



**RED CREEK CENTRAL SCHOOL  
STRATEGIC PLAN  
2022 – 2027**

**RCCS**

**Dr. Brian Corey  
Superintendent of Schools**

**MISSION STATEMENT:** The Red Creek Central School District will create a safe and supportive learning environment for all of our students, in order to prepare them with the fundamental skills and knowledge to successfully and responsibly contribute to society.

**DISTRICT GOALS:**

**ACADEMIC:** Continue reviewing the district's curriculum to ensure alignment district-wide and within New York State standards, while providing diverse educational opportunities for all students.

**COMMUNICATION:** Utilize all effective platforms and methods to improve communication and transparency between the school and the community.

**FINANCIAL:** Maintain responsible budget practices through the strategic use of resources in order to support our facilities and academic goals.

**PLANNING:** Establish a process for reviewing all district aspects through continued leadership development and long-term strategic planning for the success of the district.

The Red Creek Central School District Strategic Plan consists of three primary areas of focus:

**Culture and Communication:** To create a positive culture and environment.

**Educational Excellence:** To establish a challenging and impactful educational experience that prepares all learners for success in an ever-changing world.

**School Experience:** To provide responsive and appropriate opportunities, resources and systems that foster the development of well-rounded students within the school community.

**Culture and Communication**: To create a positive culture and environment.

**Diversity, Equity and Inclusivity (DEI)**: To create a school community environment where all Red Creek students and stakeholders feel emotionally safe and valued, reflecting our evolving community.

Key Person: Superintendent/Director of Curriculum

Task	Facilitator (by title)	Year (1 – 5)
Create and/or review Board of Education Policy focused on procedures and processes on DEI	Superintendent & Board Policy Committee	1
Provide engaging and interactive In-service activities for all staff on relevant DEI topics	Director of Curriculum/DEI Committee	Annually
Explore ways to imbed DEI initiatives in curriculum and extracurricular activities	Director of Curriculum/DEI Committee/Building Principals	3
Review and revise student handbooks to ensure inclusivity of all students	Director of Curriculum/Building Principals/Restorative Practices Committee	2

\*DEI committee – Director of Curriculum, Building Principals, Teachers, support staff, 21<sup>st</sup> Century Director

**Culture and Communication:** To create a positive culture and environment.

**External Communication:** To enhance and support our school community by strengthening communication.

Key Person: Superintendent

<b>Task</b>	<b>Facilitator (by title)</b>	<b>Year (1 – 5)</b>
Expand positive print and digital public relations	Superintendent/Communication Specialist	1
Survey school community and families for perceptions on current district initiatives	Communication Specialist	2 Annually
Create and share a list of current community partnerships and alumni outreach	Building Principals	2
Increase the district's and school's social media presence	Superintendent/Communication Specialist	1
Create district approach to welcoming new families	Building Principals	2

**Culture and Communication:** To create a positive culture and environment.

**Leadership:** Administrative Roles and Responsibilities: To establish professionalism and respect between and among administrative team, faculty and staff.

Key Person: Superintendent

<b>Task</b>	<b>Facilitator (by title)</b>	<b>Year (1 – 5)</b>
Develop administrative team meeting norms and procedures such as agenda and allotted times on agendas	Superintendent	1
Review and revise the organizational chart	Superintendent	1
Review and revise administrative job descriptions	Superintendent/Administrative Team	1
Monitor and adjust effectiveness of administrative team meetings	Superintendent/Administrative Team	2
Identify areas of strength and need within administrative team and provide support necessary to help each other fulfill leadership responsibilities	Superintendent/Administrative Team	2
Examine distributive leadership opportunities	Superintendent/Administrative Team	2
Document and report achievement of agenda items, initiatives and tasks found on administrative team agendas	Superintendent/Administrative Team	3
Create and relay clear expectations for faculty and staff annually	Superintendent/Administrative Team	4
Create multi-systems to share information with all employees reflecting transparency and following chain of command	Superintendent/Administrative Team	4

**Culture and Communication:** To create a positive culture and environment.

**Social-Emotional Learning (SEL):** To develop self-aware, self-managing, ethical, socially conscientious students who demonstrate skills essential for success in school and life.

Key Person: Director of Curriculum

Task	Facilitator (by title)	Year (1 – 5)
Create and/or review Board of Education policies focused on SEL and restorative practices	Superintendent/Board Policy Committee	1
Explore ways to imbed SEL initiatives in curriculum	Director of Curriculum/District PBIS Committee	1
Review and update code of conduct/handbook to reflect a restorative mindset	Director of Curriculum/Building Principals/Restorative Practices Committee	2
Provide engaging and interactive professional development for all staff on relevant SEL and restorative practice topics	Director of Curriculum/Building Principals/District PBIS Committee	Annually
Assess and enhance best-practices in SEL/Restorative practices <ul style="list-style-type: none"> <li>• Share and celebrate at Building levels</li> </ul>	Director of Curriculum/Building Principals/District PBIS Committee	Annually, beginning year 1

**Culture and Communication:** To create a positive culture and environment.

**Staff Recruitment, Retention and Wellness:** To attract, retain and support quality staff.

Key Person: Superintendent

Task	Facilitator (by title)	Year (1 – 5)
Evaluate recruitment processes for all positions	Superintendent/Administrative Team	1
Actively recruit staff through multiple formats	Superintendent	1
Explore ways to be competitive in our region in attracting and retaining staff	Superintendent/Administrative Team	1
Assess what is currently done to support faculty and staff's physical, emotional, and mental well-being	Administrative Team	1
Provide additional opportunities to support faculty and staff	Administrative Team	3
Develop an annual celebration and recognition of employees	Administrative Team	3
Incorporate employee wellness as a professional development opportunity	Administrative Team	4



**Culture and Communication:** To create a positive culture and environment.

**Student Wellness:** To create a school community environment where all Red Creek students feel emotionally safe and valued, reflecting our evolving community.

Key Person: Director of Curriculum/District Wide Team

<b>Task</b>	<b>Facilitator (by title)</b>	<b>Year (1 – 5)</b>
Review and revise the code of conduct	Building Principals	1 Annually
Identify and provide access for all students to their trusted adults	Building Principals	1 Annually
Review and revise developmentally appropriate classroom behavioral norms (RAMS)	Building Principals/PBIS Committees	2
Develop consistent approach to implementing restorative practices in each school	Building Principals/PBIS Committees	2
Develop consistent approach and follow-through to implementing PBIS in each school, including community circles	District PBIS Committee	2
Create opportunities for families to learn about behavioral expectations	Director of Curriculum /PBIS Committee	2
Provide education regarding bullying for students, staff, and families to include definition, examples and code of conduct response	Building Principals/Counselors	2

**Educational Excellence:** To establish a challenging and impactful educational experience that prepares all learners for success in an ever-changing world.

**Academic Offerings: Academic Enrichment Opportunities:** To provide diverse and engaging opportunities for learning that challenge all UPK – 12 students:

Key Person: Director of Curriculum

<b>Task</b>	<b>Facilitator (by title)</b>	<b>Year (1 – 5)</b>
Survey students, parents, and staff on academic and other interests	Counselors (UPK-12)	2
Gather information on current academic enrichment opportunities for all	Building Principals Counselors(6-12)	2
Develop process for adding/eliminating courses based on interest and participation (e. g. foreign language, Family and Consumer Science, Theater)	Administrative Team/Counselors (6-12)	2
Develop process for creating new academic enrichment opportunities	Administrative Team/Counselors (UPK- 12)	3
Collaborate with other districts on the academic enrichment opportunities they offer	Superintendent/Director of Curriculum/21 <sup>st</sup> Century Grant Coordinator	3
Include extended day and/or summer learning opportunities	Administrative Team (UPK-12)	Annually
Implement a program of academic enrichment opportunities for all students K – 12: during the school day	Building Principals	4
Develop process for evaluating enrichment opportunities	Administrative Team	4

**Educational Excellence:** To establish a challenging and impactful educational experience that prepares all learners for success in an ever-changing world.

**Academic Offerings: Preparation for Future Success:** To provide diverse and engaging opportunities for learning that challenge all UPK -12 students:

Key Person: High School Principal

<b>Task</b>	<b>Facilitator (by title)</b>	<b>Year (1 – 5)</b>
Identify and create a list of current dual credit and Advanced Placement offerings	High School Principal	1
Explore and expand college partnerships	High School Principal/ Counselors (6-12)	2 - 3
Explore and expand community and business partnerships	High School Principal/ Counselors (6-12)	2 - 3
Enhance field trip experiences	Administrative Team	3
Survey students to determine interests using Career/College Ready Digital Program	Counselors	3 and then annually
Investigate how to bring career opportunities to UPK – 12 students	Counselors	4
Build career exploration (School Experiences)	Principals & Counselors (6-12)	4
Explore and expand flexible programming/scheduling options for all students	Administrative Team	4
Utilize alumni in career exploration	Building Principals/Counselors	5

Task	Facilitator (by title)	Year (1 – 5)
Develop career exploration into tier 1 structures	Director of Curriculum	2
Collect and analyze college/career readiness data from current and past students at the culmination at each building level	Counselor	3
Generate a unified community and alumni network/database	Counselor	4
Incorporate college and career readiness experiences at all grade levels	Building Principals/BIT team	5

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**Educational Excellence:** To establish a challenging and impactful educational experience that prepares all learners for success in an ever-changing world.

**Assessment:** To develop a system for measuring and monitoring student achievement.

Key Person: Director of Curriculum

Task	Facilitator (by title)	Year (1 – 5)
Establish a universal benchmarking process, including diagnosing and progress monitoring	Director of Curriculum	1
Align grading practices by department 6 – 12, and grade levels (Cuyler UPK – 5)	Administrative Team/Lead Teachers	2
Develop and provide professional development focused on implementing the benchmarking system	Director of Curriculum/Building Principals/Administrative Team	2
Develop a system for looking at and using data, such as grade-level trends and cohort data	Director of Curriculum	2
Fully implement benchmarking process	Director of Curriculum/Building Principals/Lead Teachers	3
Assess and revise processes and procedures	Director of Curriculum	4, then annually

**Educational Excellence:** To establish a challenging and impactful educational experience that prepares all learners for success in an every-changing world.

**Curriculum: Systems and Processes:** To develop a consistent process/procedure for writing, reviewing and revising curriculum documents that meet state/national standards.

Key Person: Director of Curriculum

Task	Facilitator (by title)	Year (1 – 5)
Evaluate current curriculum for alignment with format/process	Administrative Team/Lead Teachers	2
Analyze existing curriculum processes, including development, revision, and publicizing	Director of Curriculum/Administrative Team/Lead Teachers	1
Create new or revised procedures for adopting, adapting, writing and piloting curriculum including pacing/timelines in curriculum documents	Director of Curriculum/Administrative Team	2
Select program/tool for housing curriculum ensuring it is written and retrievable for all staff	Administrative Team/Lead Teachers	2
Create and revise a process for professional development for writing curriculum and inputting into the selected program/"house"	Administrative Team/Lead Teachers	3
Create a process for revising approaches to curriculum and strategies using data to inform revisions	Administrative Team/Lead Teachers	4

**Educational Excellence:** To establish a challenging and impactful educational experience that prepares all learners for success in an ever-changing world.

**Professional Development:** To develop a consistent professional development program that is driven by the needs of students and staff, aligned to district goals.

Key Person: Director of Curriculum

<b>Task</b>	<b>Facilitator (by title)</b>	<b>Year (1 – 5)</b>
Evaluate the current state of professional development for all staff, including administrators, teachers, support staff and substitutes.	Administrative Team	1
Create a new professional development framework, prioritizing inclusivity	Administrative Team	2
Utilize professional development time for building transparency and visibility of processes such as RtI/MTSS, curriculum development, etc.	Administrative Team	2
Evaluate the effectiveness of new professional development processes across the district	Administrative Team	Annually, beginning year 3

**Educational Excellence:** To establish a challenging and impactful educational experience that prepares all learners for success in an every-changing world.

**Student Achievement:** To develop a process to enhance the performance of all students.

Key Person: Building Principals

Task	Facilitator (by title)	Year (1 – 5)
Analyze data to identify subgroups needing additional supports and enrichment	Building Principals	1
Create a vision statement for commencement outcomes/ “Portrait of a Red Creek Graduate” broken down by levels (Cuyler grad, MS grad, HS grad)	Building Principals	2
Implement data analysis protocols to adjust curriculum, lesson plans and classroom instruction	Building Principals	3
Investigate and implement additional research-based strategies to improve graduation rates	Building Principals/Counselors	3
Develop systems to analyze student performance on all state assessments to improve student achievement	Building Principals/BLT team	3
Implement research based instructional strategies based on data analysis of state assessments to improve student performance, focused on literacy and math	Building Principals/BLT team	3



**School Experience:** To provide responsive and appropriate opportunities, resources and systems that foster the development of well-rounded students within the school community.

**Opportunities:** Extra-Curricular Enrichment: To provide students with school and community opportunities that enhance their growth.

Key Person: Building Principals

Task	Facilitator (by title)	Year (1 – 5)
Poll and analyze students about interest in clubs and extracurricular activities at all grade levels	Building Principals	2
Develop extracurricular program that meets the interests of all students	Building Principals	2

**School Experience:** To provide responsive and appropriate opportunities, resources and systems that foster the development of well-rounded students within the school community.

**Opportunities:** Student Empowerment: To provide students with school and community opportunities that enhance their growth.

Key Person: Superintendent

Task	Facilitator (by title)	Year (1 – 5)
Create a structure to provide current students and recent graduates an opportunity to share experiences with BOE	Superintendent/Board	2
Explore a student representative	Superintendent/Board	2
Develop and implement district-wide civics plan/program	Superintendent/Board	3
Create more student leadership opportunities in all buildings	Building Principals	3

**School Experience:** To provide responsive and appropriate opportunities, resources and systems that foster the development of well-rounded students within the school community.

**Special Education: Classification Rate:** To provide opportunities for special education students which will enhance their achievement.

Key Person: Director of Special Education

Task	Facilitator (by title)	Year (1 – 5)
Collect and analyze data to refine referral process	Director of Special Education	1
Provide universal professional development on classification process, disability classifications, CSE processes	Director of Special Education	2
Provide training to assist every teacher in meeting the needs of all learners	Director of Special Education	2
Develop early intervention programming and services	Director of Special Education/Principals	3
Refine and/or develop MTSS/RTI practices	PBIS Committee	3
Develop a monitoring system for MTSS/RTI practices	PBIS Committee	4

**School Experience:** To provide responsive and appropriate opportunities, resources and systems that foster the development of well-rounded students within the school community.

**Special Education: Continuum of Services:** To provide opportunities for special education students which will enhance their achievement.

Key Person: Director of Special Education

Task	Facilitator (by title)	Year (1 – 5)
Analyze program, continuum of services and support offerings for SWD	Director of Special Education	1
Analyze staffing and scheduling for Students with Disabilities (SWD)	Director of Special Education	1
Develop annual training for all staff on the special education referral and evaluation process	Director of Special Education	2
Communicate our special education program to all stakeholders	Director of Special Education	2
Collaborate with neighboring districts and BOCES to provide shared services as appropriate	Director of Special Education	4

**School Experience:** To provide responsive and appropriate opportunities, resources and systems that foster the development of well-rounded students within the school community.

**Student Resources:** Alternative Programs: To identify and implement programming and resources.

Key Person: Special Ed. Director/Principals

<b>Task</b>	<b>Facilitator (by title)</b>	<b>Year (1 – 5)</b>
Evaluate and assess current programming both on- and off-site	Special Ed. Director/Principals	1
Create the framework for in-district alternative program	Special Ed. Director/Principals	2
Develop an identification process for student candidates	Special Ed. Director/Principals	3
Develop alternative program	Special Ed. Director/Principals	4
Explore distance learning opportunities	Special Ed. Director/Principals	5

**School Experience:** To provide responsive and appropriate opportunities, resources and systems that foster the development of well-rounded students within the school community.

**Student Resources:** Student Support Services: To identify and implement programming and resources.

Key Person: Building Principals

Task	Facilitator (by title)	Year (1 – 5)
Identify and evaluate current student support services provided, such as MTSS, RTI, SEL, Counseling	Building Principals/BLT team	1
Examine best practice through comparison with similar district’s offerings of student support services as well as critical literature	Building Principals/BLT team	2
Determine opportunities to enhance offerings for Red Creek students	Building Principals/BLT team	3
Monitor and adjust Tier I services provided to all students	Building Principals/BLT team	3

**School Experience:** To provide responsive and appropriate opportunities, resources and systems that foster the development of well-rounded students within the school community.

**Systems: Communication:** To analyze district structure to develop adequate programming to meet community needs.

Key Person: Superintendent

<b>Task</b>	<b>Facilitator (by title)</b>	<b>Year (1 – 5)</b>
Develop a common format and expectations for school and district communication	Superintendent	1
Identify viable community resources to increase partnerships between school and community	Superintendent	3
Increase awareness of programs for all district community members	Superintendent/Director of Community Center	4

**School Experience:** To provide responsive and appropriate opportunities, resources and systems that foster the development of well-rounded students within the school community.

**Systems:** Personnel: Analyze district structure to develop adequate programming to meet community needs.

Key Person: Administrative Team

Task	Facilitator (by title)	Year (1 – 5)
Analyze current student academic and extra-curricular programs for gap in opportunities for all students	Administrative Team	2
Review staffing for programming needs	Administrative Team	2
Review funding sources for programming needs	Administrative Team	3
Review space and transportation implications for current and future programs	Administrative Team/Director of Transportation	3
Develop implementation plan of new programming based on community needs	Administrative Team/Director of Community Ctr.	4



**School Experience:** To provide responsive and appropriate opportunities, resources and systems that foster the development of well-rounded students within the school community.

**Systems:** Program Options: To analyze district structure to develop adequate programming to meet community needs.

Person Responsible: Director of Curriculum

<b>Task</b>	<b>Facilitator (by title)</b>	<b>Year (1 – 5)</b>
Analyze community needs for pre-school aged programming	Director of Curriculum/ Preschool Teachers	1
Assess community needs for before and after school programming	? repeat	2
Implement necessary programming, before and after school programming	Director of Curriculum/ Preschool Teachers	3