

**SUPERINTENDENT'S  
ACTION PLAN**

**2018-2019**

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**Huntington Union Free School District  
Huntington, New York**

## **Rationale**

This leadership plan is designed to reflect the mission of the Huntington Union Free School District, refine the current District vision, maintain District strengths and determine revisions to or new direction in particular areas as needed. Overarching priorities include maintenance of high quality Board of Education-Superintendent-community relationships and addressing opportunities and challenges facing the District and school community. I and my cabinet will maintain strong relationships with key stakeholders and stakeholder groups, as well as maintain a strong sense of the District culture and the individual cultures associated with District schools.

The current goals delineated within this document are aligned with 2018-2019 goals established by the Board of Education. Working toward the achievement of each goal is essential to my success as superintendent, as well as to the short- and/or long-term success of Huntington students and staff. Supporting each goal are specific objectives and action items.

The plan is meant to be dynamic in nature. As such, action items may be modified, altered, deleted, replaced, or expanded as additional data is collected or Board direction provided during implementation. I will remain open to suggestions regarding how to improve plan components and anticipate receiving valuable input from trustees and District stakeholders.

The plan is designed and will be implemented so as to permit me to:

- Respond to District constituents as promptly as possible, both within and beyond the context of daily operations and problem-solving;
- Examine key issues faced by the District in the context of how such issues were addressed in the past and the factors that affect how the organization may function in the future;
- Conduct an assessment in terms of the following categorical functions:
  - Budgeting and Finances
  - Communication, Customer Service, Parent/Community Relations
  - Curriculum, Instruction, and Assessment
  - Leadership, Management, and Supervision
  - Personnel and Business Operations
  - Policy and Governance
  - Safety and Security
  - Special Education
  - Student Achievement
  - Technology
- Prioritize tasks and develop an associated action plan

## **Critical Partnerships**

### **Board of Education**

The Superintendent will maintain strong team-oriented working relationships with each individual Board of Education member and the Board as a collective entity.

### **District Students**

The Superintendent will maintain strong relationships with student body representatives. This will involve his visibility within schools and classrooms on a continuing basis.

### **District and Building Administrative Staff**

The Superintendent will maintain strong professional relationships with District administrators and assess the strengths and needs of the leadership team.

### **Instructional and Support Staffs**

The Superintendent will maintain strong collaborative relationships with the District's instructional and support staffs in an effort to promote increased student achievement.

### **Collective Bargaining Units**

The Superintendent will maintain productive working relationships with leaders of the District's collective bargaining units.

### **Community Leadership**

The Superintendent will maintain strong relationships with District PTA and local community, religious, and business organization leadership to generate good will, build support, and establish open communication channels.

### **Professional Associations**

The Superintendent will maintain an active role within pertinent professional associations (e.g., NYSCOSS, SCSSA, AASA, ASCD, etc.) as a component of his ongoing professional growth and development.

### **Political Leadership**

The Superintendent will meet with local and state political leaders, as warranted, to establish avenues for regular communication.

### **Media**

The Superintendent will clearly articulate District goals so that the public, press, and educational community are aware of District efforts and expectations in behalf of its students and community.

### **District Tour and School Visitations**

The Superintendent will engage in regular tours and visitations in an effort to secure a keen understanding of each school's culture and community, as well as the differences among them.

## **Goals, Objectives, and Action Items**

The plan provides an explicit and tactical framework designed to promote successful academic and extracurricular programs, new initiatives, and maintenance of effective internal operating, reporting, and accountability systems. It is in direct alignment with the Huntington School District's mission, vision and core beliefs, and will serve as a guiding document for focused efforts contributing toward ongoing District improvements.

***GOAL 1: Oversee/facilitate implementation of new and existing curricular, instructional and extracurricular initiatives that will promote continued individual student growth and interest-exploration, and improved building/subgroup academic outcomes and cohort graduation rates, including those that involve post-secondary or community-based partnerships.***

### **Objectives:**

1. Continue to promote understanding and ownership of the District's mission, core beliefs and commitment as an organization dedicated to providing the best possible education for every student.
2. Further build upon the Board and Superintendent as a cohesive leadership team, with an agenda focused on increasing the level of student performance within the Huntington School District in a fiscally responsible manner.
3. Analyze patterns in student growth and achievement data by building and department so as to determine trends, strength and shortcomings associated with both teaching and learning.
4. Continue in the curricular and instructional strategy shift from alignment with the Common Core to alignment with the Next Generation Learning Standards, as applicable, K-12.
5. Maintain/modify systems and tools for qualitative/quantitative and formal/informal staff evaluation and instructional support.
6. Maintain focus on providing equitable and individualized academic and extracurricular opportunities.
7. Review and revise, as needed, the District's Response to Intervention (RtI) plan in an effort to ensure that all students receive the supports and instructional enrichment best suited for them as individual learners.
8. Continue to review and examine the efficacy of personnel assignments.
9. Review the extent to which extracurricular opportunities and community-based partnerships align with student interests and need, making modifications in response.

### **Action Items:**

1. Collaboratively review annual Action Plans prepared by administrators and chairpersons for the purpose of establishing goals, objectives and action items that support and address student and staff needs in respective buildings and departments; hold initial, mid-year and end-of-year meetings between Cabinet and each administrator/chairperson to assess/discuss progress toward meeting established goals.
2. Review disaggregated student achievement and growth data from multiple sources (e.g., national/state assessment, AIMSWeb, local benchmark assessments) for all subgroups, as well as data organized by subject area, grade level and teacher as applicable.
3. Assess and update instructional programs and practices, curriculum documents (print and electronic), and support materials at the elementary, middle, and commencement levels, in

terms of vertical alignment and alignment with pertinent learning standards, as well as for evidence of effectiveness in increasing student achievement and growth.

4. Implement secondary elective courses (e.g., Virtual Enterprise) in alignment with current “college, career and civic readiness” standards and the 21<sup>st</sup> century workplace.
5. Evaluate instructional competency and alignment with pertinent learning standards and curricula through the use of formal and informal observation processes.
6. Incorporate makerspaces and innovative, hands-on instructional strategies in all elementary buildings in tandem with the district’s library program.
7. Continue in the development of restorative justice practices at the high school level.
8. Expand opportunities for peer and community-based mentorships.
9. Prepare and deliver meeting presentations to keep Board members informed of progress related to District initiatives.

***GOAL 2: Implement practices and augment structures that best address safety and security needs of students and staff, while maintaining welcoming school environments and engendering a district culture that is valued by students, staff and other stakeholders.***

**Objectives:**

1. Review policies, regulations, practices and perceptions on school safety, security, and climate to determine gaps and triage needs.
2. Continue evaluating connections between authentic student engagement, student-teacher performance, student discipline, student attendance, and student punctuality.
3. Understand established administrator, teacher, and support staff roles in enforcing student codes of conduct and in improving student attendance patterns.
4. Continue to create and augment activities that promote students’ personal growth, self-esteem, character development and responsible citizenship.
5. Assess the District’s current position and practices on matters related to student conduct and discipline.

**Action Items:**

1. Review and update school safety/crisis management plans and documentation on recently conducted safety audits for each school campus.
2. Carefully examine existing practices and secure external feedback, as warranted, to ensure that each campus is safe and secure, and that perceptions align accordingly.
3. Ensure that safety drills are conducted with fidelity at each District building and that all staff and students are prepared to respond appropriately in emergency situations. This may be facilitated through partnerships with the Second Precinct and other agencies.
4. Review data related to student attendance, tardiness, suspension and truancy with pertinent District and building staff members.
5. Review overlapping social service and other agency data related to the previous action item.
6. Engage in further research and work with staff to expand on consistent implementation of positive behavioral intervention and restorative strategies and practices.

***GOAL 3: Implement a fiscally responsible and transparent budget process, continue to investigate/implement energy and other facility-related efficiencies to maximize savings and/or revenue, and revise the district’s long-range capital plan.***

**Objectives:**

1. Review/assess short- and long-term District financial strength.
2. Review/modify budget development process to align with new ESSA financial reporting regulations.
3. Review, streamline, and consolidate, as needed, similar functions and positions in order to increase and maximize the efficiency of service delivery and support for our schools.
4. Analyze and evaluate the physical condition of each school facility.
5. Review/refine District's multi-year fiscal and capital plans.
6. Further determine and evaluate strategies to maximize effective use of all District facilities, including those resulting from the investigation of energy/cost-saving initiatives.

**Action Items:**

1. Gather information, participate in training, and revise budget development protocol in alignment with ESSA financial reporting requirements.
2. Review funding streams supporting each area of District/school operations in the context of the two percent tax cap and other fiscal limitations.
3. Continue ongoing review and update of critical data and documents in the context of objective #3 above, including:
  - Organizational chart
  - Reserve Plan
  - Five-year Capital Plan
  - Project management plans and protocols
  - Board policy and administrative regulation manuals
  - Internal/external audit reports
  - Accountability plans and processes
  - Curriculum guides, course catalogs and related documents
  - District Guidance Plan
  - Response to Intervention Plan
  - Disaggregated student attendance and suspension data (by school, subgroup, disability category, etc.)
  - Annual Review/IEP/504 summative documentation
  - District Technology Plan
  - Part 154 (ESL/Dual Language) Plan
  - Documentation on out-of-district placements
  - Evaluation tools/templates
  - Annual Professional Performance Review Plan
  - Employee handbooks
  - End-of-year Site Based Management Team summative reports
  - Professional Development Plan
  - Safety and emergency/crisis management plans
  - District Code of Conduct
4. Meet regularly with key personnel/consultants to review and assess programs and services.  
Included areas:
  - Curriculum and instruction
  - Assessment and accountability
  - Finance (e.g., external/internal/claims auditors, purchasing agent, audit committee)
  - Facilities and capital improvements

- Technology
  - Transportation
  - Personnel/human resources
  - Communication and public relations
  - Maintenance/grounds
  - Student support services
  - Food services
  - Other district operations
5. Review organizational structure in order to validate responsiveness to the needs of our students, schools, and the public.
  6. Analyze latest five-year budget trends so as to bring budgeted expenditures into alignment with actual expenditures as warranted.
  7. Complete negotiations with units outstanding and commence bargaining with units whose agreements are expired or will soon expire.

***GOAL 4: Further engage in technological infrastructure/hardware/application upgrades that prepare students for future academic and professional experiences, as well as enhance district communications.***

**Objectives:**

1. Maintain district infrastructure that is fully capable of supporting all district hardware and software applications, including communication platform and a fully implemented 1:1 device initiative.

**Action Items:**

1. Assess operation and capacity of district's technological infrastructure
2. Engage district technology staff and consultants in the actions necessary to adjust or augment infrastructure such that secure access is readily available for students and staff, and needed network security measures are in place and fully functioning.
3. Update the District's Technology and Smart Schools Investment Plans to include technological mechanisms that support instructional planning and assessment on an individual student level.
4. Maintain the district's 1:1 initiative from K-12.
5. Expand availability and off-site/web-based accessibility of district software application to families through use of the Clever platform.
6. Maintain/upgrade electronic communication platforms such that all e-communications are easily prepared by district administrators and delivered to district families.

***GOAL 5: Maintain successful recruiting, hiring and retention practices supporting a highly qualified staff, upholding consideration toward its reflection of the district's culturally diverse population, that collectively helps students to reach their academic and personal potential.***

**Objectives:**

1. Evaluate Board personnel policies and district practices to ensure alignment with the aforesaid goal.
2. Maintain/adjust recruitment, hiring and professional development mindset among those involved in planning for each.

**Action Items:**

1. Emphasize or modify Board personnel policies to support a highly qualified, culturally diverse staff.
2. Participate on Regional Diversity & Advisory Council designed to assist in addressing statewide teacher candidate shortage and developing strategies to promote a culturally diverse administrative and teaching candidate talent pool.
3. Expand on homegrown interest in the education profession through the high school's internship program and other means.

***GOAL 6: Build upon existing means of home-school communication and collaboration, and further increase parent engagement throughout the school community.*****Objectives:**

1. Continue in the ongoing evaluation and modification of means through which the District attempts to engage parents/guardians.
2. Further research programs, local and beyond, designed to improve parent engagement.
3. Maintain my visible presence in schools and classrooms, and at extracurricular events.

**Action Items:**

1. Continue to ensure that all District and school communications, print and electronic, are available in English and Spanish, as well as other languages as warranted.
2. Evaluate and further develop an outreach plan to be carried out by the District's neighborhood aides.
3. Expand upon opportunities available for parents to visit and celebrate their children's accomplishments at respective school buildings.
4. Expand the volume of kiosks across the District to provide parents with access to the Parent Portal; continue partnership with Huntington Public Library in this regard as well.
5. Meet regularly with PTA presidents and PTA Council leaders for "listening and learning" purposes.
6. Continue to meet during the summer months with the parents of incoming kindergarteners for the purpose of establishing shared expectations.
7. Hold community meetings quarterly to establish partnerships that have the potential to expand District outreach.
8. Continue to host open houses and forums with students, parents, and teachers for the purpose of promoting District achievement and engage District constituents.
9. Attend pertinent meetings conducted by such organizations as the Huntington Opportunity Resource Center, Huntington Chamber of Commerce, and other service clubs/organizations.
10. Continue to use the website, ConnectEd and social media outlets (i.e., Facebook, Twitter, Instagram) as means of ongoing communication and community outreach.

***GOAL 7: Support advocacy efforts in the interest of educational needs of and opportunities for Huntington students; maintain communication with town, county, state and federal government officials in an effort to ensure that district interests are continually considered and addressed.*****Objectives:**

1. Increase my participation in local and state associations through assuming leadership roles at both levels.
2. Maintain/establish positive and productive working relationships with key leaders and/or members of business, non-profit, philanthropic, religious, and service organizations within and beyond the Huntington community.
3. Maintain a positive, productive and open relationship with members of the local media.
4. Maintain open relationships with town, county state and federal political leaders, developing clear lines of communication, advocacy, and support for District students.

**Action Items:**

1. Continually assess and adjust as needed the quality, quantity, and effectiveness of existing forms of communication with and among the following stakeholder groups:
  - Board of Education
  - District Administration/Directors
  - Building Principals/Administrators
  - Teachers
  - Support Staff
  - Students
  - Parents
  - Local Community and Business Leaders
  - Local Government Officials
2. Assume an active role as a member of the Suffolk County School Superintendents' Association Executive Board and as leader of the Huntington-Smithtown superintendent cluster in terms educational planning and legislative advocacy.
3. Assume advocacy and information-gathering role as Western Suffolk representative on the New York State Council of School Superintendents' House of Delegates.
4. Participate in regional council or committee discussions on topics that have a direct impact on education in Huntington.
5. Following an eight-year tenure as member of the Section XI Executive Board, assume new role on the Board as Superintendent Representative.
6. Continue to meet during the summer months with rising seniors and their parents in an effort to acquire feedback and perspectives on their experiences with District schools.
7. Establish a Superintendent's Advisory Council, which would provide me with an opportunity to meet with student leaders from Finley Middle School and Huntington High School for "listening and learning" purposes.
8. Meet routinely with ATH and DSPA leadership in an effort to maintain open lines of communication and proactively address potential issues; meet periodically with leadership of the other units for the same purposes.

***GOAL 8: Continue to provide and augment relevant and engaging professional learning opportunities designed to support staff member growth and morale, with a focus on differentiated and innovative instructional practices, as well as learning relevance.***

**Objectives:**

1. Formulate a comprehensive professional development approach that supports the growth of administrators, teachers and staff members.

2. Investigate additional opportunities that have the potential to augment the professional satisfaction and morale of staff members.

**Action Items:**

1. Establish/continue support of regular professional development for the Board of Education and Superintendent.
2. Oversee/facilitate delivery and/or import of professional development measures and programs for use in training staff on new standards and curricula in all core disciplines, the arts, social and emotional learning, and mental health. Emphases will remain on addressing needs of the whole child, inquiry-based instruction and best practices.
3. Highlight the accomplishments of district staff routinely – personally and via available social media platforms.

***GOAL 9: Review and improve district “wellness” practices and initiatives; work with food-service provider to evaluate and improve the district’s food service program in terms of student appeal and nutritional value.***

**Objectives:**

1. Review and revise district wellness standards.
2. Review and evaluate current food service offerings, including recent improvements, against industry standards and research on innovative programs locally and beyond.

**Action Items:**

1. Recommend new Wellness policy for Board adoption and associated regulations with guidance from a re-established District Wellness Committee.
2. Engage a consultant to ensure that all aspects of the new food service contract remain intact without compromise.
3. Research and conduct visitations to other districts in an effort to gather information on and/or observe the content and structure of their food service programs.
4. Research grants that have the propensity to assist in maintaining the District food service program’s required financial self-sustainability.