



Strategic Plan 2015-2018

Charting a Course for Continuous Improvement

Board of Education

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As the administration and the Board of Education have considered the future of the Waterville Central School District, we remained true to our vision; a vision that pledges our commitment to the academic and personal success of each student in the district.

From the inception of this school, WCSD has earned a reputation for success, one that is reflective of our outstanding staff and students. However, we must not become complacent. We must have a plan that will support unprecedented academic success and unparalleled personal growth for every student.

This Strategic Plan is the blueprint that will propel our great district into the future, and it calls for measurement along the way. We are excited about the future of WCSD – a future that is completely centered on teaching and learning. If we take ownership of this plan, if we determine that together we will make it our roadmap, Waterville students will achieve even greater success.



During the fall of 2006, the Waterville Central School District Board of Education began a process to define the school district's strategic purpose in the education of its students. The Strategic Plan – a culmination of many months of work from a variety of stakeholder groups – represents a commitment to the educational excellence that makes Waterville a special place. The Board of Education deserves credit for initiating this crucial process of defining how teaching and learning will look in Waterville.

Updated, September 1, 2015



WHAT IS A STRATEGIC PLAN?

A strategic plan is the district's compass. It is the map toward a destination of success for students. In short, the strategic plan is a description of everything the district wants to be for the students and how it intends to get there.

The plan starts with the identification of the District's core beliefs. These beliefs represent a compilation of ideas and desires that parents, students, teachers, administrators, and elected officials have for the Waterville Central School District. In short, these beliefs are the blueprint for what this community holds most dearly when it comes to public education. This is the basis for what the Waterville Central School District wants to become.

From the core beliefs, the District's mission, vision and commitments can be identified. Specific goals can be developed to compliment the vision, and specific measurable targets will be created to ensure the plan moves towards its ultimate purpose – the success of each and every student.

Why does the District need a strategic plan?

Planning and goal setting are essential in keeping a school district on track for continuous improvement. The focus of every school district should be on teaching and learning, however, the demands of budget, personnel, facilities and state requirements can easily overwhelm a district. A strategic plan is a powerful tool in maintaining focus as school districts face many challenges.

How will the district know if the plan has been successful?

Measurable academic and personal growth targets will monitor the plan's success. These targets are specific, focused, and determined by the strategic plan.



A Long Process

Part of the planning process was a community forum on December 1st and 2nd, 2006. On those days, parents, students, teachers, administrators, business leaders, elected officials and community leaders came together to help forge the District's strategic direction. This group worked in a collaborative session to confront identified challenges and to recommend approaches to help each child maximize academic and personal growth.

The participants in the first December session, along with the Board of Education and district administration, agreed that it is no longer the mission of the District simply to "help students make it through high school." The new challenge is to enable each student to develop the necessary knowledge, skills and attributes to become the very best they can be as citizens, family members and productive workers. The group also agreed that general, ambiguous goals are not sufficient. The school district must be explicit about its targets, gather data about progress, and make continuous improvements. These are the hallmarks of an accountable organization.

The Strategic Plan is a testament to a school district community focused on and committed to the academic and personal success of each student.

OUR BELIEFS

We believe that...

- ▲ Everyone has unique aptitudes, learning styles, and interests.
- ▲ Respect for self and others lead to a better world.
- ▲ Learning is a life long process for every one.
- ▲ Learning occurs in a safe and supportive environment.

Team Members

Charter Strategic Planning Team (2007)

The team reflects the diversity of the school system and community. Individual members were asked to be willing to listen to ideas of others, express their points of view and work towards consensus, and contribute to the creation of a long-term vision and plan for the school system.

James Van Wormer - Superintendent of Schools
 Sherri Walczak, High School Principal
 Jon Thummler, Elementary Principal
 Matt St. Peter, Internal Coordinator
 Jamie Potter - Community Member
 John Bogan - Community Member
 Brian Bogan - Community Member
 Darlene Kemp - Community Member
 Lisa Crabtree - Guidance Counselor
 Mandy Mayne - Fourth Grade Teacher
 Patty Louise - Community Member

Michael Campion - Board of Education
 Elizabeth Kenny Barnes - Board of Education
 Jeremy Kraeger - Special Education Teacher
 David Cagnetti - Social Studies Teacher
 Jamie Wratten - Student
 Liz Allers - Student
 Jim Gavett - Science Teacher
 Abram Koester - Student
 Michael Blinbry - Community Member
 Tom Mayne - Community Member
 Fr. Tom Servatius - Community Member

Strategic Planning Team (2014-2015)

Chuck Chafee—Superintendent of Schools
 Maureen Gray—Elementary Principal
 Matt St. Peter—Secondary Principal
 Dave Cagnetti—Teacher
 Russell Stewart—BOE Member

Sandra Mazur—Teacher
 Jennifer Gates—Teacher
 Lori Ann Storey—Teacher
 Cindy Gallagher—Community Member
 Susannah Quayle—BOE Member

Jeff Lenard—Teacher
 Justin Scialdone—MS Guidance Counselor
 Robert Gray—HS Guidance Counselor
 Lisa Corasanti—MPS Guidance Counselor

STRATEGIC PLAN 2015-2018

As determined by the strategic planning team, these strategic goals have been deemed to be important to the education of our students. The measurable results will be used to monitor our Strategic Plan's success.

STRATEGIC GOALS

By June 2018 each student will:

meet or exceed the expectations of the curriculum of the Waterville Central School District, New York State and the New York State Common Core Learning Standards leading to graduation and college & career readiness.

Measurable Results

1. Students will meet or exceed their Measurable Growth Score (MGS) on NYS State & local assessments.
2. Students will meet or exceed their projected measurable rate of improvement in reading
3. 100% of Waterville students will exit school being college & career ready.

By June 2018 the district will:

require students to take personal responsibility for creating a healthy social and emotional environment for themselves, their peers, and their community.

Measurable Results

- 1) All students will be educated in the area of mental health awareness and social/emotional well-being.
- 2) All teachers will be educated in the area of mental health to best identify and support all students.
- 3) Parents will be educated in the area of mental health to best support their child(ren).



OUR MISSION

The mission of the Waterville Central School District is to prepare each student to be a successful and productive contributor to society.

ACTION STEPS

By June 2018, each student will meet or exceed the expectations of the curriculum of the Waterville Central School District, New York State and the New York State Common Core Learning Standards leading to graduation and college &/or career readiness.

Measurable Result 1.1

Students will meet or exceed their Measurable Growth Score (MGS) on NYS State & local assessments.

STRATEGIC PLAN 2015-2018

Action Step 1:

- * Align & implement a consistent and sequential curriculum — Pre k to 12
- * Hold common core vertical and horizontal team meetings
- * Align and implement Literacy (standards) across all content areas — Pre k to 12
- * Monitor results during the year

What will occur.

- ♦ A calendar will be developed/ utilized to illustrate what is being taught throughout the school year at each grade level/content area. This will ensure consistency in regard to content areas and NYS standards.
- ♦ Teachers will meet and discuss grade level/content areas as well as teaching strategies to improve reading and the teaching of reading.
- ♦ Teachers will collaborate in cross-grade levels and content areas to explore opportunities for collaboration, to ensure consistency in teaching and to address concerns.
- ♦ All teachers will be responsible for teaching material that is consistent with NYS standards, NYS CCLS and local grade level/content area curriculum.
- ♦ Skills and vocabulary will be consistent with NYS standards, NYS CCLS and NYS assessments.
- ♦ Reflective dialogue will be established across the curriculum to establish clear and consistent purposed & instruction will use best practices that have a positive effect on student learning.
- ♦ Superintendent Conference days, faculty meetings, grade level meetings and content area meetings will focus on maintaining and improving instruction and student performance (closing existing gaps instruction/standards).
- ♦ The newly aligned curriculum will be provided to all teachers & administration for purposes of monitoring, updating, and reflection.

Who will do this work?

- ♦ Teachers, support staff, administration.

What resources (financial, human, physical and community) will be required?

- ♦ Curriculum hours, common planning time, Professional Development, Focused meetings (Supt. Conference Days, Half Day Professional Development, Faculty, and Grade Level.)
- ♦ Scheduled times for teachers and administration to meet and generate dialogue.
- ♦ Reallocation of support staff to meet greatest student/teacher needs.

STRATEGIC PLAN 2015-2018

Action Step 2:

- * Implement an aligned system of assessment & regular progress monitoring
 - Monthly for students at risk
 - 3 to 4 times per year for all students
- * Explore & implement a comprehensive standards-based assessment tool (e.g. iReady, STAR, etc.)

What will occur.

- ♦ Use state assessments on all offered content and grade-level courses to identify students at risk, on level (passing) and excelling.
- ♦ Utilize current local and third party assessments to gauge student achievement and identify individual student learning styles and incorporate teaching strategies that connect to the student.
- ♦ Utilize grade-level/content area meetings and RtI (PPS) meetings to discuss/analyze assessment data and student work to identify individual student learning styles and incorporate teaching strategies that will guide a student to mastery.
- ♦ If current programming is not working, a collaborative effort will be made to abandon/change current practice/program. Any change will be thoroughly researched and validated based upon data, best practices and state standards.

Who will do this work?

- ♦ Teachers, support staff, administration.

What resources (financial, human, physical and community) will be required?

- ♦ Regional Information Center data analysis specialist on a part time basis.
- ♦ Designated staff for delivery of Academic Intervention Services.
- ♦ Utilize software program(s) to allow teachers to track student progress.

STRATEGIC PLAN 2015-2018

Action Step 3:

- * Analyze Data
 - Use individual student data to inform and differentiate instruction
- * Coordinate staff development

What will occur.

- ♦ Waterville CSD will collaborate with the Oneida-Herkimer-Madison BOCES in order to develop a system for individual student feedback at the district, school and classroom levels
- ♦ Data support staff will guide instructional staff in identifying the types of data available and how to understand and utilize data to best inform instruction.
- ♦ Use state assessments on all offered content and grade-level courses to identify students at risk, on level (passing) and excelling.
- ♦ Utilize current individual local and third party assessments to gauge student achievement and identify individual student learning styles and incorporate teaching strategies that connect to the student.
- ♦ Utilize grade-level/content area meetings and RtI (PPS) meetings to discuss/analyze assessment data and student work to identify individual student learning styles and incorporate teaching strategies that will guide a student to mastery.
- ♦ Professional staff development will be provided that allows teachers to utilize formative, summative, NYS and local assessment data to drive curriculum and instruction.
- ♦ Waterville CSD will collaborate with the Oneida-Herkimer-Madison BOCES in order to develop a system for individual student feedback at the district, school, and classroom levels.
- ♦ Superintendent Conference days and professional learning communities (PLCs) will be used to target essential language, knowledge and skills.
- ♦ Data support staff will guide instructional staff in identifying the types of data available and how to understand and utilize data to best inform instruction.
- ♦ Training will be provided to establish and utilize consistent rubrics.

Who will do this work?

- ♦ Teachers, support staff, administration, data analyst.

What resources (financial, human, physical and community) will be required?

- ♦ Regional Information Center data analysis specialist
- ♦ Professional staff development
- ♦ Designated staff for delivery of Academic Intervention Services.
- ♦ Utilize **AIS Edge** – software program to allow teachers to track student progress.

STRATEGIC PLAN 2015-2018

Action Step 4:

- * Establish a culture of accountability and motivation for families
 - Involve families as partners
 - Parent education events (CCLS, Math, Literacy, etc.)

What will occur.

- ♦ Restructure open-house, parent conferences, and teacher/parent collaboration to focus student progress AND to inform/instruct parents as to how they can be proactive with regards to their child's education.
- ♦ Offer parental workshops regarding NYS testing, CCLS curriculum, scoring, and other state/local curriculum.
- ♦ Establish a positive and effective channel of communication with parents of students who have difficulty being reached.
- ♦ Showcase the positive—community events, parent/child involvement , quarterly effort recognition for all disciplines
- ♦ Look at other school systems who have successful parent accountability programs
- ♦ Look to create/increase academic related events (e.g. academic scavenger hunt, math bowl, academic fair, etc.)
- ♦ Utilize Alignment OHM to support various initiatives relating to parent/teacher/student relationships

Who will do this work?

- ♦ Teachers, webmaster, administration.

What resources (financial, human, physical and community) will be required?

- ♦ Expenses to cover parent workshops
- ♦ Newsletters, materials for posting on the school web page
- ♦ Webmaster to update web page communications
- ♦ Parent Portal

ACTION STEPS

By June 2018, each student will meet or exceed the expectations of the curriculum of the Waterville Central School District, New York State and the New York State Common Core Learning Standards leading to graduation and college &/or career readiness.

Measurable Result 1.2

100% of Waterville students will exit school being college and/or career ready.

STRATEGIC PLAN 2015-2018

Action Step 1:

Expose students to traditional and alternative career opportunities

- Career Fairs
- Internships
- Job Shadowing
- Local businesses
- Volunteer opportunities

What will occur.

- ♦ Evaluate data from post-graduate collection and explore course offerings and regional opportunities to meet the diverse needs of today's colleges and the workplace. (Naviance)
- ♦ Continue to partner with local colleges (2 yr. & 4 yr.) on dual-credit offerings, bridging, and collaboration with teachers to provide students with multiple educational opportunities.
- ♦ Continue to partner with BOCES, CTEC, SABA and local businesses to collaborate on career opportunities, internships, and career oriented course offerings.
- ♦ Invite successful alumnae back to speak with students regarding college and career choices.
- ♦ Cultivate relationships with neighboring school districts that may offer alternative coursework not currently provided at WCS (e.g. agriculture, nano-technology, alternative energies, etc.).
- ♦ Utilize Alignment OHM as a resource.

Who will do this work?

- ♦ Administration, Classroom teachers

What resources (financial, human, physical and community) will be required?

- ♦ Survey for post-graduate data collection (Naviance)
- ♦ In-kind services from local educational institutions (e.g. MVCC, SUNY IT, etc.)
- ♦ BOCES programs & CoSers, and outreach programs with neighboring school districts. Contractual commitments with any interested local partners

STRATEGIC PLAN 2015-2018

Action Step 2:

Explore course offerings and graduation requirements to reflect the rigor of college and career preparedness .

What will occur.

- ♦ Evaluate data from post-graduate collection and explore course offerings and regional opportunities to meet the diverse needs of today's colleges and the workplace. (Naviance)
- ♦ Continue to partner with local colleges (2 yr. & 4 yr.) on dual credit offerings, bridging, and collaboration with teachers to provide students with multiple educational opportunities.
- ♦ Continue to partner with BOCES, CTEC, SABA and local businesses to collaborate on career opportunities, internships, and career oriented course offerings.
- ♦ Invite successful alumnae back to speak with students regarding college and career choices.
- ♦ Cultivate relationships with neighboring school districts that may offer alternative coursework not currently provided at WCS (e.g. agriculture, nano-technology, alternative energies, etc.).
- ♦ Periodically during the school year, the Guidance Counselor will meet to discuss student interests.
- ♦ Guidance Counselors will have a face-to-face conference, or an ability to have an audio conference call with parents or guardians and students during the scheduling process.

Who will do this work?

- ♦ Administration, Classroom teachers, guidance counselors

What resources (financial, human, physical and community) will be required?

- ♦ Survey for post-graduate data collection (Naviance)
- ♦ In-kind services from local educational institutions (e.g. MVCC, SUNY IT, etc.)
- ♦ BOCES programs & CoSers, outreach programs with neighboring school districts. Contractual commitments with any interested local partners

STRATEGIC PLAN 2015-2018

Action Step 3:

Explore course offerings and graduation requirements to reflect the rigor of college and career preparedness

- Parent/Teacher Conferences

- Parent Nights

What will occur.

- ♦ Restructure open-house, parent conferences, and teacher/parent collaboration to focus on student needs and to inform/instruct parents on how they can be proactive with regards to their child's education.
- ♦ Offer parent workshops on NYS testing, common core curriculum, scoring, and other NYS/local curriculum.
- ♦ Establish a positive and effective channel of communication with parents of student who have difficulty being reached.

Who will do this work?

- ♦ Administration, Classroom teachers, guidance counselors

What resources (financial, human, physical and community) will be required?

- ♦ Expenses to cover parent workshops
- ♦ Newsletters, materials for posting on the school web page
- ♦ Webmaster to update web page communications
- ♦ Parent Portal

STRATEGIC PLAN 2015-2018

Action Step 4:

Post-graduate data collection (after one year)

- * Alumni collaboration
- * Naviance (Guidance software)

What will occur.

- ♦ Utilize the guidance department software (Naviance) to collect and process data regarding post-graduate student activity (e.g. college, career, military, etc.)
- ♦ Collaborate with alumnae concerning their preparation for life after WCS.
- ♦ Evaluate data from post-graduate collection and explore course offerings and regional opportunities to meet the diverse needs of today's colleges and workplace.

Who will do this work?

- ♦ Administration, Classroom teachers, guidance counselors, data analyst

What resources (financial, human, physical and community) will be required?

- ♦ Continued use of Naviance software
- ♦ Staff development on software usage
- ♦ Compilation of data and analysis of information

ACTION STEPS

By June 2018, the district will require students to take personal responsibility for creating a healthy social and emotional environment for themselves, their peers, and their community.

Measurable Result 2.1

All students will be educated in the area of mental health awareness and social & emotional well-being

STRATEGIC PLAN 2015-2018

Action Step 1: Collaborate with the Neighborhood Center and other community outreach programs and agencies utilizing goal-orientated services, including but not limited to: Similarities & differences questionnaire

- Healthy Bodies/Healthy Minds presentations & assemblies
- Therapeutic Services

What will occur.

- Administrative and counseling personnel will meet with representatives from the Neighborhood Center to devise a schedule for implementation of the above mentioned programs.
- Administrative and counseling personnel will coordinate with the Neighborhood Center to establish an effective channel of communication with the community regarding these events.
- Staff will coordinate with and support the Neighborhood Center regarding venue locations and necessities for implementation.

Who will do this work?

- Administration, social workers, guidance counselors, Neighborhood Center

What resources (financial, human, physical and community) will be required?

- Counseling, administrative, and teaching staff to organize and implement programs.
- Collaboration with outside agencies.

STRATEGIC PLAN 2015-2018

Action Step 2:

Participate in classroom guidance lessons, including, but not limited to:

- * Rachel's Challenge
- * Bully Prevention Activities
- * Bucket-Filling Activities
- * Cyber-Awareness Presentations and Assemblies
- * Suicide Prevention Awareness (Yellow Ribbon Campaign)
- * Conscious Discipline
- * Social/Emotional Management

What will occur.

- Counseling staff will coordinate with teaching staff to determine what programs are currently in place in which classrooms, and which programs they feel will best suit the environment going forward.
- Counselor will coordinate with the teaching staff to develop a schedule for implementation.
- Counselors and teachers will implement a variation of the above mentioned programs within the classroom environment.

Who will do this work?

- Administration, social workers, guidance counselors, Neighborhood Center

What resources (financial, human, physical and community) will be required?

- Counseling, administrative, and teaching staff to organize and implement programs.

STRATEGIC PLAN 2015-2018

Action Step 3:

Promote empathy and service towards peers & others through programs such as:

- * Blessings in a Backpack
- * Shepard's Closet
- * Riding Road to Respect
- * Buddy Bench
- * IRT
- * Group Counseling
- * Conscious Discipline
- * Student Council
- * Charitable Drives

What will occur.

- Counseling staff will coordinate with teaching staff to determine what programs are currently in place, and which programs they feel will best suit the environment.
- Counselor will coordinate with the teaching staff to develop a schedule for implementation.
- Counselors and teachers will implement a variation of the above mentioned programs within the classroom environment.
- Counselors will conduct group counseling services throughout the year, including but not limited to, Banana Splits and Social Skills groups.

Who will do this work?

- Administration, teachers, social workers, guidance counselors, school resource officer (SRO)

What resources (financial, human, physical and community) would be required?

- Counseling, administrative, SRO and teaching staff to organize and implement programs.

ACTION STEPS

By June 2018, the district will require students to take personal responsibility for creating a healthy social and emotional environment for themselves, their peers, and their community.

Measurable Result 2.2

All teachers will be educated in the area of mental health to best identify and support all students

STRATEGIC PLAN 2015-2018

Action Step 1:

Collaborate with community and in-house counseling resources, including, but not limited to:

- * Workshops
- * Referral Services
- * Consultation
- * Employee Assistance Program (BOCES)

What will occur.

- Administrative and counseling staff will coordinate with community agencies to schedule educational workshops for teachers to take place during Faculty Meetings, and/or after Superintendent's Conference days.
- Counselors will coordinate with staff/teachers regarding student services (counseling, referral services, crisis intervention, communication and collaboration with families).

Who will do this work?

- Administration, teachers, social workers, guidance counselors.

What resources (financial, human, physical and community) would be required?

- Counseling, administrative, and teaching staff to organize and implement programs.
- Collaboration with outside agencies.

STRATEGIC PLAN 2015-2018

Action Step 2:

Implement Positive Behavioral Intervention Strategies (PBIS) to promote a positive school-wide culture, including, but not limited to:

- * Conscious Discipline
- * Bucket-Filling activities
- * Monthly newsletter
- * Student recognition

What will occur.

- Administrative staff will arrange for faculty to be trained in “Conscious Discipline” and subsequently the program will be implemented at the desired grade levels.
- In-house counseling staff and Neighborhood Center will contribute articles to the monthly newsletter relating to mental health (social/emotional health, parenting tips, school/community events).
- The school community will recognize students throughout the year at BOE meetings, within classrooms, and via Blue Ribbon of Character program.

Who will do this work?

- Administration, teachers, social workers, guidance counselors, Neighborhood Center

What resources (financial, human, physical and community) will be required?

- Counseling, administrative, and teaching staff to organize and implement programs.

ACTION STEPS

By June 2018, the district will require students to take personal responsibility for creating a healthy social & emotional environment for themselves, their peers, and the community.

Measurable Result 2.3

Parents will be educated in the area of mental health to best support their child(ren)

STRATEGIC PLAN 2015-2018

Action Step 1:

Collaborate with the community and in-house counseling resources, including, but not limited to:

- * Workshops
- * Referral Services
- * Surveys
- * Parent Support Groups

What will occur.

- Administrative and counseling staff will coordinate with community agencies to schedule educational workshops for parents to take place during Family Nights.
- Counselors will coordinate with staff/teachers regarding parent services (collaboration, referral services, crisis intervention, communication and collaboration with families, community workshops).
- Administrative staff will coordinate with in-house counselors and community agencies to collect data from parents regarding various topics relating to mental health and emotional well-being.

Who will do this work?

- Administration, teachers, social workers, guidance counselors, Neighborhood Center

What resources (financial, human, physical and community) will be required?

- Counseling, administrative, and teaching staff to organize and implement programs.

STRATEGIC PLAN 2015-2018

Action Step 2:

Communicate with the school community to foster and enhance relationships:

- * Monthly Family Night in Lieu of Homework activities
- * Monthly Newsletter
- * Modes of reciprocal communication

What will occur.

- Administrative staff will integrate activities that relate to emotional well-being into monthly “Family Nights in Lieu of Homework.” (For example, self-esteem building activities that parents can do with their children).
- Administrative staff and faculty will include articles relating to mental health and emotional well-being in the monthly newsletter.
- Administrative staff and faculty will ensure regular communication with families via telephone, email, communication notebooks, family nights, and open house activities.

Who will do this work?

- Administration, teachers, social workers, guidance counselors

What resources (financial, human, physical and community) will be required?

- Counseling, administrative, and teaching staff to organize and implement programs.

STRATEGIC PLAN 2015-2018

How will we achieve these goals?

ACHIEVEMENT STRATEGIES

- ♦ We will utilize our community, financial, human, physical resources to achieve our Strategic Plan.
- ♦ We will form partnerships among members of the school community; to implement our Strategic Plan; measure results and make adjustments as needed to meet or exceed our goals.
- ♦ We will identify barriers to success and create, implement, measure, analyze, reevaluate, reconstitute and address targets.
- ♦ We will communicate with and engage our school community to develop, implement, and monitor our Strategic Plan.

A COMMITMENT FROM THE WATERVILLE BOARD OF EDUCATION

FOCUS FOR SUCCESS

We will not continue or accept/implement any program or service, unless:

- ♦ It is consistent with, and contributes to, our mission and Strategic Plan;
- ♦ It will be staffed and funded sufficiently;
- ♦ It includes an implementation plan with designated authority and accountability;
- ♦ It is accompanied by the means to assess its effectiveness.

A special thank you must be extended to Dr. Rick Timbs and Mr. Mike Crumb, the facilitators for the original Strategic Plan. Without their guidance, support, patience, and passion for education, this vision could never have come to fruition.

