Goal No. 1 Statement: The Freeport Public Schools will increase student achievement and promote academic rigor

Performance Indicators:

For school years 2015 – 2016 through 2019 – 2020 the District will attain and maintain a graduation rate of 90% or higher.

In each year, the mean scores on the SAT will increase by 5 points.

In each year, the number of students enrolled in Dual Enrollment college credit programs will increase by an additional ten percent over the prior year’s results.

In each year, the number of students participating in AP exams will increase by an additional ten percent over the prior year’s results.

In each year, the percent of Freeport High School students receiving a score of 3 or higher on Advanced Placement examinations will increase by a minimum of 3% over the previous year.

In each year, the percent of Freeport High School graduates pursuing higher education will increase by a minimum of 5% over the prior year.

In each year, the percent of Freeport students scoring at proficiency levels on New York State exams (levels 3 and 4) will show a minimum annual increase of 5 percentage points over the prior year’s results.

In each year, the number of K-4 students reading at or above grade level according to F & P Common Core text complexity requirements in June will increase by five percentage points.

By June 2020, the percentage of students scoring at or above the normative median for NWEA assessments will be at least 50%. (2015-2016: First year for Common Core Aligned NWEA exams)

Planned Administrative Strategies:

- Annually review the District’s curriculum, instruction, and assessment practices to ensure they align with local, state and Federal standards.
update curriculum maps and align assessments with maps, insure assessments accurately identify at-risk students

• Continue to hold CIAC meetings K-12 that represent all grades and subjects
• Develop and implement yearly curriculum, instruction and assessment goals
• Continue to conduct district-wide PDP meetings to develop yearlong cohesive strategies for professional development aligned to CIAC goals
• Use data to identify core instructional areas of focus for professional development

o Develop and implement district wide protocols for Data Driven Instruction
  • Increase teacher access to data and provide training for administrators and teachers in using data to inform instructional decision making
  • Revise and develop a full K-12 assessment system that is sensitive to students, allows for the monitoring of student growth within standards and eliminates redundancies

o Conduct activities designed to increase the percent of students graduating “on time” (as defined by the State)
  • Develop and implement a full “Pathways” approach at FHS
  • Implement a web based (in-time) credit recovery program
  • Continue implementation and, where appropriate, expansion of AIS, Extended Day, Saturday Academies, Summer Programs, College Awareness Programs
  • Increase mentoring opportunities for Grades 6-12 students by seeking assistance from local organizations and clergy
  • Conduct monthly Guidance Department meetings of middle and high school counselors regarding student placement and continuity of services and programs
  • Revise and implement the Pre-K through high school Study Skills curriculum
  • Continue to expand and refine the Smart Scholars Early College Grant to provide opportunities for high school students to earn college credit while in high school

Planned Curriculum, Instruction and Assessment Strategies
  • Continue to integrate the use of technology to engage students in 21st Century Learning
  • Explore the use of personal devices in classroom instruction
  • Increase the use of item analysis to drive curriculum and instruction
  • Develop universal standards based grading procedures for all secondary courses
Continue to improve instructional practices and align instruction to the NYSUT rubric and CCLS

- Train all secondary teachers in Learner Active Technology Infused instructional strategies
- Provide staff opportunities for NYSUT rubric training through the use of video resources and alignment tools
- Train staff K-8 in effective literacy strategies through the use of “Teaching for Comprehension and Fluency”
- Implement the “Depth of Knowledge” questioning strategies into daily instruction
- Train all staff in effective cooperative learning strategies to facilitate the gradual release of responsibility to students and to engage all students
- Develop rubrics to support the use of the standards based report cards
- Utilize “Teach Like a Champion” strategies in selected classrooms
- Train selected staff in effective behavior management strategies “Discipline with Dignity” and classroom organization strategies
- Implement Intervention/Enrichment periods in K-4 buildings.
- Develop grade level pacing guides for all subjects on a master sheet.

Improve Student Performance in ELA as measured by state and local assessments by:

- Integrate the research writing process into all courses-(Odell Method)
- Integrate the academic word list into all instruction
- Increase the amount of reading content specific text in all courses
- Develop and implement a building wide writing rubric for scoring writing organization, structure and grammar aligned to the CCLS and ELA regents and proficiency levels
- Continue to align all courses, curriculum and instruction to the CCLS
- Integrate a Research writing component into all courses(Odell Method)
- Increase the amount of instructional time spent on grammar in all courses
- Increase the number of students retaking the ELA Regents in June

Reading

- Develop and implement a scope and sequence for the mastery of academic vocabulary K-12
- Develop and implement a scope and sequence for Latin roots and derivatives instruction for grades 4-6
- Implement Fountas and Pinnell BAS assessments three times a year K-5
• Adapt and Implement 3 Engage NY ELA modules in grades 3-8: 2 units prior to NYSTP ELA-I unit post

• Train all staff in the effective use of independent reading strategies And in the use of resources to support independent leveled reading in classrooms

• Establish and implement protocols for guided reading/Book club instruction in grades K-4

• Identify all incoming grade 3 and 4 students with phonics/phonemic awareness deficiencies and implement building plans to address and monitor progress in phonics.(Just Words)

• Utilize “Teaching for Comprehension and Fluency” as the District training tool and instructional guide for ELA instruction in grades K-8

• Continue the use of common District wide benchmark interim assessments to drive instruction

• Develop and implement district-wide expectations for volume and stamina in independent reading

• Train all grade 3 and 4 teachers in the language of instruction of Fundations and in the use of program resources

• Implement a required summer reading program for all incoming 3-12 students

• Integrate the District academic word list into all K-12 instruction

• Increase the amount of time students spend reading content specific text in all 6-12 courses

Writing

• Implement three writing units in each grade K-5 specifically designed to build writing skills in a spiral approach for: Explanatory, Narrative and Argumentative writing (Heinemann Units) K-5

• Incorporate EngageNY Research Writing Modules utilizing the Odell Research Criteria Matrix grades 6-8

• Train SWD teachers in the use of SIM writing program for writing intervention in special education settings

• Establish end of year expectations for grammar by grade K-8 aligned to the CCLS

• Develop and utilize genre specific writing rubrics for grades K-12 for explanatory, argumentative and narrative writing

• Convert ELA skills classes at Dodd to an Honors Research Writing course

• Integrate the research writing process into all 6-12 courses-(Odell Method)

Interventions

• Implement a revised RtI plan for reading including the entrance/exit criteria, intervention menu, scheduling paradigm, progress monitoring

• Continue to implement LLI reading intervention K-8
• Pilot the use of an LLI summer reading program for incoming grade 1 and 2 students
• Train teachers (SWD, Reading) in the use of Wilson Language intervention (5-12)
• Identify and implement an evidence based Reading Intervention at FHS

Improve Student Performance in Math as measured by state and local assessments
• Continue to expand teacher competency in use of the Go Math resources in K-6 and Glencoe grades 7,8; especially teacher use of the online resources
• Identify evidence based math intervention program for use by math specialist in AIS setting (ie: Do the Math)
• Continue to infuse concepts from the state Math Modules into instruction
  Exit Tickets
  Common Core Terminology
  Question structure matches state exams
• Re-organize the Accelerated Math classes in grades 5-8
• Continue to assess student math achievement K-4 at least 3 times a year and Quarterly for grades 5-8 using a uniform assessment for each grade level
• Ensure teachers in K-5 are using online programs to support math fluency goals of the CCLS
• Education City, Fast Math, Fraction Nation (5,6) and special education programs in Dodd and FHS
• Utilize Live Scribe to create an online bank of video math lessons to support parents and students in learning.
• Implement a Math Olympiads team in grades 4-8 in all buildings
• Train teachers in language strategies to support special needs students in acquiring math content
• Continue to align the math pacing maps to the CCLS
• Pilot the use of Education City for all K-5 students over the 2014 summer
• Train all staff in deepening student understanding through the math practices defined in the CCLS

Improve Student Performance in Social Studies as measured by state and local assessments
• Train all K-12 Social studies teachers in the new Social Study standards
• Implement K-8 assessments available through the PNW BOCES curriculum
• Implement the online PNW ELA/SS curriculum with fidelity through training all staff in its use and acquiring necessary literary resources
• Assess and identify the use of service learning in grades K-12
• Implement the Odell Research writing model for all research projects in Social studies grades 6-12
• Continue to train K-12 content area teachers in the use CCLS literacy standards in their instruction
• Assess K-12 curriculum for financial literacy instruction

**Improve Student Performance in Science as measured by state and local assessments**

• Develop District curriculum maps for all elementary schools for all grades K-6 aligned to the NGSS and CCLS supported through continued collaboration with Adelphi University
• Establish a Science Olympiad program in grades 4-8.
• Implement a Science Seminar Series for all students in which we high school students talk about and share their research.
• Establish an elementary student/parent Astro-Night.
• Integrate more CCLS aligned mathematics into the science curriculum and emphasize the creation and interpretation of graphs.
• Establish a common format and scoring rubric for laboratory reports aligned to CCLS literacy standards K-8.
• Expand i-Games Club (for coding) to Dodd
• Pilot a virtual student online program for science fair experiment development through the use of the Greatest Science Fair Ever
• Establish vertical team meetings with Elementary, Atkinson, and the High School.
• Integrate into the science curriculum lessons and experiences for students that stress the importance of STEM by talking about careers and starting salaries.
• Align the fourth quarter science curriculum in grade 8 to better support students in Living Environment courses at FHS
• Train science teachers in effective language instruction to better support students in acquiring science content vocabulary.
• Incorporate the use of ETA STEM kits into the K-4 science program (in school, and outside of school day)
• Integrate the research writing process (ODELL method) into all science classes grades 6-8.
• Increase the amount of content area reading in science and assist teachers in the use of “close read strategies” grades 6-8.

**Continue to meet the needs of the whole child**

**English Language Learners**

• Incorporate Guided Reading into all ELL instruction accompanied by organized phonics instruction and sight word acquisition with particular
emphasis on cognates to build strong foundational reading skills in grades K-4 in the English and Spanish language

• Support language learners in the identified yearly units selected from EngageNY and existing Harcourt units and/or teacher developed modules, grades K-8 by locating and acquiring instructional resources in Spanish and scaffolding content with resources from EngageNY developed by the American Institute for Research and the Bilingual Common Core Initiative

• Implement the newly revised dual language schedule by utilizing the PNW SS/ELA as the framework of whole class instruction on the SLA side.

• Implement the use of an extended day program for “at risk” dual language students in grades 1 and 2.

• Continue to train all staff in SIOP strategies K-8

• Train all staff in the capacity to set “I can” content and language targets for instruction lesson planning at every grade level

• Train all professional staff in the newly revised Commissioner’s Regulations, Part 154 that governs the education of English Language Learners and its impact in instructional programming.

• Continue to disaggregate ESL data for all district and state assessments

Special Education:

• Train and implement select Self Contained and ICT teachers in LLI and/or Wilson, Just words, SIM Writing Interventions.

• Review and implement the 6 evidence based models of integrated co-teaching with fidelity

• Continue to improve the RtI process through collaboration with NYSED

• Continue to refine and train staff in the referral process

• Pilot an after school program for SWD to address learning gaps (instructional level v. grade level)

• Continue to train staff in Differentiation of Instruction

• Implement the Primary Project Program for SEL growth at New Visions and Columbus

• Train 1-1 teaching assistants in effective behavior management strategies

• Continue to align IEP goals to the CCLS

• Continue to disaggregate SWD data for all district and state assessments

• Implement the use of NYCareerZone for all CDOS eligible students

• Continue to align curriculum to the CDOS requirements

• Implement a “self-contained” PIG class and English 12 regents class

• Develop further options for the work based learning program

• Integrate Extreme Intern into the curriculum
• Explore the use of the “Graduation Booster” program

Health/Wellness:

**Increase the physical activity and personal fitness level of all students K-12**
• Assess physical activity level by using pedometers and Movbands. Elementary students (K-4) will be use a 4 day step recall measure and secondary students will use a 7 day step recall. Data will be collected three times a year for randomly selected students at all buildings.
• Assess personal fitness of students through the Fitness Gram (curl-ups, trunk lift, BMI, pacer, and push up).
• Monitor student attitudes toward physical education using an attitude survey.
• Implement the SPARK curriculum K-6 in all PE programs

**Increase fruit and vegetable consumption of all students by 10%**.
• Utilize YRBS to measure fruit and vegetable consumption of students.
• Continue offering cooking workshops for students, staff and parents, professional development for our teachers, and having a consultant meet with our Wellness Committee to look assess our policy and develop an action plan.

**Increase students’ ability to manage their stress and emotions**.
• Provide YES! (Youth Empowerment Seminar) programing for students through physical education and health classes.
• Provide YES! professional development and training to staff members to help create and manage a stress free environment.
• Collect student data on stress management and the effectiveness of the YES! program through a 10 and 20 question survey and the Impulsive Behavior Survey.

Physical Education
• Develop a series of curriculum progressions by grade for the HS
• Implement the SPARK PE Curriculum grades K-8
• Refine the PE credit recovery program
• Develop alternative programs to reduce the number of PE failures

Business/technology:
• Ensure that all internet-based subscriptions, apps and software support purposeful, CCLS and District goals
• Install interactive monitors in all classrooms that do not have and train relevant staff
• Continue to provide professional development on new and existing software/online tools
• Continue to train teachers and students in new technologies- 3-D printers, augmented reality monitors, live scribe
• Establish end of year District expectations for technology skills K-8
• Develop a K-12 sequence for coding curriculum
• Implement the I-design coding club at Dodd
• Establish the use of a bank of assessment laptops to support NWEA and other online assessments
• Pilot the use of e-books in three ELA courses at Dodd
• Review the use of the computer lab periods for alignment to District technology and instructional goals
• Pilot the use of blogs in grades 5-8
• Explore the use of BYOD in grades 7-8
• Assess the current cyber bullying curriculum for gaps and address
• Integrate CDOS requirements into the existing curriculum
• Implement vocational writing by adding additional technology writing assignments into the curriculum
• Continue to partnership with Higher Ed
• Explore the use of Virtual Enterprise and Xtreme Intern
• Integrate the use of a 3D printer into the curriculum
• Implement a new “Engineering by Design” curriculum scope and sequence
• Integrate into the automotive curriculum the use of a NYS inspection machine

Guidance
• Develop a proactive support system (increase mandatory support meetings/develop September academic/behavior plans) for incoming grade 9 students that have been identified to be at risk.
• Implement resume building in grade 9
• Implement parent/student financial aid courses beginning with grade 9 students
• Explore the development of a credit bearing 6 week summer ESL course
• Implement an “On Track to Graduation and College” public relations campaign in conjunction with Student Government
• Continue to monitor the performance of the “at risk” seniors by meeting with them every two weeks

Dual Enrollment Programs
• Implement a full dual enrollment program with Farmingdale that meets the requirements for PTECH, Smart Scholars and allows all students to enroll in dual courses
• Incorporate into the course catalog a description of the dual enrollment program at the HS
• Develop a process to monitor the performance of PTECH students
Goal No. 2 Statement: The organization and administration of the Freeport Public Schools will be increasingly efficient and effective

Performance Indicators:

Data comparing the school district with other school districts in Nassau County will show constant or increasing efficiencies in expenditures per pupil, tax levy per pupil, and administrative to instructional cost ratios.

By September 2015, new financial management system will be adopted and implemented which will facilitate the development of more efficient and flexible financial reporting.

Planned Administrative Strategies:

- Continue to allocate available financial resources to fund Capital Reserves minimizing the need for Bond issues and minimizing impact on future budgets and tax levies with the end result that our buildings are ready for the 21st Century
- Actively seek out competitive grants, actively advocate for Special Legislative Grants and continue the quest for alternative funding sources
- Efficiently use the $5.9 Million dollars from the Smart Technology Bond Act of 2014 for such initiatives as one-on-one iPad models, band wide connectivity district wide, appropriate brick and mortar construction projects, State-of-the Art security systems district wide and the like.
- Any new Construction will continue to meet industry standards for minimum environmental impact and sustainability.
- Continue to explore alternative energy sources like Solar Energy. Alternative energy initiatives could be used to run selected building system operations and as an instructional tool for our Science Programs
- Identifying sustainable property tax freeze initiatives that addresses these requirements through the life of this strategic plan
- Expand our fiber capacity to meet the demand for District-wide data processing
- Cross train support staff in all operational areas of the District
- Identify and implement a new Finance Management Systems with modules that will enhance and improve our operations with respect to the budget development process, the production and processing of purchase orders, the conservation of resources and the like
- Identify programs, services and procedures in both instructional and operational areas that need to be modified our discontinued
- Align financial resources with District key initiatives
- Advocate for restoration of funding related to GEA
- Align five-year facilities plan with key District initiatives
• Develop long range financial plans that maintain our low than average per pupil expenditures and sustain our low tax levy per pupil positions within Nassau County without sacrifice to our programs and services.

• Settle labor contracts with agreements that are equitable and sustainable within the confines of the tax cap requirements

• Explore shared services across all areas of our organization

• Provide opportunities for outside companies to BETA test developing products and services at no cost to the District

• Ensure that our Disaster Recovery Plan is comprehensive and up-to-date and can withstand penetration testing

• Harness the power of the Freeport Educational Foundation to further enrich selected school District initiatives.

• Meet and exceed the monitoring and compliance requirements associated with the Affordable Care Act (ACA)

• Implement paperless initiatives throughout the district to the extent possible.
Goal No. 3 Statement: The Freeport Public Schools will improve and expand internal and external communications

Performance Indicators:

- Number of Forums, surveys, seminars, community events will increase as will participation in these activities
- Increased Number of parents participating in the Parent University
- Content on web that enhances parent/school communication and collaboration
- The number list of organizations engaged, outcomes of advocacy, correspondence
- Documents, meeting minutes, online information

Planned Administrative Strategies:

- Implement a practice of conducting periodic focus groups for parents at Atkinson, Dodd and the high school.
- Increase communication to parents of students who are at risk of failure commencing early in the school year with each of dated progress report.
- Conduct “mandatory” meetings with parents for students who are at risk for failure.
- Identify high school clubs which may be able to provide services for Freeport senior citizens such as assistance with shopping, snow removal, learning how to utilize the Internet and social media, etc.
- Seek ways to make the Internet a comprehensively integrated modality for parent communication, student assignments, and research
- Implement a comprehensive family engagement plan.
- Ensure a positive culture where all Freeport children are academically, intellectually, socially, physically and emotionally supported and valued utilizing the Principles of Character Education
- Continue and expand advocacy activities to include parents and key communicators.
- Host a variety of ongoing community engagement opportunities to facilitate dialogue on educational issues.
- Utilize in-person and online surveys to solicit input from the community and to make it clear that the District truly wants to hear from them.
- Increase the number of parents willing to communicate with the District by e-mail with the ultimate phase-out of paper correspondence.
• Increase the number of communications sent to parents by e-mail.
• Increase parent use of the School Tool student management system parent portal.
• Engage in dialogue and partnership with community members and organizations to augment resources and to gain assistance in our advocacy efforts.
• Seek opportunities to directly communicate information, actions, challenges, and success stories to the community on a frequent basis and in a transparent manner.
• Build parents' capacity to communicate about student learning by assigning homework tasks that allow parents to contribute and participate and by holding parenting workshops focused on the role parents can play in providing a home environment that supports learning.
• Utilize a varied range of communication modalities, including newsletters, robo-calls, website, e-mails, assemblies, parent/teacher interviews, PTA meetings, etc.
• Provide professional development that helps teachers to communicate effectively with parents, particularly their capacity to develop a common language of learning with parents.
• Consistently share messages of high expectations for all students and their learning.
Goal No. 4 Statement: The Freeport Public Schools will foster a safe and supportive environment as well as a positive climate and culture among staff, students and parents.

Performance Indicators:

*Increase the number of staff, student, and community recognitions*

*Increase the number of monthly joint meetings with secondary principals, Central Office, security staff and Freeport Police*

*Increase the number of Parent University seminars and parent participation*

*Decrease the number of principals suspensions and Superintendent hearings*

Planned Administrative Strategies:

- Create a safe environment for students, staff, families, and community members through shared vision that includes all stakeholders.
- Implement security measures that provide safeguards for the learning environment, using the latest technology.
- Implement programs that will ensure that students, teachers and staff understand shared responsibility and have necessary coping skills.
- Maintain instructional facilities that support a safe, healthy, and comfortable learning environment.
- Promote a collaborative approach to school and community safety.
- Recruit and develop effective teachers and leaders who create high quality learning environments that are innovative, standard-based and opportunity rich.
- Recruit and hire staff that reflects the diversity of our community.
- Develop a district-wide coordinated effort to improve the culture, climate and safety in all schools.
- Develop a system-wide discipline process, enhance student awareness of internet safety, and create ethics policies and training.
- Improve internal and external customer service.
- Provide professional learning opportunities on school culture.
- Provide a systematic approach to professional development management and accountability for all non-certified employees.
- Regularly celebrate staff and student accomplishments according to criteria established by District and staff leadership.
• Continue and expand a recognition program designed to identify outstanding contributions to the FPS by members of the community

• Encourage staff to present the best practices of the FPS at local/state/national conferences, utilizing standards established by the local/state/national organizations

• Create incentive to encourage “thinking outside the box” by members of the FPS learning community in order to promote student achievement as reflected by local, state and national standards

• Create incentives to encourage participation in high level professional programs such as the National Board for Teacher Certification

• Insure FPS is represented in regional Job Fairs

• Identify ways in which to expand partnerships with local organizations and universities

• Include as a part of the high standards for staff evaluations, consideration of each staff member’s involvement in high-level professional development activities

• Develop a framework for identifying, nurturing and developing leaders in the District.

• Create a Professional Development Committee comprise of district-wide teachers and administrations to review NYS Professional Development Standards and incorporate them in the Freeport PDP, including teacher mentoring guidelines.

• Provide targeted professional development and training with ongoing classroom embedded support that enhances employee job performance and student learning.

• Provide targeted professional development and training for all administrators to enhance managerial, administrative and supervisory skills.

• Monitor and evaluate professional development activities at the Freeport Teacher Center to insure high quality, relevance, and alignment with District goals.

• Identify target areas for professional development for teachers and staff through an online survey.

• Administer needs assessment online surveys to all administrators to determine professional development needs and interests.

• Convene a committee of administrators and teachers to review current district programs and opportunities for professional growth, and then design and implement an appropriate program for teachers and administrators