

**LINKS 20  
Integrated School Improvement Plan  
Plan Range 2014 - 2019**

**Unatego School District  
Current Plan Year: 2018-2019**

**Planning Team Members**

**LINKS Team Facilitator: Kim Trask  
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<b><u>Name:</u></b>	<b><u>Position:</u></b>
<u>David Richards</u>	<u>Superintendent</u>
<u>Kim Trask</u>	<u>MS Special Ed Teacher</u>
<u>Jeanne Butler</u>	<u>English 11</u>
<u>Anita Wheeler</u>	<u>High School Math</u>
<u>Darlene Wong</u>	<u>Elementary Teacher</u>
<u>Anne Nelson</u>	<u>MS History Teacher</u>
<u>Tracey Robinson</u>	<u>Elementary Teacher</u>
<u>Marcy Anderson</u>	<u>Elementary Teacher</u>
<u>Kathy Stockert</u>	<u>Parent Member</u>
<u>Michael Carson</u>	<u>Community Member</u>
<u>Katherine Mazourek</u>	<u>Elementary Principal</u>
<u>Julie Lambiaso</u>	<u>High School Principal</u>
<u>Patti Hoyt</u>	<u>Middle School Principal</u>
<u>Marki Kinnear</u>	<u>Director of Special Programs</u>

**Superintendent's Signature:** \_\_\_\_\_



**Date: August 2-3, 2017** \_\_\_\_\_

Adopted by the Board of Education on: \_\_\_\_\_ October 1, 2018

**PLANS INCLUDED IN THIS CDEP**

*District Name:* \_\_\_\_\_

**List of Plans Included in LINKS 20 Plan**

**These plans may be included in CDEP:**

<b>X</b>	Professional Development
	Local Assistance Plan (LAP)
	NCLB Sub Group(s) _____
<b>X</b>	Shared Decision Making (100.11)
<b>X</b>	Academic Intervention Services
	Annual Professional Performance Review (APPR)
	Mentoring

**Introduction:**

The purpose of the LINKS document is to develop a comprehensive plan for improving student achievement. The staff involved in developing this plan met for two days with the DCMO BOCES staff to examine student achievement data, review and update the previous LINKS document, establish priority focus areas, and discuss root causes of gaps in Development, Mentoring, Local Assistance, and Comprehensive System of Personnel Development. Information from this plan will be used as the basis for updating the narrative of the Consolidated Application for Title funds, district budget planning, policy review and building-level implementation of the LINKS plan for the 2018-2019 school year.

**Description of District:**

The enrollment (Approximately 760) of the Otego-Unadilla Central School District fluctuates during the school year due to a transient population. This may occur because of the district lines fall within three counties. The district has one elementary school building (K-5) and a Middle School (6-8)/High School (9-12). The student population is composed primarily of white, non-Hispanic children with a slight increase in minority students. The high rate of students receiving free or reduced lunch (55%) has increased over the past several years. Both buildings have implemented school-wide Title plans and this year the District is providing no-cost breakfast and lunch to all students under CEP.

**Student Outcome Data:**

We are focusing on ensuring that all students exit Unatego with a diploma suitable for the individual. We also are focusing on exceeding the NYS norms for all tests at all grade levels.

**Statement of Priority Focus Area(s):**

To continually improve the level of instruction and learning throughout the District

**Goal: To continually improve the level of instruction, learning, and citizenship throughout the district in order for students to graduate, college and career ready**

**Objective: Increase teacher/leader effectiveness across Math, K-12**

**Strategy: Refine essential learning outcomes, horizontally and vertically, and develop assessments, K-8**

<b>Action Step:</b>	<b>Designation:</b> Who are the collaborative partners?	<b>Timeframe and Results:</b> By when/by what evidence will progress be noted?	<b>Progress Notes (Follow up meetings):</b> emerging needs, issues, next steps
<b>Action Step:</b> Professional development in NY Learns, based on individual team needs	<b>Designation:</b> K-8 Math teams	<b>Timeframe and Results:</b> By Fall 2018- determine needs 2018-19 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Teachers will revisit the standards to identify essential skills and knowledge	<b>Designation:</b> K-5 math teams	<b>Timeframe and Results:</b> 2018-19 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Use and/or revise periodic common assessments	<b>Designation:</b> K-2	<b>Timeframe and Results:</b> 2018-19 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Implement, review and analyze assessments	<b>Designation:</b> K-8 Math teams	<b>Timeframe and Results:</b> 2018-19 School Year	<b>Progress Notes:</b> complete in progress not started

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<b>Action Step:</b>	<b>Designation:</b>	<b>Timeframe and Results:</b>	<b>Progress Notes:</b>
Professional development in NY Learns, based on individual team needs	K-8 Math teams	By Fall 2018- determine needs 2018-19 School Year	complete in progress not started
<b>Action Step:</b>	<b>Designation:</b>	<b>Timeframe and Results:</b>	<b>Progress Notes:</b>
Teachers will revisit the standards to identify essential skills and knowledge	K-5 math teams	2018-19 School Year	complete in progress not started
<b>Action Step:</b>	<b>Designation:</b>	<b>Timeframe and Results:</b>	<b>Progress Notes:</b>
Use and/or revise periodic common assessments	K-2	2018-19 School Year	complete in progress not started
<b>Action Step:</b>	<b>Designation:</b>	<b>Timeframe and Results:</b>	<b>Progress Notes:</b>
Implement, review and analyze assessments	K-8 Math teams	2018-19 School Year	complete in progress not started

**Goal: To continually improve the level of instruction, learning, and citizenship throughout the district in order for students to graduate, college and career ready**

**Objective: Increase teacher/leader effectiveness in literacy instruction across the curriculum, K-12**

**Strategy: Define/refine essential reading skills, K-5.**

<b>Action Step:</b>	<b>Designation:</b> Who are the collaborative partners?	<b>Timeframe and Results:</b> By when/by what evidence will progress be noted?	<b>Progress Notes (Follow up meetings):</b> emerging needs, issues, next steps
<b>Action Step:</b> Continue investigating current practices and define best practices for teaching and remediating reading skills	<b>Designation:</b> K-5	<b>Timeframe and Results:</b> 2018-19 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Using data, review, analyze and refine essential reading skills and essential outcomes	<b>Designation:</b> K-5	<b>Timeframe and Results:</b> 2018-19 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Support K-8 teacher attendance at Pathways 2 and 3 workshops at BOCES	<b>Designation:</b> K-8	<b>Timeframe and Results:</b> 2018-19 School Year	<b>Progress Notes:</b> complete in progress not started

**Goal:** To continually improve the level of instruction, learning, and citizenship throughout the district in order for students to graduate, college and career ready

**Objective:** Increase teacher/leader effectiveness in literacy instruction across the curriculum, K-12

**Strategy:** Define/refine essential reading skills, K-5.

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<b>Action Step:</b> Using data, review, analyze and refine essential reading skills and essential outcomes	<b>Designation:</b> K-5	<b>Timeframe and Results:</b> 2018-19 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Support K-8 teacher attendance at Pathways 2 and 3 workshops at BOCES	<b>Designation:</b> K-8	<b>Timeframe and Results:</b> 2018-19 School Year	<b>Progress Notes:</b> complete in progress not started

**Goal:** To continually improve instruction, learning, and citizenship throughout the district in order for students to graduate college and career ready

**Objective:** Minimize the effects of ACEs (Adverse Childhood Experiences) on student learning

**Strategy:** Cultivate a positive learning community

<b>Action Step:</b>	<b>Designation:</b> Who are the collaborative partners?	<b>Timeframe and Results:</b> By when/by what evidence will progress be noted?	<b>Progress Notes (Follow up meetings):</b> emerging needs, issues, next steps
<b>Action Step:</b> Continue to educate staff about adverse childhood experiences (ACEs) and learning	<b>Designation:</b> Counselors, Principals	<b>Timeframe and Results:</b> 2018-2019 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Designate lifelines for students, as needed	<b>Designation:</b> Building Principals	<b>Timeframe and Results:</b> 2018-2019 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Continue funding for PBIS, K-8	<b>Designation:</b> Administration	<b>Timeframe and Results:</b> 2018-2019 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Gather and analyze data for attendance to determine patterns	<b>Designation:</b> LINKS team	<b>Timeframe and Results:</b> 2018-2019 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Professional Development for Middle School PBIS Team	<b>Designation:</b> 6-8	<b>Timeframe and Results:</b> Fall 2018	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Regular PBIS team meetings	<b>Designation:</b> K-8	<b>Timeframe and Results:</b> 2018-2019 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Climate Survey created and given to stakeholders- faculty/staff, students and community	<b>Designation:</b> Administration	<b>Timeframe and Results:</b> Fall 2018	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Professional development for faculty and staff on becoming a trauma informed and responsive school	<b>Designation:</b> Administration	<b>Timeframe and Results:</b> Spring 2019	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Book Study for the LINKS team reading <i>Help for Billy</i> by Heather T Forbes	<b>Designation:</b> LINKS Team	<b>Timeframe and Results:</b> 2018-2019 School Year with chapters discussed at LINKS meetings	<b>Progress Notes:</b> complete in progress not started



**Goal:** To continually improve the level of instruction, learning, and citizenship throughout the district in order for students to graduate college and career ready

**Objective:** Increase the number of math students who are meeting the college and career readiness standards by achieving a score of 80 or better on the Algebra Regents by 5%.

**Strategy:** Improve student achievement in Math district wide

<b>Action Step:</b>	<b>Designation:</b> Who are the collaborative partners?	<b>Timeframe and Results:</b> By when/by what evidence will progress be noted?	<b>Progress Notes (Follow up meetings):</b> emerging needs, issues, next steps
<b>Action Step:</b> Mind set and math presentations for grades 3, 6, and 9	<b>Designation:</b> BOCES	<b>Timeframe and Results:</b> Fall 2018	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Continue Math Labs in 7 <sup>th</sup> and 8 <sup>th</sup> grades and investigate developing them at other levels	<b>Designation:</b> Cabinet	<b>Timeframe and Results:</b> 2018-2019 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Continue afterschool academic assistance program with transportation door to door, 2-12	<b>Designation:</b> Cabinet	<b>Timeframe and Results:</b> 2018-2019 School Year	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Support Attendance at Workshops for Inspire Graphing Calculators	<b>Designation:</b> High School Algebra Teachers	<b>Timeframe and Results:</b> Fall 2018	<b>Progress Notes:</b> complete in progress not started
<b>Action Step:</b> Data Analysis/Item Analysis with Nan	<b>Designation:</b> High School Algebra Teacher	<b>Timeframe and Results:</b> Fall 2018	<b>Progress Notes:</b> complete in progress not started

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