

KEN-TON FORWARD



KENMORE-TOWN OF TONAWANDA
UNION FREE SCHOOL DISTRICT

2018-2023 STRATEGIC PLAN

www.ktufsd.org/forward

Table of Contents

1	Our Ken-Ton Forward Message
2	From Our Facilitators
3	About Ken-Ton
4	Ken-Ton By the Numbers
5	Vision, Mission, Values
6	Strategic Intent & Performance Indicators
10	Strategies & Action Plans
13	Thank You



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
June 2018

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 Intent (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.
June 2018

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...

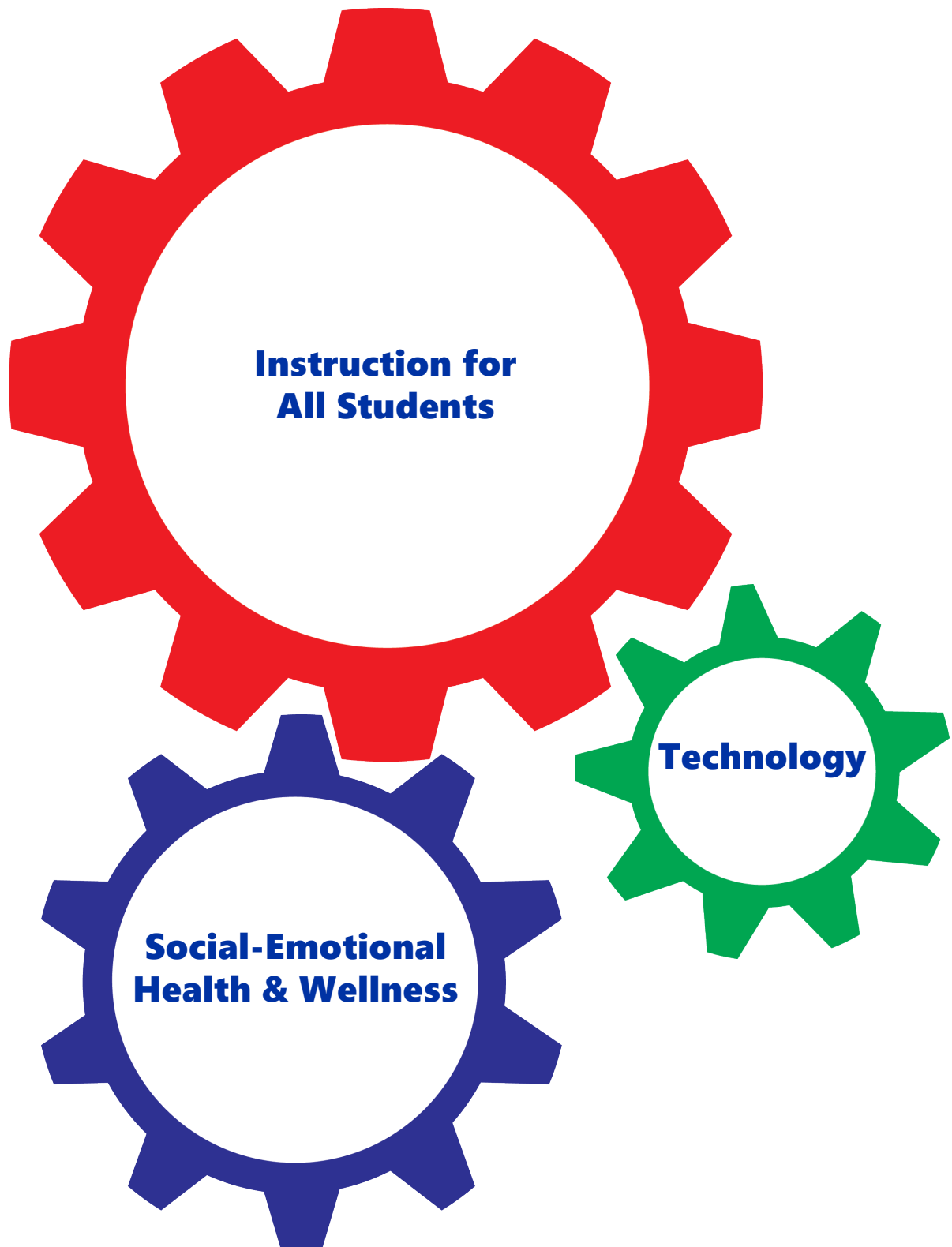
The Ken-Ton school community will provide our students with the supports, tools and diverse opportunities needed to meet the challenges of an ever-changing world.

Our Values...

Mutual Respect
Independence
Trust
Teamwork
Integrity
Passion for Excellence
Responsibility

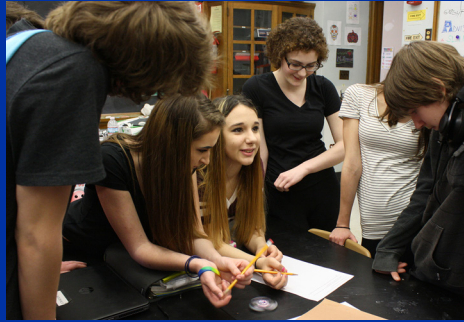


Strategic Intents & Performance Indicators



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.



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	Measures
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

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.



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	Measures
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)

Social-Emotional Health and Wellness



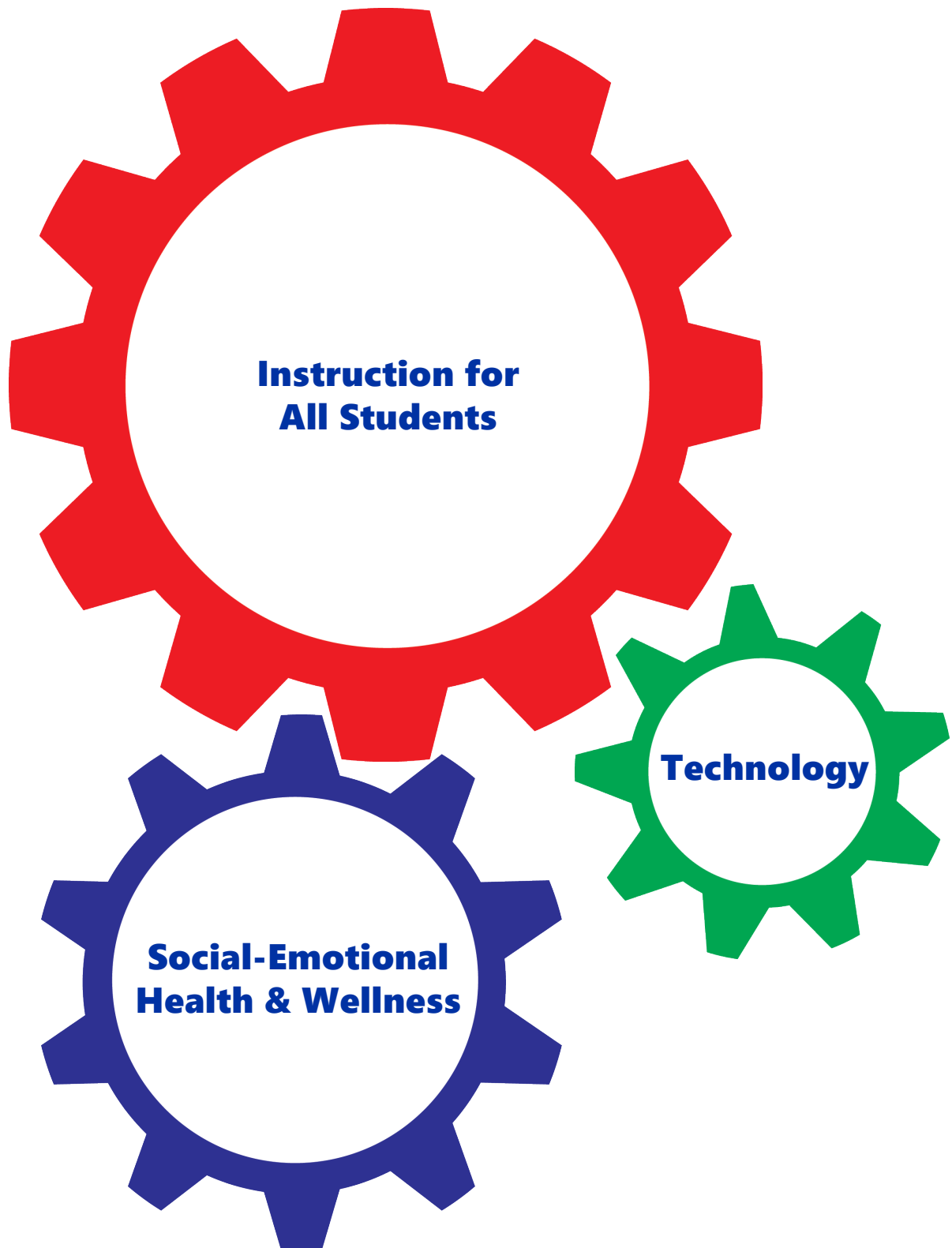
By 2022-2023, Ken-Ton will provide the necessary staff, support, and structures so that 85% of Ken-Ton students will display improvement in social-emotional wellness as compared to our baseline measures.

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	Measures
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



Instruction for All Students Strategies

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.

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.

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.

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.

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 Rtl criteria, as well as students who do not qualify for Tier 2 or 3 interventions, but are still 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.

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

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

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.

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

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

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.

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

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

Technology Strategies

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.

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.

Strategic Area #6: Engaging All Learners (EL)

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.

Social-Emotional Wellness Strategies

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.

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

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.

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.

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.

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.

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).

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.

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*
Valerie Knoll, *School Psychologist*

Thank you to all who worked so diligently!

Instruction for All Students Task Force (cont.)

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*