

# Unionville-Chadds Ford School District's Strategic Plan

**2008 - 2014**



*“Seeing Unionville-Chadds Ford School District with 2020 Vision”*

Presented to the Board of School Directors for its acceptance to  
serve as a blueprint for the future of the School District.

Developed by:  
The Unionville–Chadds Ford School District  
Strategic Planning Committee  
Spring 2008

740 Unionville Road  
Kennett Square, PA 19348



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## Table of Contents

Superintendent’s Message.....	1
Mission .....	3
Vision .....	3
Requirements.....	3
Process Initiation .....	4
Strategic Planning Retreat.....	4
Development of Belief Statements.....	5
Planning Teams and Steering Committee .....	5
Participation from the Board of School Directors.....	6
Communication .....	6
Participants .....	7
Curriculum and Instruction .....	9
Professional Development.....	15
Operations .....	19
Educational Technology.....	23
Student Life .....	27



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# UNIONVILLE-CHADDS FORD SCHOOL DISTRICT

Administrative Offices • 740 Unionville Road • Kennett Square, PA 19348

*Empower each student to succeed in life and contribute to society*

SHARON E. PARKER  
Superintendent

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KENNETH BATCHELOR  
Assistant to the Superintendent

August, 2008

Greetings,

The Unionville-Chadds Ford School District exists to serve the students residing within the seventy-seven square miles of its boundaries. The district is defined by the promise, potential, needs and aspirations of children, the engagement of parents, the contributions and support of community members, and the devotion of staff. For over 85 years, diverse and distant stakeholders have collaborated to provide exemplary educational opportunities for those students seen, as well as those envisioned.

Valuing the school community's heritage of collaboration and shared discourse, and respecting the guidelines established by the Pennsylvania Department of Education, the Unionville-Chadds Ford School District has engaged in an eight-month strategic planning process. Students, parents, community members, and staff met regularly to affirm the vision and values of the district, and to advocate for the continued growth of quality opportunities, programs and services. Responding to the theme, *Seeing Unionville-Chadds Ford School District with 2020 Vision*, the members of the Steering Committee and the Planning Teams envisioned and planned for the future of our youngest learners, those students who will become the graduating class of 2020.

The Strategic Plan 2008-2014, developed under the leadership of Assistant to the Superintendent, Kenneth Batchelor, is the result of this eight-month effort, and is reflective of diverse voices declaring a common vision. Sincere respect and appreciation are extended to those who contributed the gifts of time, talents, and personal resources to this process.

Sincerely,

Sharon E. Parker  
Superintendent of Schools

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### ***Mission***

The mission of the UCFSD school district provides for the fundamental purpose of the organization. The mission is at the core, what we are truly about as an organization.

*The mission of the Unionville-Chadds Ford School District is to empower each student to succeed in life and contribute to society.*

### ***Vision***

School districts are built upon the promise of potential – the potential of the students, faculty, staff, and community as a whole. Our vision is the picture of the district operating at its best. Throughout the planning process, diverse stakeholders not only reflected on the strong reputation of our district, but also recognized the potential for our district to build upon its many strengths. When the Unionville-Chadds Ford School district is operating at its best, we are all unlocking the potential of our students, faculty, staff and community. Our vision statement simply put is:

*Unionville-Chadds Ford School District –  
“Unlocking the Potential in All of Us!”*

### ***Requirements***

The Pennsylvania Department of Education (PDE) requires school districts to create a strategic plan every six years. This reflective process provides the district an opportunity to create a plan that builds upon strengths and addresses future needs. While the state requires a minimum of 30 participants in the process, the district had over 70 stakeholders representing the entire school community. Involving so many community stakeholders is a point of pride in the preparation of this plan.

The PDE’s planning requirements include supplemental reports which address Chapter 4 Plan (Curriculum), Teacher Induction, Professional Education, Special Education, Educational Technology and District Improvement. Due to the continued excellence shown in the district, Unionville-Chadds Ford is excluded from the improvement plan requirement. In addition to the above requirements, the district included a Student Life as well as an Operations category to meet the needs of the district. While the state requires the submission of each plan by the end of the September, 2008, the deadline for the

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Special Education plan was May, 2008. Since the Special Education plan has been submitted, it is not included in the body of this report.

### ***Process Initiation***

In September, 2007, district administration began to discuss the process for developing the strategic plan. The following statements were developed to guide the strategic planning process:

The process must:

- be practical and respect everyone's time.
- be responsive to diverse voices and respectful of individuals' time and perspectives.
- provide the opportunity for our stakeholders to dream about future possibilities and challenges.
- reflect our current reality and constraints, however, that reality should not prohibit us from thinking creatively.
- involve those administrators and stakeholders who can enact change and will own the responsibility for fulfilling the plan.
- include active participation of the school board.
- spend less time planning and more time doing.
- create a document that would be valued and implemented.
- use an outside facilitator to conduct day-long planning retreat so all stakeholders will attend the meeting on an even playing field.

In October, 2007, district administrators attended faculty meetings at each of the district's schools, to provide an overview of the strategic planning process. During each of these presentations nominations were sought for faculty, staff, administrators, parent, student and community participation. Additionally, the audience at each presentation was surveyed to identify the strengths and needs within the district.

A group of 70 people consisting of teachers, parents, support staff, students, administrators, board directors and community members were invited to attend a one-day planning retreat to discuss the many assumptions, strengths and needs of the district. Robert Bertrando, former district administrator, teacher, parent of UCFSD graduates and resident of our community was invited to facilitate the large planning team retreat.

### ***Strategic Planning Retreat***

On January 31, 2008, the Strategic Planning Retreat was held at the Chester County Intermediate Unit from 8:00 A.M. to 4:00 P.M. Working in both small and large groups,

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participants discussed and documented assumptions, strengths, and needs in the following six categories:

1. Curriculum and Instruction
2. Professional Development
3. Special Education
4. Operations – (Finance, Personnel, Facilities)
5. Educational Technology
6. Student Life

Participants were given access to resources and data about future educational trends to provide background information for each of the six categories. Data resources, accessible throughout the day, contained more detailed information pertaining to:

- a. District achievement data
- b. Demographic data
- c. Perceptual data (results from surveys and focus groups)
- d. Program data
- e. Fiscal information
- f. Trend data
- g. Educational Research

### ***Development of Belief Statements***

Throughout the day, each participant had the opportunity to respond to the comprehensive account of assumptions, strengths and needs posted around the room. In the afternoon, six working groups were arranged to create three to five belief statements to reflect the strengths and needs for each category. Drafts of the belief statements were shared with the entire group, and participants had an opportunity to respond.

### ***Planning Teams and Steering Committee***

All participants from the retreat volunteered to work on one of the six categories. Each planning team was assigned two chair people to facilitate the meetings. The planning teams met from February through April to finalize belief statements and to create goals, strategies and action items for each category. The co-chairs from each subcommittee formed the steering committee that guided the organization and completion of the plan. Each committee had the task of finalizing belief statements which will be used as a guide for future decisions in each category. Additionally, each group was careful to create goals, strategies and action items that reflected the many needs and strengths identified on January 31, 2008.

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The Steering Committee met in May to review the drafts for each plan. The following questions were utilized to evaluate each plan:

1. Do the current belief statements reflect input from the retreat?
2. Do goals reflect belief statements?
3. Do goals reflect needs and strengths as identified at the retreat and through other data?
4. Are the goals achievable?
5. Do the strategies and action items reflect the goals and are they clear to those not involved in this process?
6. Is there something we can drop or combine in this category?
7. Can anything in this category be combined with another category?
8. What is a reasonable timetable for achievement?
9. Do we have the economic resources to successfully implement the goal?

Planning teams made appropriate revisions based upon Steering Committee feedback.

### ***Participation from the Board of School Directors***

The District Administration is most appreciative of the support and involvement of the Board of School Directors throughout this entire process. Many members of the Board attended the planning retreat in January, and have participated in a number of planning team meetings. Members of the Board were provided updates at work sessions from March through June and were invited to utilize the aforementioned questions evaluate each plan at the June Board meeting.

### ***Communication***

Throughout the strategic planning process, the need for good communication was a common theme discussed in all sub-committees. In responding to this need, the district office provided presentations to all schools during the months of February and March to inform teachers and staff about the status of the planning process. District administration made the presentation to district Parent Teacher Organizations to inform the parents and to elicit their feedback.

It is our intention to communicate the plan to all stakeholders during the upcoming school year. We will share our vision for the district and how that vision is being applied in all that we do.

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***Participants***

***Board of Directors***

Kathy Brown  
Karen Halstead  
Timotha Trigg  
Ed Wandersee

***Building***

***Administration***

Kurt Barker  
Clif Beaver  
Jim Fulginiti  
Andrew McLaughlin  
Rudy Reif  
Bruce Vosburgh

***Central Office***

***Administration***

Sharon Allen-Spann  
Ken Batchelor  
Bob Cochran  
Rick Hostetler  
Rich Hug  
Christine Kramer  
John Nolen  
Sharon Parker  
John Sanville  
Colleen Shearburn  
Marie Wickersham

***Community***

***Stakeholders***

Joanne Bates  
Robert Bertrando  
Heidi Brown  
Amanda Combs  
Joe Dauphin  
Katy Donovan  
Mary Kamelhar  
Gregg Lindner  
Veronique Liska  
Holly Manzone  
Maia Walter  
Becky Welsh  
Bruce Yelton

***Specialists***

Louise Cleveland  
Frank Deady  
Karen Dickinson  
Greg Hilden

***Students***

Zachary Bleemer  
George Caswell  
David Delaney  
Julia Kirkpatrick  
Kathryn Oeste  
Shannon Pitt  
Robert Walsh

***Support Staff***

Bill Allfather  
Sheryl Kolakowski  
Dave Listman  
Patricia McDonough  
Kathy Riley  
Susan Snyder  
Annette Wolfe

***Teachers***

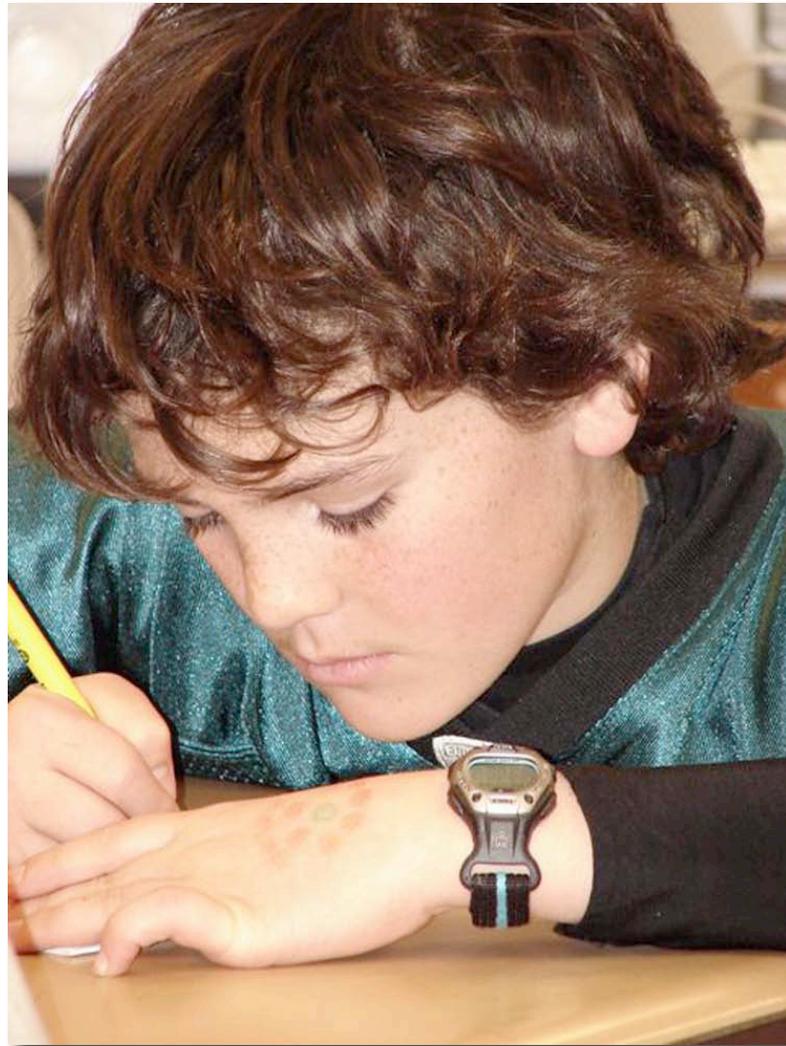
Carole Cavanaugh  
George Claypoole  
Jim Conley  
Rob Conti-D'Antonio  
Joe Derickson  
Megan Doyer  
Allison Goldberg  
Julie Hawkes  
Jennifer Jones  
Ian Kerr  
Michelle Lafferty  
Kevin Long  
Kathryn Markloff  
Jason Palo  
Sue Shelley  
Anita Spizzirri  
Fred Stauffer  
Amanda Teti  
Susan Thomas  
John Walsh



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# Curriculum and Instruction



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## *Curriculum and Instruction*

### **Belief Statements:**

- *Our curriculum and instruction will foster academic excellence and instill confidence in all learners.*
- *Our curriculum and instruction will integrate and coordinate learning and skill development to provide logical and consistent transitions through all grades.*
- *Our curriculum and instruction will recognize that staff collaboration and communication are critical for the effective development and delivery of curriculum and student achievement.*
- *Our curriculum and instruction will benefit from the partnership between the home, school, and community.*
- *Our curriculum and instruction will grow and adapt to meet the needs of an ever-changing global society.*

### **Goal #1: Align and develop curriculum and assessments vertically and horizontally.**

**Strategy 1.1:** Build and implement an integrated and articulated K-12 curriculum

#### ***Action Items:***

- 1.1.1 -- Develop a curriculum renewal process for all content area. (2008-2009)
- 1.1.2 -- Establish a vertical team for all content areas. (Begin 2008-2009)
- 1.1.3 -- Develop a reporting out process for all stakeholders. (Spring, 2009)

**Strategy 1.2:** Assure collaboration time for teachers

#### ***Action Items:***

- 1.2.1 -- Develop a collaboration plan to facilitate on-going review of curriculum alignment. (2008-2009)
- 1.2.2 -- Identify and reserve time for vertical and horizontal collaboration. (2008 - 2009)

**Strategy 1.3:** Promote contributions from diverse community stakeholders.

#### ***Action Items:***

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- 1.3.1 -- Target professional development needs based on curriculum cycle. (2008-2014)
  - 1.3.2 -- Analyze assessment data. (Begin 2008-2009 – work will be on-going)
  - 1.3.3 -- Define stakeholder groups to be included. (2008-2009)
  - 1.3.4 -- Use varied formats to solicit feedback from stakeholders. (2008 – 2014)

**Responsible Parties for Goal 1:**

District Administration  
Curriculum Review Teams  
Building Administration in all buildings

**Goal #2: Provide opportunities for varied and new student choices.**

**Strategy 2.1** Allow curriculum and instruction to drive scheduling practices.

***Action Items:***

- 2.1.1 -- Research and investigate scheduling practices. (2009-2010)
- 2.1.2 -- Investigate ways to maximize student time during the school day. (2009-2010)

**Strategy 2.2** Allow and encourage students to pursue service related opportunities.

***Action Items:***

- 2.2.1 -- Promote and organize all service-related opportunities (such as MLK Day of Service) sponsored by UCFSD. (2008 – 2014)

**Strategy 2.3** Research scheduling options that would allow students to attend classes outside the traditional school day.

***Action Items:***

- 2.3.1 -- Offer dual enrollment opportunities, weekend classes, online-distance learning, summer opportunities, etc. (On-going as part of curriculum review cycle)
- 2.3.2 -- Investigate opportunities for students to connect with others globally (on-line, exchange programs). (On-going as part of curriculum review cycle)

**Strategy 2.4** Allow for alternate assessment opportunities.

***Action Items:***

- 2.4.1 -- Provide training/development opportunities for teachers to explore alternative assessments. (2010-2014)

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- 2.4.2 --Encourage students to take advantage of elective opportunities. (Spring, 2008)
  - 2.4.3 --Review Unionville High School graduation project guidelines. Investigate senior project options and make recommendations. (2010-2011)

**Strategy 2.5** Propose foreign language in the elementary schools (FLES) program.

***Action Items:***

- 2.5.1 – Form a steering committee and develop proposal. (Fall, 2008)

**Responsible Parties for Goal 2:**

District Administration  
Curriculum Review Teams  
Building Administration in all buildings  
Act 48 Committee

**Goal #3: Develop thinking skills and knowledge that can be applied in varied settings.**

**Strategy 3.1:** Identify and communicate core skills and knowledge.

***Action Items:***

- 3.1.1 --Provide teacher training to ensure quality professional practice in teaching these skills. (On-going in accordance with professional development strategic plan)
- 3.1.2 --Include the identification and communication of core skills and knowledge in the curriculum renewal process. (On-going based on established curriculum cycle)
- 3.1.3 --Promote state-of-the-art pedagogical practices with school/district focus. (On-going in accordance with professional development strategic plan)
- 3.1.4 --Investigate varied curriculum opportunities that may be suitable for our students. (2010-2011)

**Strategy 3.2:** Prepare students for life success beyond graduation.

***Action Items:***

- 3.2.1 --Examine key transition points and identify student needs. (2008-2009)
- 3.2.2 --Assess the District's effectiveness in preparing students for post-secondary experiences. (2010-2011)
- 3.2.3 --Examine alternative course/curriculum options. (as part of curriculum cycle)

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3.2.4 --Develop a link between curriculum and college admissions process.

**Responsible Parties for Goal 3:**

District Administration  
Curriculum Review Teams  
Building Administration in all buildings  
Act 48 Committee

**Goal #4: Foster the communication of curricular expectations.**

**Strategy 4.1:** Establish a curriculum communication plan.

***Action Items:***

- 4.1.1 --Create a curriculum communication partnership with the Parent Teacher Organizations. (2008-2009)
- 4.1.2 --Seek outside expertise relative to development of a curriculum communication plan. (2008-2009)
- 4.1.3 – Research, develop and implement an on-line curriculum inventory system in conjunction with curriculum cycle. (2008-2014)

**Strategy 4.2:** Solicit student input.

***Action Items:***

- 4.2.1 -- Investigate ways to gather student opinions and feedback. (2008-2009)

**Responsible Parties for Goal 4:**

District Administration  
Curriculum Review Teams  
Building Administration in all buildings

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# Professional Development



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## *Professional Development*

### **Belief Statements:**

- *Professional development goals are aligned with the district's mission.*
- *Professional development focuses on best practice to maximize student achievement.*
- *Professional development is valued and requires the allocation of appropriate resources, collaboration, communication, support, and accountability.*
- *Professional development improves all district personnel when integrated into daily practice.*
- *Professional development is a commitment to life long learning and professional growth.*

### **Goal #1: Professional development will promote best practice through the utilization of staff expertise and current research.**

**Strategy 1.1:** Develop a variety of ways for staff to share expertise

#### ***Action Items:***

- 1.1.1 -- Plan for opportunities for teachers to observe teachers; integrate this to the teacher evaluation plan (2010-2011)
- 1.1.2 -- Design training sessions led by district staff; implement mini-conference training day each year (2009-2010)
- 1.1.3 -- Engage teachers in the training of inductees (Fall, 2008)
- 1.1.4 -- Develop a method for communicating professional learning; report on My Learning Plan before finalizing (2008-2009)

#### **Responsible Parties for Goal 1:**

Staff Development Committee  
Technology Committee  
District Administration

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**Goal #2: Professional development will differentiate based on knowledge and experience of staff.**

**Strategy 2.1:** Develop a differentiated evaluation system for staff.

***Action Items:***

- 2.1.1 -- Form a task force to review the current evaluation, induction plan, and other districts' systems, in order to develop a differentiated plan. (2010-2011)
- 2.1.2 -- Implement the evaluation plan. (2011-2012)

**Strategy 2.2:** Design a plan to promote growth opportunities, tied to district initiatives, for all staff.

***Action Items:***

- 2.2.1 -- Charge Act 48 committee to include a plan for these opportunities for professional staff. (2008-2009)
- 2.2.2 -- Implement growth opportunities for support staff. (2008-2014).
- 2.2.3 -- Assure the development and implementation of relevant professional development. (2008-2014)

**Responsible Parties for Goal 2:**

Act 48 Committee  
District Administration

**Goal #3: Professional development will plan for district training on current and relevant issues.**

**Strategy 3.1:** Identify current issues

***Action Items:***

- 3.1.1 -- Form a Staff Development committee comprised of representatives from all district departments to review and prioritize issues for staff training. (2008-2014)

**Responsible Parties for Goal 3:**

Staff Development Committee

**Goal #4: Professional development will require time and flexibility for collaboration.**

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**Strategy 4.1:** Develop a plan to maximize time and collaboration

***Action Items:***

4.1.1 -- Identify opportunities for collaboration and professional development (2008-2014)

**Strategy 4.2:** Develop building specific structures that promote faculty wide discussions focused on student achievement and school climate

***Action Items:***

4.2.1 -- Identify building-wide goals to measure impact on students and staff (2008-2009)

**Responsible Parties for Goal 4:**

Staff Development Committee

**Goal #5: Professional development will incorporate on-going technology training.**

**Strategy 5.1:** Provide differentiated technology training for staff.

***Action Items:*** See Technology Strategic Plan

**Responsible Parties:**

Staff Development Committee

Technology Committee

# *Operations*



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## *Operations*

### **Belief Statements:**

- *We believe all district facilities and resources should provide for the education of district students while ensuring the health, safety, and welfare of all who utilize the facilities.*
- *We believe in clear and open communication between district and community.*
- *We believe long-range planning in facilities and budget is essential to support the curriculum and other district programs.*
- *We believe a strong school district and its school community work in partnership to ensure the success of each student.*
- *We believe a strong school district maintains highly qualified and efficacious personnel.*

### **Goal #1: Provide a forum for district stakeholders to discuss facility needs.**

**Strategy 1.1:** Create a Facilities Advisory Council

#### ***Action Items:***

- 1.1.1 -- Define the framework and write a charge statement (2008-2009)
- 1.1.2 -- Advertise for membership (Fall, 2008)
- 1.1.3 -- Form Committee (no later than October 31, 2008)
- 1.1.4 -- Develop a comprehensive long-range facilities plan which includes both capital improvements and building project (2008-2009)

#### **Responsible Parties for Goal 1:**

District Administration

### **Goal #2: Continue to recruit the highest quality candidates and provide opportunities for professional development, staff evaluation and compensation.**

**Strategy 2.1:** Examine hiring practices

#### ***Action Items:***

- 2.1.1 -- Review recruiting practices (especially support staff) (2008-2009)
- 2.1.2 -- Review/forecast curricular needs to plan for future staffing (2008-2014)
- 2.1.3 -- Utilize ratios/formulas for future staff planning purposes only (2008-2014)

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**Strategy 2.2:** Professional Development

***Action Items:***

- 2.2.1 -- Train supervisors to supervise and evaluate more effectively (2009-2014)

**Strategy 2.3:** Staff Evaluation

***Action Items:***

- 2.3.1 -- Review the current evaluation processes for all staff
- 2.3.2 -- Research the appropriateness of alternative compensation methods that optimize employee performance (2008-2009)
- 2.3.3 -- Research the feasibility of the use of alternative evaluation models (i.e.: surveys) (2008-2014)

**Strategy 2.4:** Compensation

***Action Items:***

- 2.4.1 -- Maintain competitive compensation for all staff (negotiations/Board agreements)
- 2.4.2 -- Use accurate and relevant benchmarks for wages and benefits
- 2.4.3 -- Research the feasibility of a senior citizen instructional volunteer program (study in 08-09 and implement in 09-10)

**Responsible Parties for Goal 2:**

District Administration

**Goal #3: Promote safety in all district schools.**

**Strategy 3.1:** Engage in the process to develop/create a certified Safety Committee

***Action Items:***

- 3.1.1 -- Coordinate efforts with the Facilities Council (2008-2009)
- 3.1.2 -- Train committee members on current safety initiatives (2008-2009)
- 3.1.3 -- Review/revise current safety plans and guidelines (2008-2009)
- 3.1.4 -- Conduct regular facilities inspections (2008-2009)

**Strategy 3.2:** Revisit Security Committee/Incident Management System

***Action Items:***

- 3.2.1 --Coordinate efforts with the Technology Plan to ensure student safety on the internet (2008-2009)

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3.2.2 --Review procedures for maintaining a secure building during off-school hours (2008-2009)

3.2.3 --Explore the feasibility of contracting an outside consultant (expert in school safety/security) to support the work of the committee (2008-2009)

**Responsible Parties for Goal 3:**

District Administration

# Educational Technology



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## *Educational Technology*

### **Belief Statement:**

- *We believe that technology is a tool that complements the educational goals of our district.*
- *We believe that technology should be used to support teaching and enhance learning in a responsible and positive way.*
- *We believe that we must prepare our students for current and future technology by helping them learn how to adapt and embrace constantly changing advancements with the educational technology tools that will move them seamlessly into their future.*

### **Goal #1: UCFSD will provide all staff with continuous, timely, and relevant opportunities for technology training, differentiated for user experience and aimed at enriching instruction and improving productivity.**

**Strategy 1.1:** Create a staff development plan to be updated annually.

#### ***Action Items:***

- 1.1.1 -- Incorporate staff development goals for all district personnel. (2008-2014)
- 1.1.2 -- Allow for a user to choose from a variety of options; different levels within options. (2008-2014)
- 1.1.3 -- Coordinate training with installation of hardware or software. (2008-2014)
- 1.1.4 -- Offer training anywhere, anytime and in various modes. (2008-2014)

**Strategy 1.2:** Dedicate a day annually for support staff development. (2009-2010)

**Strategy 1.3:** Require an implementation plan for every major project. (2008-2009)

**Strategy 1.4:** Investigate the creation of an academy for technology training. (2009-2010)

**Strategy 1.5:** Utilize staff talents to provide instruction and support. (2008-2009)

#### **Responsible Parties for Goal 1:**

District Administration  
Building Technology  
Building Administration

### **Goal #2: Technology instruction will be current, relevant and practical.**

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**Strategy 2.1:** Integrate technology in the delivery of course curriculum.

**Action Items:**

2.1.1 --Assess student technology skills and differentiate instruction as appropriate. (2009-2010)

2.1.2 --Provide opportunities for teachers to collaborate with building technology before assigning technology projects. (2009-2010)

**Strategy 2.2:** Use curriculum cycle to introduce or expand technology integration. (2008-2014)

**Strategy 2.3:** Review emerging technology and test for instructional value on a regular basis. (2009-2010)

**Responsible Parties for Goal 2:**

District Administration  
Building Administration  
Building Technology

**Goal #3: Technology will enrich instruction in all subject areas.**

**Strategy 3.1:** Access to technology tools will be timely and convenient.

**Action Items:**

3.1.1 --Provide teachers with laptops as an instructional tool. (LCD Projector, Interactive White Board, and Playback Device) (2008-2009)

3.1.2 --Develop a robust, secure infrastructure that will support increased technology access. (2008-2009)

**Responsible Parties for Goal 3:**

District Administration  
Building Technology

**Goal #4: UCFSD will provide instructional and support positions necessary to accomplish its technology goals.**

**Strategy 4.1:** Provide technology integration personnel to assist teachers.

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***Action Items:***

- 4.1.1 --Coordinate and provide technology staff development. (2009-2010)
- 4.1.2 --Develop technology mentors and facilitate co-teaching opportunities. (2009-2010)
- 4.1.3 --Be a resource for curriculum writing. (2009-2010)
- 4.1.4 --Create materials for instruction. (2009-2010)
- 4.1.5 --Research emerging technology. (2009-2010)

**Strategy 4.2:** Create a student technology corps to assist with basic technology issues. (2009-2010)

**Strategy 4.3:** Develop minimum requirements for technology use for hiring new employees. (2010-2011)

**Strategy 4.4:** Train new employees on systems critical to their success. (2008-2009)

**Responsible Parties for Goal 4:**

District Administration  
Building Administration  
Building Technology

**Goal #5: Provide opportunities for input from stakeholders.**

**Strategy 5.1:** Establish a Learning Community for Technology.

***Action Items:***

- 5.1.1 --Communicate Vision. (2010-2011)
- 5.1.2 --Gather input from students, parents and other stakeholders. (2010-2011)
- 5.1.3 --Recommend policy regarding technology. (2010-2011)

**Responsible Parties for Goal 5:**

District Administration  
Building Technology

# Student Life



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## *Student Life*

### **Belief Statements:**

- *We believe in encouraging students to participate in activities that enhance and broaden their educational and life experience.*
- *We believe all students, faculty, and staff should learn and work in a safe, supportive and respectful environment.*
- *We believe all programs must enhance a student's opportunity for success.*

### **Goal #1: Increase opportunity for student participation in co-curricular activities.**

**Strategy 1.1:** Evaluate current participation and offerings

#### ***Action Items:***

- 1.1.1 -- Survey students (2008-2009)
- 1.1.2 -- Survey PTO's/parent organizations (2008-2009)
- 1.1.3 -- Survey building administration (2008-2009)
- 1.1.4 -- Identify students not involved and determine why they don't participate. (2008-2009)

**Strategy 1.2:** Develop athletic and co-curricular policy

#### ***Action Items:***

- 1.2.1 -- Create athletic and co-curricular philosophy statement (2008-2009)
- 1.2.2 -- Create evaluation system for all supplemental contracts (2009-2010)
- 1.2.3 -- Develop student code of conduct for participation (2008-2009)
- 1.2.4 -- Investigate alternative opportunities for students who are cut from athletic teams or activities (2008-2010)

**Strategy 1.3:** Identify single source for accountability and coordination with activities and athletics K-12.

#### ***Action Items:***

- 1.3.1 -- Hire coordinator K – 12 (Fall 2008)

**Strategy 1.4:** Assure financial resources are dedicated and distributed appropriately

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***Action Items:***

- 1.4.1 -- Determine funding formula, per-student costs (2008-2009)
- 1.4.2 -- Identify outside funding sources to support programs (2008-2014)

**Strategy 1.5:** Explore the creation of activity buses

***Action Items:***

- 1.5.1 -- Investigate “pay-for-use” transportation options (Spring 2009)

**Responsible Parties for Goal 1:**

District Administration  
Building Administration

**Goal #2: Strengthen internal and external community**

**Strategy 2.1:** Explore student mentor/advisory program K-12

***Action Items:***

- 2.1.1 --Utilize student’s to support and guide younger peers (2009-2010)
- 2.1.2 --Use select faculty and staff to support mentors (2010-2011)
- 2.1.3 --Provide time for student mentors, faculty and students to meet and discuss issues involving safety, bullying and decision making (2010-2011).

**Strategy 2.2:** Promote the qualities of democratic principles

***Action Items:***

- 2.2.1 --Research and design grades 3-12 student/faculty congress (2008-2012)
- 2.2.2 --Increase role and responsibility of elected student leaders
- 2.2.3 --Provide forums at each building level for discussions about programs and activities.
- 2.2.4 --Provide authentic experience for building community to participate in the democratic process.

**Strategy 2.3:** Investigate district-wide anti-bullying program (2008-2014)

**Responsible Parties for Goal 2:**

District Administration  
Building Administration  
School Counselors and Student Assistance Personnel

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**Goal #3: Strengthen our programs that enhance the support services provided to students.**

**Strategy 3.1:** Evaluate current offerings through guidance, student assistance, nurses office and other prevention programs

***Action Items:***

- 3.1.1 -- Identify what is currently offered (2009-2010)
- 3.1.2 -- Assess needs (2009-2010)
- 3.1.3 -- Identify programs needed to support students (2009-2010)

**Responsible Parties for Goal 3:**

District Administration  
Building Administration  
Counseling Department