



Homer

Central

School District

Plan for Excellence

Management Plan

2015-16

TEACHING and LEARNING-1 Curriculum Outcome

Provide all students a guaranteed viable curriculum aligned to the common core standards with an articulated network of support and increased opportunities for academic enrichment.

| <u>Initiative</u> | <u>Key Administrator</u> | <u>Action</u> | <u>Date</u> |
|--|--|--|----------------------------|
| Required Quarterly Data/Assessments | Director of Instruction | ILC members will revise required quarterly assessments based on APPR decisions. | September 2015 |
| Continued implementation of Response to Intervention Professional Development Grant | Director of Instruction, District Rtl Team and Director Of Special Education | District Rtl team to attend trainings as required by grant and turnkey learning to entire staff. Implement Rtl for attendance and behavior K-12. | September 2015 – June 2016 |
| Publish K-9 curriculum maps for public access. | Director of Instruction, CALTs, and grade level chairs | Post/present/communicate ELA curriculum K-8 and math K-9 for public access | November 2015 |
| Increase opportunities for academic enrichment/challenge K-12 | Director of Instruction, ILC | Identify additional academic enrichment/challenges for every building | June 2016 |

| | | | |
|--|--|--|-------------------------------|
| <p>Review representation and functioning of ILC</p> | <p>Director of Instruction</p> | <p>ILC members to review representation, create the master agenda for the year and determine the best functioning of the committee. Identify a co-chair.</p> | <p>September-October 2015</p> |
| <p>K-12 curriculum</p> | <p>Director of Instruction, Building Administrators, ILC</p> | <p>Review K-12 curriculum for relevancy and alignment with local resources</p> | <p>Ongoing</p> |
| <p>Instructional Coaches</p> | <p>Director of Instruction, Instructional Coaches, Building Administrators</p> | <p>Coaches will focus on embedded staff development with instructional staff</p> | <p>Ongoing</p> |

TEACHING and LEARNING – 2 Student Achievement

Create a District Task Force which reports to the Instructional Leadership Team to provide a plan for the creation and implementation of a unified system of instruction for all students.

| <u>Initiative</u> | <u>Key Administrator</u> | <u>Action</u> | <u>Date</u> |
|---|--|---|----------------------------|
| K-12 Implementation of Special Education Procedures Manual | Director of Special Education | Share with all Homer District staff. | Ongoing |
| | | Ensure implementation with fidelity across district. | Ongoing |
| Monitoring of special education continuum of services. | Director of Special Education with Administrative Team | Continue reviewing current model to determine appropriateness of continuum / services | September 2015 – June 2016 |
| | | Review student data to determine appropriate continuum settings | Spring / Summer 2016 |
| | | Professional Development of best practice strategies | Ongoing |
| True Behavior Intervention Implementation | Director of Special Education Administrative Team | Implement current best practices for Functional Behavioral Assessments and Behavioral Intervention. Rtl for behavior and attendance consistently implemented K-12. Training and | September 2015 – June 2016 |

| | | | |
|--|----------------------------------|---|------------------------------|
| | | implementation of Therapeutic Crisis Intervention (TCI) | |
| Create an environment of synergy between administrators and staff as it relates to special education programming. | Administrative Team | Have ongoing conversations about the appropriateness and validity of special education continuum and services. | September 2015 – June 2016 |
| Increase student participation in AP exams. | Administrative Team | Identify current trends in participation. Work with instructional leaders, CALTs, and teachers to identify ways to address negative trends. | September 2015- June 2016 |
| Study High School Schedule | Instructional Leadership Council | Review start times, the possibility of adding 10 th period to the schedule, and the possibility of a common period during the day. | January 2016 - December 2016 |

STEWARDSHIP – 1

Create and maintain the necessary facilities to foster student success while protecting and enhancing the community's investment in the facilities.

| <u>Initiative</u> | <u>Key Administrator</u> | <u>Action</u> | <u>Date</u> |
|---|---|--|--------------------------|
| Minimize Capital Project disruptions in all buildings. | Superintendent Director of Business, Finance & Facilities III Building Administrators | Monthly meetings with Architect and Construction Managers and Key School Administration. Communication will be facilitated through appropriate channels to Community, Staff and Students. Capital Project Updates on Website. Pictures furnished by Lend Lease and MultiVista. | Ongoing through 2/1/2017 |
| Completion of Capital Project | Superintendent Director of Business, Finance & Facilities III District Administration | Investigation of Supplemental Site for fields. Renovations/New Building Components/Site Work signed off on by all stakeholders. Secure certificate of occupancy. | Ongoing through 2/1/2017 |

| | | | |
|---|--|--|--|
| <p>Building Condition Survey Completed</p> | <p>Superintendent Director of Business, Finance & Facilities III</p> | <p>District will work with Hunt Architects to complete BCS and appropriate paperwork for State Education Department.</p> | <p>11/1/2015</p> |
| <p>Monitor finances to ensure within project referendum approved</p> | <p>Director of Business, Finance & Facilities III</p> | <p>Work with Mike Shusda to track all expenses. Keep superintendent and BOE informed</p> | <p>September 2015 – February 2017.</p> |

STEWARDSHIP – 2

Evaluation of grade level configuration and re-alignment with an emphasis on the transition of Hartnett Students and Staff.

| <u>Initiative</u> | <u>Key Administrator</u> | <u>Action</u> | <u>Date</u> |
|---|--|---|-------------|
| Successful transition of Hartnett Students and Staff | Superintendent Director of Instruction Building Administrators | Building Administrators will discuss student transitions with classroom teachers regarding students. Building principals will monitor previous Hartnett teachers. Review at monthly Administrative Team meetings. | 6/30/2016 |

STUDENT LIFE – 1

Create a comprehensive approach to Character Education with a special emphasis on Dignity as a core value.

| <u>Initiative</u> | <u>Key Administrator</u> | <u>Action</u> | <u>Date</u> |
|--|---|--|--|
| Trauma crisis intervention | Director of special Ed and building principals | Train leaders at each building to train staff in Trauma intervention services | August 2015, ongoing 2015-16 school year |
| Committees: Buildings have character education committees to focus on bully prevention. | Character Committee and Building Administrators | Prevention strategies and awareness to all children. Definitions as well as reporting instances. | 2015-16 school year |
| Pride Feedback | District Character Education Committee | Survey reviewed by instructional leadership council & character Ed. | October 2015 |
| Provide enrichment opportunities for all students. | Instructional leadership council, community partners. | Plan and implement | 2015-16 school year |
| Review discipline procedures K-12 | Administrators | Identify problematic areas. Identify appropriate roles for all staff. Explore intern possibilities as dean of students K-12. | September 2015- June 2016 |

PARTNERSHIPS

Create vibrant school community partnerships that enhance the educational experience of every child. All parents/guardians will feel wanted and welcome throughout all buildings.

| <u>Initiative</u> | <u>Key Administrator</u> | <u>Action</u> | <u>Date</u> |
|---|--|---|---------------------|
| Create School-Community Partnerships | Superintendent and Board of Education Community Relations Committee | Embedded in all other initiatives | Ongoing |
| <i>Help facilitate New Tech and Homer CTE Partnerships</i> | Superintendent, Building Administrators and teachers at high school | Connect with community partners and programs. | 2015-16 school year |
| <i>Seek Academic Partners</i> | Administrators, CALTS,ILC | Partner with retired teachers, and local universities | 2015-16 school year |
| <i>Utilize Local Agencies for Student Needs</i> | Administrators, guidance counselors and psychologists. | Disseminate information to staff regarding local services for student needs. | 2015-16 school year |
| <i>Improving Internal Stakeholder Partnerships</i> | Administrative team. | Talking stick protocol for communication regarding solving difficult problems (situational). Internal student and staff recognition. | 2015-16 school year |

