

East Irondequoit Central School District

Strategic Plan 2015-2019

*Approved by
Board of Education
May 12, 2014*

District Vision

The East Irondequoit Central School District is dedicated to providing a world-class education for all students. Our educational environment will nurture creativity, critical thinking and problem-solving skills. We will inspire our students to become inquiring, knowledgeable and caring individuals who positively contribute to our local and global communities.

Mission

The mission of the East Irondequoit Central School District is to provide a variety of educational tools and programs that will enable our graduates to become college and career ready.

East Irondequoit Central School District Profile

The East Irondequoit Central School District is located in Monroe County, New York, adjacent to the City of Rochester, one of the five biggest cities in the state. East Irondequoit serves a community of 30,000 residents in the eastern portion of the Town of Irondequoit. Irondequoit is bordered by Irondequoit Bay on the east, Lake Ontario on the north, the Genesee River harbor area with its historic lighthouse and beach facilities to the west, and the City of Rochester to the south. Irondequoit is set against a backdrop of natural beauty, with wooded hills and valleys, acres of nearby parkland and miles of water views.

Residents of Irondequoit enjoy a full spectrum of business and medical services, shopping, recreational and cultural offerings in the town, in the nearby city and in other areas of Monroe County. Irondequoit is minutes away from downtown Rochester, with easy access to expressways and county and state highways for travel within the region and beyond.

Irondequoit is one of the oldest suburban areas in Monroe County. As a result, East Irondequoit offers a broad mix of home styles. Options range from farmhouses that date to the earliest stages of settlement in the area to many neighborhoods established in the first half of the 1900s, when Irondequoit saw a boom of development as a suburb of Rochester, to modern homes and townhouses constructed in recent decades. Many waterfront and water view homes are available on Lake Ontario and Irondequoit Bay.

East Irondequoit serves approximately 3500 students in six schools, including Helendale Road and Ivan Green Primary Schools, for students in kindergarten through grade 2; Laurelton-Pardee and Durand-Eastman Intermediate Schools, for students in grades 3 through 5; East Irondequoit Middle School for students in grade 6 through 8, and Eastridge High School, for students in grades 9 through 12. The high school includes a special 'school-within-a-school' Ninth Grade Academy. The academy provides special attention and support for students in their first year of high school. The district's buildings and grounds department and maintenance functions are located in a maintenance building on the premises.

The district is committed to excellence in all areas and pursues continuous growth and improvement in instructional programs and student achievement.

A major renovation and reconstruction project, underway from 2009 through 2013, updated and improved the district's instructional, athletic, maintenance and transportation facilities.

The school district is fiscally independent and is governed by a nine member Board of Education, elected annually by majority vote on the third Tuesday in May. The district has property taxing authority as specified in New York State Education and Real Property Tax Laws.

District History

1950s to 1970s

The face of the district has changed many times during more than 50 years of service to students and the community.

The district, which was centralized in 1956-57, experienced a period of rapid growth during the post-war baby boom years of the late 1950s, 1960s and early 1970s. Elementary schools included Laurelton, on Helendale Road; Abraham Lincoln, on Norran Drive off Norton Street; and Durand-Eastman, on Point Pleasant Road in Seabreeze. Ridgewood Junior High School, on East Ridge Road, was the district's only secondary school; high school students could choose to attend high school in West Irondequoit or Rochester.

As enrollment swiftly outgrew existing schools, the district built Eastridge High School in 1958, Norwood Middle school in 1968 and Pardee and Whipple Lane/Ivan Green Elementary Schools, in the later 1950s. A new wing was added to Durand-Eastman in the 1950s and new wings were added at Eastridge several times during the 1960s.

At its enrollment peak, the district operated five elementary schools for grades K-6, including Abraham Lincoln, Laurelton, Pardee, Whipple Lane/Ivan Green and Durand-Eastman; two middle/junior high schools, Norwood and Ridgewood; and Eastridge High School.

The district then saw a dramatic decline in enrollment, along with the rest of the nation, in the late 1970s and early 1980s as the baby boom ended. During these years of rapid enrollment decline, four schools were closed.

The two oldest schools, Ridgewood and Laurelton, both built in the mid-1920s, were sold in the 1970s. Two buildings were closed and retained for future need, including Abraham Lincoln, built in 1925, and Pardee, built in 1954. The structures were rented to various tenants at times and vacant during periods when there were no tenants. The district also retained a plot of land on Densmore Road, which had been purchased during the years of fast-paced enrollment increase but in the end was not needed for an additional school structure, because enrollment growth ended.

1980s and 1990s

Norwood Middle School, built in 1968, became the Laurelton-Pardee Elementary School in 1983 with the closings of the Laurelton and Pardee Schools. Students who attended middle/junior high schools moved to Eastridge, which became the Eastridge Junior/Senior High School, serving all students in grades 7-12. Until enrollment began to climb again, the district operated three elementary schools and one secondary school.

In 1985-86, the district reorganized the use of space within the Eastridge structure, to provide a separate junior high school area to serve the specific needs of students in seventh and eighth grade, within an eastern wing of the school. Students continued to share the cafeterias, auditorium, library and other central areas of the school.

Enrollment decline turned into steep enrollment growth during the later 1980s, when birth rates began to rise again as the baby boom generation became parents. Affordable housing, amenities that the community offered and a district focus on improvement in programs, services and student achievement attracted young families to East Irondequoit.

Growth continued swiftly throughout the 1990s into the first years of the 21st century. Enrollment in East Irondequoit grew at one of the fastest rates in Monroe County during this time period, from a low of approximately 2400 in the mid-1980s to more than 3500 as the century ended.

The district's first two steps, as enrollment began to grow in the late 1980s, were to reopen the former Pardee building as a fourth elementary school and reorganize the three existing K-6 elementary schools, which included Durand-Eastman, Ivan Green and Laurelton-Pardee. Through the years, attendance areas were realigned to match enrollments with school capacity. First, Durand became a school in grades 3 through 6, and Ivan Green was a school for students in Kindergarten through grade 2. Then, Durand-Eastman became a school for students in grades 4 through 6 and Ivan Green was a school for students in Kindergarten through grade 3. Later, when the Middle School was built, Durand-Eastman became a school for students in grades 3 through 5. These changes provided for better instructional coordination and team teaching than the previous Kindergarten through grade 6 configuration. Costs to reopen the former Pardee School, just under \$1 million, were funded as a bond project approved by voters, and, in 1987, the building was renamed Helendale Road School to avoid confusion with Laurelton-Pardee.

In the 1990s, voters approved a proposal to sell Abraham Lincoln School and use the proceeds to help begin a capital reserve fund to serve as a savings account for future renovation and construction projects, to help the district limit the use of bonding whenever it was feasible. Under the terms of the proposal, state aid reimbursement and an allotment of funds from the annual district budget also could be added each year. The school was sold because estimates showed it would cost as much as \$10 million to renovate the deteriorating structure and bring it in compliance with current building codes and instructional needs. In addition to the renovation needed to a structure built in 1920, classrooms did not meet state standards for size

and the building's antiquated electrical wiring was insufficient to power instructional equipment.

In the early 1990s, the district also carried out renovation projects at Eastridge and Durand-Eastman, with costs fully offset by new property taxes gained when the Irondequoit Mall was constructed.

As enrollment continued to rise sharply, the district responded by revamping school interiors to make more efficient use of existing space and then by adding classrooms at all existing elementary schools and a new library and 12-classroom science wing at Eastridge. These projects were funded predominantly on a 'pay as you go' basis through the reserve fund.

Community study groups helped plan all these projects. In some cases, such as the Durand-Eastman project, community members were instrumental in proposing the work.

2000 and beyond

By the late 1990s, enrollment had surpassed capacity at all district schools. A new community facility study group convened to do an extensive study of needs and make a recommendation to the board of education on the best way to accommodate student numbers and changes in instructional space requirements.

After almost two years of study, the group recommended that the district build a new middle school on the Densmore Road site, for students in grades six to eight to alleviate crowding at district elementary schools and at the Eastridge campus, and then do renovations at the district's five existing schools. The committee also looked at a long list of renovation needs and determined which items would be included as part of an overall middle school construction/school renovation project. Items not addressed remained on a long-term list of renovation needs.

The community approved the proposal in March, 2000. Planning and construction took place during the next two and half years, and the school opened in September, 2003. Sixth grade students moved to the school from intermediate buildings and seventh and eighth grade students moved from the junior high wing at Eastridge.

The school addresses the unique learning and social needs of middle level students and offers a rich extracurricular program. State-of-the-art technology supports the instructional program.

In keeping with the district's focus on energy conservation, the school was designed with a geo-thermal system for heating and cooling and energy-efficient windows. Not only did this reduce energy costs, but the district also earned a \$250,000 grant from the New York State Energy Research and Development Agency (NYSERDA.)

After the middle school project was complete, the district immediately turned its attention to the Durand-Eastman Intermediate School, a structure that was built in stages between 1914 and the 1950s. The oldest portions of the school were wood construction, which was deteriorating, as were the exterior masonry areas, and interiors throughout the school were in need of

renovations and improvements. Classrooms were undersized. Mechanical systems were failing and parts were no longer available to repair equipment, due to the age of the systems.

A community committee recommended that the oldest portions of the school be reconstructed and new areas renovated. Work was planned carefully to ensure that all costs could be met through the district's Capital Reserve Fund, state aid reimbursement and other revenues, with no added taxes. The project was completed in 2007.

The district next tackled a small project that focused on items not included in the middle school construction/school renovation project, including mechanical systems at Eastridge High School and several other schools, using special funds available from the state through a court decision that sought to provide equitable funding for school renovation work in New York City and other districts throughout the state. The project was completed with no added taxes through the special funds, state aid reimbursement on expenditure of those funds and interest income.

The Generational Project

In 2007, the district commissioned a new community study group to review the district's overall renovation needs, beginning where the previous studies and projects left off. Subcommittees were formed to review options for student transportation and provisions for early childhood education in the district. District staff members and architects toured the schools in the spring of 2007 to establish a list of needs as a starting point for the committee's work. The committee reviewed the initial list, toured schools to gain a first-hand look at the items on the list, and identified additional needs.

After extensive discussion and tours of all schools, the group recommended a no-tax-increase renovation/construction project that addressed a wide range of needs at schools, which were all at or beyond 50 years old, and had served two generations of East Irondequoit students. The projects brought facilities back into optimal condition, to serve current and future generations of East Irondequoit students. The projects cost a total of \$66 million, with no increase in taxes, because the work was fully funded through the district's Capital Reserve fund, state aid reimbursement and other existing funds.

The transportation subcommittee recommended that the district begin its own student bus transportation service, due to projected cost savings. East Irondequoit would also provide services to the East Rochester School District. Startup costs for the transportation services would total approximately \$6.2 million, which would be fully funded, with no added tax increase, through an existing equipment reserve fund and state aid reimbursement for bus purchases.

After a thorough study of all aspects of full-day versus half-day kindergarten programs, including research on student achievement, the Early Childhood Study Committee recommended that the district offer a full-day program for all kindergarten students. Research shows that students who fall behind in early years are at greater risk to fail in later years. East Irondequoit was one of only 10% of statewide districts without full-day kindergarten. The Board of Education approved this recommendation and the program began in the fall of 2008.

Residents approved the proposal for the combined \$66 million capital project and the \$6.2 million transportation project in December, 2008.

Construction/renovation work under the Generational Project

Planning for the construction/renovation portion of the project took place during the winter and spring of 2008-2009. A committee of district staff members, architects and project managers met regularly to plan for all facets of the project, from the construction schedule, to temporary relocation of classrooms and staff members, interscholastic sports venues and other extracurricular needs. Work began on the first phase on June 1, 2009. The project was scheduled to conclude by the opening of school in September, 2012.

Phase 1 (June 2009:)

- Cleared the site for a bus parking lot and bus garage, in an area previously used for a sports field and small field house.
- Constructed a new track and field complex, bleacher seats for the complex, baseball and softball fields, and the infrastructure and foundation for the bus garage.
- Provided a gravel parking area for buses that will began service to students in September.

Phase 2 (late fall, 2009:)

- Constructed the bus garage, and four classrooms at Ivan Green and Durand-Eastman,
- Other improvements at these two schools.
- Enclosed the area under the bleachers to provide interior restrooms, team rooms, storage and other facilities.

Phase 3 (late June, 2010:)

- Constructed a new pool and gym, major renovations to cafeterias and the kitchen and other improvements at Eastridge;
- Completed classroom additions at Helendale and Laurelton-Pardee schools.
- Interior renovations at these schools were completed.

Phase 4 (late June, 2013:)

- Renovated and updated the auditorium at Eastridge;
- Reconfigured the entrance area at Central Office to improve security.

Transportation System

The district purchased 20 full-size buses and 20 mini-buses for the first phase of the transportation project. Mini-buses began service during the summer of 2009 for special transportation runs.

During the 2009-10 school year, in the first phase of the transition to its own bus system, the district handled: 1) all home to school runs from Ivan Green Primary School, and a portion of Eastridge High School runs; 2) runs for required out-of-district private and parochial schools and special education placements for both East Irondequoit and East Rochester School District students; 3) sports, field trips and other extracurricular needs for both East Irondequoit and East Rochester School District students. The district now handles all home to school runs in

the East Irondequoit district, as well as providing some transportation for Brighton and West Irondequoit. The district currently owns approximately 80 buses.

Academic Achievement

The district has continued to focus on improving academic achievement through a variety of initiatives. Work continues towards gaining International Baccalaureate World School status district-wide. Programs such as AVID and Project Lead the Way continue to be developed which will assist our diverse population and address some of the unique circumstances for families in our district. In addition, we have developed intervention systems and academic supports to accelerate achievement for all children. We are collaborating with area colleges to find ways to reduce college costs for our students and we are working with area businesses to provide options for post-secondary career education. We provide students with access to technology, such as the iPad, which will improve instruction, reduce textbook costs and better prepare them for the future.

Strategic Plan 2015-2019

East Irondequoit Central School District
600 Pardee Road
East Irondequoit New York 14609
Superintendent: Mrs. Susan Allen

District Strategic Plan Goals and Challenges

1. *Globally Competitive Students*: Ensure all EICSD students are globally competitive by:
 - a. Implementing the International Baccalaureate Program in all schools at all levels
 - b. Promoting and fostering a culture that supports academic excellence while also nurturing creativity, critical thinking and problem solving skills
 - c. Fostering an inclusive culture of learning that welcomes multiple perspectives and points of view

Strategy	Measure	Responsible	Date
Increase the level of student achievement in areas of math (numeracy) and English language arts (literacy) at the primary, intermediate, middle and senior high school levels	State Assessment Results, SLO results, Locally determined measures	Assistant Superintendent for Instruction, Instructional Administrative Staff, Principals	2015-2019 annually
Implement and maintain appropriate and rigorous curricula at all levels and in all content areas aligned with the Common Core	Curriculum documents aligned to Common Core State Standards.	Assistant Superintendent for Instruction, Instructional Administrative Staff	2015-2019 annually
Conduct comprehensive program reviews of all content areas, departments and program areas	Written report	Assistant Superintendent for Instruction, Instructional Administrative Staff	2015-2019
Expand the International Baccalaureate Program to span the K-12 continuum	Authorization by the IBO	Assistant Superintendent for Instruction, Office of Instructional Administrative Staff and respective principals	2015-2016
Implementation of the IB Career Certificate Program at the high school level	Authorization by the IBO	Assistant Superintendent for Instruction, Office of Instructional Administrative Staff and respective principal	2015
Continue implementation of the digital conversion that spans all grade levels	Deployment plan and schedule	Director of Technology, Assistant Superintendent for Instruction,	2015-2019

		Instructional Administrative Staff	
Continue to support and implement AVID, with a focus of becoming national Demonstration School sites 6-12	Identification of the middle school and the high school as Demonstration School sites	Assistant Superintendent for Instruction, Instructional Administrative Staff, Secondary Principals	2015-2016
Implement a comprehensive Pre-K – 12 Response to Intervention Plan to address students individual strengths and needs to meet the demands of rigorous curricula	Response to Intervention district plan	Pupil Personnel Services Director, Assistant Superintendent for Instruction	2015-2019
Promote a culture of continuous improvement focused on providing students with multiple opportunities to engage in rigorous and relevant coursework (i.e. – IB, AVID, dual credit offerings, AP, PLTW, “Building a Future” program, etc.)	Listing of programmatic offerings available to students Data collected showing increased participation rates, course success, graduation rates, etc.	Superintendent, Assistant Superintendent for Instruction, Administrative Instruction staff, Principals, Director of Data	2015-2019

2. *21st Century Professionals*: Ensure 100% of administrators, teachers and staff possess the skills to lead, teach, assess and support students for success in the 21st century.

Strategy	Measure	Responsible	Date
Employ and retain highly qualified and effective personnel	Hiring Plan SED report of highly qualified teachers	Asst. Superintendent for Human Resources	2015-2019
Review and revise the district’s Professional Development Plan	Revised plan adopted by the Board of Education on an annual basis	Assistant Superintendent for Instruction, Instructional Administrative Staff	2015-2019 annually
Provide high quality mentoring support for newly employed teachers	Mentoring plan Individual growth plan	Asst Superintendent for Human Resources, Assistant Superintendent for Instruction, Administrative Instructional Staff, Principals	2015-2019
Provide meaningful, high quality staff development opportunities that will assist all staff in professional growth and improvement	Compendium of professional development opportunities linked to district goals and professional needs	Assistant Superintendent for Instruction, Instructional Administrative Staff	2015-2019

Implement an approved Annual Professional Performance Review model that supports effective measures of supervision and evaluation	NYS approval of APPR Plan	Asst. Superintendent for Human Resources, Assistant Superintendent for Instruction	2015-2019 as needed
Foster professional development and collegial sharing through building-based Professional Learning Communities	Meeting agendas and minutes Student achievement data	Teacher leaders School principals	2015-2019 annually

3. *Healthy and Responsible Students*: Ensure 100% of school sites are safe and caring environments that promote and support healthy, responsible students.

Strategy	Measure	Responsible	Date
Create and maintain safe learning environments that promote increased student achievement	Training logs that reflect on-going safety and security training, continued work with security experts and consultants Current safety plan	Superintendent, Asst. Superintendents, Administrative Staff	2015-2019
Revise the Code of Conduct to deal with current issues	Revised Code of Conduct presented annually to the Board of Education for approval	Asst. Superintendent for Human Resources	2015-2019 annually
Address safety issues through the district Safety Committee	Committee meeting agendas and minutes	Asst. Superintendent for Human Resources	2015-2019 annually
Continue implementation of the Dignity for all Students (DASA) law	District policies and procedures successfully implemented across all schools	Asst. Superintendent for Human Resources, Principals	2015-2019
Ensure continuation and support for initiatives/programs that positively promote student wellness (i.e. Positive Behavioral Interventions and Supports (PBIS), Second Steps to Violence Prevention, digital citizenship, primary backpack program, etc.)	Response to Intervention district plan	Asst. Superintendent for Human Resources, Asst. Superintendent for Instruction, Principals, Pupil Personnel Services Director	2015-2019

4. *Leadership for Innovation:* Provide strong district leadership in all areas that supports our focused vision, guides innovation, fosters collaboration and promotes dynamic continuous improvement.

Strategy	Measure	Responsible	Date
Cultivate leaders to create a culture of high performance and high expectations for students and staff	Leadership training log Clear individual goals established aligned to district goals	Superintendent, Asst. Superintendents Building leadership (teachers and administrators)	2015-2019
Conduct regular meetings for district administration that are focused on district initiatives, building leadership capacity and student performance	Agendas	Superintendent, Asst. Superintendents	Monthly 2015-2019
Utilize annual retreat for leadership and team development	Retreat dates and agenda	Superintendent, Asst. Superintendents, Admin Cabinet	Annually 2015-2019
Develop collaborative relationships with businesses, other governmental agencies, etc. to provide information and garner district support	Record of attendance at various community events, functions, meetings, etc.	Superintendent, Asst. Superintendents	2015-2019
Promote the district mission, vision, and values across sites and with all staff and community	District website, Twitter, Facebook, district publications	Director of Communications, Administrative Staff, Superintendent, District Leadership Team	2015-2019

5. *Community and Parent Involvement:* Strive to increase opportunities for parental and community involvement/participation at all building levels.

Strategy	Measure	Responsible	Date
Develop strong school and family partnerships to support positive school attitudes and environments	Parent involvement goals identified by site teams and implemented	Principals, Assistant Superintendent for Instruction	2015-2019

Celebrate positive school progress and achievement through various media outlets and communications	Publications that recognize progress and achievements (newsletters, flyers, website, social media, etc.)	Director of Communications, Assistant Superintendent for Instruction, Principals, Superintendent	2015-2019
Offer opportunities for parents to become involved with their child's school.	Promotional communications via the District website, Twitter, Facebook, district publications, flyers, etc.	Director of Communications, Administrative Staff, Superintendent, Principals	2015-2019
Promoting partnerships with community agencies/ organizations/ businesses	Events including senior citizen outreach, food pantry and other charities, fundraisers with area businesses, inter-school performances, athletics and trips.	Director of Communications, Administrative Staff, Superintendent, Principals All District Staff	2015-2019

6. *21st Century Support Systems*: Develop and implement a 21st century approach for operations, finances and funding facilities, transportation and food service that supports teaching and learning.

Strategy	Measure	Responsible	Date
Maintain effective financial policies and practices to ensure the financial stability of the district while at the same time being cognizant of the community's financial ability to provide support	Adopted policies and procedures	Superintendent, Deputy Superintendent	2015 - 2019
Develop a long-range facilities plan based on growth projections and short and long-term capital needs	District long-range facilities plan	Director of Facilities, Deputy Superintendent	Reviewed annually 2015 – 2019
Monitor and evaluate food service program to respond to regulations and health needs.	Budget reports Customer feedback Inspection reports	Director of Food Service	2015 - 2019
Monitor and evaluate the transportation program to maximize	Budget reports Customer feedback Inspection reports	Director of Transportation	2015 - 2019

efficiencies and customer service.			
Develop and implement a revised district technology plan commensurate with the district digital conversion initiative, including components regarding infrastructure enhancements, financing the initiative, and staff development	Technology Plan Professional development offerings Budget report	Director of Technology, District Directors, Technology Staff	2015 - 2019
Provide opportunities for dialogue with, and development of, classified staff across all areas	Meeting agendas and minutes	District Directors	2015 - 2019