community exhibited in formal and informal measures.	
	3.5d. Increase creative opportunities for the non-English speaking community to feel comfortable to coming into the schools..	3.5d. Communications Dir ESOL Supervisor ESOL Teachers Principals	Higher levels of achievement by non-English speaking students in the classroom and on standardized tests	
	3.5e. Provide more translations for meetings when feasible through technology equipment and translators.	3.5e. ESOL Supervisor Superintendent Communications Dir. Technology Dept. Consultant		