### Island Trees Union Free School District Goal #1: Enhance Student Achievement and Quality of Instruction

**Priority Objective A:** Collaborate with all stakeholders to evaluate programs, align curriculum to newly-revised standards, and provide professional development to ensure exceptional instruction in all classrooms.

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<th>Action/Strategies</th>
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</tr>
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</table>
| **Employ strategic improvement plans at the building level.** | 1. Engage each school in a comprehensive planning process with specific goals and improvement objectives. | ➢ District-level Administrators  
➢ Principals | ➢ On-going | ➢ Develop school improvement documents that include data analysis, improvement objectives, and a measurable action plan. |
| **Implement recently revised/adopted, 21st century standards-aligned curricula** | 1. Continue to embrace inquiry-based practice, compelling questions, and evidence-based arguments in K-12 SS  
2. Implement Next Generation elementary science curriculum.  
3. Oversee new course offerings. | ➢ Assistant Superintendent for Curriculum and Instruction  
➢ Building Administrators  
➢ Departmental Leaders  
➢ Staff | ➢ September 2019-June 2020 | ➢ Benchmark Assessments and C3 Inquiry products  
➢ Feedback from staff  
➢ New Course Syllabi |
| **Provide in-school and in-district professional development opportunities that meet both district and personal goals.** | 1. Design and provide professional development opportunities that are consistent with district/building instructional goals.  
2. Seek out qualified staff members to conduct workshops and collegial sharing sessions on conference days and through our IT LEARNS After School.  
➢ Building Principals  
➢ Departmental Leaders  
➢ Professional Development Committee | ➢ On-going | ➢ Calendar of activities on Superintendent’s Conference Days  
➢ IT LEARNS After-School workshops and courses  
➢ Monthly Staff Development Meeting Topics |
| Continue to improve the process of hiring and retaining quality staff members. | 1. Implement strong protocols for reviewing, interviewing, and recommending applicants; using demonstration lessons, building visits, and “out of the box” approaches to evaluating strengths.  
2. Continue to strengthen our newly-restructured New Teacher Induction Program. | ➢ District Administrators  
➢ Building Administrators  
➢ Teachers  
➢ Departmental Leaders | ➢ September 2019-June 2020 | ➢ Final Protocols |
| Improve upon the delivery of services to students with disabilities in response to changes in federal and state law. | 1. Continue to implement and refine the three-year plan for Special Education Services.  
2. Provide focus and consistent professional development opportunities that are in line with Response to Intervention regulations.  
3. Redefine the departmental meetings to be more instructionally and professionally practice based.  
4. Review building teams and delivery of services through the refinement of Instructional Support Teams (IST).  
5. Continue to create and train Instructional Support Teams (IST) district-wide.  
6. Guest Speakers and Professional Developers. | ➢ Assistant Superintendent for Special Education  
➢ Building Principals  
➢ Building IST Teams | ➢ On-going | ➢ Delivery of services  
➢ Data  
➢ Data analysis of Least Restrictive Environment continuum and placements |
| Assess/improve district-wide interventions to reduce chronic absenteeism | 1. Participate in September 2019 Attendance Awareness Month activities.  
2. Develop/implement plan to convey importance of attendance to the community at large and a method to disseminate relevant information on an ongoing basis.  
3. Designate a point person in each building to collect/monitor student attendance data. | ➢ Building Administrator  
➢ Assistant Superintendent for Special Education  
➢ Director of Special Education  
➢ School Psychologists  
➢ School Counselors  
➢ District Head Nurse | ➢ On-going | ➢ Analysis of data on a monthly basis |
| 4. Assess data to focus on students who are chronically absent or at-risk for chronic absenteeism. |
| 5. Develop system of communication with parents informing them of their child’s absences and soliciting their assistance. |
| 6. Routinely track and monitor the implementation of attendance notification protocols. |
| 7. Develop school-based tiered intervention strategies for improved attendance. |
| 8. Recognize/reward improved attendance. |

**Improve the delivery of services to students with disabilities in response to changes in federal and state law.**

| 1. Continue to implement and refine the District Plan for Special Education Services. |
| 2. Provide focused professional development opportunities that are responsive to the needs of staff who educate SWDs. |
| 3. Focus departmental meetings to be instructionally and professionally practice-based as well as provide opportunities for teacher leadership. |
| 4. Review the delivery of services through the Multi-Tier System of Supports (MTSS) which includes Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) initiatives. |
| 5. Explore Universal Design for Learning (UDL) techniques to accommodate individual learning differences. |
| 6. Involvement of district teams in the Mental Health Consortium to obtain and provide resources to students and staff. |

- Assistant Superintendent for Special Education
- Director of Special Education
- Building Administrators
- Departmental Leaders
- Mental Health Professionals

- On-going

- Analysis of NYSED Data Profile
- Feedback from Staff
| Assess the delivery of service to, and the effectiveness of specially designed instruction of students with disabilities to improve student outcomes. | 1. Increase self-determination practices by involving SWDs in identifying their own strengths/weaknesses and developing their own educational goals and plans at CSE meetings.  
2. Through the observation process and instructionally-focused departmental meetings, ensure that teachers design, provide, and assess the effectiveness of specially designed instruction to provide SWDs with access to participate and progress in the general education curriculum.  
3. Provide staff development and monthly coaching opportunities on co-teaching strategies.  
4. Focus observations on the implementation of co-teaching strategies learned.  
5. Ensuring that teachers monitor SWDs’ progress towards measurable IEP goals by collecting and analyzing data.  
6. Increase progress monitoring requirements by graphing data for stronger interpretation.  
7. Reference Danielson’s Special Education Scenarios as part of the observation rubric for teachers of SWDs  
8. Increase opportunities for special and general education teachers of SWDs to engage in intentional collaborative lesson planning to meet the needs of each individual student with a disability. | Assistant Superintendent for Special Education  
Director of Special Education  
Building Administrators  
Departmental Leaders | On-going  
Report/recommendations |
|---|---|---|---|
| Expand the collegial inter-visitations between schools and school districts, as well as within schools. | 1. Make a concerted effort to create more collegial opportunities for staff. Encourage chairpeople to tap teacher strengths by targeting skill sets worthy of collegial visits. | Assistant Superintendent for Curriculum and Instruction  
Building Administration | On-going  
Report on the collective efforts |
**Priority Objective B:** Use assessment and comprehensive data analysis for targeting academic assistance and instructional decision-making.

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| Use assessment and comprehensive data analysis for targeting school improvement and instructional decision-making | 1. Schedule meetings with school administrators to analyze results and make curricular connections.  
3. Conduct Data Wise meetings.  
4. Invite BOCES Data Liaison in to help facilitate better navigation of the Nassau BOCES Instructional Data Warehouse. | District Administrators  
Building Administrators  
Departmental Leaders  
Data Wise Teams  
Teachers | On-going  
Rollout will take place during grade-level meetings, monthly staff development/faculty meetings, and departmental meetings. | Reports/Feedback from data teams  
Clearer understanding of how to utilize data to make curricular decisions in the building  
Quarterly Data Reports to Superintendent and Board of Education |
| Review all current course offerings and curricula for academic rigor and appropriateness to the 21st Century. | 1. Coordinate efforts to collaborate on elective offerings, research offerings in other districts, and plan for  
2. Continue the development of K-12 curriculum reflective of new standards. | Assistant Superintendent for Curriculum and Instruction  
Principals  
Departmental Leaders | On-going | Reports/recommendations  
Written curriculum guides. |
| Continue to explore the evidence-based practice of providing effective feedback to students through formative assessment. | 1. Continue to implement formative assessment tools. | District Administrative Team | On-going | Progress Reports  
Quarterly Grades |
| Use benchmark data to inform classroom instructor. | 1. Implement Fountas & Pinnell’s LLI benchmark system in Grades 3-5.  
2. Use data to guide targeted, small-group instruction and strengthen Tier I Intervention. | Building Principal  
Assistant Superintendent for Curriculum and Instruction | On-going | Reports/Feedback |
**Priority Objective C:** Continue to develop students to be critical, creative thinkers who can collaborate, communicate, and concentrate.

| Promote small group instruction (guided reading, text-based discussion) and create opportunities for increased student-initiated academic conversations. | 1. Support small group instruction for reading groups as well as guided reading practices in the classroom.  
2. Utilize both objective and observational data, small group constructs and targeted learning experiences will help to differentiate instruction.  
3. Offer professional development and collegial sharing session to support staff. | ➢ Building Administrators  
➢ Departmental Leaders  
➢ Instructional Coaches  
➢ District Administration | ➢ On-going | ➢ Formal and Informal Observations  
➢ Surveys  
➢ Needs Assessment  
➢ Periodic reports |
| --- | --- | --- | --- | --- |
| Focus on higher-order thinking and student inquiry. | 1. Examine and integrate the Question Formulation Technique (QFT), which places students at the center of their learning. | ➢ Building Administrators  
➢ Departmental Leaders  
➢ District Administration | ➢ On-going | ➢ Formal and Informal Observations  
➢ Surveys  
➢ Needs Assessment  
➢ Periodic reports |
| Encourage Project-Based Learning opportunities and other authentic learning situations for students. | 1. Include more solutionary learning constructs and other informed action experiences.  
2. Support lessons that use project-based learning principles. | ➢ Building Administrators  
➢ Departmental Leaders  
➢ District Administration | ➢ On-going | ➢ Formal and Informal Observations  
➢ Surveys  
➢ Needs Assessment  
➢ Periodic reports |
| Focus on writing across all content areas. | 1. Support writing initiatives with all grade levels, as well as staff development in this area.  
2. Continue developing our writer’s workshop initiative in K-5. By 2020-2021, each grade will have one informational, narrative, and opinion writer’s unit complete. | ➢ Building Administrators  
➢ Departmental Leaders  
➢ District Administration | ➢ On-going | ➢ Formal and Informal Observations  
➢ Surveys  
➢ Needs Assessment  
➢ Periodic reports  
➢ Comprehensive Writing Program |
### Island Trees Union Free School District Goal #2: Improve Parent, Community and Staff Communication

**Priority Objective A:** Ensure a strong community to school connection.

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| Communicate progress related to the Capital Projects. | 1. Integrate updates into regular Board meetings.  
2. IT Grams  
3. Newsletters | Superintendent of Schools | On-going | Portfolio of communication |
| Continue to foster the relationship between labor and management. | 1. Schedule regular meetings with labor groups. | Superintendent of Schools | On-going | Calendar of meetings |
| Partner with community stakeholders to host our second annual evening of learning for parents and students: IT Community Learns, as well as other collaborative learning events. | 1. Schedule meeting with SEPTA, PTA, administrators, and interested staff to plan the event.  
2. Survey parents to gauge interest in topics.  
4. Host the event and gain feedback from attendees to plan for next year’s event. | Assistant Superintendent for Curriculum and Instruction  
District Administration  
Building Administration  
IT Learns Committee  
SEPTA and PTA | September 2018-February 2019 | Feedback Surveys |
| Continue to expand our district’s warm, welcoming school environment. | 1. Showcase student work in both permanent and rotating displays.  
2. Host Beautification and Pride Committee meetings to engage both teachers (and students) in the work.  
3. Promote staff accomplishments.  
4. Share information about our schools via digital platforms (Twitter, Instagram, Websites, etc.)  
5. New Website. | District-Wide Leadership Team | On-going | Public Response |
| Continue to increase our community’s awareness of student and staff accomplishments through public celebrations. | 1. Identify key initiatives and invite staff members to attend BOE meetings to share their learning goals.  
2. Welcome student representatives to attend BOE meetings to share their learning experiences. | District-Wide Leadership Team | On-going | Public Response |
### Island Trees Union Free School District Goal #3: Improve Fiscal Responsibility and Accountability Throughout the District

**Priority Objective A:** Develop a school budget that is both cost-effective and taxpayer sensitive.

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| Monitor the cost/expenses associated with $50.1 million Capital Projects initiative. | 1. Report progress to Board each month. | ➢ Assistant Superintendent for Business  
➢ Superintendent of Schools | ➢ On-going | ➢ Analyze balance sheets and financial reports |
| Continue to implement clear negotiation strategies and parameters for the negotiation teams. | 1. Negotiations. | ➢ Superintendent of Schools  
➢ Assistant Superintendent for Business | ➢ Revisit in 2021 | ➢ Final contract settlements |
| Continue to implement a strategic approach to improve community communication related to district revenues and expenditures. | 1. Newsletters.  
2. Budget workshops.  
3. Local school presentations.  
5. Civic organizations.  
6. Local PTAs/PTA Council. | ➢ Superintendent of Schools  
➢ Assistant Superintendent for Business | ➢ On-going | ➢ Community Budget meetings |
| Continue to work with Citizen Budget Advisory Committee whose function is to make suggestions to the Board of Education for more efficient use of our school resources. | 1. Seek additional members to participate in the committee process.  
2. Review 2019-20 Budget and Budget Newsletter.  
3. Make earlier suggestions to the Board of Education. | ➢ Superintendent of Schools  
➢ Assistant Superintendent for Business | ➢ To be completed by May 2020 | ➢ Reports to Board of Education  
➢ Budget Vote |
**Priority Objective A:** Ensure a safe and orderly school environment.

<table>
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| The district will enforce a Code of Conduct that will apply to staff, students, and visitors pursuant to the DASA, SAVE legislation and Board Policy. | 1. Hold annual safety meetings with Police, EMS, County, Local Fire Departments and school safety team.  
2. Create a summary of Violent and Disruptive Incident Report sent to New York Dept. of Education.  
3. Digitalize student discipline records in both secondary schools.  
4. Follow the Child Abuse reporting guidelines set forth by New York State Education Law.  
5. Update safety guidelines and manuals. | Superintendent of Schools  
Building Principals  
Assistant Superintendents  
Emergency Management Team  
Director of Facilities  
Discipline Committee | On-going | Violent Incident Reports  
Quarterly meetings  
Table-top drills/simulations |
| Explore the restorative approach to student conflict resolution, incorporating social science and education to create relationships that are central to healthy school climate. | 1. Utilize School Climate Survey results to determine area of focus.  
2. Create focus groups (comprised of all stakeholders) to create an action plan for identified topics. | District Administrators  
Building Administrators  
Discipline Committee  
Community Members  
Staff | September 2019 – June 2020 | Feedback |
| Continue to strengthen our drug/alcohol prevention curriculum and programs. | 1. Continue to enhance our current drug/alcohol prevention and awareness programs.  
2. Revise our drug/alcohol suspension policies/procedures, with particular attention to vaping, to include counseling options.  
3. Evaluate our school security in reference to drug/alcohol use.  
4. Continue to send staff members to updated training.  
5. Build community involvement in the Levittown Community Action Coalition. | ➢ Superintendent of Schools  
➢ Assistant Superintendents  
➢ Building Principals  
➢ Director of Health and Physical Education  
➢ Head Nurse | ➢ September 2019 – June 2020 | ➢ Report to Board of Education |
| Develop a plan to utilize more advanced security/technology. | 1. Work with Director of Security and security companies.  
2. Train staff in new camera system. | ➢ Superintendent of Schools  
➢ Assistant Superintendent for Business | ➢ On-going | ➢ Final Report to Board |
| Continue to review the district’s Wellness Policy to ensure a healthy and nutritious school environment. | 1. Review and assess the Food Service program and the district’s Wellness policy.  
2. Review, assess, and report on our K-12 Physical Education plan to ensure active and healthy students. | ➢ Director of Food Service  
➢ Athletic Director  
➢ Lead Nurse | ➢ On-going | ➢ Year End Report to the Board of Education |
**Primary Objective B: Foster Social and Emotional Wellness in both our students and staff.**

| Continue to educate staff and students on mindful practice and social emotional learning. | 1. Implement mindful practices for the educator, with a focus on mindful eating.  
2. Implement mindful practices for students, particularly in both middle and high school health classes (new curriculum). | Workshop presenters  
Health and FACS teachers | On-going | Formal and Informal Observations  
Surveys |
|---|---|---|---|---|
| Encourage Growth Mindsets for all learners. | 1. Classroom practice and high-quality literature.  
2. School displays | On-going | Formal and Informal Observations  
Surveys |
| Build a culture of Collective Teacher Efficacy. | 1. Increase staff’s role as stakeholders in reaching mutual goals to effect change with students.  
2. Use models of excellence to build teacher capacity and offer opportunities to share good work.  
3. Promote personalized learner opportunities to build expertise. | District Administrators  
Building Administrators  
Department Leaders | |
**Island Trees Union Free School District Goal #5: STEAM Integration (S)cienc(T)echnology E(ngineering) Arts M(athematics)**

**Priority Objective A: Enhance our STEAM initiatives.**

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| Implement and update our three-year instructional technology plan. | 1. Collaborate with staff to reflect upon current progress and practice. | ➢ Technology Director  
➢ Assistant Superintendent for Curriculum and Instruction  
➢ Technology/STEAM staff developer  
➢ Technology Lead Teacher (5-12) | ➢ On-going | ➢ Report progress to Superintendent  
➢ Potential of new plan |
| Continue to investigate and explore emerging STEAM initiatives. | 1. Offer before- and after-school clubs for enrichment.  
2. Plan coding in our elementary classrooms.  
3. Schedule push-in visits with our instructional technology staff developer.  
4. Continue to increase zSpace lab usage in the middle school, including Stokes student visitations. | ➢ Assistant Superintendent for Curriculum and Instruction  
➢ Technology Director  
➢ Technology/STEAM staff developer  
➢ Lead Teacher (5-12) | ➢ On-going | ➢ Report progress to Superintendent  
➢ New programs |
| Evaluate the effectiveness of current technology staff development initiatives and BOCES Technology Specialists. | 1. Continue to survey and evaluate needs assessment data with staff development team to reshape instructional support. | ➢ Assistant Superintendent for Curriculum and Instruction  
➢ Building Administration  
➢ Technology Director  
➢ Technology/STEAM staff developer  
➢ Lead Teacher (5-12) | ➢ On-going | ➢ Surveys  
➢ Needs Assessment  
➢ Periodic reports |
| Continue to Expand Elementary Technology Initiatives. | 1. Continue to work with tablets at Sparke and continue to work with Chromebooks at Stokes.  
2. Utilize new library laptops for K-4 students. | ➢ Assistant Superintendent for Curriculum and Instruction  
➢ Building Administration  
➢ Technology Director  
➢ Technology/STEAM staff developer  
➢ Lead Teacher (5-12) | ➢ Formal and Informal Observations  
➢ Surveys  
➢ Needs Assessment  
➢ Periodic reports |
| --- | --- | --- | --- |
| Continue to build teacher capacity to provide engaging blended learning experiences for our students. | 1. Build our collegial sharing power, utilizing EdCamps and other collegial sharing 10/2/2019 sessions.  
2. Encourage new tech-savvy teachers to become turnkey staff members, workshop presenters/go-to staff.  
3. Continue to share evidence regarding more personalized learning for students using the past three years of survey data.  
4. Increase use of Achieve3000, Khan Academy, and other student-centered learning platforms. | ➢ Assistant Superintendent for Curriculum and Instruction  
➢ Building Administration  
➢ Technology Director  
➢ Technology/STEAM staff developer  
➢ Lead Teacher (5-12) | ➢ On-going  
➢ Surveys  
➢ Needs Assessment  
➢ Periodic reports |
Priority Objective A: Grow independent learners who can self-advocate, self-regulate, self-assess, and take ownership of their learning.

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<thead>
<tr>
<th>Priority Objective</th>
<th>Action Plan</th>
<th>Responsible Party</th>
<th>Frequency</th>
<th>Data Collection Methods</th>
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| **Prioritize student-centered classrooms.** | 1. Restructure lessons and protocols to increase student involvement.  
2. Employ Socratic Seminars and other student-lead discussion techniques.  
3. Encourage the creation of lessons that reflect the values and skills needed to participate in a democracy and be an aware and informed citizen. | Assistant Superintendent for Curriculum and Instruction  
Building Administration  
Departmental Leaders | On-going | Formal and Informal Observations  
Surveys  
Needs Assessment  
Periodic reports |
| Increase opportunities for students to reflect on their own learning and set goals for improvement. | 1. Rubrics, checklists, anchor charts  
2. Opening the portal for students (5-12). | Assistant Superintendent for Curriculum and Instruction  
Building Administration  
Departmental Leaders | On-going | Formal and Informal Observations  
Surveys  
Needs Assessment  
Periodic reports |
| Promote within our classroom the 21st century learning skills - the 4 C’s - creativity, collaboration, critical thinking and communication. | 1. Provide training and resources for our staff. | Assistant Superintendent for Curriculum and Instruction  
Building Administration  
Departmental Leaders | On-going | Formal and Informal Observations  
Surveys  
Needs Assessment  
Periodic reports |
**Priority Objective B:** Provide both academic and extracurricular opportunities for students to demonstrate civic responsibility and social awareness.

<table>
<thead>
<tr>
<th>Encourage students to take civic action within classroom learning experiences that extends beyond the classroom.</th>
<th>Encourage connections between curriculum and civic action by supporting class wide projects.</th>
<th>Building Principal</th>
<th>On-going</th>
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| Increase opportunities for students to take civic action via extracurricular activities and as an extension of classroom learning experiences. | 1. Encourage development of leadership skills during clubs at the 2-4 level.  
2. Encourage service and volunteering.  
3. Embed solutionary and inquiry-based experiences within our club and activity offerings | Building Principal | On-going | Building Principal |

- Formal and Informal Observations
- Surveys
- Needs Assessment
- Periodic reports