

Comprehensive District Education Plan



School District: **Sandy Creek Central School District**

BEDS Code: **461901040000**

Address: **PO Box 248, 124 Salisbury Street, Sandy Creek NY 13145**

Contact Person: **Kyle L. Faulkner, Superintendent**

Telephone: (315) 387-3445

Fax Number: (315) 387-2196

E-Mail Address: **kyle.faulkner@sccs.cnyric.org**

Plan Start Date: **09/01/2021**

Plan End Date: **08/31/2022**

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK
ALBANY, NY 12234



Table of Contents

| | |
|------------------------------------------------------|----|
| CDEP Committee Members | 3 |
| Vision, Mission & Beliefs | 4 |
| Board of Education Goals..... | 5 |
| District Goals..... | 6 |
| Enrollment & Graduation Rate | 9 |
| Aspirational Goals | 10 |
| Attendance and COVID-19 Related Data..... | 11 |
| Accountability and Poverty Data | 12 |
| English & Language Arts Data | 13 |
| English & Language Arts Department Goals | 18 |
| Math Data..... | 20 |
| Math Department Goals | 25 |
| Science Data | 27 |
| Science Department Goals..... | 31 |
| Social Studies Data | 32 |
| Social Studies Department Goals | 33 |
| Physical Education and Health Department Goals | 34 |
| Special Education Department Goals | 35 |
| District Technology Goals..... | 36 |
| SPECIAL AREAS Visual Arts | 37 |
| General & Choral Music | 38 |
| Instrumental Music | 39 |
| Library | 40 |
| Language other than English | 41 |
| Technology | 42 |
| Family & Consumer Science | 43 |
| Monitoring & Reporting Results..... | 44 |
| Assurances & Certifications | 45 |

**Sandy Creek Central School District
2021-2022
CDEP District Committee**

| | |
|---------------------------|--------------------------------------------------------|
| Rachel Allen..... | <i>Library Services</i> |
| Tom Artini..... | <i>HS Teacher, Teachers' Union</i> |
| Kyle Faulkner*..... | <i>Superintendent</i> |
| Timothy Filiatrault*..... | <i>Elementary Principal</i> |
| Shelley Fitzpatrick*..... | <i>Business Administrator</i> |
| Jennifer Gestwick..... | <i>Elementary Teacher</i> |
| Christopher Grieco*..... | <i>Technology Coordinator</i> |
| Andrea Harris..... | <i>Parent and Board of Education Representative</i> |
| Jackie Hobbs..... | <i>Special Areas Coordinator</i> |
| Christina Hunt..... | <i>ELA Department Coordinator</i> |
| Danielle James..... | <i>Guidance Department</i> |
| Ted Krenrich..... | <i>Science Coordinator</i> |
| Kim Manfredi*..... | <i>Committee of Special Education Chair</i> |
| Amy McCormack*..... | <i>Curriculum/Instruction</i> |
| Sara McNitt..... | <i>Math Coordinator</i> |
| Karen Miller..... | <i>Middle School Teacher</i> |
| Brandie Norton..... | <i>Elementary Teacher and SCTA President</i> |
| Kevin Seymour*..... | <i>Middle/High School Principal and Director of SE</i> |
| John Shelmidine..... | <i>Board of Education</i> |
| Michelle Shirley..... | <i>High School Teacher</i> |
| Tonya Trudell..... | <i>Social Studies Coordinator</i> |
| Michele Warner..... | <i>Parent and Board of Education Representative</i> |

* CDEP Steering Committee Members

VISION, MISSION & BELIEFS

Vision Statement:

The Sandy Creek Central School District will prepare students to become contributing members of their local community and global society.

Mission Statement:

The mission of the Sandy Creek Central School District is to provide all students the knowledge and skills necessary to be self-directed, life-long learners by providing the highest quality education in partnership with parents, staff, and community.

Belief Statements:

We believe:

- In a secure, supportive and disciplined environment.
- That all students should respect themselves and others.
- Education is the shared responsibility of parents, students, school personnel, and the community.
- Effective instructional strategies should be provided to support all learning styles.
- Our curriculum should be aligned with New York State Standards and assessments.
- Quality education requires quality school personnel dedicated to professional development.
- All students can learn.

IMPLEMENTATION PLAN

BOARD OF EDUCATION GOALS: The district-wide implementation plan is based on district objectives that are aligned with goals adopted by the Board of Education. Administration, along with members of the CDEP Steering Committee, will continue to examine existing PreK-12 programming leading to college and career readiness with the intention of increasing organizational efficiency and student improvement. See student achievement goals and department-specific strategies on subsequent tables.



Ensure alignment with organizational goals by establishing a climate of coherence and cooperation across the district, projecting a consistent and transparent message to staff and community.



Utilize legislative avenues to make fiscal and regulatory needs and the district known to governmental representatives and entities.



Continue to maintain oversight of our capital project.



Engage this Board early-on in the budget development process and oversee any deviation from our annual spending plans occasioned by COVID-19 or other unforeseen events.

| Implementation Plan: | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DISTRICT GOALS: The district-wide implementation plan is based on district objectives that are aligned with goals adopted by the Board of Education. Due to the COVID-19 Pandemic, the steering committee, including administrators, will continue to work with departments, staff, and the Board of Education to address and support priority items such as consistent communication, student engagement, attendance, and other related essential components as outlined in the District Reopening Plan. | |
| <i>What</i> | <i>How</i> |
| Strategies | Major Tasks / Activities |
| <p><u>Student Achievement</u> Increase student engagement across all instructional models</p> | <ul style="list-style-type: none"> ◆ Continue to adapt existing Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) and Academic Intervention Services (AIS) practices district-wide to meet the needs of students learning in-person, hybrid and entirely remote ◆ Provide training and/or support on district supported web-based instructional or assessment tools as needed ◆ Provide teachers with time or opportunities to share best practices or approaches to providing hybrid/remote instruction to meet the needs of all students ◆ Use methods of communication such as ParentSquare, SchoolTool, email, and phone calls to contact students, parents, and guardians when appropriate to promote student attendance, engagement, and/or achievement ◆ Provide key stakeholders with time and various data sources needed to conduct annual need assessments and monitor student achievement measures tied to other grants (such as Title and Emergency Relief funds) to evaluate program effectiveness |
| <p><u>Focus on Student Writing</u> Departments identified writing as a primary focus due to the impact of remote instruction during the prior and current school years. Teachers across content areas will continue to align and share writing strategies to support the wide range of student needs.</p> | <ul style="list-style-type: none"> ◆ Provide departments with opportunities to discuss and/or research strategies or approaches to writing that can be integrated across all instructional models such as <i>The Writing Revolution</i> (TWR or Hochman Method). ◆ Provide opportunities on future staff development days for departments to implement TWR strategies and align writing practices across all instructional models. ◆ Create a vertical and horizontal alignment resource for ELA and LOTE grades 3-12 teachers to address the loss of learning (or impact of remote instruction) and serve as a foundational reference for other content areas. ◆ Continue aligning writing K-12 within the department, and coordinate basic writing rules and expectations with other departments based on the TWR approach. ◆ Create a district-wide plan to promote advanced literacies, including writing as a form of communication, and curriculum alignment of both existing and revised Next Generation or New York State Learning Standards ◆ Assemble student models of higher level writing to provide targeted writing instruction ◆ Provide instructional resources that focus more on how to teach writing than what to write |

Implementation Plan:

DISTRICT GOALS (continued): The district-wide implementation plan is based on district objectives that are aligned with goals adopted by the Board of Education. Due to the COVID-19 Pandemic, the steering committee, including administrators, will continue to work with departments, staff, and the Board of Education to address and support priority items such as consistent communication, student engagement, attendance, and other related essential components as outlined in the District Reopening Plan.

| <i>What</i> | <i>How</i> |
|-------------------|---------------------------------|
| Strategies | Major Tasks / Activities |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>PreK-12 Programming and Professional Development Planning</u> Develop a plan of implementation, along with professional development and resources, to meet the individual needs of staff and students in preparing for changes to curriculum, instruction, and/or other school-based systems.</p> | <ul style="list-style-type: none"> ◆ Continue implementation of Next Generation and revised standards based on NYSED recommendations and/or revised timeline roadmaps ◆ Use faculty meetings, staff development days, and study groups to support the “build capacity” stage and use newly released documents and practices related to the revised standards to support this phase and implementation across content areas (according to revised NYSED timelines) ◆ Utilize resources available through CiTi (Center for Instruction, Technology & Innovation), such as Curriculum and Instructional Council (CIC), Teacher Networks, and/or instructional staff, to support county-wide coordination and implementation of standards across content areas ◆ Create comprehensive PreK-5 Curriculum Map of ELA, Social Studies, and Science content to better understand and plan for the alignment of standards ◆ Continue investigating the purpose and possible alignment of the existing Social Studies and Math Practices with the new Next Generation Science and ELA Practices. ◆ Support Social Studies teachers with implementing Stimulus Based Multiple Choice, Constructed Response and Enduring Issues at all levels of instruction as well as Short Essay and Civic/Constitution Essay practice ◆ Support K-12 Social Studies or classroom teachers with embedding Civic Education in the current curriculums ◆ Support Science teachers at grades 4-7 with the successful implementation of Smithsonian Kits, along with assisting high school staff with developing Claim Evidence Reasoning (CER) lab reporting ◆ Continue to use the Blueprint for Special Education as the guiding document to improve results for students with disabilities. ◆ Provide opportunities and resources for SE staff to successfully implement assistive technology for classroom and testing accommodations ◆ Continue surveying departments on professional development to support planning, along with identifying common areas of need ◆ Support school counselors, along with other key support staff, in continuing to implement the district-wide counseling plan that will incorporate new regulations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Implementation Plan:

DISTRICT GOALS (continued): The district-wide implementation plan is based on district objectives that are aligned with goals

adopted by the Board of Education. Due to the COVID-19 Pandemic, the steering committee, including administrators, will continue to work with departments, staff, and the Board of Education to address and support priority items such as consistent communication, student engagement, attendance, and other related essential components as outlined in the District Reopening Plan.

| <i>What</i> | <i>How</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | Major Tasks / Activities |
| <p><u>Current District Initiatives</u> Develop and/or adjust current plans (including interventions) based on American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) funds to address the impact of lost instructional time due to COVID-19</p> | <ul style="list-style-type: none"> ◆ Engage in meaningful consultation with CDEP members and other stakeholders, such as students, in the development of these plans ◆ Use data from annual needs assessment to design evidence-based interventions (after school, extended year, and other strategies) or supports that will address learning loss and the disproportionate impact of COVID-19 on at-risk students ◆ Continually seek feedback in developing and reviewing these plans (or interventions) to address the impacts of lost instructional time ◆ Review accountability measures, including data for at-risk subgroups, to ensure that interventions are meeting the needs of all students ◆ Monitor and evaluate the effectiveness of selected interventions to verify that the interventions implemented respond to students’ social, emotional, mental health, and academic needs ◆ Review of data sources (including attendance, quarantine or remote number of days, benchmark assessments, course failures, and other important accountability measures) ◆ Provide needed support, guidance, professional development, and/or resources to staff hired with ARP ESSER funds to respond to students’ social, emotional, mental health, and academic needs |

ENROLLMENT AND GRADUATION RATE

Enrollment

| BEDS | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| K-12 | 894 | 879 | 824 | 815 | 833 | 836 | 824 | 824 | 842 | 838 | 782 | 708 | 768 |

Graduation Rate

| High School Cohort Members Earning Regents or Local Diplomas in 4 years (by end of summer following June graduation): | Students in Cohort | % Graduating |
|-----------------------------------------------------------------------------------------------------------------------|--------------------|--------------|
| 2005 Cohort (Class of 2009) | n=85 | 81% |
| 2006 Cohort (Class of 2010) | n=73 | 88% |
| 2007 Cohort (Class of 2011) | n=92 | 87% |
| 2008 Cohort (Class of 2012) | n=79 | 82% |
| 2009 Cohort (Class of 2013) | n=75 | 92% |
| 2010 Cohort (Class of 2014) | n=67 | 90% |
| 2011 Cohort (Class of 2015) | n=68 | 93% |
| 2012 Cohort (Class of 2016) | n=72 | 92% |
| 2013 Cohort (Class of 2017) | n=48 | 96% |
| 2014 Cohort (Class of 2018) | n=68 | 94% |
| 2015 Cohort (Class of 2019) | n=59 | 92% |
| 2016 Cohort (Class of 2020) | n=52 | 94% |
| 2017 Cohort (Class of 2021) | n=59 | 88% |

Source: District Accountability Overview Report

ASPIRATIONAL GOALS

Aspirational Performance Measure (APM) is based on the percent of students in a cohort scoring at or above 75 on the English Language Arts Regents Exam and percent of students scoring at or above 80 on the Math Regents Exam.

| Cohort | % ≥ 75 on ELA Regents | % ≥ 80 on Math Regents | Aspirational Performance Measure (both) |
|----------------------------|------------------------------|-------------------------------|------------------------------------------------|
| 2005 Cohort (n=85) | 45% | 31% | |
| 2006 Cohort (n=73) | 55% | 36% | |
| 2007 Cohort (n=92) | 48% | 29% | |
| 2008 Cohort (n=79) | 56% | 43% | 36.7% |
| 2009 Cohort (n=75) | 64% | 41% | 34.6% |
| 2010 Cohort (n=67) | 66% | 49% | 41.8% |
| 2011 Cohort (n=68) | 74% | 59% | 52% |
| 2012 Cohort (n=72) | 69% | 32% | 31% |
| 2013 Cohort (n=48) | 81% | 35% | 35% |
| 2014 Cohort (n=68) | 66% | 24% | 21% |
| 2015 Cohort (n=59) | 73% | 47% | 41% |
| 2016 Cohort (n=52 – 1 PHE) | 67% | 37% | 35% |
| 2017 Cohort (n=59 – 5 PHE) | 80% | 37% | 35% |

Source: NYSED Level 2 Total Cohort-Assessment Summary

Attendance and COVID-19 Related Data – Added to the 2021-2022 CDEP Plan

District Attendance – Summary of Absence

December 10, 2021

| School Year | 0-4% of Enrolled School Days | 5-9% of Enrolled School Days | 10% or more of Enrolled School Days – Considered Chronically Absent |
|-------------|------------------------------|------------------------------|---------------------------------------------------------------------|
| 2015-2016 | 63% | 24% | 13% |
| 2016-2017 | 57% | 29% | 14% |
| 2017-2018 | 53% | 30% | 17% |
| 2018-2019 | 63% | 24% | 13% |
| 2019-2020 | 65% | 23% | 13% |
| 2020-2021 | 52% | 22% | 26% |

Periods of Entirely District-wide Remote Instruction and Other COVID-19 Related Information

| School Year | Periods of Entirely Remote Instruction | District Configuration | Other Related Information |
|---------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2019-2020 | 3/16/2020 – 6/20/2020 | Entirely Remote | |
| 2020-2021 | 12/8/2020 – 1/1/2021 & 1/11/2021 – 1/15/2021 | K-6: Daily in-person 7-12: Hybrid Model – White and Blue Comets OR K-12: Entirely Remote if requested by parent | -No Universal PreK Program -Abbreviated School Day from 9/8/2020 – 3/16/2021 -Ongoing student and grade level quarantines or remote instruction |
| 2021-2022 (Current) | 9/7/2021 – 11/30/2021 | PreK-12: Onsite daily | -Large number of students out for COVID Related Reasons (positive cases, close contacts and/or symptomatic) equals 2,810 days from 9/7/21 – 11/30/21 |

Impact on Assessments due to COVID-19

| School Year | Assessment(s) | Impact | Other |
|-------------|-------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 2019-2020 | NYS 3-8, June 2020 NYS Regents Exams & EOY Local Benchmarks | Not administered | Students granted exemptions (PHE) for NYS Regents if course credit earned. |
| 2020-2021 | August 2020 & January 2021 NYS Regents Exams | Not administered | Students granted exemptions (PHE) for NYS Regents if course credit earned. |
| 2020-2021 | Local Benchmarks | Not administered consistently during screening periods | Entirely remote students accessed assessments from home so quality control was not always in place |
| 2020-2021 | June 2021 NYS Regents Exams | Only for Integrated Algebra, Living Environment, Earth Science and ELA | Students, those learning remotely, were not required to take the exam. Students granted exemptions for NYS Regents if course credit earned. |

Accountability Measures and Poverty Data

Accountability Measures under ESSA (Every Student Succeeds Act) as of 2021-2022 school year

For each of these indicators, every school earns a score of “1” to “4.” One is the lowest. Four is the highest. Schools receive a score for all students and for student subgroups.

- Student academic achievement (state assessments in ELA, Math, and Science, plus Social Studies for high school level)
- Student growth (NYS ELA and Math Assessments)
- Academic progress (progress on NYS ELA and Math Assessments)
- English Language Proficiency
- Chronic Absenteeism (measures the percentage of students who miss 10 percent or more of enrolled days)
- Graduation Rates
- College, Career and Civic Readiness (measures the percentage of high school students who achieve various types of diplomas/credentials and the degree to which students enroll and succeed in advanced courses and CTE programs).

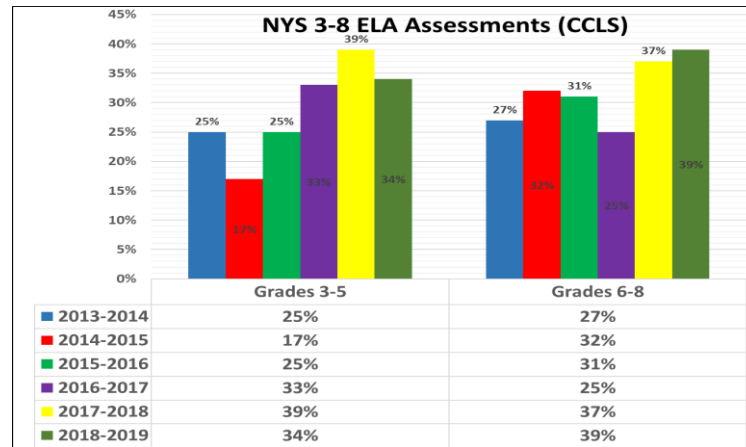
Poverty data:

| School Year | K-12 Enrollment | Percentage qualifying for free or reduced lunch based on BEDS Day Reporting |
|--------------------|------------------------|------------------------------------------------------------------------------------|
| 2013-2014 | 779 | 54.9% |
| 2014-2015 | 790 | 57.6% |
| 2015-2016 | 793 | 59.1% |
| 2016-2017 | 781 | 58.6% |
| 2017-2018 | 779 | 54.6% |
| *2018-2019 | 778 | 58.5% |
| *2019-2020 | 742 | 51.9% |
| *2020-2021 | 715 | 50.1% |

*Sandy Creek qualified for the Community Eligibility Provision (CEP) option due to the high percentage of students qualifying for free and reduced. CEP allows the nation’s highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

ENGLISH LANGUAGE ARTS

Historic NYS 3-8 ELA Data - Combined levels 3 & 4



NYS 3-8 Assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic.

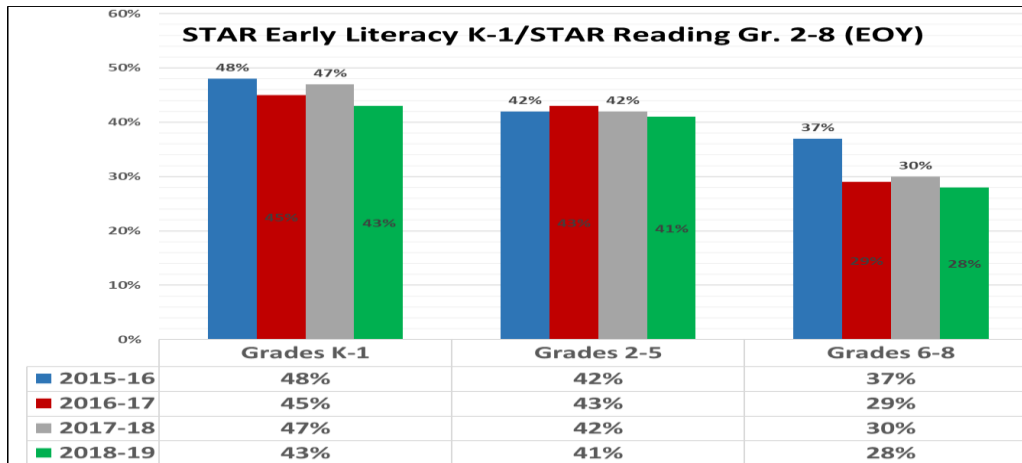
*NYS 3-8 Assessments were administered during the 2020-2021 school year. The configuration of these assessments were changed, along with requirements for remote learners, due to the impact of COVID-19.

***NYS 3-8 2021 Results**

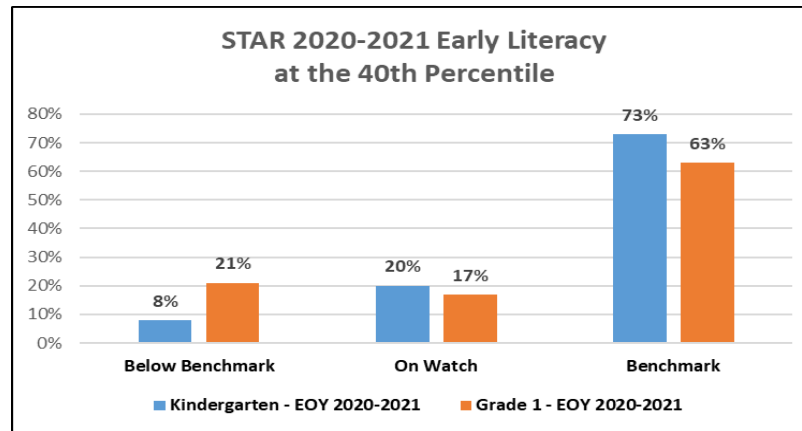
| Grade | L1 | L1% | L2 | L2% | L3 | L3% | L4 | L4% | Total Tested | Entirely Remote - NT | Refusals | Absent - entire test | NYSAA | Total NOT Tested |
|-------|----|-----|----|-----|----|-----|----|-----|--------------|----------------------|----------|----------------------|-------|------------------|
| 3 | 3 | 6% | 14 | 27% | 26 | 50% | 9 | 17% | 52 | 4 | 0 | 0 | 0 | 4 |
| 4 | 16 | 31% | 15 | 29% | 14 | 27% | 7 | 13% | 52 | 0 | 4 | 0 | 2 | 6 |
| 5 | 16 | 30% | 16 | 30% | 11 | 21% | 10 | 19% | 53 | 3 | 0 | 0 | 0 | 3 |
| 6 | 13 | 25% | 17 | 32% | 13 | 25% | 10 | 19% | 53 | 3 | 11 | 0 | 2 | 16 |
| 7 | 21 | 37% | 17 | 30% | 16 | 28% | 3 | 5% | 57 | 7 | 6 | 1 | 1 | 15 |
| 8 | 11 | 26% | 16 | 37% | 10 | 23% | 6 | 14% | 43 | 5 | 2 | 1 | 2 | 10 |

ENGLISH LANGUAGE ARTS (Continued)

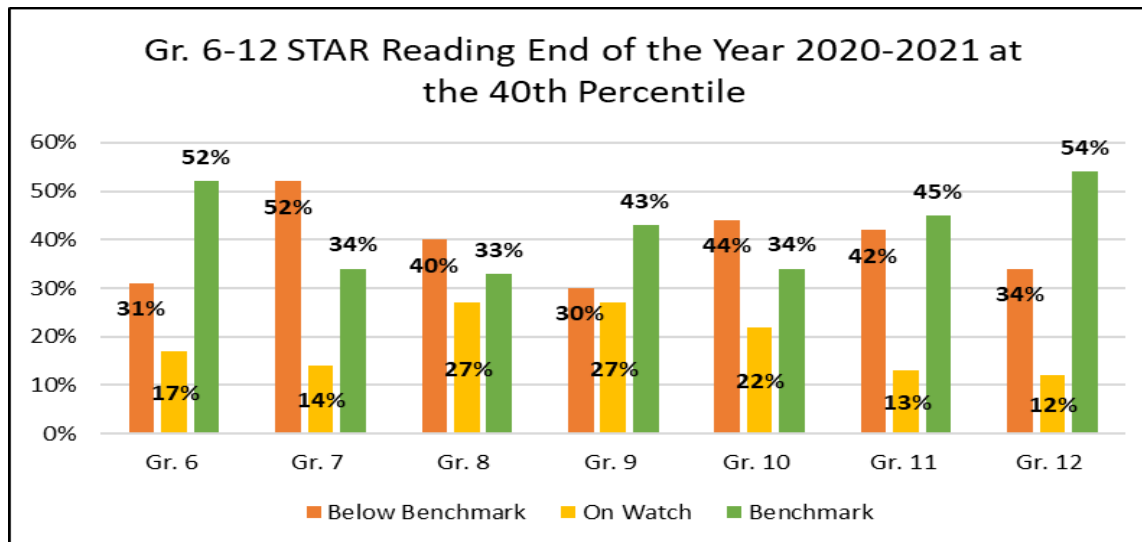
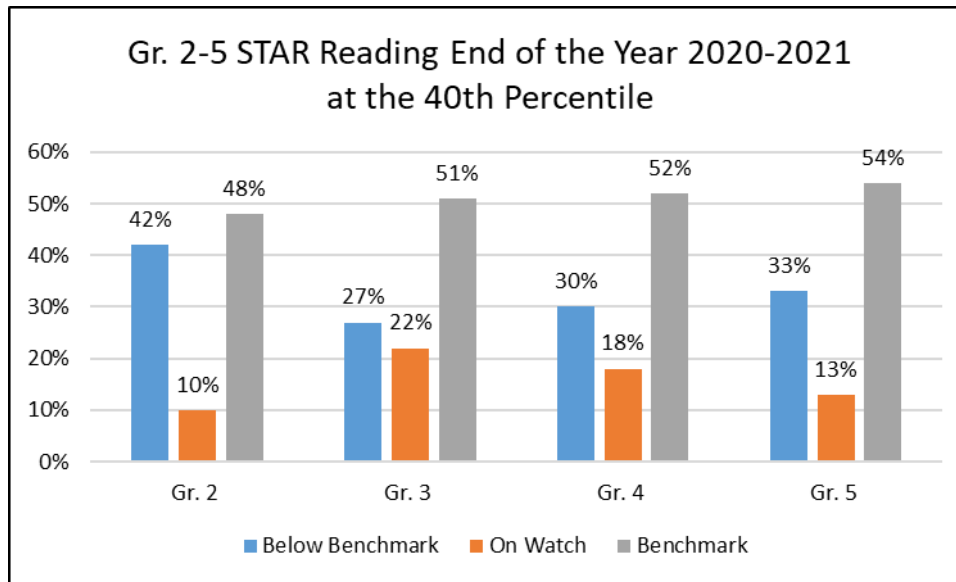
STAR Assessments – Historical Results



Local end-of-year assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic. During the 2020-2021 school year, benchmark assessments were not uniformly administered due to the mix of remote, hybrid, and quarantined students until the end of the year screening window.



ENGLISH LANGUAGE ARTS (Continued)



ENGLISH LANGUAGE ARTS (Continued)

Secondary Level English: Performance after Four Years:

| Cohort Year | Levels 2-4 55-100* | Levels 3-4 65-100* | Performance Index** | Participation Rate*** |
|----------------------|---------------------------------|---------------------------------|--------------------------------|----------------------------------|
| 2001 (n=90) | 74% | 74% | 161 | 96% |
| 2002 (n=82) | 73% | 66% | 174 | 97% |
| 2003 (n=93) | 84% | 82% | 176 | 100% |
| 2004 (n=99) | 81% | 80% | 181 | 100% |
| 2005 (n=85) | 85% | 82% | 186 | 100% |
| 2006 (n=73) | 88% | 85% | 185 | 100% |
| 2007 (n=92) | 84% | 76% | 180 | 100% |
| 2008 (n=79) | 86% | 82% | 151 | 99% |
| Cohort Year | L 2-4 65-100¹ | L 3-4 75-100¹ | Performance Index | Participation Rate |
| 2009 (n=75) | 89% | 66% | 145 | 100% |
| 2010 (n=67) | 92% | 73% | 157 | 100% |
| 2011 (n=68) | 93% | 67% | 159 | 100% |
| 2012 (n=72) | 90% | 67% | 157 | 98% |
| 2013 (n=48) | 98% | 83% | 176 | 100% |
| 2014 (n=68) | 88% | 60% | 181 | 99% |
| 2015 (n=59) | 85% | 68% | 185 | 100% |
| *2016 (n=52 - 1 PHE) | 94% | 67% | *NA | 100% |
| *2017 (n=59 – 5 PHE) | 100% | 98% | *NA | 95% |

*Certain accountability measures were waived due to the COVID-19 Pandemic. This number does not include exemption or NYSAA student scores.

Source: District Accountability and Overview Report, * Total Cohort, ** Accountability Cohort, *** Seniors, ¹APM

ENGLISH LANGUAGE ARTS (Continued)

Comprehensive English Regents: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|-----------------|---------------|---------------|---------------|
| 2005-2006 | 98 | 93% | 81% | 40% |
| 2006-2007 | 92 | 91% | 87% | 29% |
| 2007-2008 | 89 | 89% | 80% | 27% |
| 2008-2009 | 78 | 94% | 85% | 21% |
| 2009-2010 | 82 | 91% | 82% | 29% |
| 2010-2011 | 82 | 91% | 83% | 32% |
| 2011-2012 | 70 | 96% | 94% | 34% |
| 2012-2013 | 66 | 94% | 85% | 35% |
| 2013-2014 | 89 | 98% | 90% | 38% |
| 2014-2015 | 70 | 93% | 83% | 40% |
| 2015-2016 | 7 | 86% | 14% | 0% |

Regents Common Core English Language Arts: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|-----------------|---------------|---------------|---------------|
| 2013-2014 | 66 | 97% | 88% | 39% |
| 2014-2015 | 68 | 92% | 78% | 45% |
| 2015-2016 | 55 | 87% | 84% | 58% |
| 2016-2017 | 77 | 96% | 91% | 49% |
| 2017-2018 | 67 | 96% | 87% | 46% |
| 2018-2019 | 62 | 87% | 79% | 37% |
| *2019-2020 | 52 – 2 PHE | 100% | 100% | 64% |
| **2020-2021 | 48 – 24 PHE | 100% | 100% | 63% |

January 2021 Regents Assessments were not administered during the 2020-2021 school year due to the COVID-19 Pandemic.
(**only includes June 2021 test period)

Source: District Comprehensive Information Report (August, January, June combined), COGNOS Cubes

Implementation Plan:

ENGLISH AND LANGUAGE ARTS:

Kindergarten students will increase their STAR Early Literacy individual scaled scores at least 144 points from September 2021-June 2022.

First grade students will increase their STAR Early Literacy individual scaled scores at least 131 points from September 2021-June 2022.

Grades 2, 3 & 5 students will increase their STAR Reading IRL (Instructional Reading Level) by 1.0 or more from September 2021-June 2022.

85% of Grade 4 students will score in the Average/Above Average percentile ranges on AimsWeb Plus Reading Comprehension in June 2022.

On NYS ELA Assessments, the goal is to move 25% of students from levels 1 to 2, 2 to 3, and 3 to 4.

85% of tested students in high school will meet proficiency for the English Regents exam (55 for students with a safety net) during the 2021-2022 school year.

| <i>What</i> | <i>How</i> |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | Major Tasks / Activities |
| <p>Continue to explore approaches for engaging students in setting personal school goals.</p> | <ul style="list-style-type: none"> ◆ Meet with students individually to review current data and set goals. <ul style="list-style-type: none"> ➤ Academic goals- using STAR Reading, STAR EL and AIMSWeb Plus • All classroom teachers and support teachers need training to: <ul style="list-style-type: none"> • Administer AIMSWeb Plus measures/probes at grades K-3 • Interpret data and generate various reports from AIMSWeb Plus for parents, teachers and students to show student progress on early literacy skills ➤ Learning goals - using the <i>Leader In Me</i> program and activities to increase their responsibility and ownership of their growth as lifelong learners and thinkers ◆ Analyze student Benchmark and Progress Monitoring data <ul style="list-style-type: none"> ➤ Choosing curricula to support student skills ➤ Creating flexible groups within classrooms and across grade levels to support student learning in accordance with AIS requirements and RTI Plan. ◆ Increase students' understanding of how their literacy skills <ul style="list-style-type: none"> ➤ Support their learning about the world around them, and ➤ Help them explore ways they can be active participants in civil, community and professional endeavors |
| <p>Explore a variety of approaches to Increase students' reading fluency.</p> | <ul style="list-style-type: none"> ◆ Choosing curricula and strategies for all areas of fluency <ul style="list-style-type: none"> ➤ Supporting students skills for: decoding, expression and accuracy ◆ Increase opportunities for students to read independently throughout their day to build reading stamina ◆ Support independent use of reading strategies to support reading comprehension |

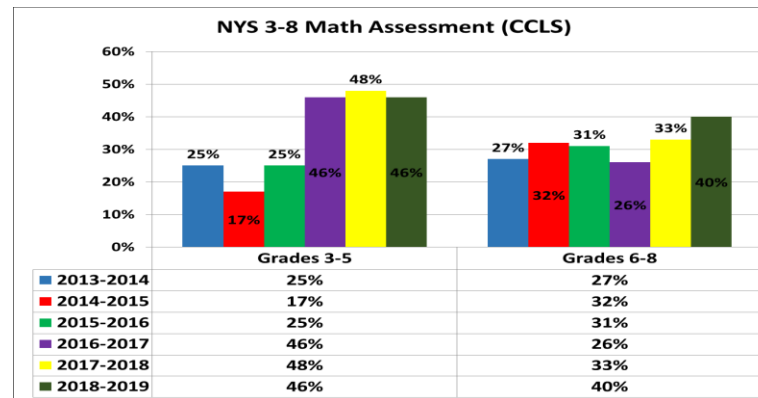
Implementation Plan:

ENGLISH AND LANGUAGE ARTS (continued): Kindergarten students will increase their STAR Early Literacy individual scaled scores at least 144 points from September 2021-June 2022. First grade students will increase their STAR Early Literacy individual scaled scores at least 131 points from September 2021-June 2022. Grades 2, 3 & 5 students will increase their STAR Reading IRL (Instructional Reading Level) by 1.0 or more from September 2021-June 2022. 85% of Grade 4 students will score in the Average/Above Average percentile ranges on AimsWeb Plus Reading Comprehension in June 2022. On NYS ELA Assessments, the goal is to move 25% of students from levels 1 to 2, 2 to 3, and 3 to 4. 85% of tested students in high school will meet proficiency for the English Regents exam (55 for students with a safety net) during the 2021-2022 school year.

| <i>What</i> | <i>How</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | Major Tasks / Activities |
| <p>Continue to increase student use and knowledge of vocabulary to align curricula with <i>Next Generation English Language Arts Standards</i> (revised 2017).</p> <p>Continue aligning writing K-12 within the department, and coordinate basic writing rules and expectations with other departments.</p> | <ul style="list-style-type: none"> ◆ Collaborate with the department and grade level teams, holding monthly department meetings. ◆ Increase the use of academic vocabulary across curriculums to make connections and to reinforce understanding of these unfamiliar vocabulary words. ◆ ELA department to include K-2 CKLA 1st edition Skill Units/ L&L Domains, 3-5 CKLA 2nd edition Units, and 6-12 HM textbook alignment structured to meet the needs of the revised standards. <ul style="list-style-type: none"> ◆ Stress the significance of writing as an important tool for communicating, clarifying, and for being lifelong learners and thinkers. ◆ Use historical data to drive writing instruction and strengthen students’ writing skills ◆ Collaborate with other departments, supporting literacy standards school-wide to increase critical thinking skills needed for written communication ◆ Students continue to write for a variety of purposes and audiences, as well as integrating technology strategies that will enhance learning and better prepare students for their future. ◆ K-5 will focus on the writing process and continue building their comprehensive research based writing instruction. |

MATHEMATICS

NYS 3-8 Math Historical Data - Combined levels 3 & 4



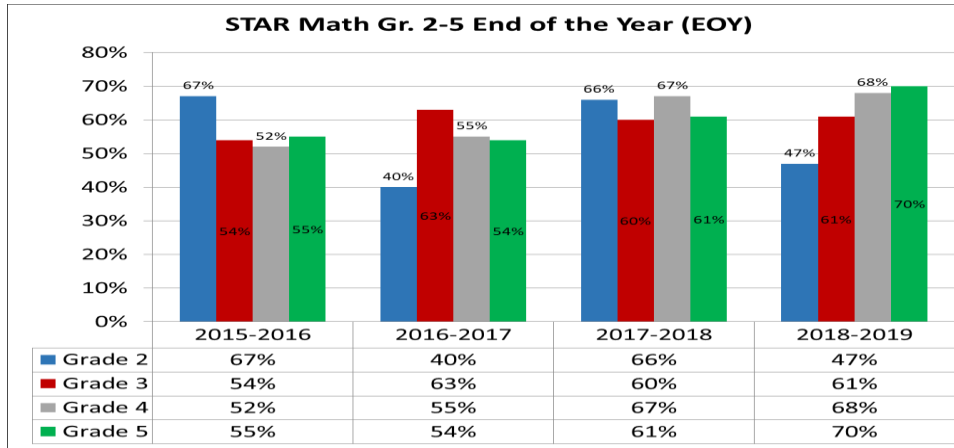
NYS 3-8 Assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic.

*NYS 3-8 Assessments were administered during the 2020-2021 school year. The configuration of these assessments were changed, along with requirements for remote learners, due to the impact of COVID-19.

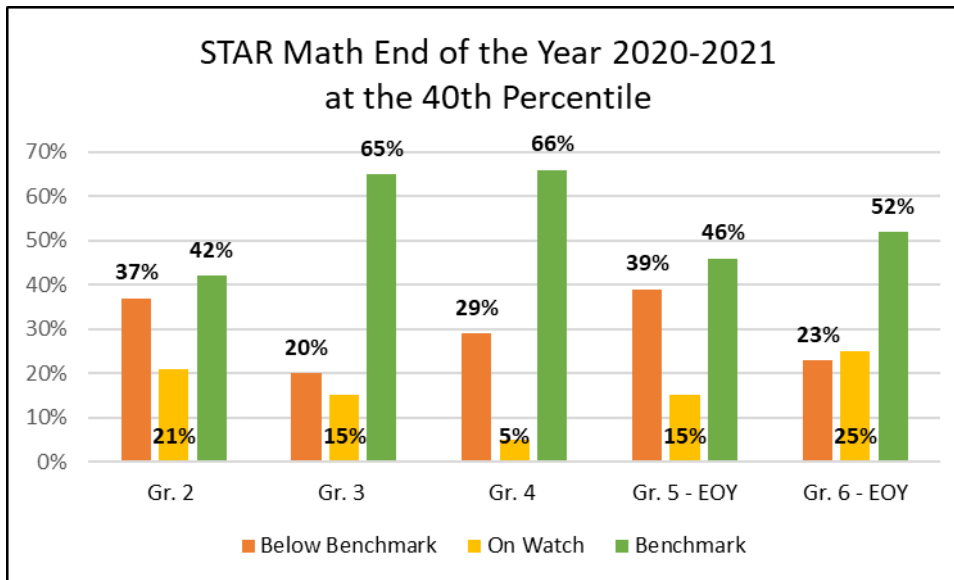
*NYS 3-8 2021 Results

| Grade | L1 | L1% | L2 | L2% | L3 | L3% | L4 | L4% | Total Tested | Entirely Remote - NT | Refusals | Absent - entire test | NYSAA | Total NOT Tested |
|-------|----|-----|----|-----|----|-----|----|-----|--------------|----------------------|----------|----------------------|-------|------------------|
| 3 | 11 | 21% | 7 | 13% | 19 | 36% | 16 | 30% | 53 | 4 | 0 | 0 | 0 | 5 |
| 4 | 15 | 28% | 10 | 19% | 18 | 34% | 10 | 19% | 53 | 0 | 5 | 0 | 2 | 7 |
| 5 | 22 | 42% | 13 | 25% | 16 | 30% | 2 | 4% | 53 | 3 | 0 | 0 | 0 | 3 |
| 6 | 17 | 32% | 19 | 36% | 9 | 17% | 8 | 15% | 53 | 2 | 14 | 0 | 2 | 18 |
| 7 | 27 | 47% | 19 | 33% | 9 | 16% | 2 | 4% | 57 | 7 | 7 | 0 | 1 | 15 |
| 8 | 23 | 52% | 18 | 41% | 3 | 7% | 0 | 0% | 44 | 5 | 2 | 0 | 2 | 9 |

STAR Assessments – Historical Results



Local end-of-year assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic. During the 2020-2021 school year, benchmark assessments were not uniformly administered due to the mix of remote, hybrid, and quarantined students until the end of the year screening window.



Secondary-Level Mathematics: Performance after Four Years:

| Cohort Year | Levels 2-4 55-100* | Levels 3-4 65-100* | Performance Index** | Participation Rate*** |
|----------------------|-----------------------------------------|-----------------------------------------|--------------------------------|------------------------------|
| 2002 (n=82) | 84% | 78% | 179 | 97% |
| 2003 (n= 93) | 89% | 85% | 185 | 99% |
| 2004 (n= 99) | 85% | 82% | 188 | 100% |
| 2005 (n= 85) | 89% | 84% | 193 | 100% |
| 2006 (n=73) | 90% | 90% | 194 | 100% |
| 2007 (n=92) | 87% | 83% | 185 | 100% |
| 2008 (n=79) | 87% | 85% | 139 | 100% |
| Cohort Year | Level 2-4 65-100¹ | Level 3-4 80-100¹ | Performance Index** | Participation Rate*** |
| 2009 (n=75) | 93% | 41% | 139 | 100% |
| 2010 (n=67) | 97% | 55% | 140 | 100% |
| 2011 (n=68) | 96% | 59% | 154 | 100% |
| 2012 (n=72) | 90% | 53% | 157 | 98% |
| 2013 (n=48) | 96% | 38% | 136 | 100% |
| 2014 (n=68) | 90% | 29% | 132 | 100% |
| 2015 (n=59) | 91% | 64% | 185 | 100% |
| *2016 (n=50 – 1 PHE) | 96% | 37% | NA | 100% |
| *2017 (n=59 – 5 PHE) | 91% | 37% | NA | 95% |

*Certain accountability measures were waived due to the COVID-19 Pandemic. This number does not include exemption or NYSAA student scores. Source: District Accountability Overview Report, * Total Cohort, ** Accountability Cohort, *** Seniors, ¹APM

MATHEMATICS (Continued)

Integrated Algebra Regents: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|-----------------|---------------|---------------|---------------|
| 2009-2010 | 100 | 91% | 86% | 14% |
| 2010-2011 | 76 | 96% | 86% | 26% |
| 2011-2012 | 69 | 100% | 96% | 13% |
| 2012-2013 | 62 | 92% | 89% | 18% |
| 2013-2014 | 68 | 97% | 85% | 9% |
| 2014-2015 | 29 | 94% | 87% | 0% |

Geometry: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|-----------------|---------------|---------------|---------------|
| 2010-2011 | 60 | 93% | 80% | 13% |
| 2011-2012 | 56 | 96% | 88% | 30% |
| 2012-2013 | 54 | 96% | 76% | 15% |
| 2013-2014 | 44 | 100% | 89% | 16% |
| 2014-2015 | 34 | 97% | 89% | 9% |
| 2015-2016 | 2 | 100% | 100% | 50% |

Algebra 2/Trigonometry: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|-----------------|---------------|---------------|---------------|
| 2011-2012 | 32 | 72% | 50% | 6% |
| 2012-2013 | 45 | 96% | 73% | 29% |
| 2013-2014 | 27 | 93% | 82% | 41% |
| 2014-2015 | 23 | 83% | 53% | 5% |
| 2015-2016 | 25 | 88% | 80% | 48% |

Source: District Comprehensive Information Report (August, January, June combined), COGNOS Cube

MATHEMATICS (Continued)

June 2020 Regents Assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic.

Regents Common Core Algebra I: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|--------------------|---------------|---------------|---------------|
| 2013-2014 | 23 | 96% | 96% | 9% |
| 2014-2015 | 49 | 92% | 82% | 2% |
| 2015-2016 | 86 | 98% | 88% | 10% |
| 2016-2017 | 68 | 96% | 85% | 18% |
| 2017-2018 | 56 | 93% | 82% | 16% |
| 2018-2019 | 65 | 97% | 88% | 6% |
| 2020-2021 | 12 tested & 29 PHE | 83% | 83% | 0% |

Regents Common Core Algebra II: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|----------------------|---------------|---------------|---------------|
| 2015-2016 | 17 | 100% | 88% | 0% |
| 2016-2017 | 19 | 100% | 100% | 16% |
| 2017-2018 | 18 | 100% | 89% | 39% |
| 2018-2019 | 18 | 100% | 100% | 44% |
| 2020-2021 | Not offered – 10 PHE | NA | NA | NA |

Regents Common Core Geometry: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|----------------------|---------------|---------------|---------------|
| 2014-2015 | 33 | 82% | 31% | 0% |
| 2015-2016 | 22 | 95% | 68% | 0% |
| 2016-2017 | 37 | 95% | 78% | 3% |
| 2017-2018 | 26 | 92% | 81% | 23% |
| 2018-2019 | 27 | 100% | 93% | 22% |
| 2020-2021 | Not offered – 25 PHE | NA | NA | NA |

Source: District Comprehensive Information Report (August, January, June combined), COGNOS Cubes

| Implementation Plan: | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MATHEMATICS: | |
| 2 - 5 STAR Math - BOY 42.5% above 40 th percentile rank - EOY prediction 60% | |
| Math 3-5: | Percentage of students scoring a Level 3 or 4 – 45% |
| Math 6-8: | Percentage of students scoring a Level 3 or 4 – 35% |
| Algebra: | 85% of students meeting their graduation requirement on the Algebra (CC) Regents. In addition, 50% meeting or exceeding an 80 on the Algebra (CC) Regents (which means they are considered College and Career Ready). |
| Geometry: | 80% of students score a 65 or higher on the Geometry (CC) Regents |
| Algebra 2/Trig: | 90% of students score 65 or higher on the Algebra 2 (CC) Regents |
| <i>What</i> | <i>How</i> |
| Strategies | Major Tasks / Activities |
| Improve and align instruction on the Common Core Standards and standards for mathematical practice while transitioning to the Next Generation Revised Standards | <ul style="list-style-type: none"> ◆ Continue to train and support teachers on implementing and teaching the Math Common Core Standards while transitioning to the Next Generation Revised Standards <ul style="list-style-type: none"> --Continue to provide opportunities for math teachers to attend workshops offered by CiTi, e.g.Math Network. --Devote available staff development time to promote coherent understanding of vertical alignment ◆ Provide opportunities for teachers to create spiral review activities and re-teaching of previous grade level standards that will support students’ deeper understanding of the standards ◆ Provide teachers with opportunities to align instruction within and between grade levels by communicating procedures and vocabulary so that teachers can comprehend the coherence of the standards and support instruction missed or impacted by COVID-19. ◆ Make connections of students’ learning across grade levels. ◆ Develop our students’ fluency by providing them with opportunities to practice speed and accuracy. |

| Implementation Plan: |
|-----------------------------------------------------------------------------------------|
| MATHEMATICS (continued): |
| 2 - 5 STAR Math - BOY 42.5% above 40 th percentile rank - EOY prediction 60% |

| | |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Math 3-5:</u> | Percentage of students scoring a Level 3 or 4 – 45% |
| <u>Math 6-8:</u> | Percentage of students scoring a Level 3 or 4 – 35% |
| <u>Algebra:</u> | 85% of students meeting their graduation requirement on the Algebra (CC) Regents. In addition, 50% meeting or exceeding an 80 on the Algebra (CC) Regents (which means they are considered College and Career Ready). |
| <u>Geometry:</u> | 80% of students score a 65 or higher on the Geometry (CC) Regents |
| <u>Algebra 2/Trig:</u> | 90% of students score 65 or higher on the Algebra 2 (CC) Regents |

| <i>What</i> | <i>How</i> |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | Major Tasks / Activities |
| <p>Cultivate our students into independent problem solvers who can solve authentic problems</p> | <ul style="list-style-type: none"> ◆ Connect our content to real life applications for mathematics. ◆ Encourage students to see and use mathematics outside the math classroom. ◆ Create and implement lessons and activities that engage students in real life applications of mathematics. ◆ Provide structured opportunities for students to solve problems independently inside the classroom. ◆ Provide strategies for students to use when they encounter a new problem. ◆ Devote staff development time and study groups to creating these lessons and activities. ◆ Devote staff development time to studying the standards of mathematical practice and creating ways for them to be integrated into our classes. |

SCIENCE

Historic NYS Science 4: Performance of All Tested Students:

| | Level 1 | Level 2 | Level 3 | Level 4 | Levels 3&4 | Performance Index |
|-----------|----------------|----------------|----------------|----------------|-----------------------|--------------------------|
| 2009-2010 | 1% | 3% | 28% | 68% | 96% | 194 |
| 2010-2011 | 1% | 0% | 25% | 74% | 99% | 197 |
| 2011-2012 | 2% | 6% | 22% | 70% | 92% | 190 |
| 2012-2013 | 2% | 2% | 29% | 67% | 96% | 195 |
| 2013-2014 | 0% | 10% | 27% | 63% | 90% | 190 |
| 2014-2015 | 6% | 9% | 42% | 39% | 81% | 180 |
| 2015-2016 | 3% | 7% | 40% | 42% | 82% | 185 |
| 2016-2017 | 6% | 13% | 46% | 38% | 85% | 175 |
| 2017-2018 | 3% | 7% | 43% | 48% | 90% | |
| 2018-2019 | 1% | 6% | 38% | 54% | 92% | |

Historic NYS Science 8: Performance of All Tested Students:

| | Level 1 | Level 2 | Level 3 | Level 4 | Levels 3&4 | Performance Index |
|-----------|----------------|----------------|----------------|----------------|-----------------------|--------------------------|
| 2009-2010 | 1% | 7% | 43% | 49% | 91% | 189 |
| 2010-2011 | 0% | 10% | 59% | 31% | 90% | 190 |
| 2011-2012 | 3% | 15% | 46% | 36% | 82% | 179 |
| 2012-2013 | 2% | 8% | 43% | 47% | 90% | 189 |
| 2013-2014 | 0% | 17% | 55% | 28% | 83% | 183 |
| 2014-2015 | 3% | 10% | 49% | 33% | 83% | 183 |
| 2015-2016 | 6% | 17% | 43% | 30% | 74% | 171 |
| 2016-2017 | 0% | 17% | 37% | 46% | 83% | 183 |
| 2017-2018 | 11% | 21% | 44% | 25% | 68% | |
| 2018-2019 | 8% | 23% | 46% | 23% | 69% | |

Source: CNYRIC Cognos PowerPlay cubes, Accountability Overview Report

NYS 4 & 8 Science Assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic.
***NYS 4 & 8 Science Assessments were administered during the 2020-2021 school year. The configuration of these assessments were changed, along with requirements for remote learners, due to the impact of COVID-19.**

| Grade | L1 | L1% | L2 | L2% | L3 | L3% | L4 | L4% | Total Tested | Entirely Remote - Not tested | Refusals | Absent - entire test | NYSAA | Total NOT Tested |
|-------|----|-----|----|-----|----|-----|----|-----|--------------|------------------------------|----------|----------------------|-------|------------------|
| 4 | 4 | 8% | 7 | 13% | 18 | 34% | 24 | 45% | 53 | 0 | 5 | 0 | 2 | 7 |
| 8 | 7 | 17% | 15 | 36% | 16 | 38% | 4 | 10% | 42 | 5 | 3 | 2 | 1 | 11 |

June 2020 Regents Assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic.

Living Environment Regents: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|-----------|--------------------|--------|--------|--------|
| 2008-2009 | 74 | 93% | 88% | 36% |
| 2009-2010 | 87 | 98% | 91% | 36% |
| 2010-2011 | 77 | 99% | 94% | 45% |
| 2011-2012 | 65 | 95% | 91% | 42% |
| 2012-2013 | 84 | 86% | 77% | 27% |
| 2013-2014 | 61 | 97% | 87% | 48% |
| 2014-2015 | 75 | 100% | 93% | 49% |
| 2015-2016 | 59 | 95% | 90% | 32% |
| 2017-2018 | 59 | 92% | 82% | 42% |
| 2018-2019 | 64 | 97% | 80% | 0% |
| 2020-2021 | 32 Tested & 22 PHE | 97% | 94% | 28% |

SCIENCE (Continued)

June 2020 Regents Assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic.

Physical Setting / Earth Science Regents: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|--------------------|---------------|---------------|---------------|
| 2009-2010 | 71 | 86% | 82% | 28% |
| 2010-2011 | 70 | 91% | 83% | 36% |
| 2011-2012 | 66 | 95% | 92% | 44% |
| 2012-2013 | 56 | 96% | 88% | 38% |
| 2013-2014 | 70 | 87% | 73% | 30% |
| 2014-2015 | 51 | 94% | 92% | 47% |
| 2015-2016 | 57 | 98% | 95% | 54% |
| 2016-2017 | 49 | 96% | 94% | 49% |
| 2017-2018 | 49 | 90% | 86% | 39% |
| 2018-2019 | 44 | 98% | 89% | 0% |
| 2020-2021 | 28 Tested & 15 PHE | 75% | 68% | 36% |

Physical Setting / Chemistry Regents: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|-----------------|---------------|---------------|---------------|
| 2009-2010 | 46 | 100% | 100% | 20% |
| 2010-2011 | 34 | 100% | 100% | 32% |
| 2011-2012 | 40 | 100% | 100% | 20% |
| 2012-2013 | 33 | 100% | 100% | 67% |
| 2013-2014 | 35 | 100% | 100% | 31% |
| 2014-2015 | 28 | 97% | 89% | 11% |
| 2015-2016 | 25 | 100% | 88% | 24% |
| 2016-2017 | 34 | 100% | 85% | 24% |
| 2017-2018 | 21 | 100% | 81% | 19% |
| 2018-2019 | 21 | 100% | 81% | 0% |
| 2020-2021 | 17 PHE | NA | NA | NA |

SCIENCE (Continued)

Physical Setting / Physics Regents: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|-----------------|---------------|---------------|---------------|
| 2009-2010 | 14 | 100% | 100% | 57% |
| 2010-2011 | 18 | 100% | 100% | 32% |
| 2011-2012 | 14 | 100% | 93% | 43% |
| 2012-2013 | 11 | 100% | 91% | 18% |
| 2013-2014 | 12 | 100% | 100% | 67% |
| 2014-2015 | 11 | 100% | 100% | 82% |
| 2015-2016 | 6 | 100% | 100% | 50% |
| 2016-2017 | 7 | 100% | 100% | 86% |
| 2017-2018 | 17 | 94% | 94% | 24% |
| 2018-2019 | 10 | 100% | 80% | 0% |
| 2020-2021 | 8 PHE | NA | NA | NA |

Source: District Comprehensive Information Report (August, January, June combined)

| |
|-----------------------------|
| Implementation Plan: |
| SCIENCE: |

| <p>Achieve a performance index for Science 4 of 190 with 90% of students performing at levels 3 & 4 by 2021-2022.</p> <p>Achieve a performance index for Science 8 students performing at levels 3 & 4 TO 165 or higher with 70% of students performing at levels 3 & 4 by 2021-2022.</p> <p>Maintain 90% of tested students scoring 65% and above on the Living Environment Regents with 20% scoring 85 and above by 2021-2022.</p> <p>Achieve 90% of tested students scoring 65% and above on the Earth Science Regents with 20% scoring 85 and above by 2021-2022.</p> | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>What</i> | <i>How</i> |
| Strategies | Major Tasks / Activities |
| <p>Align curriculum and exchange best practices</p> <p>Scaffold instruction of aligned topics</p> <p>Continue data analysis to look for gaps in coverage of content and skills</p> <p>Focus on important vocabulary and best-practices for teaching vocabulary</p> <p>Identify and intervene with 9-12 students who need support to achieve Advanced Regents Diploma to increase participation in advanced course.</p> <p>Better utilization of equipment</p> <p>Working on unpacking the Next Generation Science Standards</p> | <ul style="list-style-type: none"> ◆ Elementary (4 & 5) has purchased Smithsonian kits to better understand and teach the next generation science standards. ◆ At middle school level work on aligning the 6th, 7th and 8th grade curriculum with the next generation science standards and work towards reducing overlap. Physical science will be taught at 6th grade. Earth and Space science will be taught at 7th grade, and Life science will be taught at 8th grade. ◆ Data analysis has become common practice and will continue. ◆ This strategy has been coherently and consistently implemented. ◆ Working on a list of vocabulary words to build upon from elementary to high school. ◆ Consistently encourage students to achieve and succeed. Push students to continue to a higher level of science. ◆ High School working with scheduling in order to optimize the interactions with students and teachers. ◆ This strategy has been coherently and consistently implemented. ◆ Utilize laptops in the classrooms. Use online resources such as Mystery science, Gizmos and Smithsonian kits in order to supplement published materials. ◆ Seek out more training and resources to better understand and implement the Next Generation Science Standards. ◆ High School is working on Claim Evidence Reasoning (CER) type of lab reporting as a way of incorporating more literacy across the curriculum |

SOCIAL STUDIES

June 2020 Regents Assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic.

Global History and Geography Regents: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|-----------------|---------------|---------------|---------------|
| 2013-2014 | 72 | 83% | 72% | 39% |
| 2014-2015 | 68 | 87% | 72% | 38% |
| 2015-2016 | 68 | 91% | 87% | 28% |
| 2016-2017 | 67 | 88% | 72% | 37% |
| 2017-2018 | 15 | 60% | 53% | 0% |

Global History and Geography Transition Regents: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|-----------------|---------------|---------------|---------------|
| 2017-2018 | 58 | 86% | 74% | 48% |
| 2018-2019 | 17 | 53% | 29% | 0% |

Global History and Geography New Framework Regents: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|-----------------|---------------|---------------|---------------|
| 2018-2019 | 47 | 91% | 77% | 38% |
| 2020-2021 | 38 PHE | NA | NA | NA |

U.S. History and Government Regents: Performance of All TESTED Students:

| Total | # Tested | 55-100 | 65-100 | 85-100 |
|--------------|-----------------|---------------|---------------|---------------|
| 2011-2012 | 77 | 95% | 82% | 53% |
| 2012-2013 | 76 | 96% | 91% | 55% |
| 2013-2014 | 69 | 96% | 90% | 65% |
| 2014-2015 | 73 | 95% | 84% | 45% |
| 2015-2016 | 53 | 100% | 96% | 62% |
| 2016-2017 | 63 | 95% | 89% | 46% |
| 2017-2018 | 63 | 97% | 90% | 65% |
| 2018-2019 | 54 | 93% | 85% | 0% |
| 2020-2021 | 55 PHE | NA | NA | NA |

Source: District Comprehensive Information Report (August, January, June combined)

Implementation Plan:

SOCIAL STUDIES:

Global History and Geography Regents – 70% of all students will achieve a 65 or better (55 for students with a safety net) during the 2021-2022

school year.

U.S. History and Government Regents – 75% of all students will achieve a 65 or better (55 for students with a safety net) during the 2021-2022 school year.

| <i>What</i> | <i>How</i> |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | Major Tasks / Activities |
| Utilize good time management | <ul style="list-style-type: none"> ◆ Use pacing/curriculum maps and align assessments which adhere to the SS Frameworks |
| Read and analyze informational text while relating them to themes and concepts of American and World cultures and viewpoints | <ul style="list-style-type: none"> ◆ Utilize supplemental pieces of historical literature and primary sources to help differentiate instruction and make a literature rich environment in which to learn Social Studies. |
| Write clearly and coherently about given historical topics, addressing the task with detail, purpose and voice | <ul style="list-style-type: none"> ◆ Implement Stimulus Based Multiple Choice, Constructed Response and Enduring Issues at all levels of instruction as well as Short Essay and Civic/Constitution Essay practice |
| Provide students with focused instruction during AIS to promote success at all grade levels | <ul style="list-style-type: none"> ◆ Continue working in cooperation with the Special Education Department on addressing skills, and learning styles within AIS classes, mentoring groups, after school program and tutoring sessions. ◆ Implement the 3 Cs in our daily teaching with a focus on 21st century skills. ◆ Use evidence from data meeting to drive instruction. |
| Teach Enduring Issues | <ul style="list-style-type: none"> ◆ Promote global awareness and tolerance. ◆ Promote advocacy for the Social Studies within the department. ◆ Embed Civic education K-12 |
| Prepare for Common Core Regents Exams | <ul style="list-style-type: none"> ◆ Align writing instruction and grading rubrics K-12. ◆ Align Social Studies vocabulary combined with test taking vocabulary. ◆ Continued implementation of Inquiry Design Model (IDM) - framing, filling, and finishing inquiries |
| Become well-versed in new framework, K-12 | <ul style="list-style-type: none"> ◆ Regular department meetings and discussions about implementation of framework. |

Implementation Plan:

Physical Education and Health Department:

K-12 students will use effective communication, decision-making skills, and available resources to promote and enhance their health and well-

| being) | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>What</i> | <i>How</i> |
| Strategies | Major Tasks / Activities |
| <p>Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Consistently analyze student progress in order to differentiate instruction.</p> <p>Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment, along with having more opportunities for student-led activities.</p> | <ul style="list-style-type: none"> ◆ Incorporate the “Leader in Me” model as part of curriculum by developing student-user strategies that promote habit #7 – Sharpening the Saw. ◆ Check for understanding of the material that students are being exposed to during PE and Health classes. ◆ Use the following tasks to ensure that students are retaining information necessary to maintain their own person well-being: group/individual projects, discussions, quizzes, and tests. ◆ Help students understand how to gain access to the available resources in their community through ongoing discussions. These conversations will help students create and maintain a safe and healthy environment within their own lives. This will also aid students in making decisions regarding their own personal health. |

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Implementation Plan:</p> <p>SPECIAL EDUCATION:</p> <p>These initiatives specifically address the CSPD (Comprehensive System of Personnel Development) aspect of the plan to</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| support Students with Disabilities. | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>What</i> | <i>How</i> |
| Strategies | Major Tasks / Activities |
| <p>Continue to plan for supports that will enable students with disabilities to successfully transition from school to work and further education such as college or technical training programs</p> <p>Expand the use of assistive technology to support the implementation of both classroom and test accommodations in the least restrictive environment</p> <p>Use the Blueprint for Improved Results for Students with Disabilities as a guidance document to provide high quality special education services to all students with disabilities</p> | <ul style="list-style-type: none"> ◆ Continue to utilize training received from RSE/TASC to edit current IEPs for compliance and discuss how to keep us in best practice on all Transition sections of IEPs ◆ Continue to learn about new pathways and graduation options for students with disabilities in order to successfully transition students to post-school opportunities ◆ Continue implementation of Google Read and Write to assist students in the classroom and on assessments ◆ Continue to assign para-professional staff to set up devices to enable test accommodations to be delivered through assistive technology ◆ Continue to review and evaluate the impact of assistive technology on the progress of students with disabilities, particularly student preference for its use as opposed to human support ◆ Continue to support the implementation of individual Chromebooks and Google classroom across the grades ◆ Assure that IEPs are all Standards Based IEPs by building capacity and supporting full implementation of both existing and revised NYS Learning Standards ◆ Consider Universal Design for Learning when providing supports and accommodations ◆ Continuation of Co-Teaching in ELA and Math across the elementary, and in specific subject areas across the middle and high school where appropriate ◆ Continue to support the district's RTI plan |

Implementation Plan:
DISTRICT TECHNOLOGY:
 The Sandy Creek Central School District strives to create a technology rich environment for all students and staff. Our goal is to

utilize our technology resources to better prepare our students for their future careers and educational opportunities. We believe that all students should have equal access to technology resources and have this technology integrated into the education process at all grade levels and subject areas. We believe that technology resources should be used to extend the learning environment appropriate for each student, provide access to students, parents and staff, and help promote a technically literate community.

| <i>What</i> | <i>How</i> |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | Major Tasks / Activities |
| <p>Allow all students to have one-one access to online content or e-related materials during regular class time</p> | <ul style="list-style-type: none"> ◆ Maintain tech labs, media centers and distance learning room for large group, computer assisted instruction. ◆ Maintain 1:1 Device program for grades K-12 ◆ Maintain robust and scalable infrastructure to handle increasing numbers of wireless devices, as well as, communication and security systems. |
| <p>Promote greater access to online content and file storage</p> | <ul style="list-style-type: none"> ◆ Identify and document online subscription programming compliant with Ed-Law 2d that helps identify and promote learning strategies in all core subject areas. ◆ Promote home use of these same programs where and when applicable. ◆ Promote the use of cloud storage and file sharing applications (Google Drive). |
| <p>Increase communication strategies to promote parent/student/teacher communication</p> | <ul style="list-style-type: none"> ◆ Use appropriate and compliant cloud based products to share information (Google Drive/Classroom, Schoology, SchoolTool) |
| <p>Provide all special needs students with necessary adaptive hardware/software</p> | <ul style="list-style-type: none"> ◆ Continue working with special education staff and technical liaison to identify best practices. ◆ Work with special education coordinator to utilize devices and/or software that is compatible with existing infrastructure for optimal deployment and maintenance. |

Implementation Plan:

VISUAL ARTS:

Meld core content areas with special areas by highlighting the overlap of pertinent information while maintaining the integrity of

| each individual special area. | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>What</i> | <i>How</i> |
| Strategies | Major Tasks / Activities |
| <p>Bring to life, in the minds of students, the positive reality of the passionate pursuit of creativity, life-long learning and expression fostered by the visual arts.</p> <p>Expose students to, and give a basic understanding of, the role of the Arts in human society.</p> <p>Prepare young people with a desire for higher education in the Arts, by providing the foundation of necessary exposure to multiple artistic media and schools, as well as, developing crucial visual arts.</p> <p>DASA alignment with district goals to create a more inclusive learning environment</p> | <ul style="list-style-type: none"> ◆ Expose students to important cultural activities, i.e. project-based learning, interdisciplinary instructional approaches, museums, professional artists, college and studio environments. Using our ever-increasing library collection, field trips, as well as, online/virtual resources. ◆ Continue the practice of using Art History as a reference for the various roles Art has played in all cultures globally ◆ Continue using English related verbal and written assignments, as well as illustration assignments that support English classroom reading. ◆ Involve students in critiquing their Artworks in verbal and written fashion as well as the Art of the culture that surrounds them. ◆ *(Key) Provide teachers with increased professional development opportunities to keep them current on new and ever changing Art possibilities. ◆ Provide opportunities for students to create Artworks that fulfill necessary college entrance portfolio requirements. ◆ Keep students current in the progression of modern Art techniques (i.e. animation, graphic design, web design and digital formats). ◆ Give students outlets to express themselves which are otherwise unavailable. |

Implementation Plan: General Music and Chorus aligned with district-wide initiatives

GENERAL AND CHORUS:

Goal A: Utilize music curriculum and lessons to reinforce curriculum/lessons in the core areas where appropriate.

Goal B: Continue to develop the impact and effectiveness of course content/goals in students' life and career goals.

| <i>What</i> | <i>How</i> |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | Major Tasks / Activities |
| Continue to improve students' reading skills | <ul style="list-style-type: none"> ◆ Improve and maintain a sight reading curriculum K-12 grade. ◆ Make solfege the basic note reading method K-12. ◆ Students in general music should have a strong understanding of basic rhythms and notation. |
| Improve students' understanding of relation to core subjects | <ul style="list-style-type: none"> ◆ Align curriculum with history curriculum from K-6. i.e.: Start Star Spangled Banner history unit for Grade 6. ◆ Create units that find connections between music and core areas. |
| Improve students' use of technology understanding | <ul style="list-style-type: none"> ◆ Integrate the use of online music programs into general music and the choral program. ◆ Use programs via the interactive panels to help better understanding of curriculum. |
| Improve students' performance skills | <ul style="list-style-type: none"> ◆ Create more opportunities for performances so students can develop self-confidence and self-esteem. ◆ Increase practice of performance etiquette. |
| Create opportunities for students to learn new instruments | <ul style="list-style-type: none"> ◆ Improve upon a unit of instruction for guitar and/or piano from 5th – 7th grade. |
| Incorporate strategies to discourage bullying | <ul style="list-style-type: none"> ◆ Foster the individual talents of students to encourage self-confidence. ◆ Encourage students to be accepting of others' differences. ◆ 5th grade chorus team-building exercises to build a sense of unity within the class. |
| Improve new chorus grading policy | <ul style="list-style-type: none"> ◆ Improve an individualized grading system that includes a broad range of music skills: listening, sight singing, notes/rhythms, written theory, a written response piece to various music performances, and self-assessment. |

Implementation Plan:**INSTRUMENTAL MUSIC:**

| <i>What</i> | <i>How</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | Major Tasks / Activities |
| Teaching all students instrumental technique. The application of the technique as it applies to the individual and the musical level of their band. | <ul style="list-style-type: none"> ◆ Individual/group lessons for specific instrument groups. ◆ Band rehearsals. |
| Instruct all students on fundamental elements and techniques of music and instruments. | <ul style="list-style-type: none"> ◆ Progressively instruct the students in the elements of rhythm, pitch key signatures, scales, dynamics, articulation, melody, harmony, phrasing, etc. |
| Instruct all bands in the elements of group dynamics as they relate to a cohesive rehearsal and performance. | <ul style="list-style-type: none"> ◆ Establish rehearsal practice and policies. ◆ Listening exercises. ◆ Rhythmic and melodic exercises. ◆ Conducting techniques and responses. |
| Provide enrichment opportunities | <ul style="list-style-type: none"> ◆ NYSSMA Solo and Major Festivals ◆ Oswego All County Bands ◆ MS/HS Marching Band ◆ HS Fusion Ensemble ◆ NYSSMA Area/Conference All State Bands |
| DASA Initiative | <ul style="list-style-type: none"> ◆ Counsel band members on interpersonal relations and school behavior policies |

| Implementation Plan: | |
|-----------------------------|---------------------------------|
| LIBRARY: | |
| <i>What</i> | <i>How</i> |
| Strategies | Major Tasks / Activities |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Imbed core subject area learning standards into the AASL <i>National School Library Standards</i> and <i>Empire State Information Fluency Continuum</i></p> <p>Create a learning environment that encourages students to think critically, construct understanding and assess their own learning.</p> <p>Incorporate current technological learning resources into the library environment and into Core and Special Area classes.</p> <p>Implement media literacy instruction at all levels and curricular areas.</p> | <ul style="list-style-type: none"> ◆ Work with the American Association of School Librarians (AASL) <i>National School Library Standards</i>, the <i>Empire State Information Fluency Continuum</i>, and core subject area standards to align practices. ◆ Provide instruction in the information and inquiry skills required to create college and career ready learners ◆ Provide access to the informational texts and resources needed in Core and Special Area classes ◆ When collaborating with Core and Special Area teachers, design projects that utilize higher order thinking skills ◆ Share resources with Core and Special Area teachers that encourage projects with higher order thinking skills ◆ Invite Administration, Core and Special area teachers to library conferences/workshops where these skills are being discussed ◆ LMS will stay abreast of changing technology and incorporate these learning resources into the classroom and learning situations. ◆ Provide training, support and resources for students and Core and Special Area teachers PreK-12. ◆ Continue moving the library collection in the direction of increased digital resources. ◆ Begin with implementing instruction at grades 6-12 levels. The scope of these activities will differ as developmentally appropriate for the individual grade levels. ◆ LMS will continue to participate in the BOCES-created Media Literacy Task Force to ensure the district is ready when the Media Literacy for ALL initiative is officially adopted by NYS. (Current bills on the table in the New York State Legislature include A6153A, A6225A, A6142A and A8222.) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Implementation Plan: | |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------|
| LOTE: | |
| LOTE curriculum and lessons to increase fluency of the target language in reading, writing, listening and speaking. | |
| <i>What</i> | <i>How</i> |
| Strategies | Major Tasks / Activities |
| | |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Establish meaning</i> – the teacher presents linguistic structures and vocabulary through spoken examples in the target language</p> <p><i>Reinforce the structures</i> – teacher establishes the context for use of the target structures</p> <p><i>Reiterate the material</i> through reading and discussing similar stories containing the target structures. Verify comprehension and repeat the target structures by asking who/what/when/where/why/how questions about the story</p> | <ul style="list-style-type: none"> ◆ Provide comprehensible input in the target language during 75% of the class at a minimum. ◆ Push back boundaries to students’ comprehension using I + 1. ◆ Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Teachers will create a safe classroom environment to lower students’ affective filter (Krashen), keeping in mind special needs related to inclusivity. ◆ Students interpret written and spoken language on a variety of topics via written literature and class discussion. Address common core skills (i.e. close reading). ◆ Use authentic resources to help students demonstrate understanding of the nature of language and culture. ◆ Use data from interim assessments to drive curriculum planning. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|------------------------------|---------------------------------|
| Implementation Plan: | |
| TECHNOLOGY EDUCATION: | |
| <i>What</i> | <i>How</i> |
| Strategies | Major Tasks / Activities |

| | |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Reinforcement of elementary core area topics that should be covered at each level</p> | <ul style="list-style-type: none"> • Meet and revisit with core area teachers to ensure we do not overlap and coordinator our efforts. • Gr. 2-5 research projects on topics core areas do not cover (i.e. dinosaurs) • Develop a library of which special area is reinforcing the core area topics |
| <p>Study Common Core Learning Standards and develop projects with those in mind</p> | <ul style="list-style-type: none"> • Align units of instruction with elementary core teachers or shared/team teach relevant material. • Align elementary technology projects with the standards to help core are teachers reinforce what they will be expected to teach. |
| <p>Develop writing and research skills</p> | <ul style="list-style-type: none"> • Research historical events that were influenced by technological advances and developments that may have affected or altered history and its outcomes. • Research how technology has affected different cultures and people. • Integrate research paper related to curriculum content. |
| <p>Integrate math and problem solving skills within a current technology curriculum</p> | <ul style="list-style-type: none"> • Implement STEM concepts info existing curricula to engage students in mathematics, science and engineering (Elementary Lego Robotics). |
| <p>Gather/develop new ideas for curriculum development and teaching strategies</p> | <ul style="list-style-type: none"> • Gather ideas and resources from online sources from schools across the county to develop the technology curriculum. |

| Implementation Plan: | |
|-------------------------------------|---------------------------------|
| FAMILY AND CONSUMER SCIENCE: | |
| <i>What</i> | <i>How</i> |
| Strategies | Major Tasks / Activities |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Develop career and college readiness knowledge and skills</p> <p>Afford students multiple opportunities to read, write and compute in the context of real-world situations that are relevant to adult life through relevant tasks and community involvement</p> <p>Attainment of the Common Core Learning Standards with emphasis in literacy and the technical subjects</p> <p>Build structure around four 21st century skills termed “process skills”: communication, leadership, management and thinking.</p> | <ul style="list-style-type: none"> ◆ Incorporate appropriate technology in classroom instruction and include: applied academics, demonstrations, experiments, group discussions, group problem solving, interviews, laboratory experiences, library research, multi-age activities, projects, and scenarios. Infused decision making concepts into all topics taught. ◆ Show students the answer to the question, “Why do I have to know this?” Students build self-confidence and self-esteem by successful completion of real world experiences. ◆ Expose students to new and varied literacy concepts and instruction through the use of written directions and comprehension of reading recipes during lab. ◆ Continue to build on and challenge the student’s ability to practice literacy skills through classroom curriculum such as relevant topic research, sorting gathered information (reliable and valid), and producing quality written reports in middle & high school classes. ◆ Teach curriculum using a project-based experiential approach allowing knowledge and skills to be applied in a planned sequential manner. Deliver courses in a laboratory setting and involve a minimum of 75 percent hands-on instruction. ◆ Teach process skills through the content topics: career development, clothing management, consumer resource management, financial management, interpersonal relationships, and nutrition and wellness. ◆ Engage students in purposeful activities to develop the process skills as related to the content topics. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

EVALUATING AND REPORTING RESULTS

1. Describe the performance indicators you have developed to assess the effectiveness of the strategies you identified in Section IV.

In addition to the student outcomes specified in the Implementation Plans for each content area, the CDEP Planning Committee will monitor additional data to evaluate the effectiveness of the plan.

- Attendance at faculty meetings and study groups.
- Feedback from Department Coordinators.
- Perception surveys and evaluation forms administered to faculty and students.

2. Explain how the district and the planning committee will use evaluation results and data to revise strategies.

The Steering Committee will meet monthly and communicate frequently to monitor the plan and to make adjustments that support effective implementation. The larger Planning Committee will have scheduled meetings during plan implementation. These meetings will be used to look at student achievement data and the indicators specified above. Department Coordinators will be responsible for the two-way communication between the Planning Committee and the respective department faculty, including planning of professional development activities.

3. Explain how the district will disseminate its evaluation results to the public.

Ongoing updates of results will be compiled by the Steering Committee and Department Coordinators and shared with the Planning Committee and subsequently with the entire school community. The evaluation results for the CDEP will also be presented at a public Board of Education meeting.

ASSURANCES AND CERTIFICATIONS

Comprehensive District Education Plan Assurances

The Superintendent certifies that:

- Planning was conducted as a team process.
- A school profile was developed using all key data elements available.
- Representatives of all funding/planning areas were involved in the plan development.
- Building staff, parents and the school community were informed and involved, as appropriate, in the process.
- Required school building plans (such as the District Professional Development Plan, Response to Intervention/Multi-Tiered System of Supports (AIS), and CR Part 154 Comprehensive ELL Education Plan (CEEP)) are on file at both the building and district levels. These plans were a major resource in the establishment of priorities.
- The Plan meets the requirements of State and Federal laws and/or regulations that apply to the programs covered by this Plan.
- A Board of Education resolution is on file.



Signature (Superintendent of Schools)

Date