Comprehensive District Education Plan

School District: **Sandy Creek Central School District**	
BEDS Code: **461901040000**	
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Plan Start Date: **09/01/2025**	Plan End Date: **08/31/2026**

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

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Sandy Creek Central School District
2024-2025
CDEP District Committee

Steering Committee:

Kevin Seymour..*Superintendent*
Cora Harvey ....*Business Administrator*
James Hunt..*Athletic Director & Assistant Principal*
Kimberly Manfredi..*Committee of Special Education Chair*
Jessica Blair...*Curriculum/Instruction*
Timothy Filiatrault ....*Elementary Principal*
Tonya Trudell...*Middle/High School Principal*
Christopher Grieco ....*Technology Coordinator*

Full Committee:

Rachel Allen..*Library Services*
Jennifer Gestwick...*Elementary Teacher*
Andrea Harris ....*Parent and Board of Education Representative*
Christina Hunt ....*ELA Department Coordinator*
Kevin Halsey...*Board of Education Representative*
Theodore Krenrich ....*Science Coordinator*
Lacey Marriott..*Guidance Department*
Sara McNitt ....*Math Coordinator*
Karen Miller ....*Middle School Teacher*
Brandie Norton..*Elementary Teacher*
Sarah Orr ....*Elementary Teacher and SCTA President*
Scott Parish...*Special Areas Coordinator*
Michele Warner...*Parent and Board of Education Representative*
Caitlin White ....*Social Studies Coordinator*

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:

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.

To increase student academic achievement through curriculum alignment to New York State standards with an emphasis on standard prioritization through collaboration and communication amongst stakeholders.

Continue to showcase achievements and celebrate student and staff successes to inform and update the community to create and maintain support for programs.

To empower students by involving them actively in educational decision-making processes, fostering a collaboration where their voices are heard and valued.

To foster meaningful partnerships between school and their surrounding communities, promoting collaboration, involvement, and support for educational endeavors that benefit students, families, and the wider community.

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.	
What	*How*
Strategies	**Major Tasks / Activities**
Student Achievement Increase student engagement across all instructional models	♦ 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 all students. ♦ Provide training and/or support on district supported web-based instructional or assessment tools as needed. ♦ 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 ♦ Collect, analyze, and document the various methods and strategies used by staff members to engage parents in our school community. A comprehensive resource of this information will be shared with staff, parents, and families, ensuring effective communication and fostering stronger collaboration between the school and home. ♦ 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
Focus on Student Writing 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.	♦ Provide opportunities during future staff development opportunities for departments and/or grade level spans to continue implementation of *The Writing Revolution* (TWR or Hochman Method strategies and align writing practices across instructional models). ♦ 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 vertical and horizontal alignment resource for ELA and World Languages grades 3-12 teachers to address the loss of learning and serve as a foundational reference for other content areas. ♦ 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.	
What	*How*
Strategies	**Major Tasks / Activities**
PreK-12 Programming and Professional Development Planning 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.	♦ Continue implementation of Next Generation and revised standards based on NYSED recommendations and/or revised timeline roadmaps through the process of prioritizing and unpacking standards ♦ 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 Pacing 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 ♦ Continue to support Science 4-12 teachers with the implementation of the required recently released Elementary and Middle School Science Investigations, as well as the Investigations for Regents Science courses ♦ 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 ♦ Implement the NYS Portrait of a Graduate into the educational framework PreK-12 ♦ Review NY Inspires Personal Finance Education standards to prepare for academic integration in the 2026-27 school year

ENROLLMENT, GRADUATION RATE, AND COLLEGE, CAREER, AND CIVIC READINESS

Enrollment

BEDS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K-12	833	836	824	824	842	838	782	708	768	796	792	789	774

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
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%
2018 Cohort (Class of 2022)	n=49	96%
2019 Cohort (Class of 2023)	n=46	87%
2020 Cohort (Class of 2024)	n=50	98%
2021 Cohort (Class of 2025)	n=51	84%

Source: NYSED Level 2 Total Cohort Report – Sandy Creek High School

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)
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%
2018 Cohort (n=49)	44 PHE	48 PHE	NA – Public Health Emergency
2019 Cohort (n=46)	76% (41 Tested) & 4 PHE	38% (24 Tested) & 20 PHE	NA – Public Health Emergency
2020 Cohort (n=50)	74% (49 Tested)	30% (47 Tested) W/22 PHE Exempt and Tested & 2 Exempt and Not Tested	22%
2021 Cohort (n=51)	71% (45 Tested)	35% (47 Tested)	35%

Source: NYSED Level 2 Total Cohort Assessment Report

District Attendance – Summary of Absence – All Students

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%
2021-2022	52%	30%	18%
2022-2023	41%	28%	31%
2023-2024	48.3%	33%	18.8%
2024-2025	48.2%	30.8%	20.9%
2025-2026 (10/8/25)	82.1%	9.1%	8.8%

Source: NYSED Level 2 Year to Date Student Attendance/Absenteeism Summary Report

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		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
2022-2024		PreK-12: Onsite daily	-Continue to track attendance for students out for COVID Related Reasons (positive cases only)

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	-Select June 2021 NYS Regents Exams administered - NYS 3-8 ELA and Math – multiple choice sections only - Science 4/8 (only written Part)	Only June Regents for Integrated Algebra, Living Environment, Earth Science and ELA administered & January Regents canceled	Students, those learning remotely, were not required to take the exam. Students granted exemptions for NYS Regents if course credit earned.
2021-2022	NYS June Regents Exams administered - NYS 3-8 ELA and Math administered - Science 4/8 administered	New US History Framework June Regents was not administered & January Regents canceled	Students could still earn exemptions for US History if requirements were met.
2022-2023	New US History Framework – not offered for January 2023.	US History Exemptions (PHE) still granted for January 2023	Students could still earn exemptions for US History if requirements were met by January 2023.
2023-2024			After August 2023 Regents Exams – students can no longer invoke Special Appeals (SA) to earn a diploma with a lower score on Regents exams.

Accountability Measures and Poverty Data

Accountability Measures under ESSA (Every Student Succeeds Act) as of 2025-2026 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
- Attendance
- 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
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%
*2021-2022	742	50.3%
*2022-2023	752	51.9%
*2023-2024	748	52.01%
*2024-2025	738	52.3%
*2025-2026	736	51.9%

Source: NYSED Level 2 BEDS - Free and Reduced Price Lunch Eligible Students Enrolled on BEDS Day

*Sandy Creek qualified for the Community Eligibility Provision (CEP) option due to the high percentage of students qualifying for free and reduced meals. 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.

College, Career, and Civic Readiness Index

To determine the CCR Index, students in the cohort are assigned a weight between 0.0 to 2.0 based on the type of achievement earned. The total weighted amount is then divided by the number of students in the cohort plus any students from another cohort who earned a Regents with Seal of Biliteracy.

High School Cohort	CCR Index
2014 Cohort (Class of 2018)	158.96
2015 Cohort (Class of 2019)	145.38
2016 Cohort (Class of 2020)	---
2017 Cohort (Class of 2021)	---
2018 Cohort (Class of 2022)	155.93
2019 Cohort (Class of 2023)	138.78
2020 Cohort (Class of 2024)	174.07
2021 Cohort (Class of 2025)	146.15

Source: NYSED Level 2 College, Career, and Civic Readiness Accountability Report

ENGLISH LANGUAGE ARTS

NYS 3-8 ELA Results

Grade Band	2024 Total Number Tested	2024 # of L3 and L4	2024 % of L3 and L4	2024 NYS Proficiency Rates	2025 Total Number Tested	2025 # of L3 and L4	2025 % of L3 and L4	2025 NYS Proficiency Rates
Grades 3-5	152	59	38.8%	44.6%	140	58	41.4%	55%
Grade 6-8	149	38	24.4%	48.6%	151	39	25.8%	51.3%

STAR Reading Longitudinal Report (Percent Scoring At or Above 41st Percentile) – Same Cohort Prior Years

Current Grade	2025-2026 (BOY)	2024-2025 (EOY)	2023-2024 (EOY)	2022-2023 (EOY)
Grade 2	39%	27% (Early Literacy)		
Grade 3	46%	58%	38% (Early Literacy)	
Grade 4	43%	51%	39%	
Grade 5	36%	40%	49%	49%
Grade 6	57%	60%	53%	56%
Grade 7	54%	54%	60%	*
Grade 8	60%	60%	28%	44%
Grade 9	64%	58%	40%	46%
Grade 10	64%	62%	35%	40%
Grade 11	86%	73%	40%	44%
Grade 12	80%	78%	36%	40%

*Piloted aimswebPlus Reading Battery

STAR Early Literacy Longitudinal Report (Percent Scoring At or Above 41st Percentile) – Same Cohort Prior Years

Current Grade	2025-2026 (BOY)	2024-2025 (EOY)
Kindergarten	35%	
Grade 1	20%	27%

ENGLISH LANGUAGE ARTS (Continued)

Fall 2025 AimsWeb Results (Percent Scoring At or Above 41st Percentile)

Grade	Reading / Early Literacy Composite	Letter Naming Fluency	Letter Word Sounds Fluency	Nonsense Word Fluency	Oral Reading Fluency	Word Reading Fluency	Reading Comprehension	Vocabulary
Kindergarten	52%	50%	58%					
First	49%			83%	39%	36%		
Second	47%				43%		51%	45%
Third	51%				50%		46%	59%
Fourth	38%						58%	54%
Fifth	51%						44%	48%

Secondary Level English - Performance after Four Years:

Cohort Year	L 3-5 65-100[1]	L 4-5 80-100[1]	Participation Rate
2014 (n=61)	92%	64%	100%
2015 (n=59)	86%	64%	100%
*2016 (n=52 - 1 PHE)	91%	57%	96%
*2017 (n=49 – 5 PHE)	100%	82%	94%
*2018 (n=49 – 44 PHE eligible) – Levels based on 30 tested	83%	63%	63%
*2019 (n=46 – 4 PHE) – Levels based on 41 tested	83%	57%	93%
2020 (n=50)	88%	70%	100%
2021 (n=51)	78%	63%	100%

Source: NYSED Level 2 Total Cohort Assessment Report, NYSED Level 2 HS Accountability Achievement Verification Report
*Some students are exempt due to Public Health Emergency.

ENGLISH LANGUAGE ARTS (Continued)

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

School Year	# Tested	55-100	65-100	85-100
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	53 – 3 PHE	100%	100%	64%
**2020-2021	48 – 24 PHE	100%	100%	63%
2021-2022	45 Tested & 11 PHE	95%	84%	43%
2022-2023	56	96%	84%	55%
2023-2024	46	98%	89%	50%
2024-2025	66	100%	89%	45%

Source: Annual Regents Examination Report

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)

Implementation Plan:	
ENGLISH AND LANGUAGE ARTS: Gr. K: 85% of students will increase their STAR Early Literacy individual scaled scores at least 100 points from September 2025-June 2026 or achieve At/Above Benchmark for their scaled score. Gr. 1: At least 60% of First grade students will score Average or above on aimswebPlus Nonsense Word Fluency in June 2026. Gr. 2: Cohort will increase their STAR Reading IRL (Instructional Reading Level) by 1.0 or more from September 2025-June 2026. Gr. 3: 70% of students will score in the average/above average percentile ranges on aimswebPlus Reading comprehension in June 2026. Gr. 4: Cohort will increase their STAR Reading IRL (Instructional Reading Level) by 1.0 or more from September 2025-June 2026. Gr. 5: Cohort will increase their STAR Reading IRL (Instructional Reading Level) by 1.0 or more from September 2025-June 2026. Gr. 6-8: 40% of students in grades 6-8 will score at or above grade level on the EOY ELA STAR test during the 2025-2026 school year. HS: 85% of tested students in high school will meet proficiency for the English Regents exam (55 for students with a safety net) during the 2025-2026 school year.	
What	*How*

Strategies	Major Tasks / Activities
Continue to explore approaches for engaging students in setting personal school goals.	- Meet with students individually to review current data and set goals. - Academic goals- using STAR Reading, STAR EL and aimswebPlus All classroom teachers and support teachers need training to: - Administer aimswebPlus measures/probes at grades K-5 - Interpret data and generate various reports from aimswebPlus for parents, teachers and students to show student progress on early literacy skills - Analyze student Benchmark and Progress Monitoring data - 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 - Support their learning about the world around them, and - Help them explore ways they can be active participants in civil, community and professional endeavors
Explore a variety of approaches to increase students' reading fluency.	- Choosing curricula and strategies for all areas of fluency - Supporting students skills for: decoding, expression and accuracy - Administer progress monitor measures for at-risk students K-5 - Increase opportunities for students to read independently throughout their day to build reading stamina - Support independent use of reading strategies to support reading comprehension - Reading teacher support during tier I CKLA Skills at grades K-2
Continue to increase student use and knowledge of vocabulary to align curricula with *Next Generation English Language Arts Standards* (revised 2017).	- 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 2022 edition Skill Units/Knowledge Domains, Gr. 3-5 will use the updated Expeditionary Learning ELA Modules and align their work to current standards and state assessments, and 6-12 will use a variety of texts from different genres that align to current standards and state assessments.

Continue aligning writing K-12 within the department, and coordinate basic writing rules and expectations with other departments.	- 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. - Grades 3-6 will use *The Writing Revolution* as a guide to help strengthen students' writing skills

MATHEMATICS

NYS 3-8 Math Results

Grade Band	2024 Total Number Tested	2024 # of L3 and L4	2024 % of L3 and L4	2024 NYS Proficiency Rates	2025 Total Number Tested	2025 # of L3 and L4	2025 % of L3 and L4	2025 NYS Proficiency Rates
Grades 3-5	149	67	45%	53.6%	137	52	38.0%	57.7%
Grade 6-8	139	53	38%	49.6%	134	58	43.2%	51.3%

STAR Math Longitudinal Report (Percent Scoring At or Above 41st Percentile) – Same Cohort Prior Years

Current Grade	2025-2026 (BOY)	2024-2025 (EOY)	2023-2024 (EOY)	2022-2023 (EOY)
Grade 2	34%			
Grade 3	39%	51%		
Grade 4	42%	42%	59%	
Grade 5	52%	52%	59%	60%
Grade 6	69%	69%	58%	57%
Grade 7	55%	58%	58%	48%
Grade 8	79%	77%	43%	53%
Grade 9		73%	65%	61%

MATHEMATICS (Continued)
Fall 2025 AimsWeb Results (Percent Scoring At or Above 41st Percentile)

Grade	Math Composite / Early Numeracy	Math Concepts & Applications	Math Fact Fluency – 1 Digit	Number Naming Fluency	Number Comparison Fluency – Pairs	Number Comparison Fluency – Triads	Number Sense Fluency	Mental Computation Fluency
Kindergarten	24%	29%		30%				
First		31%	7%		33%			
Second	27%	25%				47%	45%	39%
Third	39%	41%				38%	42%	49%
Fourth	42%	29%				63%	50%	42%
Fifth	52%	46%				72%	68%	56%

Secondary-Level Mathematics - Performance after Four Years:

Cohort Year	Level 3-5 65-100[1]	Level 4-5 80-100[1]	Participation Rate
2014 (n=61)	92%	61%	100%
2015 (n=59)	88%	47%	100%
*2016 (n=52 – 1 PHE)	90%	35%	98%
*2017 (n=49 – 12 PHE)	88%	37%	98%
*2018 (n=49 – 48 PHE) Levels based on 27 Tested	74%	48%	84%
*2019 (n=46 – 41 PHE) Levels based on 24 tested	50%	38%	40%
2020 (n=50)	80%	30%	96%
2021 (n=51)	71%	35%	100%

Source: NYSED Level 2 Total Cohort Assessment Report, NYSED Level 2 HS Accountability Achievement Verification Report
*Some students are exempt due to Public Health Emergency.

MATHEMATICS (Continued)

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

School Year	# Tested	55-100	65-100	85-100
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%
2021-2022	45 tested & 5 PHE	93%	73%	7%
2022-2023	71	96%	82%	11%
2023-2024	33	79%	55%	6%

Regents Algebra I - Performance of All TESTED Students:

School Year	# Tested	55-100	65-100	85-100
2023-2024	53	94%	81%	9%
2024-2025	70	93%	67%	3%

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

School Year	# 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
2021-2022	15	100%	100%	47%
2022-2023	7	100%	100%	29%
2023-2024	10	100%	90%	0%
2024-2025	28	96%	93%	11%

MATHEMATICS (Continued)
Regents Common Core Geometry - Performance of All TESTED Students:

School Year	# Tested	55-100	65-100	85-100
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
2021-2022	12 Tested & 5 PHE	92%	67%	0%
2022-2023	18	83%	50%	6%
2023-2024	42	88%	74%	12%
2024-2025	5	80%	60%	40%

Regents Geometry - Performance of All TESTED Students:

School Year	# Tested	55-100	65-100	85-100
2024-2025	32	91%	69%	6%

Source: Annual Regents Examination Report

Implementation Plan:
MATHEMATICS: NYS Math 3-8: Percentage of all students grades 3-8 scoring a Level 3 or 4 will be 45%. Gr. 2 STAR Math: By the end of the year, 60% of students will be considered benchmark at the 40th percentile. Gr. 3 STAR Math: By the end of the year, 75% of students will be considered benchmark at the 40th percentile. Gr. 4 STAR Math: By the end of the year, 80% of students will be considered benchmark at the 40th percentile. Gr. 5 STAR Math: By the end of the year, 80% of students will be considered benchmark at the 40th percentile. Gr. 6 STAR Math: By the end of the year, 83% of students will be considered benchmark at the 40th percentile. Gr. 7 STAR Math: By the end of the year, 75% of students will be considered benchmark at the 40th percentile. Gr. 8 STAR Math: By the end of the year, 75% of students will be considered benchmark at the 40th percentile. Algebra: 85% of students will meet their graduation requirements on the Algebra (CC) Regents. In addition, 50% will meet or exceed an 80 on the Algebra (CC) Regents (considered College and Career Ready by NYSED). 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

What	*How*
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	- Continue to train and support teachers on implementing and teaching the Math Common Core Standards while transitioning to the Next Generation Revised Standards --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. - Connect our content to real life applications for mathematics.
Cultivate our students into independent problem solvers who can solve authentic problems	- 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 Science 4 - Performance of All Tested Students:

School Year	Level 1	Level 2	Level 3	Level 4	Levels 3&4	Performance Index
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 (Continued)
NYS Science 8 - Performance of All Tested Students:

School Year	Level 1	Level 2	Level 3	Level 4	Levels 3&4	Performance Index
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 Level 1 Data Analysis Folder

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 – only written section was administered, along with requirements for remote learners, due to the impact of COVID-19.

NYS Science 5 & 8 Assessments

Grade	2024 Total Number Tested	2024 # of L3 and L4	2024 % of L3 and L$	2024 NYS Proficiency Rate	2025 Total Number Tested	2025 # of L3 and L4	2025 % of L3 and L$	2025 NYS Proficiency Rate
Gr. 5	52	22	42%	35%	46	23	50%	45%
Gr. 8	46	13	28%	34%	34	17	50%	44%

Living Environment Regents - Performance of All TESTED Students:

School Year	# Tested	55-100	65-100	85-100
2015-2016	59	95%	90%	32%
2017-2018	59	92%	82%	42%
2018-2019	64	97%	80%	28%
2020-2021	32 Tested & 22 PHE	97%	94%	28%
2021-2022	49 Tested & 6 PHE	92%	84%	24%
2022-2023	72	94%	85%	40%
2023-2024	66	92%	83%	33%
2024-2025	58	86%	71%	31%

SCIENCE (Continued)

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

School Year	# Tested	55-100	65-100	85-100
2015-2016	57	98%	95%	54%
2016-2017	49	96%	94%	49%
2017-2018	49	90%	86%	39%
2018-2019	44	98%	89%	43%
2020-2021	28 Tested & 15 PHE	75%	68%	36%
2021-2022	44 Tested & 8 PHE	84%	68%	27%
2022-2023	49	92%	84%	35%
2023-2024	63	95%	89%	51%
2024-2025	55	93%	85%	49%

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

School Year	# Tested	55-100	65-100	85-100
2015-2016	25	100%	88%	24%
2016-2017	34	100%	85%	24%
2017-2018	21	100%	81%	19%
2018-2019	21	100%	81%	38%
2020-2021	17 PHE	NA	NA	NA
2021-2022	15	100%	93%	33%
2022-2023	8	100%	100%	50%
2023-2024	16	100%	94%	0%
2024-2025	28	96%	86%	39%

SCIENCE (Continued)
Physical Setting / Physics Regents: Performance of All TESTED Students:

School Year	# Tested	55-100	65-100	85-100
2015-2016	6	100%	100%	50%
2016-2017	7	100%	100%	86%
2017-2018	17	94%	94%	24%
2018-2019	10	100%	80%	60%
2020-2021	8 PHE	NA	NA	NA
2021-2022	9	77%	77%	11%
2022-2023	9	100%	100%	78%
2023-2024	2	100%	100%	100%
2024-2025	4	100%	75%	0%

Source: Annual Regents Examination Report

Implementation Plan:	
SCIENCE: Achieve 70% of tested students scoring 65% and above on the Science 8 exam by 2025-2026. Maintain 85% of tested students scoring 65% and above on the Living Environment Regents with 15% scoring 85 and above by 2025-2026. Achieve 85% of tested students scoring 65% and above on the Earth Science Regents with 15% scoring 85 and above by 2025-2026.	
What	*How*
Strategies	**Major Tasks / Activities**
Align curriculum and exchange best practices Scaffold instruction of aligned topics Continue data analysis to look for gaps in coverage of content and skills	• Elementary (3, 4 & 5) has purchased Mystery Science kits to better understand and teach the next generation science standards. • At middle school level work on aligning the grade 6-8 curriculum with the Next Generation Science standards and work towards reducing overlap. Physical science will be taught at grade 6. Earth and Space science will be taught at grade 7, and Life science will be taught at grade 8. • Data analysis has become common practice and will continue. • Preparing for Computer Based Testing

Focus on important vocabulary and best-practices for teaching vocabulary	• This strategy has been coherently and consistently implemented. • Working on a list of vocabulary words to build upon from elementary to high school.
Identify and intervene with 9-12 students who need support to achieve Advanced Regents Diploma to increase participation in advanced courses.	• 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.
Better utilization of equipment	• 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.
Working on unpacking the Next Generation Science Standards	• Seek out more training and resources to better understand and implement the Next Generation Science Standards. • Continuing to work on and implement the new state performance investigations at the elementary and middle school levels • 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

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

School Year	# Tested	55-100	65-100	85-100
2017-2018	15	60%	53%	0%

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

School Year	# Tested	55-100	65-100	85-100
2017-2018	58	86%	74%	48%
2018-2019	17	53%	29%	18%

SOCIAL STUDIES (Continued)

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

School Year	# Tested	55-100	65-100	85-100
2018-2019	47	91%	77%	38%
2020-2021	38 PHE	NA	NA	NA
2021-2022	60 Tested & 13 PHE	97%	85%	33%
2022-2023	50	90%	80%	20%
2023-2024	64	95%	89%	27%
2024-2025	60	92%	83%	27%

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

School Year	# Tested	55-100	65-100	85-100
2017-2018	63	97%	90%	65%
2018-2019	54	93%	85%	50%
2020-2021	55 PHE	NA	NA	NA
2021-2022	50 PHE	NA	NA	NA

US History New Framework Regents - Performance of All TESTED Students:

School Year	# Tested	55-100	65-100	85-100
2022-2023	53 Tested & 11 PHE	96%	81%	25%
2023-2024	47	91%	83%	11%
2024-2025	63	94%	73%	16%

Source: Annual Regents Examination Report

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 2025-2026 school year. U.S. History and Government Regents – 80% of all students will achieve a 65 or better (55 for students with a safety net) during the 2025-2026 school year.

What	*How*
Strategies	**Major Tasks / Activities**
Read and analyze informational text while relating them to themes and concepts of American and World cultures and viewpoints Write clearly and coherently about given historical topics, addressing the task with detail, purpose and voice Provide students with focused instruction during AIS to promote success at all grade levels Provide increased opportunities for students to obtain the Seal of Civic Readiness Teach Enduring Issues Prepare for Regents Exams Become well-versed in new framework, K-12	♦ Use pacing/curriculum maps and align assessments which adhere to the SS Frameworks ♦ 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. ♦ 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 ♦ New to 2024-2025: Senior PIG students will complete a Service Learning Project as part of the curriculum to earn credit toward the Seal of Civic Readiness. As part of Civic Participation, students who are part of the Big Buddy Program will earn credit toward the SoCR. ♦ 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 meetings to drive instruction. ♦ Promote global awareness and tolerance. ♦ Promote advocacy for the Social Studies within the department. ♦ Embed Civic education K-12 to meet requirements for the SoCR ♦ 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 ♦ Regular department meetings and discussions about implementation of framework.

Implementation Plan:	
PHYSICAL EDUCATION AND HEALTH: K-12 students will use effective communication, decision-making skills, and available resources to promote and enhance their health and well-being)	
What	*How*
Strategies	**Major Tasks / Activities**
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Consistently analyze student progress in order to differentiate instruction. 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.	• 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.

Implementation Plan:	
SPECIAL EDUCATION: Using the **Blueprint for Improved Results for Students with Disabilities** guidance document, the special education department will focus on the following core principles to support students with disabilities during the 2025-2026 school year.	
What	*How*
Strategies	**Major Tasks / Activities**
Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities	• Assure that IEPs are all Standards Based IEPs by supporting full implementation of NYS Learning Standards • Engage in professional development in Specially Designed Instruction, with a focus on behavioral needs, differentiation in the classroom, and retention of information

access to participate and progress in the general education curriculum.	
Provide high-quality inclusive programs and activities.	• Continuation of Integrated Co-Teaching and Consultant Teacher Direct in specific subject areas across the Middle and High School, based on individual student needs • Consider the full Continuum of Services to ensure that students with disabilities are educated in the least restrictive environment
Provide multi-tiered systems of behavioral and academic support.	• Continue to support the district's Multi-Tiered Systems of Support (MTSS) plan, with a focus on strengthening the MTSS process and procedures for behavior • Engage in professional development (CPI, behavior strategies, de-escalation techniques, trauma informed training) in order to apply a proactive process to support student behavior in the classroom
Provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.	• Utilize training received from NYSED to continue to keep IEPs in compliance and maintain 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 to partner with agencies such as ACCES-VR, Pre-Employment Transition Services, and the Oswego County Workforce New York Career Center

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.

What	*How*
Strategies	**Major Tasks / Activities**
Provide all students one-one access to standards-aligned online learning platforms and content during regular class time.	• 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.
Promote greater usage of standards-aligned online learning platforms and content.	• Analyze usage and adoption rates of learning platforms; use that data to identify needs for professional development and targeted communication to further promote standards-aligned learning strategies in all core subject areas. • Promote home use of these same programs where and when applicable.
Increase parent, student, and teacher communication and overall engagement.	• Increase engagement through greater use and adoption of various tools available in district unified communication system, ParentSquare.
Increase utilization and effectiveness of adaptive hardware/software for special needs students.	• Continue working with special education staff to identify best practices for providing technology –based accommodations. • Work with special education coordinator to identify gaps and strategies to increase utilization and effectiveness of the adaptive capabilities of student devices and/or software.

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.	
What	*How*
Strategies	**Major Tasks / Activities**
Bring to life, in the minds of students, the positive reality of the passionate	• 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.

pursuit of creativity, life-long learning and expression fostered by the visual arts. Expose students to, and give a basic understanding of, the role of the Arts in human society. 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. DASA alignment with district goals to create a more inclusive learning environment	• 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.

What	How
Strategies	**Major Tasks / Activities**
Continue to improve students' reading skills	- 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	- 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	- 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	- 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	Improve upon a unit of instruction for guitar and/or piano from 5th – 7th grade.
Incorporate strategies to discourage bullying	- 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	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:	
What	*How*
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.	• Individual/group lessons for specific instrument groups. • Band rehearsals.
Instruct all students on fundamental elements and techniques of music and instruments.	• 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.	• Establish rehearsal practice and policies. • Listening exercises. • Rhythmic and melodic exercises. • Conducting techniques and responses.
Provide enrichment opportunities	• NYSSMA Solo and Major Festivals • Oswego All County Bands • MS/HS Marching Band • HS Fusion Ensemble • NYSSMA Area/Conference All State Bands
DASA Initiative	• Counsel band members on interpersonal relations and school behavior policies

Implementation Plan:	
LIBRARY:	
What	*How*
Strategies	**Major Tasks / Activities**
Imbed core subject area learning standards into the AASL *National School Library Standards* and *Empire State Information Fluency Continuum*	• Work with the American Association of School Librarians (AASL) *National School Library Standards*, the *Empire State Information Fluency Continuum*, 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
Create a learning environment that encourages students to think critically, construct understanding and assess their own learning.	• 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
Incorporate current technological learning resources into the library environment and into Core and Special Area classes.	• 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.
Implement media literacy instruction at all levels and curricular areas.	• 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:	
WORLD LANGUAGES: World Languages (LOTE) curriculum and lessons to increase fluency of the target language in reading, writing, listening and speaking.	
What	***How***
Strategies	**Major Tasks / Activities**
Establish meaning – the teacher presents linguistic structures and vocabulary through spoken examples in the target language	♦ Provide comprehensible input in the target language during 75% of the class at a minimum.
Reinforce the structures – teacher establishes the context for use of the target structures	♦ Push back boundaries to students' comprehension using I + 1.
Reiterate the material 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	♦ 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:	

What	*How*
Strategies	**Major Tasks / Activities**
Reinforcement of elementary core area topics that should be covered at each level	• Meet and revisit with core area teachers to ensure we do not overlap and coordinate 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
Study Common Core Learning Standards and develop projects with those in mind	• Align units of instruction with elementary core teachers or shared/team teach relevant material. • Align elementary technology projects with the standards to help core area teachers reinforce what they will be expected to teach.
Develop writing and research skills	• 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.
Integrate math and problem solving skills within a current technology curriculum	• Implement STEM concepts info existing curricula to engage students in mathematics, science and engineering (Elementary Lego Robotics).
Gather/develop new ideas for curriculum development and teaching strategies	• Gather ideas and resources from online sources from schools across the county to develop the technology curriculum.

Implementation Plan:
FAMILY AND CONSUMER SCIENCE:

What	*How*
Strategies	**Major Tasks / Activities**
Develop career and college readiness knowledge and skills	• 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.
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	• 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.
Attainment of the Common Core Learning Standards with emphasis in literacy and the technical subjects	• 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.
Build structure around four 21st century skills termed "process skills": communication, leadership, management and thinking.	• 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.

Kevin Seymour
Signature (Superintendent of Schools)

1/7/26
Date