



STRATEGIC PLAN

2018-2023

Priorities 2018-2019

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WHO WE ARE

At East Syracuse Minoa Central School District, our purpose and aim are clear:

Our Vision

The East Syracuse Minoa Central School District will be an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Our Mission

The East Syracuse Minoa Central School District will prepare students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational and ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.

Our Beliefs

We believe that:

- ◆ Each individual has dignity and worth.
- ◆ The capacity to learn for each individual is boundless.
- ◆ Curiosity and exploration stimulate innovation and learning.
- ◆ High expectations and challenging curriculum lead to greater achievement.
- ◆ Effort and perseverance are essential to achieve one's personal best.
- ◆ Positive relationships are fundamental to success and growth.
- ◆ Collaboration within and among school, families and community partners is essential to meet the needs of each student.
- ◆ Acceptance and mutual respect encourages students to take the risks necessary for academic and personal growth.
- ◆ Education prepares students to become productive and responsible citizens who contribute to their communities.
- ◆ Students need to develop their strengths, confidence and resilience to meet the challenges they will face throughout life.

OUR FRAMEWORK FOR SUCCESS: TURNING GOOD INTENTIONS INTO STRONG RESULTS

Our ESM Strategic Plan is our framework for success. Success does not happen by chance. Consistent focus on a number of critical factors builds a common vision and sustains trust and commitment with our community, including the deep implementation of Stephen R. Covey's 7 Habits of Highly Effective People (Covey, 2004) and The 8th Habit (Covey, 2005). These habits provide structure for putting our beliefs into actions.

Habit 1: Be Proactive

- ◆ Involving our students, staff and community in the planning, implementation and monitoring of our priorities in the ESM Strategic Plan
- ◆ Staying focused on our "Circle of Influence," which are those things that we can influence
- ◆ Modeling and teaching positive behavior

Habit 2: Begin with the End in Mind

- ◆ Having an unrelenting focus on what is best for our students - now and in their future
- ◆ Consistently communicating, building and maintaining our ESM vision, mission and beliefs
- ◆ Continually reflecting on and evaluating existing programs, our team and individual actions, and next steps for improvement based upon our ESM vision, mission, beliefs, and priorities within the ESM Strategic Plan

Habit 3: Put First Things First

- ◆ Aligning school and department improvement plans and personal growth plans to the ESM Strategic Plan
- ◆ Aligning all of our decisions and actions with our mission, vision and beliefs
- ◆ Aligning the budget to the ESM Strategic Plan
- ◆ Intentional focus on learning, creative thinking and relationship building

Habit 4: Think Win-Win

- ◆ Seeking mutually beneficial relationships by valuing and respecting others' ideas
- ◆ Approaching all partnerships with students, parents, families, staff and our community with mutual respect to meet common goals

Habit 5: Seek First to Understand, then to be Understood

- ◆ Communicating with each other to align decisions and actions with mission, vision and beliefs
- ◆ Developing and sustaining collaborative partnerships with families and community-based partners
- ◆ Expanding and strengthening collaborative partnerships with higher education institutions and employers to extend learning opportunities for our students and build capacity for our employees

Habit 6: Synergize

- ◆ Through combining strengths of our students, staff and community, positive teamwork and collaboration, greater results are achieved than we could have achieved independently
- ◆ Deep and consistent implementation of Professional Learning Communities helps us achieve more than any of us can do individually.

Habit 7: Sharpen the Saw

- ◆ Celebrating our successes, balancing and renewing our resources, and focusing on service

Habit 8: Find your Voice and Inspire Others to Find Theirs

- ◆ Emphasizing students' voices, aspirations, and ideas in continually shaping our ESM Strategic Plan and guiding reflections
- ◆ Empowering parents/caregivers and family members to embrace partnership and continuous learning as a priority





OUR STUDENTS, OUR SCHOOLS

We support the importance of early childhood education with a pre-kindergarten program serving ages 1-4 at Park Hill School and a full-day kindergarten program in each of our four elementary schools: East Syracuse Elementary, Fremont Elementary, Minoa Elementary and Woodland Elementary. Our elementary schools include students in kindergarten through grade five. A strong foundation for our students is provided through the emphasis on inquiry-based academic learning, leadership development, engineering design process, curriculum that is enhanced through visual and performing arts, and community service.

Pine Grove Middle School is a collaborative learning community with a focus on transforming educational engagement and delivery. A focus on content literacy, the integration of STEM/STEAM principles in trans-disciplinary, project-based learning, and leadership development are integral components of Pine Grove's youth development.

At ESM Central High School we are proud to provide all students a comprehensive education that focuses on experiential learning, including career pathways, certified Career and Technical Education programs, a student-led credit union, courses for college credit, research and capstone courses. Students have the opportunity through Spartan Academy to obtain an associate of science degree in a STEM field from Onondaga Community College while simultaneously receiving a Regents diploma.

We collaborate with numerous business and community partners to provide extended learning experiences in order to meet the diverse learning needs of our students.

We are a school district that honors diversity in our students and families, acknowledging that our students reflect the dynamic, global world for which we are preparing them. We serve approximately 3,500 students from pre-kindergarten through graduation.

OUR COMMUNITY

We are a suburban school district in Onondaga County, minutes from the downtown amenities in the City of Syracuse. Our district includes 72 square miles and is a blend of urban, suburban and rural with a wide range of socio-economic groups. Our community is also a thriving business and residential community. We are part of a region that boasts of more than 44 universities and colleges offering professional and cultural opportunities, including Syracuse University, SUNY Environmental Science and Forestry, Le Moyne College and Onondaga Community College. Recreation opportunities abound with state parks and historic sites that include glacially carved lakes, lush forested valleys, waterfalls, segments of the Erie Canal, 19th century estates and more.

A strong, supportive business presence with Bristol Myers-Squibb, CORE Federal Credit Union, King & King Architects, Siemens and others provides numerous career opportunities, as well as opportunities for partnerships to maximize student learning. There are many opportunities for cultural experiences at the nationally renowned Everson Museum of Art, the Museum of Science and Technology (MOST) with its IMAX theater, the historic Landmark Theatre, the Lakeview Amphitheater, and others. There are many family-friendly events and activities to enjoy the seasons, including the Rosamond Gifford Zoo and the great New York State Fair, as well as nearby farmers' markets, apple picking, skiing, ice skating and numerous cultural festivals.

The Carrier Dome, home to Syracuse University athletics, is the only domed stadium in the Northeast featuring the nationally renowned college basketball team - the Syracuse Orange! The sports scene also includes the Minor League Baseball Triple-A Syracuse Chiefs and the American Hockey League Syracuse Crunch.

CHALLENGING, ENGAGING EDUCATIONAL OPPORTUNITIES

What makes ESM unique?

Some of our educational opportunities available today within ESM include the following:

Innovative, rigorous programs including an early college high school, Career Pathways, a broad range of academic programs, numerous Career and Technical Education/Technology programs on-site and in the community, a focus on STEM and STEAM, MakerSpaces, visual and performing arts at all levels, Project Lead the Way, 7 Habits for Highly Effective Teens and People and more;

Locally educated, globally prepared students through 1-to-1 instructional technology program; partnerships with business and community organizations for support in classroom, career exploration and internships; partnerships with higher education for college credit courses while in high school; variety of foreign language choices; courses and curricula that focus on building students' communication, creativity, critical thinking and problem solving abilities, as well as students' awareness and understanding of other cultures and diversity;

Well-rounded, supported students through services including preschool for ages 1 through 4, a full complement of organized sports and extracurricular activities including performing and visual arts, and academic and service clubs, district-wide transportation, leadership development, 7 Habits for Highly Effective Kids, Teens and Families, social emotional learning, and instructional support services;

Successful post-high school transitions, including developing college and career aspirations and readiness, support for students meeting rigorous expectations for all, career-focused classes, collaboration with higher education, work-based learning, and service learning.



THE PLANNING PROCESS

Between September 2017 and May 2018, ESM engaged in a community-wide strategic planning process to build on the two prior five-year plans and to shape our direction for 2018-2023.



Our Strategic Planning process exemplifies our beliefs: that our students' learning, dignity, confidence and resilience are our most important priority; and that it takes a collaborative community to accomplish this with our students.

The goals of this long-term planning process have been to:

- ◆ Engage our students, staff and community in purposeful dialogue about where we are, how our world is changing, and our next steps to help our students be prepared to excel in their future
- ◆ Align our school system and our community in a unified direction
- ◆ Help all staff members understand that their work is essential to meeting our District vision for all of our students
- ◆ Identify specific measures of how success is measured at ESM
- ◆ Identify specific strategies and actions to reach our goals
- ◆ Communicate this important work to our community

To achieve our goals, this planning process involved a series of Community Cafes with ESM's diverse stakeholders, including more than 300 students in grades 3-12, teachers, leaders, parents/guardians, alumni, community partners and Board members. In order to reach as many stakeholders as possible, a series of surveys were sent to various groups.

More than 325 parents in our community responded to our parent survey; approximately 200 teachers, teaching assistants and administrators responded to our instructional staff survey, and more than 60 non-instructional staff, including clerical, bus drivers, custodians and others responded to our non-instructional staff survey.

In addition, over 70 of our business and community partners provided feedback in our School to College and Career Advisory Group. Student achievement data and instructional practices

were analyzed to determine current strengths and potential areas for next priorities. Throughout the process was a continual shared learning experience about global trends, professional needs, and best practices to meet the changing student and family needs in our community. Our reflections and planning emphasized building on our past with an unrelenting focus on continual improvement to better meet the needs of our students.

BUILDING ON OUR STRONG FOUNDATION

Our strategic plan is our district's commitment to our students. It is our commitment to achieve specific results on behalf of our students. It intentionally recognizes and builds on our past accomplishments, while continually looking to the future to achieve our vision of being “an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected changing world”. Our priorities and actions are identified by our community through significant shared decision-making.

Our community originally came together in 2007-2008 to collaboratively create our 2008-2013 Strategic Plan. ***The first Strategic Plan for 2008-2013 established a clear vision for our staff, students and community and set a strong foundation for learning.*** It established a culture where we collaboratively study and learn from experts and each other, with a willingness to take risks to innovate to better meet the needs of our students. We adopted and implemented a consistent framework for our instruction with the Thoughtful Classroom Teacher Effectiveness Framework and a consistent framework for our leadership with the Thoughtful Classroom Principal Effectiveness Framework.

Our 2018-2023 Strategic Plan emphasizes the consistent focus and deep implementation of our ESM mission, vision and beliefs. Through continual focus on developing our dispositions and skills within our staff and our students, we continually strive toward our mission, vision and beliefs being a reality for all at ESM.

It launched us on a professional journey of transformational change that focused our thinking and efforts, and set us on a course with an exponential increase in student and staff successes.

Our second Strategic Plan, 2013-2018, created many innovative learning models and programs. We developed a deeper focus on inquiry-based and trans-disciplinary learning

through authentic problem-solving learning experiences. Our schools developed innovative STEM (science, technology, engineering and math) curricula and programs for PK-12. We infused technology to create learning opportunities for our students that wouldn't be possible without this technology integration. We continued developing strong innovative partnerships with our community, locally and nationally. We created and implemented Career Pathways and increased the college-level courses available to our high school students. We launched our Spartan Academy, which allows our high school students to obtain 24-60 college credits while striving for an Associate's Degree in a STEM area at the same time they receive their Regents high school diploma.

All of our CTE (career and technical education) programs received New York State certification. We rebuilt our middle school into an innovative award-winning learning space to match our learning model for grades 6-8. We celebrated numerous recognitions of our students, staff and district and shared our innovations with educators from our region, state, country and world. The synergy of our students, staff and community continue to open new opportunities for learning for our students.

Our third Strategic Plan 2018-2023, focuses on coherence and alignment, while looking to the future of continued academic achievement in a global rapidly changing world, while consistently focusing on developing the whole child to prepare all students for lifelong success.



HOW WE MEASURE OUR RESULTS

We continue our commitment to develop innovative learning models that emphasize high academic rigor and application through “project-based,” “problem-based,” or “challenge-based” learning. This kind of learning requires students to apply their thinking and knowledge to solve problems, in many cases, problems they have never encountered previously. It also requires a high level of collaboration, communication and interpersonal skills.

This rigorous application of thinking skills and knowledge to new situations and problems requires innovative measures for student learning other than the traditional, paper-pencil tests and standardized accountability measures. While we recognize the need to comply with traditional measures, we continue our commitment to researching performance-based models and have collaborated with partners of the national STEM Learning Ecosystems in the development of assessment tools and strategies that shapes our instruction and provides feedback to our students. We support measuring student learning in multiple ways aligned with our mission, vision and beliefs. We also support measuring our progress and results of our Strategic Plan in multiple, innovative measures. The partial list below is evidence of our continual progress.

We are pleased to share a sampling of our many achievements, honors and recognitions:

- ◆ Graduation rate increased to 92% in 2017
- ◆ Advanced Regents diplomas increased to 47% in 2017
- ◆ One of 447 districts in the U.S. and Canada on the AP (Advanced Placement) District Honor roll 2017
- ◆ Approximately 31% of students taking college level courses in high school
- ◆ Significant number of students recognized as student leaders by regional, state and national leaders and organizations
- ◆ Recognized at White House as one of first 27 STEM Learning Ecosystems in the country
- ◆ Designated as Best Community for Music Education for 5th year in a row, among 583 districts nationally
- ◆ Marching Band crowned New York State champions 2017, two times in the previous three years
- ◆ Large number of scholar athletes celebrated annually
- ◆ Numerous teachers recognized as New York State Master teachers in STEM
- ◆ Many teachers recognized as teacher of the year by regional, state and national organizations
- ◆ National Scholastic art award winners and numerous CNY Scholastic Art award winners
- ◆ SkillsUSA award winners in Career and Technical Education
- ◆ Recipient of Titanium Safety Excellence award by Utica National for 9th year
- ◆ School budget passing rate of 80%+ annually by community

To chart our progress, we have identified key measures for each of our priority areas in our 2018-2023 Strategic Plan. These indicators are our measures of progress toward meeting our desired outcomes.

DISPOSITIONS AND SKILLS FOR A SUCCESSFUL PRESENT AND FUTURE

At ESM, we recognize the critically important connection of building the internal thinking habits of our students and staff with skill development that empowers all for success today and tomorrow.

Dispositions are our attributes or voluntary habits of thinking, which are reflected in our actions. Our positive dispositions yield strong internal motivation. While education typically focuses on building our students’ knowledge, research reflects the power of teaching and reinforcing students’ positive dispositions, which then align with students’ skills and consequently their actions and choices. The research and work of Art Costa and Bena Kallick in Habits of Mind explains that these habits of thinking help us know how to behave intelligently when we don’t know the answer.

Identifying dispositions as critically important for our students comes from our long-term alignment with Stephen Covey’s 7 Habits of Highly Effective People. Stephen Covey’s work connects our dispositions with the way we see our world, which

then impacts what we do, which in turn shapes our results.

We focus on building the positive dispositions of our students and staff through multiple practices at ESM, including the teaching of 7 Habits of Happy Kids, the 7 Habits of Highly Effective Teens, and the 7 Habits of Highly Effective People. Our curriculum at ESM includes targeted Habits of Mind in our instructional units that are framed with the Thoughtful Classroom instructional framework. Our instructional and leadership staff all use Harvey Silver’s Thoughtful Classroom framework and resources. Through the Positivity Project, Responsive Classroom, PBIS, and Richard and Becky DuFour’s Professional Learning Communities, we prioritize our teaching, reinforcing and celebrating of positive dispositions in our students and staff.

Dispositions

The internal motivation to:

Be open-minded and flexible in thinking
Listen with understanding and empathy
Desire continual learning; Persist and persevere
Manage choices and impulsivity
Understand and manage personal relationships
Think about thinking

Be brave and take responsible risks
Think interdependently with clear communication
Create, innovate, imagine
Be curious and question; Find humor
Be grateful and respond with wonderment and appreciation
Desire integrity and honesty

Skills for success in school and careers are viewed as essential for our students and staff to be successful in this rapidly changing world. The skills our students need for their futures is changing as our world experiences rapid change with advanced robotics, artificial intelligence, biotechnology and more. High paying jobs used to be based on a person's level of knowledge, but leaders such as the World Economic Forum, the International Center for Leadership in Education, and numerous employer groups have revised this trend based on world changes. These groups currently identify the top skills needed by our students as the following:

- ◆ Complex problem solving skills: acquires and analyzes necessary critical information with accuracy, translates into manageable tasks, works with others to apply to new situations
- ◆ Critical thinking: use logic and variety of reasoning strategies
- ◆ Creativity: creating original thoughts
- ◆ People Leadership and Management: inspire and motivate others toward common vision, develop skills of others, self-management
- ◆ Coordinating with others: collaborate, adjust in relation to others and be sensitive to needs of others
- ◆ Emotional Intelligence: being aware of others' reactions and needs; and aware of consequences of personal choices on others
- ◆ Judgment and Decision Making: Use data to make intelligence decisions; knowing how to get acceptance and commitment from others; provide feedback and recommendations to others
- ◆ Service Orientation: responsible citizen, actively seeking ways to help others, our community and our world
- ◆ Negotiation: resolving differences between you and others without argument
- ◆ Cognitive flexibility: involves thinking flexibly, logically and with sensitivity to adapt how you communicate based on who you're talking to or your audience



***Sow a thought, reap an action;
Sow an action, reap a habit;
Sow a habit, reap a character;
Sow a character, reap a destiny.***

-Samuel Smiles

A STRONG STRUCTURE TO REACH OUR GOALS

As a result of our extensive community work and strategic planning process, five areas emerged as priorities for 2018-2023:



Teaching and Learning

We will improve academic outcomes for all students and ensure student engagement and achievement by strengthening our documented curriculum, instructional strategies, assessment and grading practices in the district. Our goal is to ensure all students reach our ESM vision through instruction shaped by our guaranteed and viable curriculum that is vertically and horizontally aligned. This enables teachers to provide consistent rigorous learning goals for all students and enables students to set, monitor and reflect on personal learning goals aligned with priorities. We strive to improve our system so all instructional staff implement highly effective teaching practices to maximize student learning, the learning of our students is measured in multiple ways, and students are provided meaningful feedback to improve their dispositions, skills and content knowledge. Our guiding questions are based on DuFour's Professional Learning Communities framework, which is deeply embedded at ESM:

► Priority areas:

What should all students know and do as a result of this course?

Curriculum development, articulation, documentation, reflection and planning aligned with current learning standards and ESM dispositions and skills

What are the most effective instructional strategies and structures to support all students to reach these learning outcomes? How will we respond if students have already achieved these learning outcomes? How will we respond if they haven't learned the priorities in this course?

Continued deep implementation of Thoughtful Classroom Framework as our instructional framework, with a focus on the Core Six instructional strategies (Silver, Dewing, Perini, 2012); and the Thoughtful Classroom Framework as our leadership framework;

Instruction to meet various student needs, including students with disabilities, students learning English, students needing extensions in their learning, students from poverty and students needing social emotional supports;

Expand implementation of Multi-tiered System of Support;

How will we know they have learned the priorities in this course?

Formative Assessment, Targeted Feedback, Grading

Technology for Teaching and Learning

We will improve academic outcomes for all students and increase student engagement and achievement by implementing the ESM student technology standards into innovative learning models. Integrating technology for teaching and leading allows us to infuse classrooms with digital learning tools, such as computers and hand held devices; expands our course offerings, experiences, and learning materials and supports learning 24 hours a day, 7 days a week. Through using the SAMR model (substitution, augmentation, modification and redefinition, by Dr. Ruben Puentedura), instruction is designed to increase student engagement and motivation and accelerate learning. Teaching is transformed in a new model of connected teaching in ways that can only be achieved through integrating technology.

► **Priority areas:**

How will we integrate technology to transform teaching and learning?

Technology learning standards for students

Communication and Community Engagement

We will improve academic outcomes for all students and ensure student engagement and achievement by enhancing communication with families related to curriculum, learning and safety through the use of common platforms to provide increased opportunities for engaging with their child's education as partners in learning. Additionally, we will seek out new partnerships and enhance current partnerships with community members, businesses and organizations to enhance student learning. Thoughtful, intentional communication with families is critically important for families to understand what their children are learning in order to increase communication with their child and support student learning. Family engagement in schools improves student achievement and outcomes. Parents who can support their children's learning result in higher achievement.

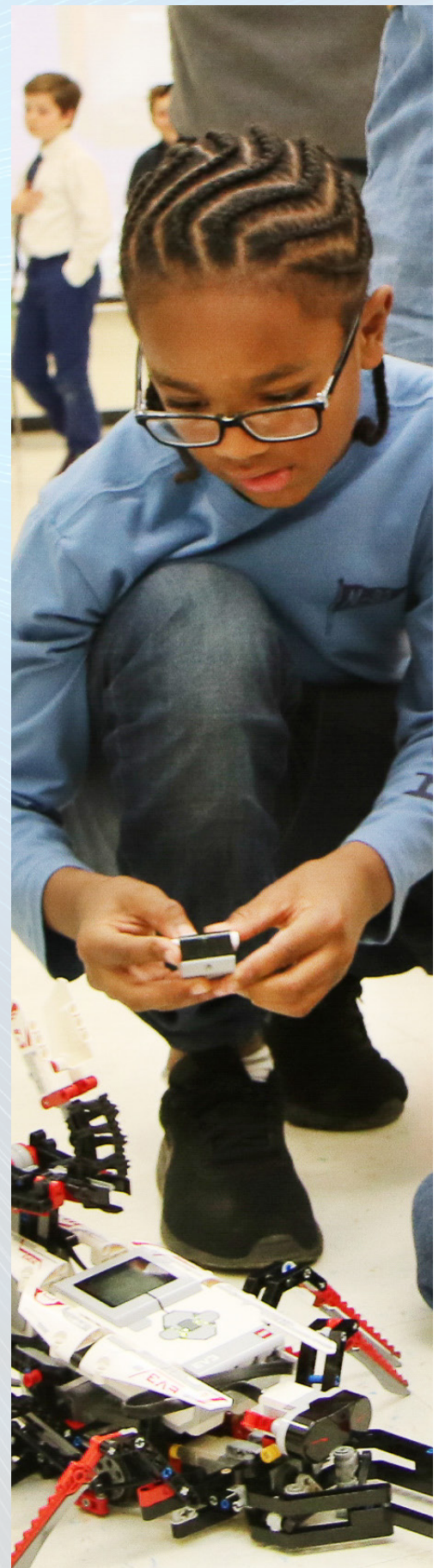
► **Priority areas:**

How will we engage our families and community as partners in learning to increase student learning?

Parent/Guardian Communication of learning, student goal setting and progress

Partnerships for Learning with families, higher education, local and national business and organizations

continued...



A STRONG STRUCTURE TO REACH OUR GOALS

As a result of our extensive community work and strategic planning process, five areas emerged as priorities for 2018-2023:

Employee Engagement and Professional Development

We will improve academic outcomes for all students and ensure student engagement and achievement by ensuring all instructional staff participate in research-based professional development aligned with our Strategic Plan priorities and receive support to effectively implement these practices. This prioritizes professional development to increase our content knowledge and our effective use of current instructional strategies to meet the learning needs of all students. In addition, we will improve our academic system by ensuring all non-instructional staff participate in professional development to continually improve our practices that support our learning system for our students.

► **Priority areas:**

How will we provide professional development aligned with standards to all employees to continually improve our practices?

Professional development standards addressed in all professional learning opportunities

Professional learning for instructional staff, including employee communication

Professional learning for non-instructional staff, including employee communication

Recruitment, hiring and retention of instructional and non-instructional staff



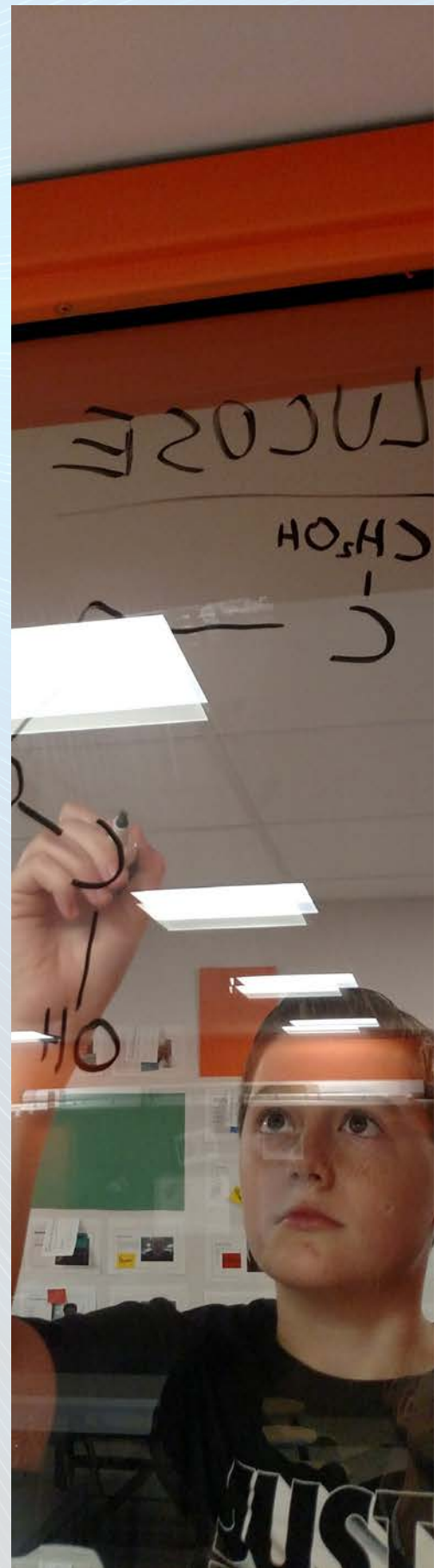
Learning Environment Systems and Structures

We will improve academic outcomes for all students and ensure student engagement and achievement by providing a safe, welcoming environment that helps our students and families feel safe, valued and included in a fiscally sound district with efficient systems. Our systems and processes that support our learning environment must be coherent and aligned to our vision, mission and beliefs. Our aim is to integrate all components and processes within our district so that those engaged anywhere in the system experience an alignment of vision, communication and practice to meet our expectations for student learning.

► Priority areas:

How will we enhance our systems and structures to support student learning?

- Non-instructional departments in Strategic Plan
- District-wide customer-service model
- Building maintenance and renewal, including Elementary Objective
- Technology infrastructure and replacement
- Integrate Plan-Do-Study-Act Cycles Into Non-Instructional Departments



OUR ANNUAL PROCESS FOR CONTINUAL IMPROVEMENT



Month	Activities
July	Leadership Institute of Administrative staff; Following Leadership Institute, School Improvement Teams complete summary of key actions taken in accomplishment of previous school year's goals and develop School Improvement Plan PDSAs aligned with Strategic Plan priorities for upcoming school year
August	District Strategic Action Leadership Team analyzes progress and alignment of School Improvement Plan PDSAs; Schedule of each building's School Improvement Plan presentation to the Board of Education will be completed and communicated; all presentations will demonstrate implementation of Strategic Plan priorities
September	School Improvement Teams present School Improvement Plans to building staff; PDSA cycles continue
October	1st PDSA cycle for buildings and district end by second Friday of October, including School Improvement Teams reflection on 1st PDSA cycle and creation of 90 day action plan for 2nd cycle; begin implementation of 2nd PDSA cycle
November	PDSA cycles continue; "Big Picture" Leadership team analyzes current performance
December	PDSA cycles continue
January	2nd PDSA cycle for buildings and district end second Friday of January, including School Improvement Teams reflection on 2nd PDSA cycle and creation of 90 day action plan for 3rd cycle; begin implementation of 3rd PDSA cycle
February	PDSA cycles continue, "Big Picture" Leadership team analyze current performance
March	PDSA cycles continue
April	3rd PDSA cycle for buildings and district ends second Friday of April, including School Improvement Teams reflection on 3rd PDSA cycle and creation of 90 day action plan for 4th cycle; begin implementation of 4th PDSA cycles; Administer parent and staff surveys to measure progress
May	All day retreat for Strategic Action Leadership Team to analyze annual progress, establish highlights to share, plan for subsequent year; PDSA cycles continue
June	Strategic Plan Update with Board of Education, including reflection on current year's progress and highlights of following year's next steps; 6/30 end of 4th PDSA cycle for buildings and district

STRATEGIC ACTION LEADERSHIP TEAM

Dr. Donna DeSiato	Superintendent
Kathy Southwell	Executive Director of Curriculum, Learning and Assessment
Kieran O'Connor	Executive Director of Planning, Development and Technology
Michele Gipe	Director of Teaching and Learning
Randi Ludwig	Coordinator for College and Career Readiness
Cheryl West	Coordinator for Youth Development
Meghan Thomas	Coordinator for Special Education Services
Christa Andrus	Instructional Specialist for Math and STEM
Greg Avellino	Executive Principal, Central High School
Naomi Trivison	Assistant Principal, Central High School
Jenn Kirchoff	Teacher, Central High School
Adam Shatraw	Teacher, Central High School
Doug Mohorter	Principal, Pine Grove Middle School
Ashleigh Wilson	Assistant Principal, Pine Grove Middle School
Kristin Enright	Assistant Principal, Pine Grove Middle School
Theresa Hunter	Teacher, Pine Grove Middle School
Ron Perry	Principal, East Syracuse Elementary School
Beth Crump	Teacher, East Syracuse Elementary School
Alyssa Moskowitz	Teacher, East Syracuse Elementary School
Shane Hacker	Principal, Fremont Elementary School
Amy Fiedler-Horack	Principal, Minoa Elementary School
Kelly Recore	Teacher, Minoa Elementary School
Shadia Nesheiwat	Teacher, Minoa Elementary School
Becky Uryniak	Teacher, Minoa and East Syracuse Elementary School
Gina Terzini	Principal, Woodland Elementary School
Christy Fahey	Teacher, Woodland Elementary School
Pam Buddendeck	Principal, Park Hill Preschool

As well as many other students and staff that support the success of our ESM community



OUR LEADERSHIP

Board of Education

Mrs. Debbie Kolod - President
Mr. D. Paul Waltz - Vice President
Mrs. Lori Aird
Mrs. Susan Cain
Mrs. Leah Cushing
Mrs. Kay Gallery
Mrs. Dee Seaman
Ms. Amalia Skandalis
Mrs. Nadine Zesky

Executive Cabinet

Dr. Donna J. DeSiato, Superintendent
Dr. Thomas B. Nevelndine, Deputy Superintendent
Kathryn Southwell, Executive Director of Curriculum, Learning and Assessment
Rebecca Streib, Executive Director of Employee Engagement and Accountability
Kieran O'Connor, Executive Director of Planning, Development and Technology
Sheila Kresse, Executive Director of School Business Administration



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