

Comprehensive District Education Plan



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

BEDS Code: **461901040000**

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Plan Start Date: **09/01/2020**

Plan End Date: **08/31/2021**

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



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**Sandy Creek Central School District
2020-2021
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>Elementary Teacher</i>
Karen Miller.....	<i>Middle School Teacher</i>
Brandie Norton.....	<i>Elementary Teacher</i>
Kevin Seymour*.....	<i>Middle/High School Principal and Director of SE</i>
John Shelmidine.....	<i>Board of Education</i>
Michelle Shirley.....	<i>Math Coordinator</i>
Mike Stevens*.....	<i>PE, Health & Athletics Department Coordinator</i>
Tonya Trudell.....	<i>Social Studies Coordinator</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 2020-2021 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 ◆ Support teachers in assessing students through online platforms such as STAR and AIMSWeb Plus. ◆ 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 ◆ Use ParentSquare on a regular basis to notify parents of students at grades 6-12 of attendance concerns.
<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 ◆ Provide opportunities on future staff development days for departments to align writing practices across all instructional models. ◆ 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 Learning Standards ◆ Continue aligning writing K-12 within the department, and coordinate basic writing rules and expectations with other departments. ◆ 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 2020-2021 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 Science teachers at grades 3-7 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

ENROLLMENT AND GRADUATION RATE

Enrollment

BEDS	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
K-12	894	879	824	815	833	836	824	824	842	838	782

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%

Source: District Accountability Overview Report

ASPIRATIONAL GOALS

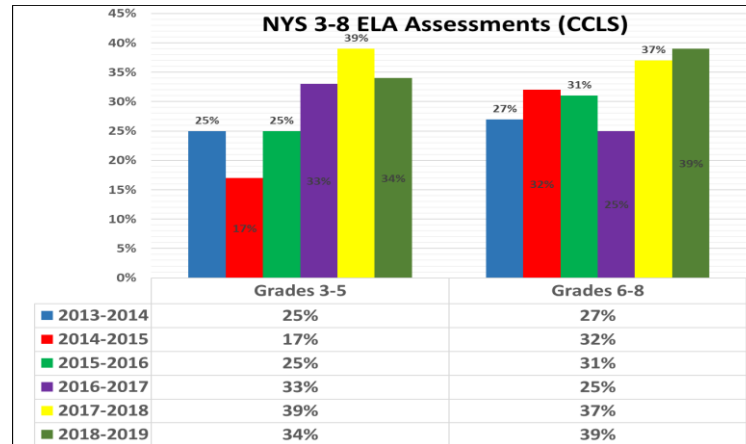
Aspirational Performance Measure (APM) is based on the percent of students in a cohort scoring at or above 75 on the English Language Arts Regents Exam and percent of students scoring at or above 80 on the Math Regents Exam.

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%

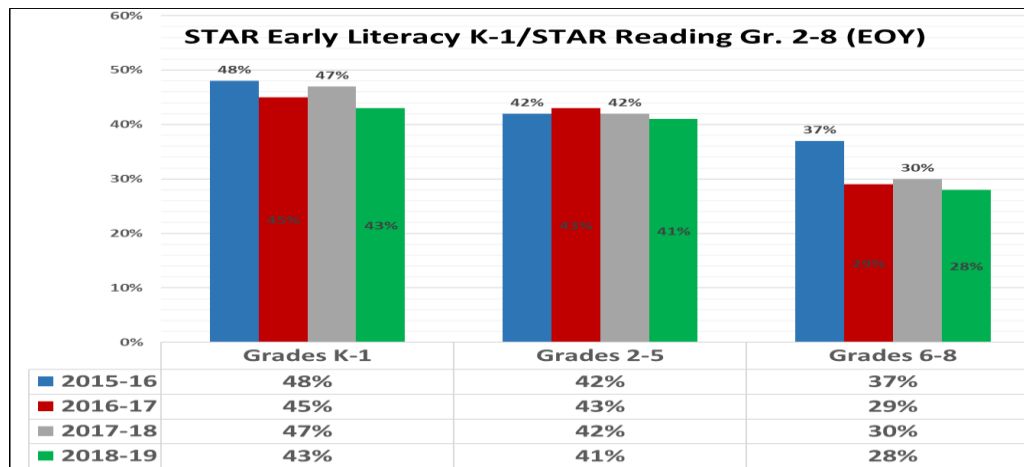
Source: NYSED Level 2 Total Cohort-Assessment Summary

ENGLISH LANGUAGE ARTS

Combined levels 3 & 4



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



Local end-of-year assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic.

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%

*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%

June 2020 Regents Assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic. (*only includes January 2020 test period)

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

January 4, 2021

Implementation Plan:	
ENGLISH AND LANGUAGE ARTS:	
<p>Kindergarten students will increase their STAR Early Literacy individual scaled scores at least 144 points from September 2020-June 2021. First grade students will increase their STAR Early Literacy individual scaled scores at least 131 points from September 2020-June 2021. Grades 2,3 & 5 students will increase their STAR Reading IRL (Instructional Reading Level) by 1.0 or more from September 2020-June 2021. 85% of Grade 4 students will score in the Average/Above Average percentile ranges on AimsWeb Plus Reading Comprehension in June 2021. 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 2020-2021 school year.</p>	
<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

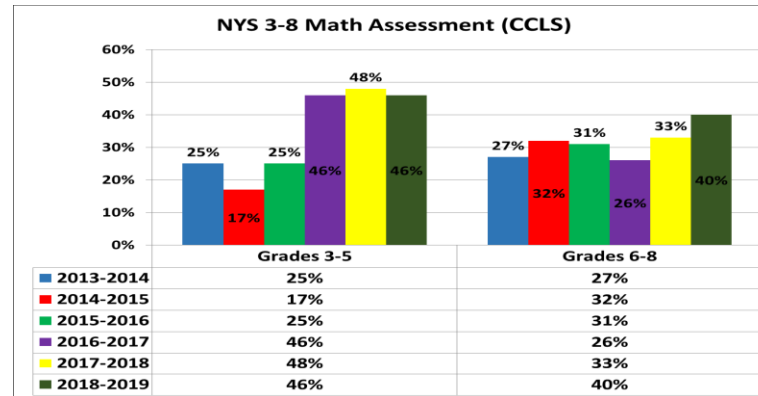
Implementation Plan:

ENGLISH AND LANGUAGE ARTS (continued): Kindergarten students will increase their STAR Early Literacy individual scaled scores at least 144 points from September 2020-June 2021. First grade students will increase their STAR Early Literacy individual scaled scores at least 131 points from September 2020-June 2021. Grades 2,3 & 5 students will increase their STAR Reading IRL (Instructional Reading Level) by 1.0 or more from September 2020-June 2021. 85% of Grade 4 students will score in the Average/Above Average percentile ranges on AimsWeb Plus Reading Comprehension in June 2021. 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 2020-2021 school year.

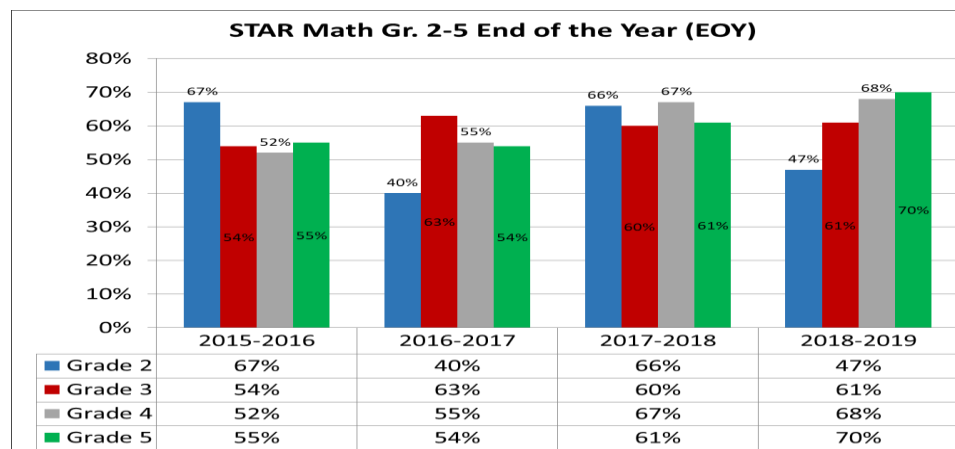
<i>What</i> Strategies	<i>How</i> Major Tasks / Activities
<p>Continue to increase student use and knowledge of vocabulary to align curricula with <i>Next Generation English Language Arts Standards</i> (revised 2017).</p> <p>Continue aligning writing K-12 within the department, and coordinate basic writing 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

Combined levels 3 & 4



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



Local end-of-year assessments were not administered during the 2019-2020 school year due to the COVID-19 Pandemic.

MATHEMATICS (Continued)

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%

*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:

January 4, 2021

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%

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%

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%

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

Implementation Plan:
MATHEMATICS:

<u>2 - 5 STAR Math</u> -	BOY 42.5% above 60 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>Improve and align instruction on the Common Core Standards and standards for mathematical practice while transitioning to the Next Generation Revised Standards</p>	<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 --Utilize the Interventionist in the elementary to better align the curriculum within and across grade levels ◆ Provide opportunities for teachers to create spiral review activities 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. ◆ Teach NYS CCLS with depth and understanding focusing not just on the how, but the why. ◆ Make connections of students’ learning across grade levels. ◆ Develop our students’ fluency by providing them with opportunities to practice speed and accuracy. ◆ Utilize formative and summative assessment data to drive instruction on the CCLS.

Implementation Plan:	
MATHEMATICS (continued):	
<u>2 - 5 STAR Math</u> -	BOY 42.5% above 60 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
Cultivate our students into independent problem solvers who can solve authentic problems	<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

NYS 4 & 8 Science Assessments were not administered for the 2019-2020 school year due to the COVID-19 Pandemic.

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%	

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

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%

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%

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

SCIENCE (Continued)

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

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%

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%

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 2020-2021.</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 2020-2021.</p> <p>Maintain 92% of tested students scoring 65% and above on the Living Environment Regents with 30% scoring 85 and above by 2020-2021.</p> <p>Have 80% of tested students scoring 65% and above on the Earth Science Regents with 15% scoring 85 and above by 2020-2021.</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 (3-5) 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 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 ◆ K-2 is using a Smithsonian kit to better implement their 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%

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%

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 2020-2021 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 2020-2021 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.
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:	
<p>Gr. K-12: The mission of the Sandy Creek Elementary Physical Education Program is to provide each student with the opportunity to develop positive character traits, understand and appreciate the importance of lifetime fitness and wellness through a variety of physical activities, and also have the knowledge and ability to organize activities as well as access and utilize community resources.</p> <p>Gr. K-5: 50% of K-5 students will achieve National Level Fitness as defined by the President’s Challenge.</p> <p>Gr. K-5: 15% of K-5 students will achieve President’s Level Fitness as defined by the President’s Challenge.</p>	
<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>	<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. ◆ Support students with “beginning with the end in mind.” ◆ Continue to introduce/reinforce key content vocabulary, along with providing students with opportunities to convey knowledge/learning to their peers, and assess each other. ◆ Provide a variety of activities to promote lifelong physical fitness. ◆ Provide students with knowledge to access related community resources. ◆ Include content that will help students learn about the effects of unhealthy diet and sedentary lifestyle on their health, relationships, and emotional well-being. ◆ Use Mental Health Education Literacy in Schools: Linking to a Continuum of Well-being Comprehensive Guide to support the current NYS Learning Standards for Health and Physical Education, along with tailoring instruction and programs based on district identified needs. ◆ Continue to test skills for every unit, along with using rubric (1-5) for daily practice. ◆ Continue to check for understanding of course materials/content through projects, discussions, quizzes, and tests. ◆ Differentiate instruction through a variety of learning styles, including command, practice, reciprocal, self-check, guided discovery, inclusion, convergent, divergent, jigsaw, and cooperative approaches. ◆ Use Fitness Testing to analyze student progress, along with allowing students opportunities to assist peers with testing and recording results. ◆ Support students in using data to assess their own progress, determine areas of improvement, and areas that need improvement.

Implementation Plan:

Physical Education and Health Department (continued):
 Gr. K-12: The mission of the Sandy Creek Elementary Physical Education Program is to provide each student with the opportunity to develop positive character traits, understand and appreciate the importance of lifetime fitness and wellness through a variety of physical activities, and also have the knowledge and ability to organize activities as well as access and utilize community resources.
 Gr. K-5: 50% of K-5 students will achieve National Level Fitness as defined by the President’s Challenge.
 Gr. K-5: 15% of K-5 students will achieve President’s Level Fitness as defined by the President’s Challenge.

<i>What</i>	<i>How</i>
Strategies	Major Tasks / Activities
<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> <p>Increase professional knowledge concerning technology</p>	<ul style="list-style-type: none"> ◆ Continue to provide students with opportunities to be in charge of environment for majority of the class following instruction. ◆ Allow students opportunities to discover new ways to transfer relevant information and create new dynamics within groups. ◆ Provide students with opportunities to demonstrate, practice, or teach peers through significant learning activities. ◆ Use the PE Sport Model more frequently to have students develop more ownership of the class, along with increasing opportunities for students to assume different roles and responsibilities. ◆ Provide students with opportunities to develop relationships with their peers as players, coaches, officials, and teammates. ◆ Continue to provide daily lessons that include safety strategies. ◆ Provide students with opportunities to be safety leaders. ◆ Continue to utilize in-district resources, such as Rachel Allen, to discuss options for “technology classes.”

Implementation Plan:

SPECIAL EDUCATION:
 These initiatives specifically address the CSPD (Comprehensive System of Personnel Development) aspect of the plan to support Students with Disabilities.

<i>What</i>	<i>How</i>
Strategies	Major Tasks / Activities
<p>In-house meetings to 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"> ◆ Use the training we received last school year from RSE/TASC to continue to edit current IEPs for compliance and discuss how to keep us in best practice on all Transition sections of IEPs ◆ Meet to review transition sections of IEPs as a group in order to check for compliance on the New York State Performance Plan Indicators of Secondary Transition and Post-School Outcomes ◆ Continue to learn about new pathways and graduation options for students with disabilities in order to successfully transition students to post-school opportunities ◆ Assign two 6-12 teachers to the role of assistive technology support staff who will act as a liaison between technology and special education and assist peers with implementation of assistive technology for classroom and testing accommodations ◆ Begin implementation of the Don Johnston Snap and Read software to assist students in the classroom ◆ 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 ◆ 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> <p>Promote greater access to online content and file storage</p> <p>Increase communication strategies to promote parent/student/teacher communication</p> <p>Provide all special needs students with necessary adaptive hardware/software</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 Chromebook program for grades 3-12 ◆ Maintain a set of mobile iPad carts to allow for PreK-2nd grades in-class instruction. ◆ Maintain robust and scalable infrastructure to handle increasing numbers of wireless devices, as well as, communication and security systems. ◆ 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). ◆ Use appropriate and compliant cloud based products to share information (Google Drive/Classroom, Schoology, SchoolTool) ◆ 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. museums, professional artists, college representatives, college and studio environments. Using ever increasing library collection, field trips, as well as, online resources as exposure. ◆ 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 AND CHORAL MUSIC:

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 music's 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 encore, finale and smart music into music and choral program. ◆ Use programs via the smart board to help better understanding of curriculum. ◆ Use chromebooks occasionally as well as the free version of sight reading factory.
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. ◆ Continue to implement Leader in Me in the music program.
Improve new chorus grading policy	<ul style="list-style-type: none"> ◆ Maintain and improve new individualized grading system and continue to adjust as needed; 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 the <i>Next Generation Learning Standards</i> into the <i>AASL 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>	<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 the <i>Next Generation Learning Standards</i> for ELA 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 ◆ Continue to support the implementation of the <i>New York State K-12 Social Studies Framework</i>, and the <i>New York State P-12 Science Learning Standards</i>. ◆ 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 ◆ Continue the implementation of <i>Makerspaces</i> in Libraries to encourage student innovation, discovery, and the development of critical thinking skills through STEM activities and challenges. ◆ 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.
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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 poverty and anti-bullying. ◆ 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). ◆ Teach and use idiomatic expressions to help students demonstrate understanding of the nature of language and culture. ◆ Use data from interim assessments to drive curriculum planning.
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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 • Align units of instruction with elementary core teachers or shared/team teach relevant material.
<p>Study Common Core Learning Standards and develop projects with those in mind</p>	<ul style="list-style-type: none"> • Align elementary technology projects with the standards to help core are teachers reinforce what they will be expected to teach. • Meet periodically with core areas to ensure the information that is reinforced follows the standard, acceptable format, structure and procedure as taught in the core areas.
<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. • Usage of library facilities for development of research skills.
<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. • Usage of mathematical formulas for angle cuts, dimensioning, layout and board feet calculation.
<p>Gather/develop new ideas for curriculum development and teaching strategies</p>	<ul style="list-style-type: none"> • Visit other schools to share ideas for curriculum and lab development. • Observe other teaching strategies and techniques. • Gather new ideas in curricula development and teaching strategies via student teachers from SUNY Oswego. • Continued implementation of Google Products starting at grade 3.

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, scenarios and service learning. ◆ Infused decision-making and goal-setting concepts into all topics taught. ◆ Incorporate Leader in Me goals through the use of goal setting, referencing the 7 habits and the language associated with each. ◆ Show students the answer to the questions, “Why do I have to know this?” Students build self-confidence and self-esteem by successful completion of real world experience (labs, sewing projects, music interview). ◆ Expose students to new and varied literacy concepts and instruction through the use of written directions and comprehension of reading recipes during lab and step by step instructions for various projects. ◆ 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), producing quality written reports and presentations 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% hand-on instruction. ◆ Teach key skills through the PACS content modules: Human development and relationships, individual growth and life readiness, apparel and textiles production/design, Environmental design and management, nutrition and wellness, food production and systems. ◆ Engage students in purposeful activities to develop the process skills related to CTE theme modules: career and community opportunities, financial and consumer literacy, health, safety and wellness communication, sustainability, and problem solving and innovation.
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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:

January 4, 2021

- 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