



STUDENT CLIMATE AND CULTURE

- ▶ The 2024–2025 school year will witness a measurable improvement of 0.6 in student experience scores.
- ▶ We will enhance the way students see their data in order to help guide future career exploration.

Key Initiatives and Plans:

- Leader in Me (LiM): Current students are progressing through the LiM curriculum, having learned 6 out of 7 habits, with the final habit to be covered this school year.
- For the 2025-2026 school year:
 - 9th grade will be taught the 7 Habits of LiM.
 - 10th-12th graders will participate in "Inspire Others," a leadership-readiness course focusing on principles from "The 4 Roles of Great Leaders" and "The Speed of Trust." This course will equip students with skills in consensus-building, team creation, process implementation, and project management.
- Future years will see the implementation of "Find Your Voice" and "Take Charge" collections, with each grade eventually learning a specific collection.
- Strategic Planning: A strategic plan for growth in academics, culture, and leadership will be developed based on the results of the Measurable Rates Assessment (administration window: April 21 - May 2).
 - Action Steps for Gathering Feedback and Implementation: Continue delivering Leader in Me lessons through Advisory and all-school speakers.
 - Fully implement Student Square.
 - Gather student feedback through the Lighthouse Team/Principal's advisory and CLAW (presumably a student feedback mechanism).

In essence, the strategy to improve student experience scores involves a multi-year rollout of leadership development programs, beginning with the 7 Habits for 9th grade and "Inspire Others" for older grades in the 2025-2026 school year. This will be informed by data from the upcoming Measurable Rates Assessment and ongoing feedback collection efforts.



FISCAL RESPONSIBILITY

- Maintain an AA Bond rating for the 2024-2025 school year.
- Have no substantial findings on the 2023-2024 audit.
- Ensure the fund balance remains at least 40% of our operating costs.
- Lower expenses related to self-funded health insurance.

Key Updates and Progress:

- Bond Rating: The district successfully maintained its AA Bond Rating for the 2024-2025 school year.
- Audit: There were no substantial findings in the 2023-2024 audit.
- Budget Management: As of the current point in the fiscal year (80% complete), 68.94% of the budget has been spent. The status of the fund balance relative to the 40% operating cost threshold will be determined at the fiscal year's end.
- Referendum Passing: With the passing of the referendum, we will be able to update old and outdated mechanical systems that will be under warranty, with the goal to reduce some of those expenditures for next year.
- Self-Funded Health Insurance: Efforts to lower expenses include:
 - Weekly marketing to staff through NYCU.
 - Distribution of flyers in staff lounges and mailboxes.
 - Hosting a ProHealth facility tour for staff to meet providers.
 - Arranging on-site visits with ProHealth for staff.
 - Launching medicine dispensing at ProHealth to reduce costs.
 - The district will transition from Aither to Edison for service next year.
- Purchasing Practices: The practice of requiring three financial quotes for purchase orders exceeding \$1,000 was implemented and will continue next year.
- Revenue Generation: The district executed three-season sport booklets with sponsorships for the 2024-2025 school year, and sponsorships are already secured for 2025-2026. Additionally, \$40,000 in donations were received for scoreboards.

In short, the district has successfully maintained its AA Bond Rating and had no substantial audit findings. Measures to control self-funded health insurance costs are underway, and new purchasing practices have been implemented. While the final fund balance will be assessed at year-end, current spending is within the proportional timeframe. Efforts to generate revenue through sponsorships and donations are also proving successful.




LEARNING AND ACADEMIC ACHIEVEMENT

- ▶ Achieve a minimum 5% increase in ACT scores in each category, as measured by the annual assessment results.
- ▶ During the 2024-2025 school year, we will successfully execute intervention cycles.
- ▶ The Waterford Union Academic Career Plan (ACP) committee will implement a process for creating academic career plans.

Key Initiatives and Progress (2024-2025 School Year):

- College Credit Opportunities: Waterford started an in-house CNA class and is exploring further opportunities for students to earn college credit.
 - Advanced Placement (AP) Expansion: The English Department is transitioning towards AP Seminar for 10th-grade students to build a strong foundation for future academic endeavors.
 - The Social Studies Department is discussing AP options, specifically looking at consolidating AP Government and AP Economics.
 - (Note: There are no specific updates provided for Math and Science AP options in these notes.)
 - Academic and Career Planning (ACP): URReady time has been adjusted to include more dedicated time for ACP activities.
 - The use of Xello has been enhanced as a career exploration tool, and the data gathered from it is being used to plan events like career speaker days.
 - The Waterford Union ACP committee will implement a formal process for creating academic career plans.
 - Data Utilization and Intervention: There has been increased use and training of staff with the NextPath platform.
 - NextPath is currently being used to view student data and progress monitor students in Tier 2 interventions.
 - The Student Services Team is utilizing data from NextPath to implement Problem Solving Meetings and create individualized student plans.
 - NextPath is also used in supported study hall interventions to monitor student progress and growth.
 - Problem-solving teams use NextPath to record meeting notes and track student progress.
 - PLC (Professional Learning Community) teams are using NextPath to analyze data.
- Education for Employment (E4E): Some team members have met with CESA to review the Education for Employment plan and have researched examples for inclusion on the Waterford Ready Webpage.
- Distinguished Graduate Criteria: The team will explore creating distinguished graduate criteria to recognize students who achieve various benchmarks in college and career readiness.
- ACT Scores: The ACT scores are not yet available but are anticipated by the start of May.

In summary, the focus for the Learning and Academic Achievement pillar involves increasing college credit opportunities, strategically expanding AP offerings, formalizing academic career planning with enhanced tools like Xello, leveraging the NextPath platform for data-driven interventions and progress monitoring, developing the Education for Employment plan for public display, and exploring distinguished graduate criteria. The success in meeting the ACT score increase goal will be assessed once the results are received in early May.



English:

- Monitoring student progress through PLC meetings.
- English 9 is implementing a learning/assessment/intervention cycle based on CFA results.
- Setting SLO goals by topic and team, with a focus on ACT prep.
- Addressing standards of conventions.
- English 10 has learning targets/objectives and is determining standards, with solid pacing guides.

Math (Algebra and Geometry):

- Monitoring student progress through PLC meetings.
- Expanding course offerings into Algebra II and Algebra II with Trigonometry.
- Using an RtI spreadsheet (organized by standard and skill) to assign targeted interventions based on formative assessment outcomes.
- Developing a universal template of the RtI spreadsheet for use across all departments.
- Incorporating ACT-style questions focused on math skills.

Science (Biology, Chemistry, Physics):

- Monitoring student progress through PLC meetings.
- Biology curriculum is set, Chemistry is nearly finished, and Physics is in progress.
- Monitoring student outcomes against national growth data (except for Physics, due to lack of comparable curriculum).
- Embedding ACT questions focused on charting and data interpretation.
- Providing RtI interventions for students struggling with skills.

Social Studies (Modern US and Modern World):

- Monitoring student progress through PLC meetings.
- Implementing reading and ACT goals.
- Support from A. Grisus for reading materials/selections.
- Modern US embedding ACT reading questions in formatives and summatives.
- Providing RtI interventions for reading skills during LnL (Learning and Literacy).



STAKEHOLDER ENGAGEMENT

- ▶ The 2024-2025 school year will witness a measurable improvement of 0.6 in parent experience scores within the designated categories of positive communication and student progress.
- ▶ Students involved in two or more co-curricular activities will increase to 50%.

Summary of Actions and Results:

- Engagement Measurement: Parent, student, and staff engagement is now measured using the Leader in Me platform's survey tool. Staff feedback is also being collected via Google Documents for year-over-year comparison on administration.
- Areas of Focus: Efforts to improve Leader in Me scores include building more community engagement and enhancing leadership and executive functioning skills for high school students.
- Communication: The administrative team has met its goal for communicating with parents through ParentSquare.
- Family Engagement:
 - Updates were made to the family connection night for the 2025-2026 school year.
 - Monthly updates are being sent to elected officials.
 - The frequency of grade checks has increased.
 - Based on feedback from parents and staff, the district is transitioning from three family engagement nights to two next year, to increase attendance.
- Co-curricular Participation:
 - Currently, 52% of students are involved in two or more co-curricular activities.
 - 72% of students are involved in at least one co-curricular activity.
- Adjustments Based on Feedback: February 5th and October 14th dates were adjusted based on prior feedback.

In summary, the district is using the Leader in Me platform to measure engagement, focusing on improving community engagement, and working to boost parent experience scores through improved communication and family engagement strategies. Co-curricular participation rates are currently at 52% for two or more activities and 72% for one or more activities. The district is also adjusting its family engagement night schedule based on stakeholder feedback.