Priority Area #1: INCREASE ACADEMIC ACHIEVEMENT:

<table>
<thead>
<tr>
<th>BOE Goal #1- Graduation is the defining result of all that takes place within our District from PreK – 12. Because of the global COVID-19 pandemic crisis, the Graduation rate, for both District and High School, will remain at 86% District and 92% High School. Supporting structures to reinforce these goals will be evidenced by:</th>
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<tbody>
<tr>
<td>Aligned, cohesive and articulated curriculum Pre-K – 12 that utilizes a systematic approach to support all learners. Academic achievement results with NYS grades 3 – 8 and Regents exams</td>
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2021-22 - Winter meeting - Performance Benchmarks:

- iReady, iXL, SchoolPace data
- 2021 State Assessment results (if available)
- Most recent school report card data

CDEP Focus Statements of Practice 21-22

**Curriculum, Instruction and Assessment:**

- Prioritizing Standards
- Assessment Practices
  - Monitoring Progress toward standards
  - Data Collection and Analysis
  - Differentiating instruction to meet student needs.
Needs Statement/Rationale for Practice focus:

The District needs to **improve assessment practices in all forms** because it will help us understand where academic gaps exist for students. Teachers and Leaders need to **monitor student progress toward standards through effective data collection and analysis practices**. Teachers need to **make instructional decisions that ensure all students make progress** throughout the year.

This was revealed to us by the absence of real time data that would indicate where students are academically as a result of the March 2020 closure or the 20-21 school year. The current school year and four months of the previous school year occurred during the COVID-19 pandemic which resulted in a variety of instructional modalities occurring simultaneously (in-person, remote and hybrid).

We will know progress is being made by looking at diagnostic assessment data (iReady, iXL, School Pace) as well as summative assessment data in the form of 3-8 ELA and Math assessments and NYS Regents assessments (if available) as well as accrued credits and rates of graduation.
**Faculty Learning Targets:**

- I can prepare for and actively participate and/or lead DDI meetings.
- I can implement differentiated instruction and Tier 1 interventions based on the targets of my course and my data analysis.
- I can utilize systems within my building to seek additional support for students' academic and/or social emotional needs.
- I can effectively use available resources to meet student needs.

**Structures and Leadership Actions**

Each in-service day session will be guided by the following target. *I can monitor student progress toward standards through effective data collection and analysis practices.*

- Director of Curriculum will plan for and communicate the time that will be given on opening day (2021) for teachers to promote 21-22 curriculum maps in eDoctrina and identify priority standards for the 21-22 school year.
- Each building principal will schedule/calendar DDI meetings to occur no less than 8 times/year. Director of Curriculum will build time into in-service days throughout the year.
- Teacher leaders will be identified and supported by district and building leaders to facilitate DDI meetings.
- Building principals will collect documentation from each DDI meeting. Documentation will minimally include:
  - Identified targets/standards for assessment analyzed,
  - Core Curriculum/Tier 1 action steps identified.
- Principals will ensure that some form of student level data will be shared with the “next teacher” as appropriate to context.
- Current RTI/AIS plans will be triggered for students who need more intense intervention. This includes referrals to SST as appropriate to the student with data to support referral.
Priority Area #2: FOSTER CHARACTER

**BOE Goal #2** - The Board of Education desires students and school staff to model the District’s understanding of character traits. The Board promotes a school climate that supports the social and emotional well-being of District students. A research-based curricula and programming which is comprehensive, aligned, and articulated will be in place by June 2021.

**2021-22 - Winter meeting - Performance Benchmarks:**

- Attendance Data
- Qualitative data that has yet to be identified

**CDEP Focus Statements of Practice 21-22**

**Social Emotional Developmental Health:**

- Strengthening meaningful relationships with individuals and within entire school community
- Understanding and implementing the social science of Restorative Practice

**Needs Statement/Rationale for focus**

The district needs to focus on **building and strengthening meaningful relationships with individuals and within all members of the school community** because students will experience greater safety and sense of belonging. The social science of Restorative Practices has shown to improve relationships within a community and has resulted in not only greater safety and sense of belonging but also improved behavior, less bullying and less violence.

This was revealed to us through the committee’s lived experiences. The topic of students' social emotional well-being prompted a conversation about the committee’s main concerns related to student social emotional well-being and engagement with school.

We will know progress is being made by looking at attendance data as well as analyzing qualitative data that has yet to be identified. Qualitative data may be in the form of survey results, interviews with students, stories heard and shared, etc.
# Faculty Learning Targets:

- I can build and strengthen meaningful relationships with all members of the school community.
- I can be a role model for students demonstrating positive character strengths.
- I will provide authentic opportunities to practice habits of character.

## Structures and Leadership Actions

Each in-service day session will be guided by the following target. **I can build and strengthen meaningful relationships with all members of the school community.**

Each in-service day will include approximately 2 hours for all teachers to meet in small, mixed groups to read and discuss **Culturally Responsive Practices** - (i.e. race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background)

In the spring of 2021 teachers will be given the choice from a list of books chosen by the district. Administrators will use the teachers’ selections to build mixed groups of educators who will work together throughout the 21-22 school year.

Each in-service day session will be guided by the following target. **I can build and strengthen meaningful relationships with all members of the school community.**

At the completion of the session, all educators will complete a reflection form to articulate how their reading and discussion helped them build and strengthen meaningful relationships.

Administrators will review the reflections.

On the last in-service day of the year, all book clubs will meet and share their learning. Then each building faculty will meet with their principal to determine next steps for building structures and/or action steps that can be taken.

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**A welcoming and affirming environment is a component from NYSED’s Culturally Responsive Framework:**

“A welcoming and affirming environment feels safe. It is a space where people can find themselves represented and reflected, and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.”
Priority Area #3: ENGAGE FAMILIES:

**BOE Goal #3:** The Board of Education will continue to provide resources and promote a shared common vision of Family Engagement by June 2021. The District will implement additional ways to engage families as evidenced by:

- CSEP plan infusion
- Enhanced community partnerships
- Additional family outreach

**2021-22 - Winter meeting - Performance Benchmarks:**

- Data from first two priorities will be analyzed

**CDEP Focus Statements of Practice 21-22**

**Family and Community Engagement:**

- Reciprocal communication with family and community stakeholders so that student strengths and needs are identified and used to augment learning and improve social emotional well-being.

**Needs Statement/Rationale for focus:**

The district needs monitor, implement, and strengthen reciprocal communication with families and community stakeholders because it will give all members of the school community the opportunity for purposeful dialogue.

This was revealed to us by research-based literature explaining the positive effects of communication on engagement (Dr. Steve Constantino)

We will know progress is being made by improvement in the data from our first two priorities

**Faculty Learning Targets:**

- I can communicate with families and community stakeholders so student strengths and needs are identified and used to augment learning and improve social emotional well-being.

**Structures and Leadership Actions**

- District and Building Leadership will embed modes of reciprocal communication with families and community stakeholders.