

Lyncourt UFSD



Long Range Plan

2014-2019

Approved by the Board of Education August 12, 2014

Superintendent

Mr. James Austin

Board of Education 2013-2014

Dr. Lawrence Salamino, President

Ms. Julia Riverso, Vice President

Mr. David Florczyk

Mr. Michael Leonardo

Mr. Anthony Maggi



A Message from Superintendent James Austin

Dear Parents and Community Members,

Back in September, the Lyncourt Union Free School District sought input from the community leading to the development of our district's long-range strategic plan. As I met with groups across the school district community, four critical questions were posed:

- When you think about Lyncourt School, what do you think we do well? What areas would you like to see improve?
- What skills do you think our students need to be successful?
- What are the challenges that our students are facing as we look at the changing world?
- How can we best communicate with all stakeholders?

There have been several opportunities throughout the year for the community, parents, staff, and students to share their input in this very important long-range plan. I have deeply appreciated the opportunity and the time that groups and individuals have set aside to talk with us as we plan for the future work of the district.

In these times of rigorous state standards and pressures to prepare our students for the 21st century, it is essential that we focus our educational systems on not just the basics alone. We need to strive for valued outcomes of an educational system that cannot be measured solely by paper-pencil or computerized tests. Staff and patrons shared outcomes and goals for our children that the community is deeply committed to. The foundational principles that the committee felt were essential for the children of Lyncourt are:

- That education is a preparation for life.
- Students learn to be respectful, responsible citizens who will contribute to their communities.
- Students learn in a safe, supportive, and healthy environment.
- Every student will have access to a high quality, meaningful educational experience.
- Our students will be critical and creative thinkers who challenge themselves.
- Students succeed when the family, school and community work together.
- Students thrive in a welcoming environment where diversity is appreciated.
- All students succeed when held to high expectations based on a challenging curriculum.
- Academic and personal growth is enhanced when students have opportunities to collaborate and communicate.
- That all decisions are based solely on the best interest of all of our students.
- All children will meet established standards given appropriate time and support.
- Students will be successful when expectations are clear and consistent throughout the district.

This strategic plan is an essential road map that the district will use in the years to come in budgeting, the training of staff, caring for our school facilities, and providing effective learning programs for students.

Sincerely,

James J. Austin

Long-Range Planning

The Lyncourt Union Free School District decided to establish a long-range plan that would guide the decision making process of the school. They chose to embark on a process that was open, transparent and inclusive so that the voices of all interested stakeholders could be heard. Becoming a great school requires planning and focus with 5-year targets in selected areas that include built-in yearly monitoring to ensure that the work being done has the desired impact. The process in this district was rigorous, interactive and challenging with students always being the top priority as it challenged administrators, parents and community members to think in new ways about what they want for the students in the district. To achieve the goals of this plan, it will require collaboration, perseverance and commitment by all stakeholders.



Long-Range Planning Process

Lyncourt Union Free School District

Mission – What we do as a school.

Vision – What we want to be as a school.

Beliefs – The Foundational Principles for Learning – The guiding practices we agree to use.

Strategic Intent – What we want to accomplish. The targets.

Key Initiatives – Strategies for how we will achieve our targets.

Actions – What we focus on for one year. What we will check our progress against.

The process started with an open invitation for staff, parents and community members to participate in a Community Café. The group was challenged to respond to the following four questions:

1. When you think about Lyncourt Union Free School District, what do you think we do well? What areas would you like to see improved?
2. What skills do you think Lyncourt students need to be successful? (This includes skills to be successful at Lyncourt as well as skills for success in high school.)
3. What are the challenges that our students are facing as we look at the changing world?
4. How can we best communicate with all stakeholders?



The responses were summarized and the Core Team then narrowed the scope by prioritizing the areas most emphasized and created areas of focus that needed to be addressed by establishing the Foundational Principles for Learning. Three Task Force

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Teams were then identified to set the course for improvement over the next 5 years. The charge of the first Task Force Team, Academic Excellence and Rigor, was challenged with the development of targets and actions that build on district strengths and create plans for areas of identified weakness that improve learning outcomes specific to student achievement based on the Common Core and 21st century skills as they focus on college and career readiness.

The second team, Strengthening Communication with all Stakeholders, used the same process, but with the intention of increasing parent involvement and participation. They also examined current communication practices in order to use technology to ensure transparency and accuracy of information essential for an informed educational community.

The third team, Health and Safety, explored ways to provide an environment that students feel physically safe and emotionally secure. They will revise curriculum at all grade levels that will focus on students' abilities to identify their feelings and strategies that will help them to cope with their feelings.

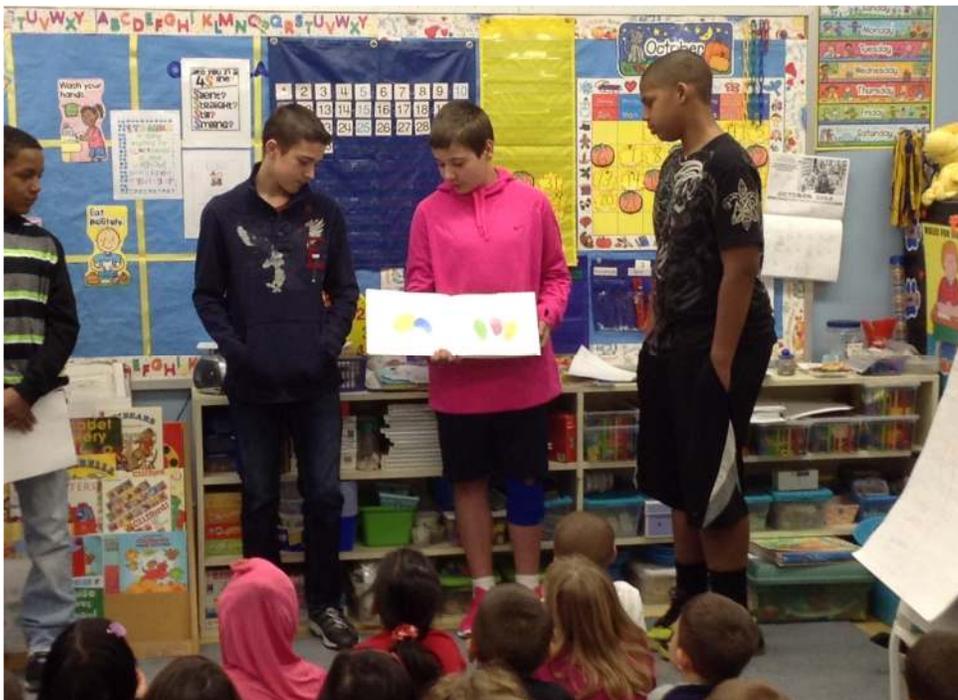
There was a commitment by staff, parents and community members to contribute to the combined thinking and planning that developed a document that outlined strategies to effectively engage and appropriately challenge every student, leading to excellence for all.

It was an exciting, engaging process that has led to the development of this document that will serve as the blueprint for change and engagement for the next several years.



Mission

The Lyncourt Union Free School District, in partnership with the community, is committed to educating all learners to reach their full potential.



Vision

The Lyncourt Union Free School District will be a leader in public education inspiring confident, passionate, life-long learners.

Foundational Principles for Learning

We believe:

- That education is a preparation for life.
- Students learn to be respectful, responsible citizens who will contribute to their communities.
- Students learn in a safe, supportive, and healthy environment.
- Every student will have access to a high quality, meaningful educational experience.
- Our students will be critical and creative thinkers who challenge themselves.
- Students succeed when the family, school and community work together.
- Students thrive in a welcoming environment where diversity is appreciated.
- All students succeed when held to high expectations based on a challenging curriculum.
- Academic and personal growth is enhanced when students have opportunities to collaborate and communicate.
- That all decisions are based solely on the best interest of all of our students.
- All children will meet established standards given appropriate time and support.
- Students will be successful when expectations are clear and consistent throughout the district.

Academic Excellence and Rigor Task Force

Strategic Intent #1

By June 2019, 95% of students will meet or exceed growth expectations on district assessments which measure student achievement based on the Common Core.

Key Initiative 1-1

We will identify core knowledge/skills and establish curriculum that prioritizes essential learning that sets high expectations for all learners.

Key Initiative 1-2

We will design a grading system that is consistent across all grade levels.



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Strategic Intent #2

By June 2019, 100% of students will be proficient or advanced on indicators that measure 21st century skills.

Key Initiative 2-1

We will establish a system of accountability that will define and assess 21st century skills.

Strengthening Communications with All Stakeholders Task Force

Strategic Intent #3

By June 2019, using data collected from Curriculum Night, Parent Teacher Conferences and Open House, we will see a 5% increase each year resulting in a total of 25% more parents attending these events.

Key Initiative 3-1

We will provide opportunities for parents to attend school events and explore ways to connect and involve parents to support our mission.

Strategic Intent #4

By 2019, 100% of stakeholders will indicate that they receive accurate and up-to-date information through multiple sources.

Key Initiative 4-1

We will utilize different forms of technology to enhance communication with community stakeholders.

Safe and Healthy Environment Task Force

Strategic Intent #5

By June 2019, 95% of students will respond positively when surveyed on their feeling of being physically safe and emotionally secure in the Lyncourt School environment.

Key Initiative 5-1

We will identify characteristics of physical and emotional security and establish curriculum that will help students identify their feelings and learn coping strategies when faced with personal crisis.

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Key Initiative 5-2

We will identify students that do not feel safe or are not emotionally or physically secure and will establish ways to target these “at risk” groups of students.

Strategic Intent #6

By June 2019, 95% of our staff will indicate improvement of physical safety and security for both themselves and the students, primarily focusing on arrival and dismissal activities.

Key Initiative 6-1

We will review and develop dismissal and arrival procedures that provide safety and efficiency for both students and staff.

Key Initiative 6-2

We will identify and address building security and safety issues for both student and after hours use.



Part 2

Long-Range Planning

Core Team

Facilitator:

Judy Morgan

Members:

Jennifer Alexander, Mike Alexander, Jay Austin, Maryanne Boots, Brian Cool, Kim Davis, Karyn Dieffenderfer, Erika Frye, Bob Licata, Katie Mahoney, Sue Maloney, Cathy Marchese, Melissa Menon, Jill Modafferi, Amy Rotundo, Chuck Russo, Linda Smith, Kim Vespi, Kristan Wager

The stakeholders at the café responded to the following questions:

1. When you think about Lyncourt Union Free School District, what do you think we do well? What areas would you like to see improved?
2. What skills do you think Lyncourt students need to be successful? (This includes skills to be successful at Lyncourt as well as skills for success in high school.)
3. What are the challenges that our students are facing as we look at the changing world?
4. How can we best communicate with all stakeholders?

The following summary is the result of the responses to the questions:

- Increased rigor (5)
- STEM (2)
- Increased expectations for all students
- Common Core aligned curriculum (1)
- Read and write well (9)
- Well rounded education (1)
- 21st century skills (7)
- Collaborate – work together in groups
- Effective communicators (1)
- Problem solvers (5)
- Critical thinkers (10)
- Creativity and innovation (1)
- Perseverance, resourceful (7)
- Organization (2)
- Respect and responsibility (9)
- Kindness, tolerance, concern for others (3)
- Study skills
- Social skills (4)
- Cultural enhancement
- Global/local awareness (1)
- Global view of the world

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- Real world financial literacy
- Money management
- Volunteerism (3)
- Selflessness/supportive community (1)
- Balance technology skills (2)

From the Café responses, the Core Team created the following:

Mission (What we do) - **The Lyncourt Union Free School District, in partnership with the community, is committed to educating all learners to reach their full potential.**

Vision (What we want to be) - **The Lyncourt Union Free School District will be a leader in public education inspiring confident, passionate, life-long learners.**

Foundational Principles for Learning (Beliefs) -

We believe:

- That education is a preparation for life.
- Students learn to be respectful, responsible citizens who will contribute to their communities.
- Students learn in a safe, supportive, and healthy environment.
- Every student will have access to a high quality, meaningful educational experience.
- Our students will be critical and creative thinkers who challenge themselves.
- Students succeed when the family, school and community work together.
- Students thrive in a welcoming environment where diversity is appreciated.
- All students succeed when held to high expectations based on a challenging curriculum.
- Academic and personal growth is enhanced when students have opportunities to collaborate and communicate.
- That all decisions are based solely on the best interest of all of our students.
- All children will meet established standards given appropriate time and support.
- Students will be successful when expectations are clear and consistent throughout the district.

Three focus areas were identified that addressed the areas identified by stakeholders at the Café and are reflected in the Mission, Vision and Foundational Principles for Learning. A Task Force Team was then formed to reflect on each of the focus areas. Their job was to create Strategic Intentions (targets), Key Initiatives (actions that will support reaching the targets), and Action (specific actions) to create a plan to improve in each of the identified areas.

Academic Excellence and Rigor Task Force Team

Facilitator:

Judy Morgan and Kimberly Davis

Members:

Brian Cook, Rachel Gross, Chenelle Horton, Katie Mahoney, Chris Molinari, Amy Rotundo

Task Force Charge

The Academic Excellence and Rigor Task Force will review literature and research that will lead to the development of Key Initiatives and Action Plans that will define research based practices that will increase academic achievement including, but not limited to acquiring and applying:

- Basic Knowledge
- Critical and creative thinking skills
- Communication skills
- Problem solving skills
- Collaboration skills
- College and career-ready skills
- Community engagement

The Critical Questions that the Team explored:

- What opportunities do we have for students to be engaged in learning that requires them to gather, process and apply new learning?
- What does engagement look like?
- How do we measure learning?
- What is the purpose of giving students grades?
- What impact do grades have on students and their learning?
- What are the research-based teaching strategies that we will agree to use that will have the greatest impact on student learning?
- What do we want our classrooms to look like if they are supporting student learning?
- How is effective instruction defined?
- If research says that deep learning occurs when a lesson is well developed, students are actively engaged, learning is constantly assessed and feedback is given, and the expectations for learning have been increased, how would our classroom learning align with this?

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As the teams reflected on the questions, they identified current strengths and areas that could be improved to support the increased focus on academic excellence and rigor:

Strengths

- Students have the opportunity to work in small groups and with pairs
- Have enough staff to let kids work in small groups
- Small class size
- Kids know each other well
- Can monitor students because of good staff/student ratio
- Consistent set of social expectations
- Good system of assessing (AIMS Web, LLI, DRA)
- Ample data used as collective groups to make decisions
- K-5 Responsive Classroom trained
- K-2 Daily 5
- Lots of collaboration
- Strong PLC
- Ability to build personal relationships with students
- Administrators visible to staff and students

Weaknesses - Areas for focused improvement:

- No consistent homework process across K-5
- Grading differs by each teacher
- Lack of vertical and horizontal alignment of a challenging curriculum with high expectations
- Kids can't generalize skills – are they learning deep enough?
- Students need more access to computers
- No computer skills taught
- Need to find new ways to engage the community
- Lack of understanding of what is research-based instructional strategies (Need a common understanding)
- Classroom learning environment has been worked on but needs a vertical alignment understanding
- Not sure what it looks like, how to have all students actively engaged
- Structure isn't always effective (kids out of the classroom too much)

Opportunities that they identified:

- Support staff to assist with implementation and learning
- Technology to support learners
- Opportunities to work/share/observe colleagues
- Small size allows for more collaboration by staff
- Some kids arrive early (can we provide extra learning opportunities for them)
- Kids stay late (is this an opportunity to provide more structured learning)
- RTI could be after school when they stay
- After school time could be used differently
- More collaboration with agencies like work with Arise

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- More collaboration with library
- BOCES could use the building for adult education
- Rent a grandparent

Threats that they face:

- Lack of parent involvement that we can't move forward
- Time is a challenge
- Money
- Lack of communication, understanding of Common Core which leads to lack of support
- Community buy-in – they must participate to fulfill our mission
- Lots of misinformation out there – i.e. What is research based?

5-Year Plan

Strategic Intent #1

By June 2019, 95% of students will meet or exceed growth expectations on district assessments which measure student achievement based on the Common Core.

Key Initiative 1-1

We will identify core knowledge/skills and establish curriculum that prioritizes essential learning that sets high expectations for all learners.

Action Plans:

- 1-1.1 Using research-based practices to create assessments which connect key ideas that are interdisciplinary.
- 1-1.2 Identify research-based instructional strategies that will be used in all classrooms on a daily basis that align vertically and horizontally.
- 1-1.3 Develop a common vocabulary and procedures for instruction.
- 1-1.4 Use multiple sources of data for decision-making.
- 1-1.5 Develop common formative assessments that are vertically designed and require students to demonstrate deep learning.
- 1-1.6 Create a common understanding of what it means to reach proficiency as a learner and rubrics that describe expectations.
- 1-1.7 Provide staff development for what it means to be a highly effective teacher.
- 1-1.8 Establish baseline data for growth goals. Growth is set at 5% increase in all measured areas.
- 1-1.9 Use individual growth goals set at a minimum of 1 years growth.
- 1-1.10 Find or develop rubrics that define expectations in all subject areas.
- 1-1.11 Review and discuss intervention practices and explore ways to deliver more effectively, especially as it relates to transfer of skills.

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Key Initiative 1-2

We will design a grading system that is consistent across all grade levels.

Action Plans:

- 1-2.1 Using surveys to collect information to document how grades are determined at each grade level/subject area.
- 1-2.2 Collect information from K-8 teachers to analyze their grading practices.
- 1-2.3 Review and align report cards based on data collected.
- 1-2.4 Develop consistent grading practices across grades and subject areas, including homework, extra credit, etc.

Strategic Intent #2

By June 2019, 100% of students will be proficient or advanced on indicators that measure 21st century skills.

Key Initiative 2-1

We will establish a system of accountability that will define and assess 21st century skills.

Action Plans:

- 2-1.1 We will select/identify rubrics that will measure 21st century skills.
- 2-1.2 We will modify curriculum to include opportunities for students to apply 21st century skills.
- 2-1.3 We will provide staff development that supports student learning of 21st century skills.
- 2-1.4 We will enhance PLCs by creating support systems that help guide staff in the use of 21st century skills.
- 2-1.5 We will review and analyze technology skills within the Common Core and identify essential skills for each grade level.
- 2-1.6 By utilizing the PLC format, we will develop a common understanding of student engagement.

Strengthening Communication with all Stakeholders Task Force Team

Lyncourt Union Free School District

Facilitator:

Katie Mahoney

Members:

Maryanne Boots, Sarah Greenway, Amy MacCaull, Melissa MacCollum, Nancy Schmidt

Task Force Charge

The Strengthening Communication with all Stakeholders Task Force will conduct and analyze surveys and review research in order to develop key initiatives and action plans including, but not limited to:

- Identifying effective opportunities with all stakeholders
- Reviewing and creating ways to communicate with all stakeholder groups
- Exploring new ways/methods to communicate with all stakeholder groups
- Exploring ways to connect and involve the community/parents to support our school mission
- Exploring ways to actively involve parents/guardians in their child's education

The Critical Questions that the Team explored:

- How do we currently communicate with stakeholders?
- What impact does our current communication methods have on school issues? How well do we do?
- How can we enhance communication with all stakeholders?
- How does the use of technology enhance our opportunities to communicate with all stakeholders? What other methods of technology can we use to enhance communication with all stakeholders?
- How do we identify our stakeholder groups?
- What will we do to communicate clearly to stakeholders a clear message that accurately and consistently articulates the schools Mission, Vision, programs and environment?
- What will we do to provide accurate and concise information to our stakeholders?
- Do we need a comprehensive communication plan that defines the district plan to inform and gather information from stakeholders?
- Are our current methods of communication the most effective to inform stakeholders?

As the teams reflected on the questions, they identified current strengths and areas that could be improved to support the increased focus on academic excellence and rigor:

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Strengths:

- Website including announcements
- Curriculum night, literacy and math night
- Middle school organized updating grades
- Teacher e-mail parents individually and as a group
- Teachers respond within 24 hours to calls and e-mails
- Newsletter – some still like it and look forward to reading it
- Love pictures on the website and newsletter
- School messenger
- Recent successful field trips in the community (dentist, bakery, library, post office)
- New phone system with prompts have reduced calls to the classroom

Areas for focused improvement:

- Confusing website, too much information, hard to navigate
- E-mail communication and classroom newsletters not consistently done year-to-year when a student may move to another grade
- Same parents at events, volunteering
- Educate parents on how to help their child at home
- Could expand math and literacy nights

Opportunities that they identified:

- Multicultural Night/Festival of Nations
- Creating adult classes in the building (BOCES or using experts in the community)
- Tutorials for parents on Curriculum Night to access student grades and use the website
- Training for community on Internet Safety and involve the students in some way
- School App
- School newspaper created by students
- Use School Messenger as a reminder for school social and academic events
- Add the option to receive a text on School Messenger
- Updated sign in front of the building (seek grant money)
- Evening event: Family Meal with an educational component (literacy/math)
- Kids create videos to put on the website
- Could add some kind of training to PTO agenda
- Create videos to inform parents (found on website)

Threats that they may face:

- Consistency between grade levels using e-mails and website
- Classroom newsletters done inconsistently
- Teachers required to attend specific evening events
- Lack of technology in some homes
- Current e-mail issues with the school system

5-Year Plan

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Strategic Intent #3

By June 2019, using data collected from Curriculum Night, Parent Teacher Conferences and Open House, we will see a 5% increase each year resulting in a total of 25% more parents attending these events.

Key Initiative 3-1

We will provide opportunities for parents to attend school events and explore ways to connect and involve parents to support our mission.

Action Plans:

- 3-1.1 We will design and implement an annual parent survey to assess the level of parent satisfaction with our methods of communication related to school events, school outcomes and updates.
- 3-1.2 We will use survey data to address factors that interfere with parent's ability to attend school events.
- 3-1.3 We will create a new event to tap into our growing multicultural community by hosting a multicultural event for families.
- 3-1.4 We will collaborate with the Lyncourt Wellness Committee to design a family meal in conjunction with an educational event focused on math or literacy.
- 3-1.5 We will investigate the use of the school building as a place for adult education and recreational programs.

Strategic Intent #4

By 2019, 100% of stakeholders will indicate that they receive accurate and up-to-date information through multiple sources.

Key Initiative 4-1

We will utilize different forms of technology to enhance communication with community stakeholders.

Action Plans:

- 4-1.1 We will continue to use school messenger and investigate different options within the program to inform parents.
- 4-1.2 We will consider using school messenger as a tool to communicate with parents about social and academic events taking place in the district.
- 4-1.3 We will continue the practice of responding to parent phone calls or e-mails within 24 hours.
- 4-1.4 We will continue the practice of providing students and parents with timely feedback on academic work.
- 4-1.5 We will develop an updated database of parent/guardian contact information (e-mail addresses, cell phone and home phone numbers).

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- 4-1.6 We will investigate the use of a Lyncourt School App to keep the community informed of school events, outcomes and updates.
- 4-1.7 We will revise the current Lyncourt website to become more teacher and parent friendly.
- 4-1.8 We will provide opportunities at evening events for parents to receive a tutorial on the school website, accessing student grades and utilizing teacher's individual webpages.
- 4-1.9 We will complete a grant application to secure funds to update our school sign in the front of the building.
- 4-1.10 We will investigate the creation of a school newspaper to inform students and parents.
- 4-1.11 We will create student centered videos on the school website to encourage parents to logon and utilize the resources available on the school and teacher website or school app.

Safe and Healthy Environment Task Force Team

Facilitator:

Cathryn Marchese

Members:

Joe McBride, Ryan Bolsei, Ashley Mirabito, Karyn Dieffenderfer, Linda Smith, Heather Tennant

Task Force Charge

The Healthy and Safe Learning Environment Task Force will conduct and analyze surveys and review research in order to develop key initiatives and action plans including, but not limited to:

- Evaluate current practices that promote a safe and healthy learning environment
- Create/revise expectations that support a safe and healthy learning environment
- Enhance positive staff/student relationships

Critical Questions that the Team explored:

- How do you define a safe school environment? Based on that, what do we do to make our school safe?
- How do we know if all students feel respected and free from physical harm, intimidation, harassment, bullying and cyber bullying? If they don't, what practices do we need to put in place?
- How do we build relationships with students?
- How do we define a healthy environment? (social-emotional-physical)
- How do we encourage students to be healthy? What do we have in our school improvement plans that outline safety procedures and wellness policies?

Strengths:

- Security cameras

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- All doors locked at all times. Must be buzzed in.
- Data is tracked for PBIS.
- Team instruction on safety - playground/cafeteria/hall/etc.
- Tiger Paws and Celebration for positive behavior
- Classroom – common language for reinforcing good behavior
- Culture supports expectations
- Positive message on AM announcements and role model
- Students help with instruction
- Vera House
- Internet safety
- Knowing students through diverse places and jobs
- Mentoring program
- Parenting classes
- Consistency
- Full time psychologist and guidance counselor

Areas for Focused Improvement:

- No second barrier once inside front door
- Children not to open door for people coming in
- Child drop off/pick up zones
- Dismissal teaching
- Comfort of students to report incidents
- Disconnect on outside of school and inside
- Ensuring students know they can come to school personnel to tell and understand when something is critical
- Social groups needed/by theme (Brown Bag Lunch, etc.)
- Students are in some environments so long with the same people their expectations get pre-determined
- Students and teachers need “clean slate, fresh start”
- Students stuck in the same environment – environment is small
- Teach children to make good choices outside of school
- Outside influences/outside social media
- Consequences for actions are not consistent

Opportunities that they identified:

- Team building/team teaching
- Change environment teacher/student are seen in
- Giving choices to students
- Teach to take responsibility for their own behavior
- Teach coping and cooperation skills
- Follow “The Leader in Me” philosophy
- Opportunity for teachers and students to work together to complete a task
- Open discussions about consequences

Threats that they may face:

- Size/Environment

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- Giving up control of teachers to let students make choices
- What students are taught or allowed at home

5-Year Plan

Strategic Intent #5

By June 2019, 95% of students will respond positively when surveyed on their feeling of being physically safe and emotionally secure in the Lyncourt School environment.

Key Initiative 5-1

We will identify characteristics of physical and emotional security and establish curriculum that will help students identify their feelings and learn coping strategies when faced with personal crisis.

Action Plans:

- 5-1.1 We will develop structured surveys to assess student feelings of physical and emotional security and knowledge by grade level.
- 5-1.2 We will use survey data to drive needs and instruction on character development, safety, and physical and emotional wellness.
- 5-1.3 We will maintain the PBIS we currently have in place by reinforcing it and updating it on a regular basis.
- 5-1.4 We will establish and reinforce common and consistent rules and safety training for the hallways, playground, cafeteria, and any other common key locations on the school grounds and in the building.
- 5-1.5 Using research based data and character building programs we will develop and educate the staff on age appropriate instruction to facilitate continuity in the teaching and reinforcing of both safety and emotional wellness.
- 5-1.6 We will identify staff that students can reach out to and make it well known to student who and where these safe/guidance zones are.
- 5-1.7 We will blend into our current research the findings and suggestions from “The Leader in Me” approach.
- 5-1.8 We will continue McMahon-Ryan presentations and encourage use of similar language in the classrooms.
- 5-1.9 We will create curriculum to provide progressive school-wide comprehensive personal healthy coping skills targeted toward developing personal resilience to adversities and situations; including how to deal with life’s ups and downs, rejection and times of personal deflation.
- 5-1.10 We will implement school-wide use of the Health Triangle; Mental, Social and Physical wellbeing.
- 5-1.11 We will promote healthy eating habits by providing opportunity to taste-test different foods chosen by the Wellness Committee.

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Key Initiative 5-2

We will identify students that do not feel safe or are not emotionally or physically secure and will establish ways to target these “at risk” groups of students.

Action Plans:

- 5-2.1 We will provide instruction to students on the transfer to outside of school activities and life situations.
- 5-2.2 We will teach social skills concentrated in small group settings with target discussion and focus; for example “Banana Splits.”
- 5-2.3 We will provide counseling services for students and their families during the school day through ARISE.
- 5-2.4 We will develop small group settings that offer age appropriate themed gatherings; for example “Brown Bag Lunch” time for guest speakers or discussion groups focusing on themes ranging from social, safety, family, career, to the gifted.
- 5-2.5 We will provide Tier 1 classroom instruction on social skills and interaction.
- 5-2.6 We will provide Tier 2 groups support and intervention to students in need of social skill development.

Strategic Intent #6

By June 2019, 95% of our staff will indicate improvement of physical safety and security for both themselves and the students, primarily focusing on arrival and dismissal activities.

Key Initiative 6-1

We will review and develop dismissal and arrival procedures that provide safety and efficiency for both students and staff.

Action Plans:

- 6-1.1 We will use surveys to collect information regarding concerns and levels of safety for both arrival and dismissal that include surveying coaches, after school activity personnel, and staff involved in transition times.
- 6-1.2 We will research and design a designated bus loop and a car drop-off/pick-up zone.
- 6-1.3 We will clearly identify arrival and dismissal procedures and rules.
- 6-1.4 We will implement, educate, and refresh regularly the rules developed with both students and parents.

Key Initiative 6-2

We will identify and address building security and safety issues for both student and

after hours use.

Action Plans:

- 6-2.1 We will develop a formal and comprehensive Building Use Form.
- 6-2.2 We will develop and implement rules regarding parental access to classrooms and educate both students and parents on the rules.
- 6-2.3 We will clearly identify, implement and adhere to formal visitor regulation.
- 6-2.4 We will work with architects to design limited access points and second point of entry for visitors and parents.
- 6-2.5 We will increase the number of security cameras in hallways, gym areas, locker room vestibule, and any other high traffic at-risk locations.
- 6-2.6 We will review and improve the parking lot and exterior lighting for improved safety, security, and neighborhood friendliness.
- 6-2.7 We will explore designating visitor parking area.

Progress Reporting

Data Progress Reporting							
	Baseline Data	2015	2016	2017	2018	2019	Intent Goal
Strategic Intent #1							
Strategic Intent #2							
Strategic Intent #3							
Strategic Intent #4							
Strategic Intent #5							
Strategic Intent #6							