

## Final 2022-23 CDEP Plan

January 2022

### Priority Area #1: INCREASE ACADEMIC ACHIEVEMENT:

**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:*

*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*

#### **2022-23 - Performance Benchmarks:**

- iReady, iXL, SchoolPace data
- 2022 State Assessment results (if available)
- Most recent school report card data

#### **CDEP Focus Statements of Practice 22-23**

##### **Curriculum, Instruction and Assessment:**

- Assessment Practices
  - Compiling data into actionable data
  - Types of Assessment
- Data conversations with Students
- Data conversations with Colleagues
- Meeting Student Needs based on assessment

**Needs Statement/Rationale for Practice focus:**

The District needs to **focus on actionable data** because we need to understand where students are as we move to post-pandemic schooling, and we need to better understand what we can do to support students moving forward. Teachers and Leaders need to **share data with students and each other** because fostering student ownership for learning and collaborating with colleagues will support progress for students.

This was revealed to us through Data Driven Instruction (DDI) conversations and other district meeting structures (i.e. Student Support Teams, Responsive to Intervention meetings, etc.)

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.

## Final 2022-23 CDEP Plan

January 2022

### 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.

### District Structures and Leadership Actions

#### ESTABLISHED STRUCTURES/ACTIONS:

- All curriculum maps will be rolled over in eDoctrina for the 22-23 school year
- Building leaders will ensure that all courses have a current and accurate curriculum map that contains the minimum requirements (*name and description of each unit of study, standards addressed, content and skills gained, and assessment used*)
- Each building will have a functioning RTI and/or AIS program that includes DDI for all instructional staff.
- All buildings will have a system of assessment that includes a universal screening tool and/or series of formative assessments (minimally in state assessed courses)

## Final 2022-23 CDEP Plan

January 2022

### 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.*

#### 2022-23 - Performance Benchmarks:

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

#### CDEP Focus Statements of Practice 22-23

##### Social Emotional Developmental Health:

- Sustaining positive relationships with students and school community
- Understanding student and family social emotional needs and how to respond
- Availability of social emotional programming (mentors, crew, office hours, curriculum, etc.)
- Understanding and implementing Restorative Practice

#### Needs Statement/Rationale for focus

The district needs to focus on **relationships and regulation** as we work to support students' social emotional wellbeing post pandemic. The district needs to **build trauma informed environments** where all people can thrive. Additionally, **Leaders and Teachers need to continue conversations and professional learning around Social Emotional Learning (SEL), including the social science of Restorative Practices**, because it will systemically support student needs.

This was revealed to us through our Panorama survey, beginning development of restorative practice structures, and research on trauma as we move to post pandemic schooling.

We will know progress is being made by looking at attendance and suspension 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.

## Final 2022-23 CDEP Plan

January 2022

<b>Faculty Learning Targets:</b> <ul style="list-style-type: none"><li>• I can build and strengthen meaningful relationships with all members of the school community</li><li>• I can be a role model for students demonstrating positive character strengths.</li><li>• I can provide authentic opportunities to practice habits of character.</li></ul>	<b>District Structures and Leadership Actions</b>  <u>ESTABLISHED STRUCTURES/ACTIONS:</u> <ul style="list-style-type: none"><li>• Each building has formed a Trauma Invested Practice team to support the planning and implementation of social emotional health programs.</li><li>• Professional development will be planned using Pete Hall, #Samehere, and Dr. Tonemah.</li><li>• Each building will have a functioning team that.....<i>these teams will be built to ensure effective communication with all stakeholders (including two-way communication between buildings and Special Education department) (i.e. In the elementary the SEL staff facilitates these meetings)</i></li><li>• Diversity, Equity, and Inclusion will be a lens we use as we work across all programs and structures.</li></ul>

***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.”*

## Final 2022-23 CDEP Plan

January 2022

### 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*

#### **2022-23 - Performance Benchmarks:**

- Data from first two priorities will be analyzed

#### **CDEP Focus Statements of Practice 22-23**

##### **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.

##### **District Structures and Leadership Actions**

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