

KENMORE-TOWN OF TONAWANDA UFSD

2024 Update



Ken-Ton Forward STRATEGIC PLAN

COMPOSITE DOCUMENT

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TABLE OF CONTENTS



Our Ken-Ton Forward Message	3
About Ken-Ton	4
District Highlights	5
Vision, Mission, Values	6
Our Strategic Plan	7
Services for All Students Goal and Overview	8
Services for All Students Strategies and Actions	9
Instructional and Programmatic Excellence	14
Safety, Security and Wellness	18
Financial and Human Resources	24
Connected Community	27
Acknowledgements	34



Our Ken-Ton Forward Message

The Ken-Ton Forward represents a long-term blueprint to ensure continuous improvement at all levels within the Kenmore-Town of Tonawanda Union Free School District. It was the product of many months of hard work by a dedicated group of school district stakeholders. The Ken-Ton Forward represented a significant shift in the governing philosophy of the school district. It articulated a new vision for Ken-Ton Schools as well as a new mission, core values, and strategic long-range goals to assist the district in achieving that vision.

The Ken-Ton Forward was a five-year strategic plan first introduced in 2018. Five years later, we are pleased to present a renewed and updated version of the Ken-Ton Forward which will span the next five years. It builds upon the progress that has been made over the past five years while also addressing challenges we have faced which couldn't have been imagined five years ago. It encompasses goals and strategies which are now re-organized into five core areas: instructional and programmatic excellence; services for all students; safety, security, and wellness; fiscal and human resources; and community connections.

The Ken-Ton Forward establishes a cyclical process of district-wide improvement which will continue to be central in all decision making. The document recognizes the interconnectedness and overlap of the efforts underway by schools, departments, offices, and programs which are all dedicated to improving student achievement and social-emotional outcomes. It is important for everyone in our community to familiarize themselves with the goals of the Ken-Ton Forward, as the implementation and success of the plan will be a community-wide effort.

The Ken-Ton School District has a long and proud history going back more than 125 years. We have a world-class staff, proud school communities, strong institutional values and traditions, and unrivaled opportunities in all of our schools. 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.



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.



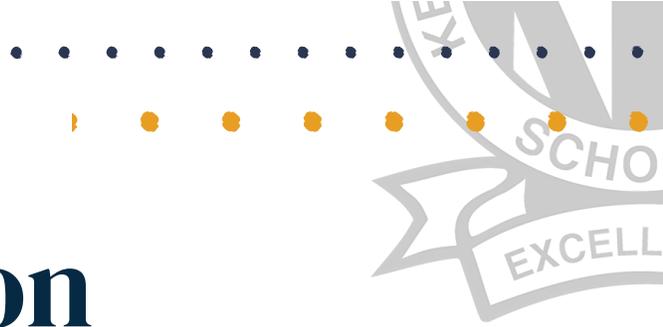
The success of the Ken-Ton School District is founded upon its staff, many of whom not only live in Ken-Ton, but grew up in the community and count themselves among the district’s proud alumni. Ken-Ton has fostered a world-class teaching staff through an innovative and comprehensive framework of mentoring, 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.

District Highlights

- With approximately 6,260 K-12 students and 330 Pre-K students, Ken-Ton is the fourth largest school district in Western New York and among the largest school districts in Upstate New York.
- The Buildings & Grounds Department maintains 17 buildings as well as 98 acres of green space, 8 playgrounds, 4 artificial turf athletic complexes, 8 soccer fields, 6 baseball/softball diamonds, 3 lacrosse fields, 1 field hockey field, 27 tennis courts, 2 tracks, and 5 indoor swimming pools.
- 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 13 years. Additionally, the district's K-12 art programs, which include 2 art career pathways, are widely regarded in the professional arts community as among the best in the region.
- The district is known for its extensive high school offerings. Ken-Ton is 1 of only 2 school districts in the 8 counties of Western New York that offer the rigorous International Baccalaureate (IB) Program. 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.
- With a long history of athletic achievement, the Ken-Ton Athletics Department oversees approximately 30 varsity programs during the fall, winter, and spring seasons. During the 2023-24 school year, Ken-Ton celebrated 7 Section VI individual and team championships a total of 21 graduating Kenmore East and Kenmore West seniors were celebrated for signing their intent to compete at the collegiate level.
- In the fall of 2023, Ken-Ton re-opened Kenmore Junior-Senior High School, which is the current home to Big Picture and Crossroads Academy. The Big Picture program is the only program of its kind in Western New York. It has helped guide its students to graduation typically with a 100% graduation rate. The Big Picture Program is distinguished by its small class advisories, individualized project-based approach to learning, and internship experiences. The new, innovative Crossroads Academy, serves high school juniors and seniors who are at risk of not meeting graduation requirements. The Crossroads Academy offers students a supported learning environment, including an individual advisor, restorative and trauma-informed approach to student conduct while offering simultaneous credit recovery and credit accrual.
- Primarily financed through NYS Education Department Building Aid, more than \$175 million will have been invested in school buildings and facilities by 2025-26. Improvements include new more secured entrances, interior renovations, new water pipes to maximize water quality, classroom additions at identified buildings, enhanced technology infrastructure, new bus loading/unloading zones and pick-up/drop-off loops to enhance safety, gymnasium upgrades, new artificial turf athletic fields, renovated middle/high school auditoriums, and other building improvements.



Vision, Mission And Values

Our Vision

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

Our Mission

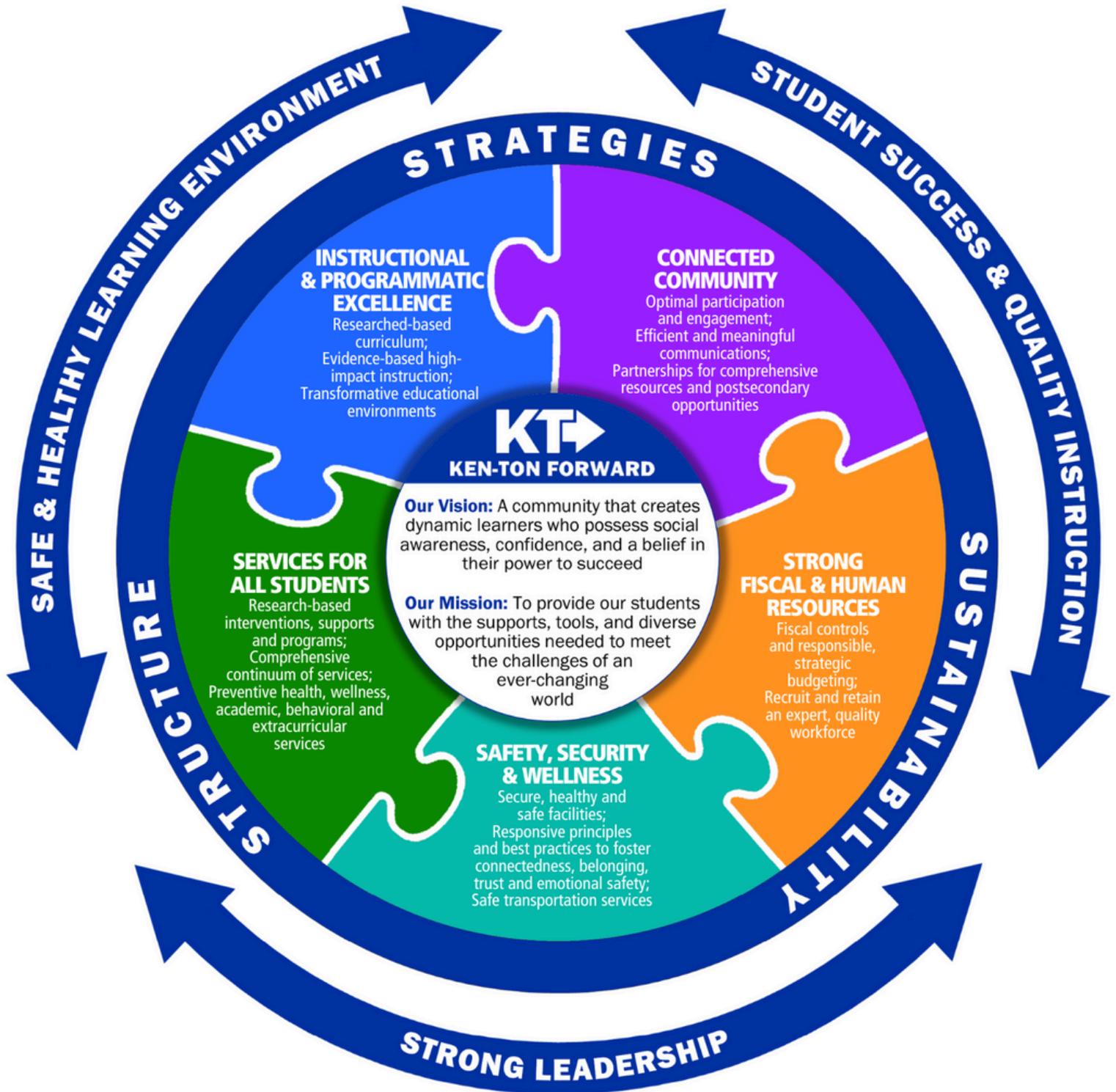
The Ken-Ton school community will provide our students with the supports, tools and diverse opportunities needed to meet the challenges of an ever-changing world.

Our Values

Mutual Respect
Trust
Integrity
Responsibility

Independence
Teamwork
Passion for Excellence

Our Strategic Plan



Our Strategic Plan

Welcome to our School District's Strategic Plan, a comprehensive blueprint designed with our students at the heart of every decision. Our plan revolves around five key goals aimed at instructional and programmatic excellence, enhancing services for all students, ensuring safety, security and wellness, maintaining strong fiscal and human resources and establishing a connected community. Together, we will create an educational experience that not only meets the needs of our diverse student population but also prepares them for a bright and successful future.

GOAL 1:

INSTRUCTIONAL &
PROGRAMMATIC
EXCELLENCE



Ken-Ton will ensure implementation of a rigorous and coherent curriculum, utilization of high quality differentiated instructional practices, and promoting a culture of data-driven decision making to engage and empower each student to achieve excellence as a learner and citizen.

GOAL 2:

SERVICES FOR
ALL STUDENTS



All district schools in Ken-Ton will provide comprehensive services to support student learning, social-emotional and personal wellness, as well as engaging opportunities that help all students access, display and gain new knowledge and skills.

GOAL 3:

SAFETY,
SECURITY &
WELLNESS



Ken-Ton will ensure a safe and secure learning and work environment for all Ken-Ton students, staff and visitors through safety infrastructure improvements and promoting a positive, inclusive school culture that values diversity and is responsive to individual needs.

GOAL 4:

STRONG FISCAL &
HUMAN
RESOURCES



Ken-Ton will embrace equitable practices of sustainability, transparency and stewardship that strengthen financial and human resources that are aligned with educational priorities and positively impact student achievement.

GOAL 5:

CONNECTED
COMMUNITY



Ken-Ton will build strong partnerships among all school and community stakeholders to foster a culture of trust and collective responsibility for school and student success.



GOAL 1

Ken-Ton will ensure implementation of a rigorous and coherent curriculum, utilization of high quality differentiated instructional practices, and promoting a culture of data-driven decision making to engage and empower each student to achieve excellence as a learner and citizen.

Overview:

To fully realize a culture of student agency and excellence, we will focus on research-based instructional practices that meet the needs of our diverse students. We will continually engage in a deep and continuous review of the curriculum and resources to ensure our students have access to high quality curriculum that promotes research-based best instructional practices. Learners will embrace innovation, challenge and problem-solve to become essential partners in the learning community.

STRATEGIC ACTIONS:

01 We will ensure district-wide protocols for a continuous cycle of standards, curriculum, instruction and assessment, implementation with strategic review. We will ensure documented curriculum maps for each content area are developed to ensure consistent, predictable, comprehensive curriculum and instructional methods are available for all students.

02 We will provide professional development and resources to ensure that research-based Instructional best practices are in every classroom so all students will experience authentic and meaningful engagement on a daily basis.

03 We will develop transformational educational environments that support the learning needs of all students, including innovative pathways to graduation to maximize opportunities for earning a high school diploma with skills that will prepare learners for post-secondary goals.

STRATEGIES AND ACTIONS



01. Research-Based Curriculum and Resources



Research-Based Curriculum and Resources

1.1 Implement district-wide protocols for a continuous cycle of standards, curriculum, instruction and assessment, implementation with review. This includes curriculum maps for each content area in Ken-Ton.

- Implement quarterly curriculum review team meetings to report on department progress on the curriculum review cycle
- Ensure curriculum maps include engagement strategies and recommendations from NYSED's Culturally Responsive-Sustaining Framework
- Provide staff development for department leaders on protocols for curriculum mapping and assessment development

Research-Based Curriculum and Resources

1.2 Curricular materials and resources will represent relevant learning outcomes and readiness skills.



- Curriculum committees will utilize data to review implementation of curricular resources
- All curricular materials and resources will represent NYSED standards and program expectations, including the NYS Computer Science and Digital Fluency Standards



Research-Based Curriculum and Resources

1.3 Curation of curriculum materials and resources that promote the implementation of instructional practices that embrace diversity, cultural relevance, equity and the inclusion of all students.

- Ensure curricular resources are culturally respectful, reflective of learners and their needs to encourage engagement and embrace inclusion
- Culturally reflective resources are in place, by level, to encourage teaching practices that value intercultural understanding and respect, including technology-enhanced lessons
- Activities are developed and discussed that model teaching practices that respond to the learning needs of students beginning with an awareness of cultural influences that impact learning

STRATEGIES AND ACTIONS



02. Research-Based Instructional Best Practice



Research-Based Instructional Best Practice

2.1 Instructional practices will ensure authentic and meaningful engagement of all students on a daily basis, while also ensuring student agency and choice to support relevant, meaningful and individualized learning opportunities.

- Actively engage stakeholders on the Engagement Task Force to monitor implementation of the Engagement Playbook
- Continue building capacity for use of the engagement playbook by establishing and building engagement support teams to provide training and coaching to teachers in schools
- Utilize differentiation strategies and Tier 1 support for all learners
- APPR observation practices will support growth of teachers and schools

Research-Based Instructional Best Practice

2.2 Use of data-driven monitoring and support to ensure responsive curriculum and instruction practices are based on student changing needs.



- Implement a standard benchmarking system K-8 that demonstrates student academic growth for ELA and Math
- Utilize data analysis protocols and access to the data warehouse to review student progress bi-annually and include local goals in schools School improvement plans



Research-Based Instructional Best Practice

2.3 Implementation of Instructional methods that complement the learning styles of current, digital learners.

- Implement strategies to ensure students have equitable access to Digital content and understand standards of excellence to develop skills as digital citizens
- Research and deliver professional development techniques that allow teachers to successfully implement blended learning strategies
- Use of blended learning instructional practices (e.g. flipped classroom, station rotation) to support digital literacy, mastery-based learning and differentiated instruction
- Effective use of a learning management system to extend the classroom and learning beyond the school day
- Design and implement digital assessments that provide timely feedback for students and teachers

STRATEGIES AND ACTIONS



03. Transformational Educational Environments



Transformational Educational Environments

3.1 Develop a continuum of advanced, accelerated or enriched programming to support learning needs beyond the core curriculum and instruction program.

- Designation of an Enrichment Plan for each level, K-12, following standards-based protocols
- Continue to utilize and develop the Ken-Ton Instructional Playbook for Engagement to include strategies to advance learning
- Establish process and procedures for identification and service of students who meet established criteria

Transformational Educational Environments

3.2 Develop innovative pathways to graduation to allow for all students to successfully earn their high school diploma.



- Analyze enrollment in pathways to graduation and indicators of success quarterly with the High Schools
- Implement new pathway options provided by NYSED with teacher leaders (e.g. Seal of Civic Readiness, Individual Arts Pathway, CDOS and CTE programming)
- Support the development of alternative pathways to graduation such as Big Picture Learning and Crossroads Academy



Transformational Educational Environments

3.3 Continue to review existing programs to maximize learning, ensure outcome alignment with post-graduation education and careers.

- Ensure district graduation rate exceeds the NYS average graduation rate
- Develop partnerships with regional colleges and industries to provide access to collegiate level coursework and work-based learning experiences

GOAL 2

All district schools in Ken-Ton will provide comprehensive services to support student success, social-emotional and personal wellness, as well as engaging opportunities that help all students access, display and gain new knowledge and skills.

Overview:

In order to ensure that all of our students are able to meet their full academic potential, we need to understand their learning needs, provide support and services that allow for students to be successful while continuing to be challenged, and to provide the necessary services and interventions in order to eliminate opportunity gaps.

STRATEGIC ACTIONS:

- 01** We will ensure that barriers to student participation and progress in the instructional program are removed by using robust research-based resources in our district to supplement our core program in order to demonstrate a proportionate decline in students requiring academic, social-emotional and personal wellness interventions from baseline to end of year.
- 02** We will refine and enhance responsive student services for special populations. We will develop a comprehensive continuum of services that employs researched-based programming structures, practices, protocols and instructional methods designed to meet specialized needs.
- 03** We will continue to develop and refine our preventive services for all students to ensure robust, comprehensive services are in place in order to support the whole child, including personal health and wellness, academic, behavioral and extracurricular engagement needs.

STRATEGIES AND ACTIONS



01. Services for Unconventional Learners



Services for Unconventional Learners

1.1 Development of a systematic MTSS that includes Social-Emotional and Behavioral Supports alongside the existing academic supports.

- Inventory existing programs and interventions currently available and look for gaps related to student areas of need
- Research successful checking for understanding strategies to determine which 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

Services for Unconventional Learners

1.2 Identification and development of systematic reviews of critical data to support the development of the MTSS system.



- Identify school-wide/grade-level-wide or district-wide systems for collecting data from multiple sources
- Develop protocols for targeted reviews of specific data, including behavioral incidents, suspension information, attendance, Social Emotional Learning (SEL) progress, School Culture and Mental Health screening information



Services for Unconventional Learners

1.3 Provide all teachers with comprehensive training on the explicit teaching and inclusion of Social Emotional Learning (SEL) to support Tier I instruction.

- Increase awareness and understanding of mental illness and strategies to identify and discuss areas of related concern
- Establish supportive networks and resources in order to be prepared to meet diverse and changing student needs

STRATEGIES AND ACTIONS



02. Services for Special Populations



Services for Special Populations

2.1 Development of a Comprehensive Continuum of Special Education Services for Students with Educational Disabilities.

- Evaluate and refine the program and services options for Students with Educational Disabilities within the district schools
- Provide ongoing trainings for staff to ensure all students are most successful in the least restrictive environment
- Continue to establish and develop partnerships with other LEAs and agencies to refine service options for students both with gaining expertise to meet this goal within district programs as well as supporting students whose needs must be met with highly specialized support beyond the district
- Ensure that required services for students with disabilities (school-based therapies counseling services, etc.) and accommodations plans will be provided in the least restrictive environment with appropriate progress monitoring to demonstrate success

Services for Special Populations

2.2 Development of guidance related to the specially designed instruction for Students with Educational Disabilities.



- Continued professional development opportunities utilizing district staff as well as outside agencies (BOCES/Consultants) to train and improve practices for specially designed instruction
- Increase data driven practices to ensure clear goal setting and progress monitoring to make data-informed recommendations for quality specially designed instruction models to ensure student success

STRATEGIES AND ACTIONS



02. Services for Special Populations



Services for Special Populations

2.3 Refinement of the procedures for the identification of unique needs (McKinney-Vento, Low-Income, ENL, Section 504 Disabilities, etc.) and the development of instructional strategies and interventions to address disproportionalities.

- Continue work in refining processes for the development of Section 504 plans so as to create a clearer vision for special education needs versus an accommodations plan
- Continue work in providing consistent processes and resources for students experiencing homelessness as defined by the McKinney-Vento Act. In addition to providing support for these students, we will continue to refine our process for identifying these students and for collaborating with other LEAs and agencies to support students with finding stable housing
- Collaborate with stakeholders (school personnel, families, outside resources, etc.) to support students in the identified subgroups through connecting with community based support, including use of the Ken-Ton Family Support Center

STRATEGIES AND ACTIONS



03. Preventive Services for All Students



Preventive Services for All Students

3.1 Identification, development and refinement of preventive and responsive wellness Services. (Nursing Services, Counseling, Mental Health, Social-Emotional Skills programming, etc.)

- Identify and implement a universal screener for social, personal and emotional skill development
- Ensure systems for identification of need, goal setting and progress monitoring for incidental or regular preventive school-based counseling services for all students are reviewed and refined
- Continue providing vision and hearing screenings in accordance with NYS policies, and ensure families have resources to connect with community-based services when necessary

Preventive Services for All Students

3.2 Identification and development of athletics programs to meet the interests, needs and goals of all student athletes.



- Continue implementing a co-curricular approach to education-based athletics by extending classroom opportunities to interscholastic athletics
- Ensure comprehensive and diverse opportunities for all student-athletes based on participation and interest surveys using shared decision making processes for informed decisions



Preventive Services for All Students

3.3 Inclusion of daily practices that include explicit, differentiated and personalized instruction to ensure optimal learning opportunities for all students.

- The Student Services and Curriculum and Instruction offices will coordinate to allow for equal access to all K-12 learners with varied curricular programming

STRATEGIES AND ACTIONS



03. Preventive Services for All Students



Preventive Services for All Students

3.4 Inclusion of daily practices that promote student agency and choice for meaningful engagement in academic content.

- Provide professional development and appropriate follow up for instructional staff on strategies for meaningful student classroom engagement and practices that promote a gradual release of responsibility
- Instructional practices that encourage student sense of belonging by embracing diverse backgrounds of all students and implementing practices that promote value for student attendance

Preventive Services for All Students

3.5 Provide all teachers with the professional development and training necessary to support Social and Emotional Learning (SEL) skill development in the classroom to ensure learning readiness.



- Create a positive and supportive classroom climate using explicit instruction for clear expectations and instructional methods that employ principles of community-building in addition to the use of restorative practices to foster healthy relationships
- Integrate social-emotional skill development strategies into daily lessons
- Implement a district-wide SEL curriculum that includes mental health awareness
- Provide annual training (standalone and embedded) on the principles of trauma-informed educational practices

GOAL 3

Ken-Ton will ensure a safe and secure learning and work environment for all Ken-Ton students, staff and visitors through safety infrastructure improvements and promoting a positive, inclusive school culture that values diversity and is responsive to individual needs.

Overview:

Ken-Ton is dedicated to comprehensive programming to support the “whole student,” meaning that alongside academic learning, Ken-Ton will provide programming that supports social, emotional skill development, mental and behavioral health, and practices that promote physiological safety. Ken-Ton also recognizes that physical, social and emotional wellness is contingent upon ensuring safe and secure facilities, active supervision practices, and fostering healthy relationships among the entire school community. i

STRATEGIC ACTIONS:

01

We will continually look for ways to secure our facilities to ensure the learning environment is healthy and safe. We will enhance the physical structures and continually review and respond to needed safety procedures for personnel and students to improve security and safety for all.

02

We will implement instructional practices that build school community, establish procedures to support repair and restoration when harm has been done, and ensure policy and practices promote personal wellness and physiological safety.

03

We will monitor safety of vehicles, driver procedures, rider procedures and bus loading and unloading procedures to ensure our students, families and staff collectively promote and support safe and efficient transportation experiences.

04

We will continue to enhance and promote the opportunities, instruction and implementation of personal physical health and wellness practices, including nutrition for healthy living, to ensure students improve their readiness to learn and contribute to the community.

STRATEGIES AND ACTIONS



01. Physical Safety Measures



Physical Safety Measures

1.1 Identify a Safety Expert to review all safety plans for compliance with NYS requirements and best practices.

- Secure an expert for regular and frequent reviews of safety plans as new learning and best practices are updated
- Establish a debrief cycle to use after each drill and any unforeseen incident
- Develop a comprehensive parent reunification plan for each school building
- Develop a crisis response plan for each school building

Physical Safety Measures

1.2 Develop and implement a professional development plan for regular and ongoing training for targeted staff on safety-related topics.



- Develop a regular onboarding and refresher training schedule for all single point of entry staff
- Develop an onboarding safety training schedule for new employees to ensure compliance with safety plans and expectations
- Plan and implement regular trainings on active supervision protocols and procedures
- Conduct regular table top training drills with building safety teams



Physical Safety Measures

1.3 Continue to develop and refine safety hardening and procedures for Points of Entry.

- Review badge access controls and procedures
- Develop single point of entry plans including screening processes for all school visitors and late student arrivals
- Review and revise visitor screening protocols for all facilities and events
- Review daily delivery management to refine systems for the safe and secure delivery of items to campus.

STRATEGIES AND ACTIONS



02. Personal Safety, Health and Wellness



Personal Safety, Health and Wellness

2.1 Monitor the Code of Conduct to ensure it provides current and critical guidance, communicates the district's core values and expected conduct on school grounds or off campus, during school-related activities.

- Work to ensure that all key stakeholders are present during meetings designed to review and provide feedback on the Code of Conduct implementation and guidance
- Identify areas of ambiguity that might be leading to overrepresentation or underrepresentation of problematic conduct
- Monitor and refine systems for communicating and teaching expectations to all persons, including reviewing the code for easily understandable language and predictable responses to events

Personal Safety, Health and Wellness

2.2 Increase proficiency of students and staff in trauma-sensitive approaches to teaching and learning that promote both self-regulation and systems regulation.



- District, Building and Teacher leaders will participate in turnkey trainings or trainings with intent to further provide professional development at the building level
- Establish a plan for ensuring all new employees receive key trainings in accordance with district priorities
- Develop responsive refresher or continued professional development after monitoring success of the implementation of key topics (Restorative Practices, Trauma-Informed Educational Practices, Emergency and Crisis Preparations, Core Curriculum for Personal Wellness, etc.)
- Design structures that can be used to disseminate and reinforce regular professional development topics, data review procedures and discussions.



Personal Safety, Health and Wellness

2.3 Increase the knowledge, skill and practices related to cultural proficiency and responsiveness that will promote inclusivity and community.

- Communicate and analyze data trends in disproportionality to increase awareness with referral patterns and over-identification
- Provide professional development and support that evaluates the impact of current practices on recidivism and suspension reduction and identifies needed interventions

STRATEGIES AND ACTIONS



02. Personal Safety, Health and Wellness



Personal Safety, Health and Wellness

2.4 Regularly review policies and procedures to ensure alignment with district values, practices and latest guidance for personal health and wellness.

- Increase explicit communication of district policies and practices, especially related to areas of disproportionate representation related to personal health and wellness
- Develop a cycle of regular review of key policies and procedures to ensure compliance and alignment with district values and regulatory requirements
- Monitor student achievement via the utilization of data derived from multiple measures to assist with decision making designed to positively impact student achievement and outcomes so that our students graduate, are prepared for college and career success, and are able to reach their full potential

STRATEGIES AND ACTIONS



03. Safe Transportation Procedures



Transportation Procedures

3.1 Ensure that all school loading zones are safe and provide efficient loading and unloading of students.

- Review and revise traffic patterns as needed to ensure safe arrival and dismissal of students as well as encouraging more efficient procedures
- Review arrival and dismissal procedures to ensure orderly and efficient procedures are in place

Transportation Procedures

3.2 Identify opportunities to improve overall fiscal and human resources for efficient services.



- Develop a plan for improved driving practices to decrease fuel usage
- Optimize routes to ensure highly-efficient routes that save time and energy
- Identify related technologies and documentation procedures needed to identify areas of improvement and increase efficiencies



Transportation Procedures

3.3 Maintain high safety standards as measured by state guidelines.

- Review incidents of each operator to identify trends and possible problem areas on an annual basis
- Maintain continuous training for bus drivers as measured by state guidelines

Transportation Procedures

3.4 Improve relations with students and families as measured by community feedback.



- Develop a communication strategy that recognizes the diversity of our community and key stakeholders
- Ensure timely updates regarding transportation status will be sent to schools and develop a system for communicating changes in real time to ensure accurate bussing information is available on demand
- Distribute and promote ridership conduct expectations using multiple means, including collaborating with school communications

STRATEGIES AND ACTIONS



04. Personal Health and Wellness



Personal Health and Wellness

4.1 Increase and sustain equitable access and utilization of safe, nutritious food and water at school.

- Monitor each service area to ensure all students have access to good nutrition. Adjust service areas if needed
- Provide all meals in a safe and friendly environment

Personal Health and Wellness

4.2 Promote and encourage students to participate in the National School Lunch Program and School Breakfast Program each day.



- Create promotions and themes throughout the school year to encourage students to eat breakfast and lunch at school
- Offer a variety of healthy choices to meet the nutritional needs of our students



Personal Health and Wellness

4.3 Establish partnerships with local farmers and suppliers to ensure a consistent supply of seasonal, locally sourced ingredients.

- Highlight “Harvest of the Month” items on the monthly menu
- Increase our Farm to School purchases to utilize more local foods for our school meals
- Implement educational programs that teach students about the benefits of eating local produce, including its freshness, nutritional value, and positive impact on the community
- Involve students in taste-tests and cooking classes using local ingredients to promote their appreciation for local foods

Personal Health and Wellness

4.4 Develop school district nutrition and wellness programs that extend beyond the cafeteria to create a holistic approach to promoting the health and well-being of students



- Continue to develop, promote, and evaluate our wellness policy
- Continue to engage student and family participation in wellness events and activities

GOAL 4

Ken-Ton will embrace equitable practices of sustainability, transparency and stewardship that strengthen financial and human resources that are aligned with educational priorities and positively impact student achievement.

Overview:

Financial and human resources are needed to help all our students reach their full potential. Financial and human resource strength is critical in order to achieve all strategic goals. Annually, we evaluate the trends related to the share of our revenue from state appropriations while we continue to invest in our strategic goals so we must continue to strive to keep the Ken-Ton educational experience affordable, sustainable yet growing and improving in quality and value.

STRATEGIC ACTIONS:

01

We will ensure district-wide protocols for the collection, documentation and controls of all spending activity to ensure financial structures yield fiscal stability and focus on strategic goals.

02

We will monitor and refine hiring and retention procedures to attract and secure high quality candidates who embody the district values and champion our efforts on behalf of our students, staff and the greater community.

STRATEGIES AND ACTIONS



11. Financial Stability and Stewardship



Financial Stability and Stewardship

1.1 Establish financial goals and related structures when budgeting each year.

- Implement a sustainable planning and budgeting process in which key stakeholders gather information on academic performance and cost structure, and establish a budgeting process that will utilize this data to optimize resource allocation.
- Develop a budget timeline with specific guidelines on when and how
- Develop with key stakeholders an expenditure priority list that is guided by building and district goals. Define tradeoffs if needed to maintain a balanced budget. Examine with stakeholders which financial decisions have the greatest impact on student achievement.

Financial Stability and Stewardship

1.2 Establish procedures and protocols for evaluating all district programs, departments and related staffing needs to ensure consistent and timely expenditure and budget reviews and development.



- Create a staffing analysis to share with district administrators that will show how personnel are currently being allocated within the school district. Work collaboratively as needed to create a sustainable multi-year staffing plan.
- Work with key administrators to strengthen and further define a long-term capital needs plan.
- Establish training program for staff on budgeting and resource allocation to increase accountability through fiscal awareness.



Financial Stability and Stewardship

1.3 Design and implement financial structures that enhance long-term fiscal stability.

- Further develop a shared vision between the district and schools that will reduce operating costs and focus on student success. Work with key administrators to communicate with support organizations to clarify roles and areas of need
- Schedule regular Building/Department budget meetings including all stakeholders to increase communications and engage stakeholders on district finances

STRATEGIES AND ACTIONS



12. High Quality Workforce



High Quality Workforce

2.1 Continuously review the recruitment and selection process to attract and identify the best candidates while maintaining efficiency.

- Develop targeted marketing campaigns to attract high qualified candidates
- Create an enhanced web presence for recruiting staff and advertising job openings/opportunities
- Create and publish high-quality recruitment videos for specific job opportunities and general recruitment efforts
- Create consistent, high-quality templates for recruiting purposes including brochures, flyers, and posters to advertise positions and job opportunities with the district
- Plan effectively each year to prioritize the highest-need areas for recruitment to achieve District goals
- Continuous collaboration with local colleges and universities to recruit diverse candidates

High Quality Workforce

2.2 Continuously review the selection process with District leaders.



- Collaborate with building and department leaders to identify qualities, characteristics, and other needs of desired candidates
- Maintain updated hiring guides for all District personnel



High Quality Workforce

2.3 Implement retention programs to foster a positive and growth oriented work environment.

- Provide ongoing coaching and mentoring support to foster professional growth for all employees
- Support professional growth by offering relevant trainings to all staff
- Look to identify opportunities for career progression within the District for high performing employees

High Quality Workforce

2.4 Establish policies and practices that promote equal opportunities and fair treatment for all



- Implement proactive diversity recruitment strategies to attract candidates from diverse backgrounds
- Continuous development of relationships with local Colleges, Universities and other community resources to provide appropriate and relevant training to all staff

GOAL 5

Ken-Ton will build strong partnerships among all school and community stakeholders to foster a culture of trust and collective responsibility for school and student success.

Overview:

We believe that teaching and learning are the shared responsibilities of home, school and community. We also believe in leveraging the foundation built in schools with opportunities beyond the school day. We will work to assure comprehensive learning for all so that each person will be a lifelong learner.

STRATEGIC ACTIONS:

01

We will develop structures to ensure that all key stakeholders are represented in opportunities for feedback. We will refine procedures and systems to respond to methods needed for optimal participation and engagement.

02

We will update and monitor best methods for communication. We will gather feedback to determine communications of most interest to our school community and continually look to make improvements to maximize the audience and readership for such communications.

03

We will identify and build our volume of collaborative partnerships to provide mutually beneficial opportunities for our students and community to respond to college and career readiness needs.

04

We will continue to develop and promote our network of supportive partnerships and learning opportunities in response to gathered feedback in order to offer learning beyond the school day for our students, staff and greater community.

STRATEGIES AND ACTIONS



01. Shared Decision Making and Responsibility



Shared Decision Making and Responsibility

1.1 Provide effective structures that ensure all stakeholders (including but not limited to teachers, administrators, support staff, families, students, and community members) have a voice in decision making at the school and district level.

- Ensure that there are Shared Decision Making Teams operating with fidelity at the school and district level in accordance with the District's Plan for Shared Decision Making
- Implement strategies to recruit family and community members for Shared Decision Making Teams
- Regularly promote opportunities for families, community members, and other stakeholders to get involved
- Provide different methods for families and community members to receive updates and provide feedback such as forums, webinars, surveys, etc.

Shared Decision Making and Responsibility

1.2 Positively impact parent/family engagement by educating and empowering families to get involved and keep track of their children's progress in school.



- Regularly educate families about the importance of getting involved and keeping track of their children's progress
- Implement strategies to maximize attendance at events such as open houses, parent/teacher conferences, informational events, evening student/family activities, etc.
- Support the work of family/school organizations such as PTAs and HSAs
- Maximize the number of families who are consistently using Parent Portal and Canvas to track their children's academic progress



Shared Decision Making and Responsibility

1.3 Promote a culture of shared responsibility in meeting the needs of students and in celebrating their successes.

- Regularly highlight the success stories of students, staff, and schools
- Ensure that Shared Decision Making Teams are regularly using data and evidence to inform decisions
- Educate the community about the vision/mission of the district and school/district goals and objectives
- Provide community updates on progress toward meeting school/district goals and objectives

STRATEGIES AND ACTIONS



01. Shared Decision Making and Responsibility



Shared Decision Making and Responsibility

1.4 Develop and implement a family and community resource model for parent learning.

- Develop and implement methods for collecting feedback on topics of interest from families (ie. technology/internet safety, strategies for maintaining personal wellness, identifying community resources, etc.)
- Identify opportunities for Parent-Led/Peer Related Workshops

Shared Decision Making and Responsibility

1.5 Monitor, evaluate and identify needed skill development areas that can be best achieved through Community Education for the Ken-Ton greater community.



- Engage District staff through a variety of mechanisms to create new and engaging Community Education classes for our community
- Incentivize staff by offering competitive hourly rates, flexible schedule options, and the opportunity to teach skills and hobbies that will better our community stakeholders



Shared Decision Making and Responsibility

1.6 Establish structures for including students in decision-making teams across the district or opportunities to seek student input.

- Identify structures for decision-making and evaluate where student voice may (or should) be included
- Monitor and evaluate the timing of meetings to ensure all stakeholders are able to participate, including students
- Engage in protocols that support all members to take perspective, exercise problem-solving and organization skills, and the value of seeking information

STRATEGIES AND ACTIONS



02. Enhancing Communication



Enhancing Communication

2.1 Establish clear, consistent methods of two-way communication with all stakeholders utilizing a variety of channels including social media, email, text messages, robocalls, etc.

- Maximize the effectiveness and reach of parent/guardian text, email and robocall notifications
- Establish consistent methods of home-to-school communication such as monthly newsletters to keep families informed
- Enhance methods of communicating internally among staff district-wide and within individual schools/departments
- Ensure that mailing lists, email address lists, and parent/guardian contact information as up-to-date and expansive as possible and allow for targeted messaging to the greatest extent possible

Enhancing Communication

2.2 Ensure that information is easy to access and easy to understand, prioritizing information which is the most important and sought-after by stakeholders.



- Maximize the effectiveness of the website as an informational resource
- Improve and streamline the back-to-school process to make it as easy as possible for families to navigate
- Provide helpful informational resources such as welcome kits for new students and employees, informational brochures, etc.



Enhancing Communication

2.3 Promote the district to positively affect attitudes/perceptions about the Ken-Ton School District and educate the broader community about the high quality of district programming.

- Utilize high-quality printed/digital promotional material such as brochures, videos, realtor brochures, etc. to highlight schools, programs, and the district as a whole
- Leverage a range of social media platforms to promote the district
- Maximize the effectiveness of the district website as a promotional resource

STRATEGIES AND ACTIONS



03. Partnerships for College and Career Opportunities



Partnerships for College and Careers

3.1 Ensure a comprehensive menu of work-based learning opportunities for students.

- Identify the interests of students needing work-based learning opportunities via electronic survey, district communications, etc.
- Pinpoint common themes and discoveries and create feasible opportunities using the data collected

Partnerships for College and Careers

3.2 Explore grant opportunities to learn about new partnerships and engage in grant activities of mutual, beneficial interest to enhance programming needs, community service and volunteer options.



- Provide opportunities for students to volunteer at activities such as Ken-Ton Schools Summer Day Camp as JR. counselor or assistant to counselor, facilitating activities, etc.
- Facilitate staff/student volunteer outings to better the community and surrounding areas



Partnerships for College and Careers

3.3 Encompassing enrichment and academic intervention service opportunities.

- Identify a funding stream (grant/philanthropic) to support free or reduced price enrichment activities that can provide opportunities for the neediest families in the district
- Explore methods of collaboration between Community Education and the Family Support Center (FSC) families
- Collaborate with district teachers to create academic after school programs that supplement daytime instruction and target specific benchmarks for growth throughout the school year

STRATEGIES AND ACTIONS

03. Partnerships for College and Career Opportunities



Partnerships for College and Careers

3.4 Develop internship opportunities for teaching, professional, and leadership candidates.

- Foster existing and develop new relationships with academic-based postsecondary education partners and regional training and development groups to explore model deficits
- Include regional stakeholders in conversations related to teaching and leadership and the evolution of both as it pertains to internship requirements for certification candidates
- Monitor and adjust future teacher clubs and activities for students, including credit-bearing courses leading to careers in education

STRATEGIES AND ACTIONS



04. Comprehensive Network of Supports for All



Comprehensive Network of Supports

4.1 Review and develop program options at Family Support Center.

- Create a digital community needs assessment to identify trends and gaps in services
- Evaluate community feedback and create tangible action steps and timeframes for implementation of responsive efforts
- Create a digital survey for personal health staff in schools to identify and prioritize student needs
- Evaluate school personal health staff data and create next steps to develop and launch supports
- Create a digital survey for administrative, instructional, and support staff to identify opportunities to create and/or facilitate additional trainings related to student mental health issues
- Evaluate the data from administrative, instructional, and support staff and create next steps to develop and launch supports
- Explore grant opportunities to learn about new partnerships and engage in grant activities of mutual beneficial interest.

Comprehensive Network of Supports

4.2 Review and develop options through Community Education.



- Promote existing programming options to our school community by means of staff email, district social media promotion, and targeted flyers
- Evaluate interest and expertise among instructional faculties for service provision and development of options
- Survey instructional faculties to determine areas of need for learning opportunities beyond the school day



Comprehensive Network of Supports

4.3 Establish Community Education as main hub for entire school community as mutual partners.

- Conduct a review of current practices and assess the feasibility of Community Education as the entrypoint (staffing, accounting practices, etc.)
- Communicate clearly with all related personnel regarding procedures and enact transparent practices that support our public school district accounting/auditing standards

Strategic Plan Implementation

Our strategic plan objectives will be accomplished through a set of comprehensive plans and procedures that will be developed, implemented and monitored in stages over the next five years. We will continue to provide our community with updates on our progress throughout the years of the strategic plan, which will include:

TASK FORCES

- Targeted workgroups, or task forces, will be reimagined or created to review the strategic plan goals and intents and to complete the necessary work and reviews to ensure continued improvements. Task Forces will also monitor compliance to the plan and make recommended adjustments.

DEPARTMENT WORKGROUPS

- Department teams will be refined or developed to create action plans for key strategies for targeted improvement, including necessary resources and timelines.

ANNUAL IMPROVEMENT PLANS

- Each school building and the District will develop annual improvement plans. These plans will establish the annual goals and activities to ensure resources, capacity and activities are achieved in increments and phases that work toward the overarching goals.

BOARD OF EDUCATION UPDATES

- The Board of Education will be updated regularly on progress toward meeting the goals set forth in the Ken-Ton Forward Strategic Plan.

Our Board of Education



Front row, from left, Karen Whitelaw, Trustee; Matthew Chimera, President; Lee Ann Vogt, Trustee. Back row, from left, Paul Spors, Vice President; Sabatino Cimato, Superintendent of Schools; Fred Floss, Trustee.

