

CLARENCE CENTRAL SCHOOL DISTRICT

# Strategic Plan

## 2023-2024 School Year



Together we make learning a way of life.

## MISSION STATEMENT

The mission of the Clarence Central School District is to produce independent, lifelong learners who are responsible, contributing members of a diverse society.

## FRAMEWORK FOR EXCELLENCE

For close to 30 years, the Clarence Central School District has brought together a group of approximately 40 stakeholders to engage in strategic planning. The tradition has been an important opportunity for students, staff, parents, and community members to develop key priorities, and in the process, continue building upon a foundation of excellence.

The following pages outline key priorities, action steps, and success indicators for the 2023-2024 school year. It should be emphasized, however, that "the how" is as important as "the what". To ensure that Clarence is both a healthy as well as a smart organization, "the 4 Promises" listed below will guide the District's efforts regarding growth and improvement.

- **Emphasize Relationships:** *We know that positive relationships are the cornerstone for building community and a sense of belonging. We will know each colleague's story, we will know what makes each student unique, and we will treat others with kindness, dignity, and respect.*
- **Communicate Positively:** *We are committed to sharing information openly, broadly, and with intentionality. To build trust, we will speak with kindness, listen fully, and assume positive intent.*
- **Empower People:** *We believe a school can never exceed the quality of its students, staff, and families. Everyone is responsible for improving our school community, and we will purposefully engage experts when making decisions.*
- **Celebrate Often:** *We recognize that there is much to be grateful for in our school community. We will make time to celebrate, express appreciation, and affirm the accomplishments of students and staff.*

## ACKNOWLEDGEMENTS

We extend heartfelt thanks to the individuals listed below. They say that, "it takes a village to raise a child," and the Clarence Central School District is a better place to teach and learn because of the expertise offered by the following students, staff, parents, and community members.

### NAMES AND ROLES (2022-23 SCHOOL YEAR MEMBERS)

Paulina Adams, Student  
Paul Ameis, Parent  
Tricia Andrews, Board of Education  
Chelsey Bieler, Teacher  
Gordon Block, Public Relations  
Kate Celej, TOSA  
Elizabeth Chelus, MS Assistant Principal  
Diane Dawley, Teacher  
Cayden Decker, Student  
Dan Denecke, Teacher  
Thomas Dolata, Community Member  
Elizabeth Dunne, CTA President  
Matthew Frahm, Superintendent  
Maria Frankowski, Teacher  
Michael Fuchs, Board of Education  
Ramona Hales, Support Staff  
\*James Hirt, Community Member  
Isaac Hunter, Student  
Katie Kaufman, Support Staff

\*Nancy Kitchen, Community Member  
Michelle Layer, Teacher  
Amy Leach, Parent  
Kevin McCuen, Teacher  
Kim McClaren, Teacher  
Julie McCullough, Community Member  
Clara Mehserle-Abbey, Parent  
Rob Michel, Administration  
Joe Moronski, Support Staff  
Kristin Overholt, Administration  
Robert Raineri, Technology  
Lauren Rittling, Teacher  
Jennie Rook, Teacher  
Ken Smith, HS Principal  
Ryan Smith, Parent  
Dawn Snyder, Board of Education  
Mia Sweeney, Student  
Lou Vitello, Teacher  
Lori White, Parent

*\*Member has served since committee's inception in 1993*



# PRIORITY AREA 1: HIGH-QUALITY TEACHING AND LEARNING

## EXPERIENCES FOR ALL

Provide consistent, student-centered curricula that consist of relevant academic, social/emotional, and life skills that apply to students' chosen pathways.

Action Steps	Indicators of Success
1. Implement evidence-based instructional practices and resources to improve students' foundational early literacy skills in reading and writing	1. Increase the percentage of students proficient in local and state mandates
2. Develop a K-12 standards-based curriculum implementation timeline by course/subject area to reduce variability in educational experiences across grade levels and courses	2. Implementation of a consistent review process for K-12 course/subject area curriculum (e.g., scope and sequence, units of study, and common benchmark assessments)
3. Re-evaluate the Multi-tiered System of Supports (MTSS) and Academic Intervention Services (AIS) in Grades K-12 through regular data review, intervention cycles, and updated student selection process	3. Targeted intervention services and practices are implemented in schools to promote student growth and achievement
4. Ensure that all secondary students have a career counseling plan through Naviance beginning in middle school to identify the students' career paths and interests	4. Counseling plans are implemented for all students beginning in eighth grade
5. Formal graduation pathway opportunities are expanded to tap into students' interests and motivation that enhance college and career readiness	5. Increase the percentage of Clarence HS graduates awarded pathway distinction





## PRIORITY AREA 2: SAFE AND HEALTHY LEARNING ENVIRONMENTS

Nurture a physically, emotionally, and intellectually safe and welcoming school environment for all students, staff and families.

Action Steps	Indicators of Success
1. Implement a series of security enhancements identified during building safety tours with local law enforcement	1. Protective security film, appropriate locking mechanisms, half dome security mirrors, additional cameras, and an improved visitor management system are installed during the 2023-2024 school year
2. Review the roles, responsibilities, and funding needed to maintain an effective School Resource Officer program	2. Long-term support is provided for a School Resource Officer program that meets the needs and expectations of the school community
3. Build capacity of faculty, staff, parents, and students by providing the most up-to-date, age appropriate training for creating and maintaining safe school environments	3. Drills, strategies, and routine practices reflect current trends for safe school environments
4. Proactive progress monitoring of social-emotional learning (SEL) needs through social-emotional screening	4. Tiered interventions are aligned with students' social-emotional learning needs
5. Identify ways to help secondary students better manage the pressures that can come with a high achieving school environment	5. Student voice is leveraged in the planning of programs for One Clarence Wednesdays
6. Elementary counselors promote and support Leader in Me programming and SEL competency development	6. Regular classroom visitations and SEL lesson delivery in Grades K-5 by elementary school counselors
7. Continue to develop a strong and consistent system of service delivery, communication, and support through our Family Support Center (FSC)	7. The FSC will have a well-established role within the school community with the installation of the new location at Clarence HS (Student mentoring?)



## PRIORITY AREA 3: CONSISTENT AND EFFECTIVE COMMUNICATION

Utilize a comprehensive strategy for effectively and efficiently communicating with district stakeholders.

Action Steps	Indicators of Success
1. Review innovative systems for enhancing mass notifications as well as existing communication tools	1. Implementation of a platform that provides a safe, secure, and unified system for effective school-to-home communications
2. Actively promote different platforms where the District has a presence	2. Increased engagement confirmed by anecdotal feedback and communication system analytics
3. Tell the District's story using consistent communications, a trusted website, and a regular presence on social media	3. Daily messaging supports a positive school culture based on positivity, consistency, and transparency
4. Develop a comprehensive approach for communicating with faculty, staff, parents, and students	4. Enhanced awareness of key District and building priorities and undertakings by all stakeholders





## PRIORITY AREA 4: CULTURALLY RESPONSIVE PRACTICES

Fosters a culture of inclusion where every stakeholder feels supported and experiences a strong sense of belonging.

Action Steps	Indicators of Success
1. Create differentiated opportunities for faculty and staff to participate in research-based professional learning to build capacity and support culturally responsive practices	1. Increased percentage of faculty and staff participating in collaborative professional learning that supports the needs of culturally and linguistically diverse learners
2. Examine district curricula to ensure a wealth of culturally rich resources exist and are accessible in all classrooms and school libraries	2. Curriculum committees examine instructional resources to determine whether curricula are student-centered and representative of all learners in our school community
3. Provide opportunities for families to engage in culturally responsive discussions and input sessions on how to best support all learners	3. Schedule family input sessions and provide opportunities to elicit their critical feedback on the implementation of culturally responsive teaching and learning practices within the District







# CLARENCE CENTRAL SCHOOL DISTRICT

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## BOARD OF EDUCATION

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