



KEN-TON FORWARD



**KENMORE-TOWN OF TONAWANDA
UNION FREE SCHOOL DISTRICT**

2018-2023 STRATEGIC PLAN

www.ktufsd.org/forward

COMPOSITE DOCUMENT

6/19/18



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Our Ken-Ton Forward Message

We are pleased to present our new five-year strategic plan entitled “Ken-Ton Forward.” This plan establishes a renewed vision, mission, core values, and strategic long-range goals for the Kenmore-Town of Tonawanda School District. The plan also establishes an operational blueprint to achieve those goals and guide decision making for years to come.

Throughout this process, stakeholder involvement was extremely important because the entire Ken-Ton School District community has a vested interest in the success of all students and an important role to play in the education of our children. The development of “Ken-Ton Forward” was guided by a Core Team of stakeholders with representation from the Board of Education, teachers, administrators, support staff, district office, students, parents, law enforcement, senior citizens, business owners, the Town Council, and the Village of Kenmore.

The Core Team had the opportunity to look back at where we’ve been, envision where we want to be, and examine our strengths as well as areas of need. They identified three fundamental areas where they saw the greatest opportunity to achieve meaningful progress for our students: academic support, social-emotional well-being, and technology. They developed measurable goals in each of those three areas and convened individual task forces to fully develop a plan to achieve those goals, which will be guided by continuous progress monitoring to ensure we remain on track.

The Ken-Ton School District has a long and proud history that dates back more than 125 years. We are a unique and diverse school district that is among the largest in Western New York. We have a world-class staff, proud school communities, strong institutional values and traditions, and unrivaled academic programs. The district has a very strong foundation, and “Ken-Ton Forward” will allow us to take the success of our students, schools, and staff to new heights. The future is filled with opportunity and promise, and we hope everyone shares our excitement as we embark on this new chapter!

Stephen Bovino,
Superintendent of Schools





From Our Facilitators

It has been our pleasure to have served the Kenmore-Town of Tonawanda School District as facilitators of its new strategic plan. Over the last year, a Core Team and three Task Forces worked diligently to assess the needs of the district and thoughtfully discuss opportunities for the plan forward. Central in all of our work and thinking was creating a comprehensive and dynamic plan which would support outstanding outcomes for our students as we continue to create and strengthen the highly valued, collaborative culture of Ken-Ton.

Strategic Intents (goals with clear areas of measurement) were constructed to focus the direction of the district over the next five years. These measurable goals are connected to clear indicators for evidencing progress and success. This portion of the work aligns with the district mission, vision, and values, and is specifically designed to move Ken-Ton forward, in the best interest of its students.

Each of the three Task Forces examined research, data, and best practices in order to develop comprehensive strategies and action plans which will be systematically implemented over the next five years. These practices are intentionally constructed to have a positive impact on teaching and learning, with rigorous implementation beginning in the fall of 2018. Each year, the district will set annual targets and select specific strategies and action plans for implementation.

Ken-Ton Forward is a spectacular blueprint which will launch the district into the future. These are exciting times; we are honored to have been a part of guiding this important work. We look forward to hearing the many success stories as this community joins, united in purpose, with true clarity and focus, in the implementation of this hallmark plan.

Best regards and wishes for what the future holds for all of the Ken-Ton community and, especially, your students. Well-done... and congratulations!

Dr. Corliss Kaiser, Co-Facilitator
Dr. Deana Stevenson, Co-Facilitator

PLC Associates, Inc.



About Ken-Ton

The Kenmore-Town of Tonawanda Union Free School District (commonly shortened to “Ken-Ton”) encompasses the vast majority of the Town of Tonawanda and all of the Village of Kenmore. With strong institutional traditions and a long and proud history going back more than 125 years, the Ken-Ton School District continues to define itself through the passion and dedication of its students, parents, staff, administrators, Board of Education, community, and alumni. In academics, music, art, athletics, and other competitive pursuits, Ken-Ton students earn countless distinctions, awards, and honors and exemplify the outstanding quality of the programs and schools they represent.

The success of the Ken-Ton School District is founded upon its staff, many of whom not only live in Ken-Ton, but grew up in the community and count themselves among the district’s proud alumni. Ken-Ton has fostered a world-class teaching staff through an innovative and comprehensive framework of mentoring, coaching, and staff development. A significant number of Ken-Ton teachers have earned National Board Certification, which is considered to be the gold standard in teaching, and many staff have been distinguished at the regional level and beyond for demonstrating excellence in their professions.

Ken-Ton School District alumni include two national TV news anchors, a U.S. Court of Appeals judge, a former Skylab astronaut, the former president and CEO of Dunkin' Brands, and individuals who have achieved the highest levels of success in their careers, from professional athletes, actors, comedians, and musicians to business leaders, doctors, engineers, and educators.





Ken-Ton By the Numbers

June 2018

- With approximately 6,650 K-12 students and 225 Pre-K students, Ken-Ton is the third largest school district in Western New York and among the largest school districts in Upstate New York.
- Ken-Ton is among the tiny fraction of the nation's 14,000 school districts to be distinguished as a Best Community for Music Education, and has been each year for the past 8 years. The district's art programs are widely regarded in the professional arts community as among the best in the region. During the 2017-18 school year, the district's two high schools, Kenmore East and Kenmore West, had 8 students win high honors at the WNY high school art and photography exhibitions hosted by the Keenan Center, University at Buffalo, Daemen College, and Villa Maria College.
- The district is known for its extensive high school offerings. Kenmore East and Kenmore West are 2 of only 4 International Baccalaureate (IB) schools in the 8 counties of Western New York. Both high schools offer 4 NYS-certified CTE programs as part of its Career Academies, as well as the international Project Lead the Way pre-engineering curriculum and 2 art career pathways.
- With a long history of athletic achievement, the Ken-Ton Athletics Department oversees 46 varsity sports during the fall, winter, and spring seasons. During the 2017-18 school year, a total of 24 graduating Kenmore East and Kenmore West seniors were celebrated for signing their intent to compete at the collegiate level.
- Ken-Ton's innovative Big Picture Program, a non-traditional high school program and the only program of its kind in Western New York, has helped guide its students to graduation with a 94% graduation rate as of 2018. The Big Picture Program is distinguished by its small class advisories, individualized project-based approach to learning, and internship experiences. The program is expanding and will include approximately 75 students in grades 8-12 beginning in September 2018.
- By 2019, more than \$100 million will have been invested in school buildings, middle school/high school auditoriums, and athletic facilities through the Phase 1 Capital Project (completed in 2014) and the ongoing Phase 2 Capital Project.



Our Vision...

A community that creates dynamic learners who possess social awareness, confidence, and a belief in their power to succeed.

Our Mission...

The Ken-Ton school community will provide our students with the supports, tools, and diverse opportunities needed to meet the challenges of an ever-changing world.

Our Values...

Mutual Respect

Independence

Trust

Teamwork

Integrity

Passion for Excellence

Responsibility



Strategic Intent and Performance Indicators:

Instruction for All Students

By 2022-23, all district schools in Ken-Ton will provide comprehensive academic opportunities that support and extend learning in the critical areas of core instruction, academic intervention, and accelerated programming so that all K-12 students may achieve their highest potential.

Overview:

In order to ensure that all of our students are able to meet their full academic potential, we need to meet them wherever they are. To meet the needs of our students:

- We strongly believe there are measures that can address and strengthen our core instruction. We will ensure that the teachers in our district have the tools they need so that at least 80% of our students find success, without the need for additional support beyond the classroom instruction.
- We will grow and enhance academic intervention services systematically. This means having researched-based programming in place, based upon well-designed standard protocols that identify student needs.
- We will establish a K-12 Accelerated Leadership Team that will lead the creation of opportunities for students who are ready to be accelerated beyond the grade level core content. This district-wide K-12 program will foster high levels of student engagement for those students who are ready for “next-level” challenges.

Key Performance Indicator	Measure
Core Instruction	<ul style="list-style-type: none">• Creation of a common toolbox featuring strategies that fully engage students through a variety of instructional best practices which will meet the needs of our diverse learners• Development of new curriculum maps that include technology in all content areas; these maps will be continually reviewed, according to a precise schedule
Academic Intervention	<ul style="list-style-type: none">• Development of a Response to Intervention (RtI) Handbook for each level, K-12, that defines standards-based protocols• The percentage of resources, by grade, to meet the needs of students, including technology-enhanced lessons• The percentage of student intervention plans accessible online, including progress monitoring and historical data for all stakeholders
Accelerated Programming	<ul style="list-style-type: none">• Designation of an Enrichment Plan for each level, K-12, following standards-based protocols• Percentage of resources in place, by level, to meet the needs of students K-12, including technology-enhanced lessons• Percentage of improvement in reported student engagement as measured by students, parents, and teachers



Strategic Intent and Performance Indicators:

Technology

By 2022-23, Ken-Ton will embody a culture of innovation by providing all district schools increased access to technology-rich resources to enhance every aspect of our learning community.

Overview:

To fully realize a culture of innovation, an organization must essentially transform all learners within the realm of the technology initiative. Learners must embrace the innovation and feel that it is woven into the fabric of all communications and operations coming into and going out of the learning community. All of this supports the development of the “whole child” – not just academics. Technology does not stand alone in this district. By following this plan, technology will not be allowed to only be used as an administrative tool, but as an unequivocal need and resource. This is technology infusion and how a culture of innovation develops. These goals are what Ken-Ton is committed to doing for their students, using technology.

Key Performance Indicator	Measure
Integrate Technology into the Learning Environment	<ul style="list-style-type: none">• Technology pilot opportunities for teachers and student leadership opportunities will expand proportionally, by building• Online and blended instruction for students will increase across classes• Percentage of professional development opportunities using technology will increase• Percentage of applications and technology resources will be acquired for increasing literacy proficiency of students with disabilities and English language learners
Devices and Infrastructure	<ul style="list-style-type: none">• District upgraded to 10GB network• 2:1 ratio of students to devices• Mobile devices will outnumber desktops• High-tech security systems will be in place
Engaging All Learners	<ul style="list-style-type: none">• District-required forms for central registration and facility reservations will be online• Video and streaming services for communications will be used across the community• Outside-of-school-day Wifi-enabled areas/access for community and students will be offered• Alternative Learning Spaces will be constructed (library, makerspace, community areas)



Strategic Intent and Performance Indicators:

Social-Emotional Health and Wellness

By 2022-2023, Ken-Ton will provide the necessary staff, support, and structures so that 85% of Ken-Ton students will display improvement in social-emotional wellness as compared to our baseline measures.

Overview:

The “whole student” is a core component of the Ken-Ton Forward Strategic Plan. One way in which Ken-Ton will address this is through a comprehensive approach to student social and emotional wellness. Ken-Ton’s Social-Emotional Health and Wellness plan will focus on:

- Developing emotional resilience among students.
- Providing staff with professional development to help understand the causes of emotional distress.
- Strategies to address student social-emotional wellness in the classroom.
- Comprehensive understanding of student, family, and staff perspective through the on-going gathering of opinion and data in order to fully develop targeted supports.

Key Performance Indicator	Measure
Administer Youth Risk Behavior Survey (YRBS) in Grades 7-12	<ul style="list-style-type: none">• Middle and high school YRBS Reports• Percentage of change in results by area at each 2-year assessment interval
Administer Devereux Student Strengths Assessment (DESSA) in Grades K-6	<ul style="list-style-type: none">• School Behavioral Profiles• Percentage of improvement, pre-post, by class
Program Recommendations	<ul style="list-style-type: none">• Listing of updated, new social/behavioral curricula/programs• Staffing recommendations for updated/new programs
Trauma-Informed Educational Practices (TIEP) Culture and Readiness	<ul style="list-style-type: none">• Percentage of improvement, year-over-year, of perceptions of TIEP and degree embedded in practice• Percentage of staff who attended Trauma 101 Training• Number and listing of updated policies and procedures
Differentiated Restorative Practices (RP) Training	<ul style="list-style-type: none">• Number of total Restorative Practices classes offered• Number of hours of Restorative Practices training offered• Percentage of staff trained in Restorative Practices by school



Strategies and Action Plans

Strategic Area  **Strategy (Multi-year)**  **Action Plan (Project)**

Instruction for All Students Strategies and Action Plans

Strategic Area #1: Core Instruction (CI)

CI 1.1 Common strategies for checking for understanding: Create a tool box of effective methods for teachers to use in their classroom which will allow them to formatively assess students' progress toward the learning throughout a lesson.

- Research successful checking for understanding strategies to determine which strategies to include in the Ken-Ton tool box, by grade level
- Provide professional development for high-impact checking for understanding strategies
- Reflect on the effectiveness of the methods and refine the checking for understanding strategies tool box, annually
- Monitor implementation of the tool box in all classrooms during walkthroughs

CI 1.2 Teaching strategies to meet the needs of diverse learners: Create a tool box of various teaching strategies to meet the needs of diverse learners (in addition to academics: English Language Learners, students in foster care, special education, transfer students, gifted and talented, etc.) so that all teachers are utilizing the common teaching strategies for diverse learners.

- Research successful strategies to meet the needs of diverse learners
- Determine the best-suited strategies to meet the needs of diverse learners we want to include in the Ken-Ton tool box
- Research and deliver professional development techniques that allow teachers to successfully implement differentiated strategies
- Determine ongoing professional development for teachers on the strategies to meet the needs of diverse learners

CI 1.3 Strategies for grouping, placement and scheduling: Establish clear protocols for student placement into classes, as well as for teacher assignments. Teachers will have access and training around district-wide recommendations for flexible student grouping within these classrooms and programs. In order to best meet the needs of our students, there will be extended learning opportunities beyond the regular school day.

- Utilize data from our district on the different grouping strategies in place in our classrooms, and determine the need for changes and professional development
- Create and/or revise new placement protocols to ensure students are in the best learning environment for success, based on researched best practices
- Create extended learning opportunities for students, K-12, based on need and impact of program models



- Determine a protocol on how teacher assignments could be completed to best serve all students in the district and assist building administrators inform their practice

CI 1.4 Collaboration horizontally and vertically around instruction: Ensure consistency across school buildings and within grade levels; teachers will have opportunities to collaborate horizontally and vertically throughout the year, with a focus on instructional strategies (building and district-wide). All teachers involved in co-teaching and “push in” services on a daily basis will have time to plan lessons together, ensuring effective utilization of staff.

- Implement vertical collaboration, along with horizontal collaboration, with clear expectations for work products; these meetings will be facilitated by district-wide Instructional Support Specialists
- Develop a plan to ensure teachers have co-planning opportunities when they are sharing students or “pushing” into classroom instruction (i.e. occupational therapist, art teacher)

Strategic Area #2: Academic Intervention (AI)

AI 2.1 Structure: Create and implement a schedule and delivery models to provide academic interventions for students who meet RtI criteria, as well as students who do not qualify for Tier 2 or 3 interventions, but are still in need of academic support.

- Research scheduling models that provide academic intervention based on student need, determined by intervention guidelines, as well as structures for students who do not qualify for Tier 2 interventions, but are still in need of academic support
- Implement scheduling models, providing necessary time for academic interventions to be implemented, with fidelity, for students in need of academic support
- Evaluate, reflect and revise scheduling models, providing necessary time for academic interventions to ensure implementation with fidelity, for students in need of academic support

AI 2.2 Assessment: Create and implement standard protocols to determine entry, progress monitoring, and exiting regarding Tier 2 and Tier 3 intervention, as well as academic support.

- Research and implement standard protocol models to determine criteria for entry and exit into Tier 2 and Tier 3 interventions
- Identify progress monitoring protocols to evaluate student growth and success
- Establish a process to continually evaluate, reflect on and revise standard protocol models regarding entry and exit into Tier 2 and Tier 3 interventions

AI 2.3 Resources: Provide resources to support K-12 evidence-based academic interventions to include materials, ongoing professional development, and necessary staffing.

- Inventory current evidence based academic interventions available for K-12 and determine need for additional interventions
- Research and implement staffing models to deliver evidence based academic intervention



- Identify professional development needs and implement ongoing training necessary for all providers

AI 2.4 Communication: Create ongoing communication systems for all stakeholders that defines the Response to Intervention (RtI) process and provides access to intervention plans, student progress, and historical data.

- Research RtI and Academic Intervention Services (AIS) state mandates to ensure compliance regarding communication with all stakeholders
- Research successful communication systems used by other school districts
- Create and implement communication systems that share RtI definitions and processes with all stakeholders
- Evaluate, reflect on and revise strategies to ensure the effectiveness of RtI communication systems for all stakeholders

Strategic Area #3: Accelerated Programming (AP)

AP 3.1 Leadership Team: Establish a K-12 Core Team to lead the district in creating opportunities for students who are ready to be accelerated beyond the grade level core content. The team will be tasked with defining the program that will be implemented.

- Determine criteria required for accelerated programming
- Conduct research for possible accelerated programs
- Continually evaluate program effectiveness and needs of the programs
- Conduct an annual review of fiscal needs for accelerated programming

AP 3.2 Budgeting of Resources: Establish an ongoing budgeting process that will ensure adequate funding to support district-wide accelerated programs.

- Determine needed staffing patterns - certified gifted and talented (G/T) specialists, coordinator, assessors, etc.
- Develop programming needs and priorities - supplies, screening/assessment materials, field trips
- Review and determine transportation needs
- Determine physical space/classroom space needs
- Evaluate technology needs
- Arrange professional development for accelerated learning with substitute coverage

AP 3.3 Program Development: Develop a systematic program to accelerate learning for our students.

- Research proven accelerated curriculum and programming options in districts
- Identify curriculum programming options and assessments
- Work with building leaders to create an efficient schedule for accelerated programming
- Devise and conduct an annual review of accelerated programming



AP 3.4 Student Identification: Ensure all students have the opportunity to receive services for enhanced instruction, including a clear identification process that is objective with key metrics.

- Research screening tools
- Implement screening tools with comprehensive training and support
- Determine criteria for entry into accelerated programming at each level
- Conduct an annual review of the student identification process for accelerated learning

AP 3.5 Communications: Ensure consistency throughout the district with regard to accelerated programming, establishing clear lines of communication and explicit protocols to follow.

- Establish a district-wide Core Team to communicate with building stakeholders about programming options at each level
- Communicate programming options to the community including mailings, use of the website and a comprehensive guide/handbook
- Conduct an annual review of district-wide communications with regard to accelerated programming

AP 3.6 Professional Development: Develop comprehensive professional development offerings for all accelerated program facilitators.





Technology Strategies and Action Plans

Strategic Area #4: Integration of Technology (IT)

IT 4.1 Integrate technology into the learning environment: Develop a completely integrated program featuring technology infusion which will maximize the application and impact of administrative and instructional technology district-wide.

- Design professional development which supports a shift in instruction that integrates technology to increase student learning opportunities
- Provide opportunities for teachers to apply staff development technology-based learning with students
- Include technology-aligned professional development opportunities on Superintendent's Conference and/or early release days
- Develop Science, Technology, Engineering, Art, Math (STEAM) and Computer Science curriculum maps that strategically and explicitly use technology to support content
- Develop opportunities for students to become district leaders in technology support
- Update student technology courses to include emerging technologies
- Offer courses to students that are online or blended options
- Focus curriculum projects based on the International Society for Technology in Education Standards for Students
- Design Response to Intervention (RtI) strategies with appropriate learning technology for tiered interventions
- Utilize targeted applications and technology resources for increasing literacy proficiency of students with disabilities
- Utilize targeted applications and technology resources for increasing achievement for English Language Learner (ELL) students
- Plan for self-sustained Assistive Technology Supports and Services
- Create Digital Citizenship Curriculum K-12, infused within classroom curriculum
- Develop student online courses that incorporate citizenship and content
- Create opportunities regarding positive social and mental health through technology

Strategic Area #5: Technology Devices and Infrastructure (DI)

DI 5.1 Devices and Infrastructure: Create a comprehensive format for updating all components of technology including software, hardware, and delivery mechanisms so that the district benefits from cutting-edge, current technology resources.

- Increase availability, security, and inter-operability of technology with a robust, reliable infrastructure and wireless network
- Increase the sustainability and efficiency of our facilities and operations
- Expand proactive technical support for schools
- Increase the number of computing and web-enabled devices and resources available for teaching and learning



- Increase the number of computing and web-enabled devices and resources available for administrative services

EL 6.1 Engaging All Learners: To fully realize this culture of innovation, an organization must essentially transform all learners within the realm of the technology initiative. Learners must embrace the innovation and feel that it has become woven into the fabric of all communications and operations coming into and going out of the learning community.

- Connect educators, families, and key partners with timely, relevant information about students' academic progress.
- Engage students and the community in the learning process via new and extended learning spaces.

Social-Emotional Wellness Strategies and Action Plans

Strategic Area #7: Student Resilience (SR)

SR 7.1 Administer the Youth Risk Behavior Survey (YRBS) (7-12): Establish effective programming essential to determine needs through assessment of student risk factors.

- Digitally administer YRBS in grades 7-12
- Analyze anonymous YRBS data for risk factors
- Compare anonymous data to that of WNY and appropriate regions (NYS, USA)

SR 7.2 Administer School Climate Surveys to students, teachers, and families: Assess and support school climate via the gathering of multiple stakeholder perspectives.

- Implement the digital YouthTruth Survey to collect additional school climate data
- Collect parent voice, teacher perspective, and student perspective via the YouthTruth Survey
- Assess and analyze data as an aggregate and by stakeholder group to assist in determining needs

SR 7.3 Administer the Devereux Student Strengths Assessment (K-6): Assess the social-emotional strengths of our younger students in order to identify appropriate interventions, prevention resources, and supports for teachers which will assist in the development of student resilience at a young age.

- Provide all teachers, K-6, with a tool to quickly evaluate the social-emotional state of their students
- Develop areas of strength and need, by domain, to assist in intervention identification
- Deliver interventions from a tiered approach to addresses results over time

SR 7.4 Organize and analyze student data on new surveys, disciplinary referrals, suspensions, and attendance: Align our strategic efforts with the Every Student Succeeds Act (ESSA), creating compliance with metrics used nationally and new federal law.

- Assess chronic absenteeism via ESSA standards



- Assess school engagement as a function of student discipline
- Align new survey data with trend analysis of existing discipline, attendance, and suspension data
- Develop a plan to address disproportionality in suspension of minority students with disabilities

Strategic Area #8: Create a Trauma-Informed School District & Embed Restorative Practices (TI)

TI 8.1 Develop awareness and capacity of staff to be better equipped to support student social-emotional wellness: Establish a strong foundation regarding the development of mental illness and the interplay of social-emotional resilience and student achievement to address the needs of the whole student.

- Develop “Flash Professional Development” for mental health staff to deliver to school staff
- Provide for specialized district staff to coach instructional professionals on addressing student behavior
- Implement a purposeful theme, addressing social-emotional wellness for staff development and/or early release days

TI 8.2 Develop Trauma-Informed Educational Practices (TIEP) Framework: Assist all district staff in understanding the key trauma-informed concept – a student’s present state of mind may be a function of “what happened” to that student rather than “what is wrong with” that student, building shared understanding.

- Collaborate with University at Buffalo’s Institute on Trauma and Trauma-Informed Care
- Develop and implement a multi-year plan to integrate a “trauma-informed” lens into all district practices
- Provide comprehensive TI-centered staff development
- Review all policies and procedures for consistency with trauma-informed practices
- Integrate trauma-informed practice into school-level functions
- Provide training to all district staff on the impact of trauma on child development and student outcomes

TI 8.3 Develop a Restorative Practices Professional Development Plan: Create a plan centered on the recognition and understanding that, when a student engages in negative behavior, it often requires repairing the relationship between that student and other individuals at the school (student, teacher).

- Develop a differentiated staff development plan for restorative practices
- Train all teachers in classroom-based restorative practice activities and structures
- Train mental health staff on the delivery of advanced restorative practice activities (e.g. resolution circles after a major disciplinary incident)
- Deeply embed restorative practices theory and practices into the district disciplinary code and school culture



TI 8.4 Develop and implement a middle school alternative to suspension model using restorative practices: Recognize that negative student behavior may be the result of poor relationships or a function of personal traumatic experiences. We will improve student outcomes when poor behavior is displayed, increasing in-class time, thus providing for increased student achievement, while simultaneously processing a student's negative behavior.

- Identify best practices for alternative to suspension models
- Identify key staff that can deliver professional development in restorative practices to middle school faculty
- Develop a standard model for alternative to suspension policies and procedures to support consistency between Franklin Middle and Hoover Middle
- Hire and train an alternative to suspension specialist to develop and implement the comprehensive model



Thank you to all who worked so diligently!

Our Ken-Ton Forward Core Team:

Jill Ackerman, Teacher Aide
Steve Bovino, Superintendent of Schools
Lisa Carver, Elementary Teacher
Dan Crangle, Town of Tonawanda Council Member
David Dolce, Business Owner
Devon Eleey, Student
Robert Hengel, Student
Diane Hyzy, Special Education Teacher
Kathleen Johnson, Kenmore Village Clerk and Treasurer
Michael Lewis, Director of Special Education & Student Services
Heather Lyon, Director of Elementary Education
Ann Milazzo, Senior Clerk Typist
Michael Muscarella, Principal, Lindbergh Elementary School
Jill O'Malley, Board of Education President
Thomas Perryman Sr., Resident
Carmelina Persico, Principal, Hoover Middle School
Samantha Purpora, Parent
Matt Raines, Assistant Principal, Kenmore West High School
Julianna Sciolino, Director of Technology & Curricular Innovation
Peter Stuhlmiller, Social Studies Teacher
Michelle Teter, Parent
Monika Toney, Parent
Jerome Uschold, Chief of Police, Town of Tonawanda Police Department
Robin Zymroz, Assistant Superintendent for Instruction & Student Services/
Internal Coordinator for Strategic Planning

Instruction for All Students Task Force:

Teresa Gerchman, Director of Secondary Education (Co-Chairperson)
Heather Lyon, Director of Elementary Education (Co-Chairperson)
Keith Augustine, Math Teacher
Christine Barth, Supervisor of Elementary Special Education
Mary Bieger, K-12 Instructional Coach
Jackie Blonski, Math Teacher
Jen Conway, English as a New Language Teacher
Penny DePasquale, Intervention Teacher
Heather Gardner, Intervention Teacher
Mike Huff, Principal, Hoover Elementary School
Michelle Jaros, Assistant Principal, Hoover Middle School



Instruction for All Students Task Force (cont.)

Valerie Knoll, School Psychologist
Giselle Lewandowski, English Teacher
Ann Maccagnano, School Support Specialist
Diana Maskell, Elementary Teacher
Christine Metzger, School Psychologist
Karen Pritchard, Elementary Teacher
Matt Raines, Assistant Principal, Kenmore West High School

Social-Emotional Wellness Task Force:

Michael Lewis, Director of Special Education & Student Services (Chairperson)
Kelly Arroyo, Special Education Teacher
Ceil Bauer, School Social Worker
Jan Cerra, Family Support Center Director
Amber Dewey, School Psychologist
Dina Ferraraccio, Assistant Principal, Kenmore West High School
Nicole Hoover, Special Education Teacher
Tom Horowitz, Elementary Behavior Support Specialist
Pat Kosis, Principal, Franklin Elementary School
Michele Melligan, School Counselor
Cathy Miller, School Counselor
Larry Scott, School Psychologist
Betty Sullivan, School Counselor
Christa Young, Special Education Teacher on Special Assignment

Technology Task Force:

Julianna Sciolino, Director of Technology & Curricular Innovation (Chairperson)
Jill Ackerman, Teacher Aide
Elaine Ablove, Staff Development Center Director
Judy Anthony, District Technology Integrator
Joi Chimera, District Technology Integrator
Lisa Cross, Principal, Holmes Elementary School
Denise Grandits, ELA Teacher
Crista Maghrak, Elementary Teacher
Iann Miller, Information Technology Systems Engineer
James Nestico, Transportation Supervisor
Heather Ratka, Physical Education Teacher
Frank Spagnolo, Assistant Director of Special Education and Student Services



Our Board of Education:



Front row, from left, Dr. Jill O'Malley, Board President; Dr. Thomas Reigstad, Trustee; and Christine Cavarello, Trustee. Back row, from left, Andrew Gianni, Board Vice President; Michelle Tarbox, Trustee; and Stephen Bovino, Superintendent of Schools.

