

JAMESVILLE- DEWITT CENTRAL SCHOOL DISTRICT



2025 -2027

BLUEPRINT FOR EXCELLENCE

STRATEGIC PLAN



<https://www.jamesvilledewitt.org/>



P.O. Box 606
DeWitt, NY 13214
Phone (315) 445-8300

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Dear Members of the Jamesville-Dewitt School Community,

It has never been more important to be focused, aligned and intentional in our work. We are very excited to share the results of our collaborative efforts to redevelop a strategic plan that will help us to continue growing and improving as we always strive for excellence and enhance all of our work related to diversity, equity and inclusion.

Our “Blueprint for Excellence” is the result of planning sessions that were held with our Board of Education, Leadership Team, staff, parents, and community members. We worked with feedback gathered from the community this fall to continue growing as a district and focusing our efforts on becoming a more equitable and inclusive school community.

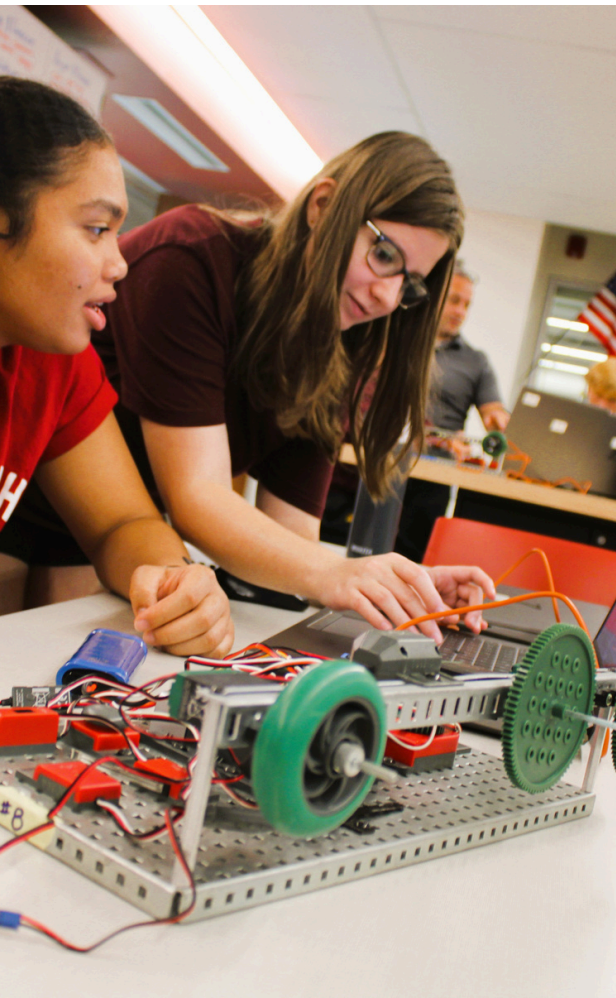
This updated strategic plan will be the backbone for our work. It will serve as a roadmap in our efforts to connect with each child and family while enhancing our connections as a school and a community. We acknowledge that the work of our previous strategic plan, especially in the area of DEI, is not complete. We will continue the work we started and expand those efforts as we are committed to providing a safe and affirming learning environment that is free from discrimination and harassment, and to building a community that recognizes diversity as one of our greatest strengths. We’re in this together and look forward to being your teammate in our continued effort to be a model school of excellence.

Thank you for your feedback and support. Your collaboration and teamwork make all the difference in the lives of children and the success of the district.

Sincerely,

Dr. Peter Smith
Superintendent of Schools

Joe Gross
President, Board of Education



PROCESS INTRODUCTION AND OVERVIEW

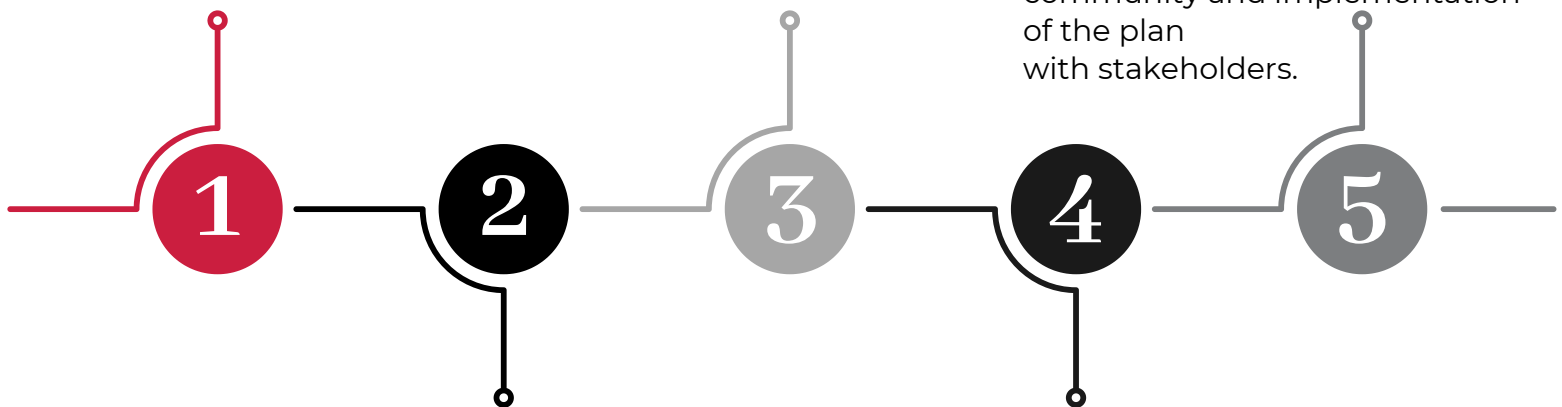
Blueprint Planning is intended to:

- Involve all members of the school community and reflect their shared perspectives.
- Allow stakeholder representatives to review community feedback to clearly define the district's mission, vision and core values.
- Engage a team in defining the priorities of the district and suggesting action steps to accomplish objectives.
- Facilitate action planning focused on identifying who, when and how the work will get done.
- Provide the district with a road map that is transparent, accountable, and focused.
- Enable the district's efforts to innovate, allocate resources and continuously grow in a coordinated, thoughtful, and aligned manner.
- Be an iterative, evolving, and ongoing process that builds from one year to the next while reflecting emerging needs and changing demands.

September 2024:
Community
Feedback Gathered

October 2024: Community Team
Assembled, Mission/Vision/Core
Values Reviewed, Priority Areas
Developed, Strategies Suggested.

December/January 2025:
Revisions and review completed
by the Leadership Team.
Communication to the
community and implementation
of the plan
with stakeholders.



October 2024: Draft
Mission/Vision/Core Values
developed by the Board of
Education and Leadership Team.

November 2024: Action plans developed
that specifically identify what will be done
to meet the objectives of each priority area
and who will be responsible
for leading the work

WHO WE ARE



Our shared core purpose, aspirations and expectations are clear:

OUR MISSION

Our mission is to deliver a holistic educational experience that fosters the academic, social, and emotional development of every student, empowering them to thrive and succeed in a rapidly changing world.

OUR VISION

We have an uncompromising commitment to honoring the individual needs of each student, and take responsibility for ensuring their success.

OUR CORE VALUES

WE believe that we can achieve our vision and accomplish our mission if, in all of our work, we will strive to uphold the following core beliefs:

Commitment to Excellence and High Standards

We are dedicated to achieving the highest standards in all our endeavors, continually striving for improvement and excellence.

Equity, Belonging, Inclusion

We develop a sense of belonging to ensure that all individuals have equal opportunities to succeed, embracing and celebrating diversity within our community.

Academic Excellence

We are committed to providing high-quality education that promotes holistic experiences, critical thinking and intellectual growth for all students.

Passion for the Work

Our enthusiasm and dedication to our work drive us to exceed expectations and inspire others.

Respect

We treat everyone with dignity and value diverse perspectives, fostering an inclusive and supportive environment.

Partnership with Families and the Community

We collaborate closely with families and the school community, recognizing the role of partnerships in supporting student success and well-being.

Integrity, Honesty, Ethical Decision Making

We make decisions based on integrity, honesty, and ethical considerations, ensuring our actions reflect our commitment to doing what is right.

Culturally Responsive

We understand and respect the diverse cultural backgrounds of our community, integrating this awareness into our practices and interactions.



OUR DISTRICT

The Jamesville-DeWitt Central School District, located in the suburban communities of Jamesville and DeWitt, NY, is known for its strong academic programs and commitment to student success. Serving a diverse student body, the district offers a wide range of extracurricular activities, advanced coursework, and support services to meet the needs of all learners. With a focus on fostering a safe and inclusive environment, the district prioritizes both academic achievement and social-emotional development. Jamesville-DeWitt's dedicated staff, involved community, and innovative programs prepare students to thrive in an ever-evolving world.

OUR COMMUNITY

The community surrounding the Jamesville-DeWitt Central School District is a vibrant, family-oriented area that blends suburban charm with easy access to the cultural and economic opportunities of nearby Syracuse. Known for its scenic landscapes, including parks and outdoor recreational spaces, the area offers a peaceful, close-knit environment with a strong sense of civic pride. Residents value education, with many actively supporting local schools and community initiatives. The region's diverse population and welcoming atmosphere make it a desirable place to live, work, and raise a family.

OUR LEADERSHIP

Board of Education

Joe Gross, *President*
Sharon Archer, *Vice President*
David Babikian
John Baxter
Lynn Cortese
Lori DeForest
Renee James Murad
Carolyn Scott
Jalal Zoghby
Demosthenes Mantalios, *Student*

Administration

Dr. Peter Smith, *Superintendent*
Nate Franz, *Assistant Superintendent for Curriculum, Instruction, and Equity*
Pete Reyes, *Assistant Superintendent for General Educational Services*
Greg Lawson, *High School Principal*
Maria DeJesus, *High School Assistant Principal*
Dave Nylen, *High School Assistant Principal*
Andy Eldridge, *Middle School Principal*
Kerri McKee, *Middle School Assistant Principal*
Mia Woolery, *Middle School Assistant Principal*
Marcy Baker, *Jamesville Elementary School Principal*
Mary Sylvester, *Moses DeWitt Elementary School Principal*
Ashley Carducci, *Tecumseh Elementary School Principal*
Brian Bartlett, *School Business Administrator*
Tracey Menapace, *Director Pupil Personnel Services*
Krista Martin, *Assistant Director Pupil Personnel Services*
Jenn Capria, *Director of Transportation*
Jason Crawford, *Director of Facilities*
Jason Douglass, *Director of Technology*
Fred Wheeler, *Director of Health, Physical Education, and Athletics*

OUR PLAN

The **Jamesville-DeWitt Central School District Blueprint for Excellence** is rooted in its mission to provide a holistic educational experience that nurtures the academic, social, and emotional growth of every student. The district is committed to preparing students for success in a rapidly changing world by focusing on their individual needs and fostering a supportive, inclusive learning environment. Its vision emphasizes responsibility for each student's success, ensuring that their diverse needs are honored, and their potential is maximized. The blueprint is designed to align the district's practices with its mission and vision, driving progress through clear priorities and goals.

The district's **core values** play a central role in shaping its culture and strategic efforts. With a focus on **commitment to excellence** and high standards, Jamesville-DeWitt strives for continuous improvement in all areas of operation. Equity, belonging, and inclusion are prioritized to create an environment where every student feels valued and has equal access to opportunities. The district is dedicated to fostering **academic excellence**, promoting critical thinking, intellectual growth, and holistic experiences. Other key values include a **passion for the work, respect for diverse perspectives, partnerships with families and the community**, and a commitment to **integrity, honesty, and ethical decision-making**. A **culturally responsive** approach ensures that the district's practices honor and respect the rich diversity of its community.



To achieve its vision, the blueprint identifies three **priority areas**: academic excellence, student and family experience, and operations. In the area of **Academic excellence**, the district aims to develop and implement a comprehensive program that builds essential life skills, such as collaboration, creativity, and critical thinking, while expanding rigorous opportunities across all grades. This program is designed to be inclusive, ensuring students' diverse interests and talents are nurtured while fostering cross-curricular and cross-building connections. The district's goal is to avoid limiting students' options, providing a well-rounded education that prepares them for a variety of paths, whether college-bound or pursuing other career avenues.

The second priority area, **Enhanced student and family experience**, focuses on creating a welcoming and equitable school community through transparent and proactive communication. The district aims to build trust and partnership with students, families, and the wider community by centering their voices and providing comprehensive mental health and whole-child supports. Lastly, in the **Safe and efficient operations** priority area, the district is committed to ensuring a safe and secure environment for students and staff through improved communication, and the development and maintenance of district facilities and infrastructure. These priorities reflect the district's holistic approach to supporting students, staff, and families while continually striving for excellence and growth across all facets of the educational experience.

PRIORITY AREAS

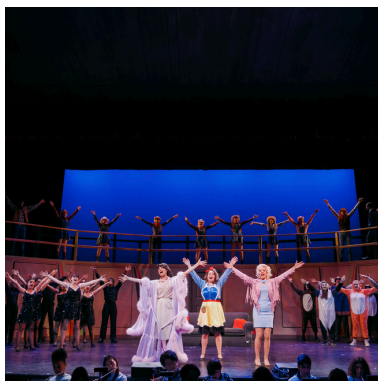
Based on community feedback and initial planning by the Board of Education and Leadership Team, the following areas were identified as priorities to be focused on in order to fulfill the mission of the district. Goals have been developed for each area.



**Academic
Excellence**



**Enhanced
Student and Family
Experience**



**Safe and Efficient
Operations**

COMMITMENT TO EQUITY

Equity is at the core of our Blueprint for Excellence and embedded through the plan. Equity and excellence are necessary partners. We recognize that each student comes to us with unique strengths and lived experiences. We are committed to ensuring that every learner in Jamesville-DeWitt can access the resources, support, and opportunities they need to thrive.

- In academics, we will remove barriers that have contributed to disparities in student outcomes, ensuring that all learners-regardless of identity-have access to rigorous, engaging, and responsive instruction.
- To enhance our student and family experience, we will strive for a more inclusive and welcoming environment. We will focus on belonging, school climate, and strengthening partnerships to support student success and well-being.
- Within our operations, we will align policies, resources, and decision-making processes with our commitment to equity, ensuring that our structures and systems create the conditions for every student to succeed.

This plan reflects our unwavering commitment to continuous learning, accountability, and action in service of a more just and equitable school district.





PRIORITY AREA GOALS

Academic Excellence	<p>Goal: We will develop, implement, and continually refine a comprehensive, responsive, tiered educational program that focuses on essential skills (e.g, collaboration, creativity, communication, critical thinking) and leverages student interests.</p> <p>Equity Goal: Eliminate disproportionate academic outcomes.</p>
Enhanced Student and Family Experience	<p>Goal: We will foster a welcoming, affirming, and equitable school community through transparent, responsive, and proactive communication that centers student and family voices, provides comprehensive mental health and whole-child supports, and builds trust and partnership across all levels, with measurable commitments to timely, meaningful engagement.</p> <p>Equity Goal: Improve favorable climate survey responses around relationships, belonging, engagement, and climate.</p>
Safe and Efficient Operations	<p>Goal: We will provide support for staff and students in a safe and secure environment through improved communication and the development and maintenance of district facilities and infrastructure.</p> <p>Equity Goal: Improve favorable climate survey responses around school safety and communication.</p>

ACTION PLANS

Priority Area 1: Academic Excellence

Goal: We will develop, implement, and continually refine a comprehensive, responsive, tiered educational program that focuses on essential skills (e.g, collaboration, creativity, communication, critical thinking) and leverages student interests.

Equity Goal: Eliminate disproportionate academic outcomes.

Action Steps:	Person/People Responsible	Timeframe
Focus: Advanced Coursework and Programming		
Develop the Portrait of a J-D Graduate -- Outline College, Career, Civic Competencies PreK-Grade 12 <ul style="list-style-type: none"> Collaborate with stakeholders, including students, staff, and community members, to define the attributes, skills, and knowledge a JD graduate should embody, aligned with the district's "Profile of a Graduate" vision. Develop map of PreK-12 essential skills Provide resources and professional development for staff Align report card to essential skills and mastery levels Develop materials for students and families to understand the skills Partner with local businesses, community organizations, and skilled professionals to create hands-on, real-world learning experiences. 	ASCIE Principals Dept. Chairs & Resource Leaders	Summer 2026- Fall 2027



ACTION PLANS

Increase PreK-Grade 12 Opportunities for Advanced Academic Experiences and Coursework <ul style="list-style-type: none"> • Identify and implement advanced academic programs that provide challenging and rigorous coursework in areas like STEM, humanities, and the arts. • Develop opportunities for younger students to explore advanced content, creating a foundation for growth as they move into higher grades. • Ensure multiple “on-ramps” for acceleration • Annually review and report on access and opportunities for students, make adjustments to ensure equitable access 	J-DHS and J-DMS Principals	Fall 2026 - Summer 2027
Implement Summer Programming <ul style="list-style-type: none"> • Align programming to high-priority areas (SEL, early literacy, English language acquisition) • Explore health and driver's education courses to provide flexibility in students' schedules during the school year • Ensure accessible enrollment options for all students to participate in these programs. 	ASCIE and Principals	Fall 2026
Solidify Ongoing Curriculum and Program Review <ul style="list-style-type: none"> • Define criteria and procedures for adopting, adapting, piloting, writing and evaluating curriculum. • Establish process for ongoing review of curriculum for cultural responsiveness and relevance. • Develop curriculum libraries for staff and community. 	ASCIE	Summer 2025 and ongoing

ACTION PLANS

Refine Exploratory and Flex Classes at Middle School

- Meet annually with students, High School Administration and Department Chairs to ensure alignment in Grades 6-12
- Establish curriculum maps, content, and accountability for exploratory courses
- Implement relevant, authentic, project-based learning opportunities in 7th and 8th Grade Flex block.

Middle School Principal,
ASCIE

2025-2026

Focus: Assessment and Monitoring of Student Growth

Develop and Implement a Long-term Professional Development Plan

- Create a comprehensive PD plan focused on equipping teachers to support student growth, particularly for students with identified disabilities, students of color, and English language learners, through engaging instruction and culturally responsive practices
- Schedule ongoing PD sessions and workshops that align with curriculum goals and provide teachers with resources, feedback, and support to foster student development.

ASCIE & PD Planning
Committee

Spring 2025-
Summer 2025



ACTION PLANS

<p>Establish Common Assessments, Tools, and Rubrics PreK-12 to Measure and Monitor Growth.</p> <ul style="list-style-type: none"> • Ensure that district resources are able to monitor and track student growth across grades, ensuring consistency in evaluating academic progress and skill acquisition. • Train teachers on effective use of these tools to identify areas for student support and growth, adapting instruction to meet individual needs. • Review grading practices across courses and departments. 	<p>ASCIE Principals Dept. Chairs & Resource Leaders</p>	<p>Fall 2025</p>
<p>Evaluate and Enhance Current Structures for Student Growth Discussions</p> <ul style="list-style-type: none"> • Review and, if necessary, redesign existing structures (e.g., team meetings, data discussions) to ensure effective conversations about student performance and growth are prioritized. • Establish and use district protocols to discuss student data and develop action plans • Incorporate regular check-ins to discuss progress, strategies, and targeted interventions to support student success. 	<p>Principals</p>	<p>Summer 2026</p>
<p>Develop a Comprehensive Instructional Support Plan</p> <ul style="list-style-type: none"> • Create a plan to provide ongoing instructional support for teachers, including access to coaching, co-teaching opportunities, and instructional resources that reinforce effective practices. 	<p>ASCIE & Professional Learning Planning Committee</p>	<p>2026-2027</p>

ACTION PLANS

<p>Evaluate and Enhance Curriculum with a Culturally Responsive-Sustaining Education (CRSE) Lens</p> <ul style="list-style-type: none"> • Conduct a curriculum audit to identify areas for improvement and ensure materials reflect diverse perspectives, voices, and experiences. • Integrate CRSE principles throughout the curriculum to promote inclusivity and provide all students with a rich, meaningful learning experience. • Embed CR-SE within ongoing curriculum review process 	<p>ASCIE Principals Dept. Chairs & Resource Leaders</p>	<p>Spring 2026</p>
<p>Focus: Establish an Integrated Multi-Tiered System of Support Model</p>		
<p>Review Vision, Roles, and Tier 1 Programming/Resources</p> <ul style="list-style-type: none"> • Review the district’s current MTSS plan and vision for the desired future state • Engage Secondary Teams to ensure the vision aligns with schedule and staffing • Solidify Tier 1 programming and resources across academics, social-emotional supports, conduct, climate, and attendance. • Annually review effectiveness of MTSS model on students, specifically students of color, students with IEPs, and MLL/ELL students. 	<p>ASCIE and District MTSS Team</p>	<p>Summer 2025</p>
<p>Base intervention decisions on a clear, objective understanding of students’ current status and next steps.</p> <ul style="list-style-type: none"> • Build an electronic data system to store and access student outcome data, fidelity of MTSS implementation and process data. • Integrate data systems across academics, attendance, conduct, and SEL to allow for integrated decision-making. 	<p>ASCIE and District MTSS Team</p>	<p>Fall 2025</p>

ACTION PLANS

<p>Share meaningful information to promote continuous improvement.</p> <ul style="list-style-type: none"> • Provide regular, understandable feedback to staff regarding student outcomes and fidelity of implementation. • Build and use regular schedules for two-way feedback loops to share data and discuss progress. 	<p>ASCIE and District MTSS Team</p>	<p>Summer 2026</p>
<p>Provide the necessary means to successfully implement practices and systems</p> <ul style="list-style-type: none"> • Develop common processes and procedures for effective implementation of integrated MTSS model • Build and maintain a library with manuals, materials, and tools (sample forms, quick reference guides) 	<p>ASCIE and District MTSS Team</p>	<p>Summer 2027</p>
<p>Enhance Classroom and Student Support with Behavior Specialists and Coaching</p> <ul style="list-style-type: none"> • Identify and train behavior specialists and coaches to support teachers and enhance the classroom environment, particularly in special education programming. • Provide ongoing professional development and resources for staff to implement inclusive, supportive strategies that address diverse behavioral and academic needs. 	<p>Director of PPS and Principals</p>	<p>Fall 2025</p>
<p>Increase Flexibility in Course Requirements</p> <ul style="list-style-type: none"> • Review course prerequisites and requirements to identify opportunities to make courses more accessible, creating pathways that allow students to explore interests without limiting their options. • Implement alternative ways for students to meet requirements, such as summer courses, online options, or interdisciplinary projects that support a flexible learning environment. 	<p>J-DHS Principal & Dept. Chairs</p>	<p>Fall 2025 & Ongoing</p>

ACTION PLANS

Foster Community and Cohesion Among Students <ul style="list-style-type: none">• Create opportunities, such as advisory programs, grade-level projects, or social events, to allow students to connect with peers outside of their specific courses and build a stronger sense of community.• Develop cross-grade and cross-course projects that encourage collaboration, enhancing students' sense of belonging and broadening their social networks within the school.	Principals	Fall 2026
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Additional Equity Strategies and Considerations:

- Ensure broad access to both course content and skill-based development for all students.
- Prioritize skills and developmental opportunities beyond traditional college-prep coursework.
- Facilitate regular, meaningful discussions on student performance, progress, and growth.
- Improve tracking and communication with families to keep them informed about educational opportunities, preventing any missed chances for student engagement.
- Implement grading policies with consistent practices that are standards-based and data-driven, ensuring fairness and transparency across classrooms.



ACTION PLANS

Priority Area: Enhanced Student and Family Experience

Goal: We will foster a welcoming, affirming, and equitable school community through transparent, responsive, and proactive communication that centers student and family voices, provides comprehensive mental health and whole-child supports, and builds trust and partnership across all levels, with measurable commitments to timely, meaningful engagement.

Equity Goal: Improve favorable climate survey responses around relationships, belonging, engagement, and climate.

Action Steps:	Person/People Responsible	Timeframe
Focus: Family Engagement and Partnership		
Establish Clear Guidelines for Home-School Communication <ul style="list-style-type: none"> Define clear communication expectations tailored to each grade level, ensuring consistency and clarity in how and when information is shared with students, families, and staff. Create communication plans that outline these expectations, and provide guidelines to staff on effective, timely communication practices 	Administrative Team	Summer 2025
Expand Parent-Teacher Partnership Opportunities <ul style="list-style-type: none"> Encourage active participation and input from families to enhance mutual support and understanding by organizing and promoting additional parent-teacher groups and forums focusing on collaborative goal-setting and shared decision-making. 	Superintendent, ASCIE, Building Principals	2026-27
Streamline Communication Channels <ul style="list-style-type: none"> Implement a unified communication platform that allows for streamlined, efficient, and accessible updates for families across all grade levels. Simplify messages and provide multiple language options to ensure clear and accessible information. 	Superintendent and Communications Support	September 2025

ACTION PLANS

Create Family Engagement and Equity Teams <ul style="list-style-type: none"> Establish dedicated family engagement teams within each school to foster collaboration and trust. Regularly engage these teams in discussions about school initiatives, policies, and programs that impact students and families. Revisit the purpose and structure of Building Level Teams 	Superintendent	2026-2027
Develop Strategies for Welcoming Historically Marginalized Families <ul style="list-style-type: none"> Design inclusive outreach strategies that specifically address and overcome barriers faced by families who have historically felt isolated or marginalized within the school community. Train staff on cultural competency and inclusivity to ensure that all families feel welcomed and respected. 	Assistant Superintendent of Curriculum Equity and Instruction	2025-2026
Host Community Discussions and Provide Support Aligned with Families' Needs <ul style="list-style-type: none"> Organize roundtable discussions in community spaces to meet families where they are, inviting local experts to discuss topics that families find valuable, based on their expressed interests. Actively seek out family input on relevant topics and tailor sessions to provide accessible, practical information for parents and caregivers. Survey to identify topics/areas of need. 	ASCIE	2025-2026
Implement Tiered Supports for Family Engagement <ul style="list-style-type: none"> Develop a tiered outreach strategy that includes proactive engagement with all families, using varied communication methods to ensure inclusivity, particularly for multilingual and culturally diverse families. Ensure all family communications are culturally and linguistically accessible for ELLs and MLLs, providing translations and support as needed. 	ASCIE Building Principals	2026-2027

ACTION PLANS

Establish a Shared Understanding of Family Roles in Education <ul style="list-style-type: none"> • Create a framework that clearly defines and communicates the roles of families in supporting student learning and development, emphasizing partnership and collaboration. • Share this framework broadly, ensuring families and staff understand their roles and responsibilities within the school community to foster a unified approach to student success. 	Superintendent	2026-2027
Focus: Extracurricular Activities		
Enhance Equitable Access to Extracurricular Activities <ul style="list-style-type: none"> • Increase transportation options and reduce participation costs to make extracurricular activities accessible to all students, regardless of financial or logistical barriers. • Partner with families to identify and implement strategies that address specific challenges, ensuring no student is prevented from participating due to socioeconomic factors. 	School Business Administrator/ASCIE	2026-2027
Conduct Ongoing Audits of Participation in Extracurricular Activities <ul style="list-style-type: none"> • Track student participation across all activities, gathering data on who is and isn't involved to identify gaps and potential barriers. • Regularly review this data to adjust offerings, outreach, and support, ensuring equitable access for all students. 	ASCIE	Spring 2025
Reflect and Expand Offerings to Ensure Cultural Relevance <ul style="list-style-type: none"> • Continuously assess extracurricular offerings to ensure they are culturally affirming and inclusive, actively seeking input from students and families to identify missing or underrepresented activities. 	Principals	Summer 2025

ACTION PLANS

Build Partnerships with Local Diverse Organizations <ul style="list-style-type: none"> Establish partnerships with community organizations that reflect the diversity of the student body, providing relevant and varied opportunities that cater to a range of interests and backgrounds. Collaborate with these organizations to offer workshops, mentorship, and exposure to fields and skills that enrich students' extracurricular experiences. 	Superintendent	2026-2027
Implement Near-Peer Support Programs <ul style="list-style-type: none"> Develop a near-peer mentorship program where high school students support and mentor younger students, fostering leadership skills and providing relatable guidance. Offer structured training for high school mentors, creating a supportive environment where younger students benefit from positive role models. 	HS Principal	2026-2027
Focus: Mental Health and Support Services		
Continuously Evaluate and Improve Support Services <ul style="list-style-type: none"> Conduct ongoing assessments of support services, such as the SEL curriculum, gathering feedback from students, families, and staff to make necessary improvements that enhance program effectiveness and relevance. 	Director of PPS	2025-2026
Engage Directly with Targeted Groups for Input and Feedback <ul style="list-style-type: none"> Regularly connect with the students, families, and staff who are directly impacted by support services to understand their experiences, needs, and suggestions for improvement. <ol style="list-style-type: none"> 1. Work with school based mental health provider to gather feedback via a Customer Satisfaction Survey 	Director of PPS	2025-2026

ACTION PLANS

Examine and Enhance Knowledge of Assessment Tools (e.g., BIMAS Survey) <ul style="list-style-type: none"> Review and improve protocols for using tools like the BIMAS survey to better understand student needs, providing training for staff on interpreting results and applying findings to support mental health initiatives. 	Director of PPS	2025-2026
Expand School-Based Mental Health Clinics <ul style="list-style-type: none"> Increase access to mental health services by expanding school-based clinics, ensuring all students have equitable access to supportive counseling and mental health resources on-site. 	Director of PPS	Summer 2025
Increase Communication and Clarity of Available Supports <ul style="list-style-type: none"> Develop clear, accessible communication strategies to ensure families, students, and staff are aware of the full range of mental health and support services available within the district. 	Superintendent	2025-2026
Implement Trauma-Sensitive Practices and Increase Staff Cultural Competencies <ul style="list-style-type: none"> Provide professional development on trauma-sensitive practices, the effects of hostile environments, and culturally competent counseling, with a particular emphasis on the unique developmental needs of students at each level. Train staff on racial identity development and the impacts of micro- and macro-aggressions, ensuring culturally responsive interactions with students. 	ASCIE	2025-2026

ACTION PLANS

Foster Cultures of Belonging and Address Mistreatment and Cyber Safety <ul style="list-style-type: none"> • Build cultures of belonging within schools by addressing mistreatment, cyberbullying, and safety, integrating threat assessments that connect directly to student mental health. • Implement regular classroom discussions and schoolwide initiatives that promote inclusion, empathy, and safety for all stakeholders. 	Director of Technology and Building Principals	2026-2027
Strengthen Restorative Practices and Proactive Circles <ul style="list-style-type: none"> • Formalize the use of restorative practices, including proactive circles, as a regular part of school culture to promote conflict resolution, relationship building, and accountability. 	ASCIE/Building Principals	2025-2026
Integrate Mental Health Education with Decision-Making Skills <ul style="list-style-type: none"> • Incorporate mental health awareness and decision-making skills into the curriculum, teaching students how mental health affects choices and fostering resilience and self-awareness in daily decision-making processes. 	ASCIE	2026-2027

Additional Equity Strategies and Considerations:

- Foster strong partnerships with students and families, particularly in addressing challenges or disparities to collaboratively identify and solve issues.
- Conduct ongoing analysis of various data points to identify and address equity gaps across programs, services, and outcomes.
- Increase participation in climate surveys to ensure representative feedback that reflects the experiences of all students and families.
- Establish building-based equity teams to lead and sustain equity-focused initiatives within each school.
- Ensure inclusive practices for LGBTQ+ students, including thoughtful approaches to pronoun use and access to appropriate facilities, to support a respectful and affirming environment.

ACTION PLANS

Priority Area: Safe and Efficient Operations

Goal: We will provide support for staff and students in a safe and secure environment through improved communication and the development and maintenance of district facilities and infrastructure.

Equity Goal: Improve favorable climate survey responses around school safety and communication.

Action Steps:	Person/People Responsible	Timeframe
Focus: Safety and Security		
Recruit and Retain Culturally Responsive, Restoratively Trained School Resource Officers (SROs) <ul style="list-style-type: none"> Develop recruitment strategies focused on finding SROs with strong backgrounds in cultural responsiveness and restorative practices, ensuring they align with the school community's values. Implement retention supports, such as ongoing training and professional development in restorative justice and equity-centered practices, to foster a positive school environment. 	Assistant Superintendent for Educational Services	Summer 2025
Collaborate on Safety Drills and Provide Relevant Professional Development <ul style="list-style-type: none"> Partner with building and district safety teams, as well as local authorities, to identify safety concerns and tailor drills to address specific needs. Offer professional development sessions for staff, including emergency preparedness training, to ensure effective, responsive action during safety drills. 	Superintendent & Building Administration	Spring 2026
Evaluate the Addition of Weapons Detection Systems to Schools <ul style="list-style-type: none"> Conduct a comprehensive assessment of the potential benefits, challenges, and community impact of implementing weapons detection systems in school buildings. Engage with students, families, and staff to gather feedback, and collaborate with safety experts to make an informed decision that aligns with district goals. 	Superintendent	Spring 2026

ACTION PLANS

Evaluate Personnel Support Needs on School Buses <ul style="list-style-type: none"> Assess the current support structure on school buses to identify areas where additional personnel might enhance student safety and supervision. Pilot programs with support staff on select routes to evaluate effectiveness and determine whether expanded support would benefit all bus routes. 	Assistant Superintendent for Educational Services/School Business Administrator/Director of Transportation	Fall 2026
Implement a Comprehensive Threat Assessment, Prevention, and Education Program <ul style="list-style-type: none"> Develop a proactive threat assessment program focused on identifying and mitigating potential safety risks, incorporating prevention strategies and educational resources for staff and students. Provide training on threat assessment protocols to ensure a consistent, informed approach across all buildings, fostering a safe and supportive school environment. 	Superintendent/Building Principals	2024-2025
Focus: Communication and Support for Staff		
Facilitate Positive Relationship-Building Among Staff Members <ul style="list-style-type: none"> Implement team-building activities and professional learning communities to foster collaboration and mutual support among staff. Encourage regular cross-departmental meetings and informal gatherings to build connections, share best practices, and strengthen a supportive school culture. 	Assistant Superintendent for Educational Services/ASCIE/Building Administrators	Spring 2026

ACTION PLANS

<p>Expand Modalities for Gathering Feedback</p> <ul style="list-style-type: none"> • Increase avenues for collecting feedback, such as anonymous surveys, suggestion boxes, digital feedback forms, and regular focus group sessions, to capture diverse perspectives from staff, students, and families. • Review and respond to feedback promptly, implementing changes where appropriate and communicating updates to foster transparency and trust. 	<p>Assistant Superintendent for Educational Services/ASCIE/Building Administrators</p>	<p>2025-2026</p>
<p>Provide Alternative Academic Supports for Teachers (e.g., ENL)</p> <ul style="list-style-type: none"> • Investigate the addition of support resources, such as ENL (English as a New Language) specialists, instructional aides, and peer collaboration, to assist teachers in meeting diverse student needs. • Offer targeted professional development for teachers to help them adapt their instructional strategies and enhance support for students who require additional assistance, ensuring academic success for all learners. 	<p>Assistant Superintendent for Curriculum, Instruction and Equity</p>	<p>Spring 2026</p>



ACTION PLANS

Focus: Facilities and Infrastructure

Complete HVAC Upgrades in All Buildings <ul style="list-style-type: none"> Finalize assessments and schedule phased upgrades for HVAC systems across buildings, ensuring efficient and effective climate control for improved air quality and comfort. Monitor project milestones to maintain timelines and minimize disruption to daily operations. 	Superintendent/ Business Administrator/ Director of Buildings and Grounds	Fall 2028
Conduct Failure Plan Analysis and Address Identified Risks <ul style="list-style-type: none"> Perform a comprehensive analysis of potential failure points in facility systems, including HVAC, plumbing, and electrical. Develop and implement contingency plans to mitigate risks, prioritizing critical areas to ensure uninterrupted operation and safety. 	Superintendent/ Business Administrator/ Director of Buildings and Grounds/ Director of Technology	Fall 2027
Enhance Handicap Accessibility Across the District <ul style="list-style-type: none"> Conduct an accessibility audit to identify areas that need improvement, such as entrances, bathrooms, and classrooms, in compliance with ADA standards. Plan and execute upgrades to make all facilities more accessible for students, staff, and visitors with disabilities. 	Superintendent/ Business Administrator/ Director of Buildings and Grounds	Fall 2028
Complete Enhancements to UPK Playground Equipment <ul style="list-style-type: none"> Install new and improved playground equipment tailored to the developmental needs of UPK students, prioritizing safety, inclusivity, and accessibility. Engage families and staff in the planning process to ensure the playground meets community expectations and provides a supportive play environment. 	Superintendent/ Business Administrator/ Director of Buildings and Grounds	Fall 2028

ACTION PLANS

<p>Evaluate and Improve Transportation Efficiencies</p> <ul style="list-style-type: none">• Review current transportation schedules, routes, and pickup/drop-off procedures to identify opportunities for increased efficiency.• Implement adjustments to streamline operations, reduce wait times, and optimize bus routes to improve punctuality and reduce transportation-related costs across the district.	Superintendent/ Business Administrator/ Director of Transportation	Spring 2026
<p>Additional Equity Strategies and Considerations:</p> <ul style="list-style-type: none">• Develop a thoughtful plan for introducing SROs in buildings, focusing on building positive connections between SROs, students, and the broader community.• Determine whether communication plans should involve all staff or focus primarily on administrators to ensure effective, consistent messaging throughout the school community.		



OUR NEXT STEPS AND ACCOUNTABILITY

Timeframe	Activity	Who
January, 2025	1. Blueprint Plan Presented to the Community and Adopted by the BOE. 2. Blueprint Plan “unpacked” and shared with the faculty and staff. 3. Blueprint Plan unpacked with smaller groups.	Superintendent, BOE Superintendent Principals
2025-26 Quarterly	Blueprint Updates provided to the BOE, Community and Staff	Superintendent and Administrators
February/March, 2025	Blueprint Budget Recommendations Made Blueprint Expenditures Finalized	Superintendent and Administrators
June, 2025	Final Report Blueprint Updates provided to the BOE, Community and Staff	Superintendent and Administrators
July, 2025	Blueprint Planning Day Held Plan Updated for 25-26	BOE Superintendent Administrators Staff Community Members
Throughout 2025-26 and 2026-27	Monthly Integration of Blueprint in Faculty Meetings, Board of Education Reports, Committee Work Quarterly Reports to the Board of Education Budget Recommendations driven by the plan	BOE Superintendent Leadership Team

OUR NEXT STEPS AND ACCOUNTABILITY

Timeframe	Activity	Who
Spring 2027	Blueprint Refresh Conducted	BOE Superintendent Administrators Staff Community Members
Spring 2028	Blueprint Phase 2 Developed	BOE Superintendent Administrators Staff Community Members



2024-25 Blueprint Team

Sarah Hayes
Kelsey DeLany
Gretchen Vaught
Amy Zogby
Rachel Wagner
Christiana Semabia
Brian Tollar
Matthew Centolella
Mary Jane Scott
Jacob Reynolds
Vanessa Sobey
Iden Bright
Andy Palumbo
Megan Dermody
Kelly Colone
Emily Rowles
Ashlee Childers
Demos Mantalios

Christine Baker
Nate Franz
Pete Reyes
Tracey Menapace
Fred Wheeler
Greg Lawson
Andy Eldridge
Marcy Baker
Ashley Carducci
Jason Douglass
Krista Martin
Joe Gross
Sharon Archer
David Babikian
Renee James Murad
Lynn Cortese
John Baxter



2025-2027

BLUEPRINT FOR
EXCELLENCE



STRATEGIC PLAN



<https://www.jamesvilledewitt.org/>



P.O. Box 606
DeWitt, NY 13214
Phone (315) 445-8300