

PHOENIX CENTRAL SCHOOLS

**COMPREHENSIVE DISTRICT
EDUCATION PLAN**

2018-2019



COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

The Board of Education acknowledges the involvement, participation and contributions of the following stakeholder representatives in the development of this Comprehensive District Education Plan (CDEP):

Staff Representatives: Ellen Byrnes (Reading Teacher), Charles Chawgo (Middle School Math Teacher), Michelle Lewis (High School English Teacher), Lynn McCaffrey (Middle School Teacher), Rick Pento (High School Science Teacher), Jill Pitcher (High School Math Teacher), Wendy Sachel (Instructional Specialist), Dave Webb (Middle School Teacher, PCSTA President), and Jill Wilde (Instructional Specialist).

Administration Representatives: Christopher Byrne (Superintendent of Schools), Helen Abbott (Academic Dean), Sue Anderson (Middle School Principal), Thomas Bailer (High School Principal), Nicole Covell (Director of Data, RTI & Instructional Technology), Brett Doody (Elementary Principal), Bob Edwards (Executive Director of Instruction and Personnel), and Kathie Palladino (Director of Special Education).

Other:

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MISSION STATEMENT

The Phoenix Central School District is committed to a challenging educational program that promotes academic and personal growth for all students. Each student will become a confident, productive, responsible individual with a strong academic foundation, and the ability to make positive ethical choices. Our goal is to cultivate a sense of pride, character, and accountability in our students and community. The Board of Education, staff, parents, students, and community share responsibility for this mission.

VISION STATEMENT

The Phoenix Central School District is dedicated to educating students to develop desired moral, ethical, and cultural values, to stimulate and expand a continual learning process and to cultivate an understanding and appreciation of the rights and responsibilities of American citizens, which will enable them to function effectively as independent individuals in a democratic society.

DISTRICT STATEMENT

The Phoenix Central School District has three instructional buildings with an enrollment of approximately 1,900 students. The Phoenix Central School District's students, parents, and community are served by a staff of 16 administrators, 233 instructional staff members, and 151 non-instructional staff members. Michael A. Maroun (MAM) Elementary School was built in 1958 and has an approximate enrollment of 713 students in grades Pre-K - 4. Additional construction was completed in 1985 which included adding the Kindergarten wing of the building. Most recent construction took place in 1994 when the Student Services area was built. The Emerson J. Dillon (EJD) Middle School was built in 1964 and has an approximate enrollment of 582 students in grades 5 through 8. In 2009, the middle school completed a huge expansion as part of a Capital Project. The expansion included the construction of a new classroom wing, science rooms, gymnasium with upper track, band rooms, chorus rooms, a new kitchen, a new cafeteria, and new offices. The John C. Birdlebough (JCB) High School, built in 1954, serves grades 9 through 12 with an enrollment of approximately 616 students. Portions of the high school were renovated in 1976, 1990, and a new 12-room science wing opened in the spring of 1999. Each school has a warm, friendly atmosphere where staff members take pride in getting to know students on an individual basis.

The Phoenix Central School District serves as the focal point of the greater Phoenix community and as an educational institution that challenges each child to learn for a lifetime. The district provides programs at all levels that are designed to ensure that students learn in a caring and nurturing environment. Our staff regularly examines its practices and makes modifications / changes in instruction for the purpose of improving student achievement. Residents and parents alike support this small district, which offers the charm of a rural / suburban community, yet is a short commute to the cities of Syracuse, Fulton and Oswego.

The district is committed to a strong educational program and provides outstanding educational opportunities for all students at all grade levels, designed to make our students competitive in the 21st century and beyond. The Phoenix Central School District prides itself as

a place where students can achieve their goals, inside and outside the classroom. As a district, our goal is for each student to become responsible, confident, productive individuals with a strong academic foundation and the ability to make intelligent choices. Our small size allows students to participate in extra-curricular activities such as the district's award-winning art, music, and athletic programs.

Approximately eighty-one percent of Phoenix graduates go on to two or four year colleges, seven percent enter the military, and seven percent enter the workforce (the remaining five percent have other plans or are unknown). The District prides itself on its academic performance and the success of its graduates in meeting the District's learner outcomes by becoming self-directed learners, collaborative workers, complex thinkers, community contributors, quality producers, and ethical decision-makers. The District and School Report Cards are available through a link on the District's web site (www.phoenixcsd.org) or upon request.

THE PHOENIX COMMUNITY

The Phoenix Central School District encompasses parts of seven townships located mainly in southern Oswego County and a small portion of Onondaga County. The village of Phoenix, with a population of 2,384 is the largest population center of the district. The total population of the district is 12,188. Phoenix is primarily a rural community and is conveniently located near Route 481. Typically, residents of the community work in Syracuse to the South or in Fulton or Oswego to the North. Major employers in the area include Anheuser Busch, Bristol-Myers Squibb, Carrier, Constellation Energy, Crouse Hinds, General Motors, Lockheed Martin, National Grid, and The MONY Group.

The village was incorporated in 1848. The school district is the largest employer in the village, followed by the Industrial Park that houses several small businesses, a day care center, and an extension site for SUNY Oswego. The village also includes a variety of specialty shops, merchants, and restaurants. The area is visited by many who are interested in the history of New York State. Phoenix has many historical landmarks, and its close proximity to the Erie Canal and Oswego River make it an area ideal for boating, fishing, biking, and camping. The community is located on Lock 1 of the New York State Canal System (Oswego Canal). Adjacent to Lock 1, newly developed Henley Park offers seasonal entertainment for Phoenix Residents.

Our community benefits from the wide range of educational and recreational opportunities in the region and nearby. Several institutions of higher education are within a one hour drive from Phoenix and include SUNY Oswego, Syracuse University, LeMoyne College, Onondaga Community College, and Cayuga Community College. Not only can our community members attend classes at these institutions, they can also attend cultural, performing arts, and sporting events. In addition to these experiences, Phoenix residents enjoy spending time together at the local public library, and participating in a number of sporting events and music venues.

One of the villages most recognized groups is the "Bridge House Brats". This youth volunteer program has been intact for nearly 14 years and provides a variety of services (ordering / picking up food at local restaurants, getting ice, carrying laundry, etc.) to visitors to the canal site and Bridge House museum, located at Henley Park in Phoenix. The "Bridge House Brats" maintain the park and its historical museum all summer long, keeping both the park and museum clean, operational, and safe while offering hospitality to boaters traveling the canal

and visitors alike. The residents of Phoenix, along with local businesses, are actively involved with their schools and take great pride in their programs, activities and accomplishments. Through field trips, fundraisers, community service, after-school activities, night and athletic events, our community joins together to ensure personal and academic success for all of our children.

OBJECTIVES: On December 10, 2015 President Obama signed the Every Student Succeeds Act (ESSA). In the months that followed the U.S. Department of Education developed its timeline and expectations for state and school district implementation. In essence, the new law set out to ensure equity in education, and to reconsider and restructure accountability measures. Among other provisions, the law¹

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Driven by its commitment to educating all students New York's Department of Education began a process of reviewing and suggesting changes to comprehensive plans, to responses to struggling students, to accountability, and to a range of other related topics. Simultaneously, we had begun a series of shifts in practice and in process that naturally fit under the category of helping all students succeed. And while the 2016-2017 conversation focused on practices, process, structures and schedules, during the review of our CDEP this school year, the conversation centered around the previously established objectives of the plan. Recognizing the validity of the previously established objectives, the committee focused much of our work on the processes we can put in place (and guarantee) so that achievement of the objectives becomes a sustainable, ingrained part of our culture. We focused on the "right" work. Because we accepted the validity of the objectives, and focused on the "how", questions centered on what data we should use as the measures of growth. Our first step was to validate the two district identified objectives:

OBJECTIVE #1:

Student learning will demonstrate an upward trend.

OBJECTIVE #2:

Students will develop a sense of pride and self-worth.

¹ <https://www.ed.gov/essa?src=ft>

HOW TO ADDRESS OBJECTIVES: During the 2016-2017 school year we began full implementation of our Response to Intervention process. At its core Response to Intervention is a way of structuring a system and working collaboratively so that we can all focus on what we expect students to know and to be able to do as a result of instruction; it is a focus on learning and growth, on core instructional practices, and on successful interventions and supportive structures. When implemented fully, a quality RTI system makes explicit a guaranteed and viable curriculum. In its first tier administrators and teachers become experts in strategies that typically help 80 to 90% of students access the core curriculum. Common assessment strategies are employed so that students who do not successfully master the concepts are supported - this support is typically identified as Tier II support. When students struggle with Tier II strategies, a successful Rti system has an additional layer of support - deemed, Tier III.

In terms of implementation, at least two strands of development and professional learning occur simultaneously. One of the first ways that teachers and administrators need support is in our capability to use data effectively. For that purpose we have employed the Harvard Data-Wise process. This process involves team-building, focus on the data, and development in prioritizing essential learning outcomes that we expect.

Another factor involved in working toward systemic change involves structuring collaborative work. In the fall of 2016 we designated every Teacher and Teaching Assistant to a Core Instructional team. During the 2016-2017 summer and school year and continuing in the 2017-2018 school year we structured as much work as possible within the core team model.

An additional consideration, specifically related to each objective was our mission to determine key indicators of progress that a)we could track, and b)would provide us with information that we think will help us respond in real time to make changes in program and practice that will ultimately positively impact student outcomes related to our objectives.

USING SMART GOALS: When we started the work we used SMART goal templates to develop a plan for each indicator.

OBJECTIVES: On the page that follow are tables that outline the Indicators of Progress for Objective #1 and Objective #2.

INDICATORS OF PROGRESS:

For each objective the committee determined to write three or four indicators of progress. We recognize that these indicators are only a few of the factors that could be used to assess progress toward each objective. In time we may realize that other indicators might have more value. At this time, however, the recommendation is to focus on these specific indicators for the next several years.

Indicators of Progress for Objective #1 - Student learning will demonstrate an upward trend.

1. Every student will make the projected standard growth target within one year (based on NWEA-MAP RIT score).
2. We will increase participation in Advanced Placement and college-level courses.
3. We will increase the percentage of students achieving a Regents (or Advanced Regents) diploma.
4. We will increase the percentage of students participating in, and achieving, 6.5 credits in a school year.

Indicators of Progress for Objective #2 - Students will develop a sense of pride and self-worth.

1. We will reduce the percentage of students who are chronically absent. Every student will have more than 90 points and more than 90% attendance at EJD.
2. We will reduce the number of discipline referrals.
3. Participation in extra-curricular activities or community activities will increase.

In an Appendix we will build tables that can easily be printed to be used in collaborative meetings in the years that follow so that committee and core instructional team work can be focused on the Indicators of Progress for each Objective.

The pages that follow are the data tables that we analyzed for the 2016-2017 school year and that we will add to as we move forward.

DATA ANALYSIS

Indicator of Progress 1-1: Every student will make the projected standard growth target within one year (based on NWEA-MAP RIT score).

During the 2016-2017 school year (our first year of NWEA-MAP assessment) students completed three assessments - fall, winter, spring. Below are the two data sets pulled from our MAP data, they are articulated in Math and Reading.

MAP Math Growth Data 2016-2017				
Grade	Total No	Total Yes	Total	% Yes
K	49	85	134	63.43%
1	26	85	111	76.58%
2	63	67	130	51.54%
3	57	70	127	55.12%
4	48	75	123	60.98%
5	32	100	132	75.76%
6	59	44	103	42.72%
7	76	53	129	41.09%
8	81	57	138	41.30%
9	57	71	128	55.47%
10	39	70	109	64.22%

MAP Reading Growth Data 2016-2017				
Grade	Total No	Total Yes	Total	% Yes
K	49	86	135	63.70%
1	39	72	111	64.86%
2	58	74	132	56.06%
3	79	48	127	37.80%
4	76	48	124	38.71%
5	59	74	133	55.64%
6	61	42	103	40.78%
7	72	57	129	44.19%
8	76	59	135	43.70%
9	48	78	126	61.90%
10	63	56	119	47.06%

Action Steps

What activities will we implement in order to impact this data?

1. Each building will develop an RTI team. Each RTI team will consider this data, dig deeper into the data (student by student, skill by skill) and recommend action based on their findings. The committees will partner with teachers and with building and district administrators to determine next steps, which may include but will not be limited to:
 - Tier I instructional shifts
 - Tier II support structures changes
 - Tier III implementation
 - Professional Development related to best instructional practices
 - Professional Development related to best practices in curriculum development around our Guaranteed and Viable curriculum

2. Each building Principal will report on these indicators in their fall presentations to the Board of Education. Each presentation may include:
 - The data chart used about (with current data)
 - Information regarding previous areas of focus to impact student learning and future plans for impacting the data

Implemented by

Who will be responsible for implementing the action steps?

- Currently our Director of Data, RTI and Instructional Technology (Nicole Covell)

facilitates all of our RTI processes. In each building, our Building Principal also participates on the RTI committee and will be cognizant of the data in this indicator of progress. Moving forward, Building Administrators will use the data to drive decision-making.

Timeline

When will the action steps be executed? How will implementation be reported/monitored?

- Ongoing. Building RTI teams have been developed and are functioning in each building. They will continue their work at both the individual student level and at the full school and district level.

Indicator of Progress 1-2: We will increase participation in Advanced Placement and college-level courses.

Advanced Placement Data

	AP U.S.	AP Euro	AP Biology	AP Physics	Total
2012-2013	19	10	9	6	44
2013-2014	20	12	8	9	49
2014-2015	34		17	18	69
2015-2016	40	14	18	14	86
2016-2017	32	21	18	18	89
2017-2018	27	20	10	14	71

Concurrent Enrollment Data

	English 103/104	Pre- Calculus	Calculus	Math 104	French 4	Spanish 4	Micro Computer	College Health	Photo CCC	Digita l Photo	Distance Learning	Total
2012-2013	39	38	17	9	19	12	12	2	22	21	40	231
2013-2014	25	40	12	8	13	12	10	0	49	40	25	234
2014-2015	25	25	17	8	16	28	13	1	50	26	25	234
2015-2016	41	46	15	13	17	23	12	3	44	38	37	289
2016-2017	41	27	16	13	9	17	14	3	42	35	65	282
2017-2018	26	25	10	8	11	12	8	1	35	29	47	212

Total participation in Advanced Placement and Concurrent Enrollment Courses

	AP Total	College Total	Total
2012-2013	44	231	275
2013-2014	49	234	283
2014-2015	69	234	303
2015-2016	86	289	375
2016-2017	89	282	371
2017-2018	71	212	283

Action Steps

What activities will we implement in order to impact this data?

1. The JCB Administrative and Counseling team will analyze this data and use it when they build the Master Schedule.
2. The Executive Director of Instruction and Personnel will work directly with JCB administration and teachers to build more opportunities for AP or college courses into the Master Schedule.

Implemented by

Who will be responsible for implementing the action steps?

- JCB Principal, Academic Dean, JCB School Counselors, Executive Director of Instruction and Personnel

Timeline

When will the action steps be executed? How will implementation be reported/monitored?

- We will monitor our progress after the 2018-2019 Master Schedule is created and then after every subsequent Master Schedule is developed.

Indicator of Progress 1-3: We will increase the percentage of students achieving a Regents (or Advanced Regents) diploma.

Advanced Regents Data

	Total Cohort	Total Graduates	Graduates %	Local Diploma	Local Diploma %	Regents Diploma	Regents Diploma %	Regents w Advanced Designation	Advanced Designation %
2013-2014	146	129	88%	17	12%	62	42%	50	34%
2014-2015	133	106	80%	10	8%	58	44%	38	29%
2015-2016	160	145	91%	11	7%	83	52%	51	32%
2016-2017	172	150	87%	15	9%	71	41%	64	37%

Action Steps

What activities will we implement in order to impact this data?

1. The JCB Administrative and Counseling team will analyze this data and use it when they build the Master Schedule.

Implemented by

Who will be responsible for implementing the action steps?

- JCB Principal, Academic Dean, JCB School Counselors

Timeline

When will the action steps be executed? How will implementation be reported/monitored?

- We will monitor our progress after the 2018-2019 Master Schedule is created and then after every subsequent Master Schedule is developed.

Indicator of Progress 1-4: We will increase the percentage of students participating in, and achieving, 6.5 credits in a school year.

6.5 credits?

	≥ 6.5	< 6.5
9th	114	26
10th	89	39
11th	103	30
12th	59	59

Action Steps

What activities will we implement in order to impact this data?

1. The JCB Administrative and Counseling team will analyze this data and use it when they develop the Master Schedule.

Implemented by

Who will be responsible for implementing the action steps?

- JCB Principal, Academic Dean, JCB School Counselors

Timeline

When will the action steps be executed? How will implementation be reported/monitored?

- We will monitor our progress after the 2018-2019 Master Schedule is created and then after every subsequent Master Schedule is developed.

Indicator of Progress 2-1: We will reduce the percentage of students who are chronically absent. Every student will have more than 90 points and more than 90% attendance at EJD. Every student will have more than 90% attendance at JCB and MAM.

What is our current data?

JCB	Percentage of Total		EJD	Percentage of Total
2008-2009	92%		2008-2009	94%
2009-2010	93%		2009-2010	94%
2010-2011	93%		2010-2011	94%
2011-2012	92%		2011-2012	95%
2012-2013	91%		2012-2013	95%
2013-2014	92%		2013-2014	95%
2014-2015	92%		2014-2015	94%
2015-2016	93%		2015-2016	95%
2016-2017			2016-2017	
2017-2018			2017-2018	

Action Steps

What activities will we implement in order to impact this data?

1. RTI teams in each building will partner with building administrators (and guidance and support staff) to develop strategies for addressing chronic absenteeism.

Implemented by

Who will be responsible for implementing the action steps?

- Building administrators.

Timeline

When will the action steps be executed? How will implementation be reported/monitored?

- 2018-2019 school year.

Indicator of Progress 2-2: We will reduce the number of discipline referrals.

What is our current data?

	JCB				EJD	
	Suspensions	Percentage of Total			Suspensions	Percentage of Total
2008-2009	75	10%		2008-2009	8	2%
2009-2010	62	8%		2009-2010	9	1%
2010-2011	473*	70%		2010-2011	28	4%
2011-2012	71	11%		2011-2012	25	4%
2012-2013	77	12%		2012-2013	16	3%
2013-2014	97	16%		2013-2014	18	3%
2014-2015	82	13%		2014-2015	37	6%
2015-2016	74	12%		2015-2016	27	5%
2016-2017				2016-2017		
2017-2018				2017-2018		

Action Steps

What activities will we implement in order to impact this data?

1. Building administrators (and guidance and support staff) will develop strategies for addressing chronic discipline scenarios, and students in need of support.

Implemented by

Who will be responsible for implementing the action steps?

- Building administrators.

Timeline

When will the action steps be executed? How will implementation be reported/monitored?

- 2018-2019 school year.

Indicator of Progress 2-3: Participation in extra-curricular activities or community activities will increase.

What is our current data?

	JCB	Percentage of Total
1 Activity	340	58.62%
2 Activities	209	36.03%
3 Activities	129	22.24%
4 Activities	67	11.55%
5 Activities	28	4.83%
6 Activities	10	1.72%
7 Activities	5	0.86%
8 Activities	3	0.52%
9 Activities	3	0.52%

Action Steps

What activities will we implement in order to impact this data?

1. Building administrators (and guidance and support staff) along with our Director of Health, Physical Education & Athletics will analyze this data and develop strategies intended to increase overall participation in extra-curricular activities.

Implemented by

Who will be responsible for implementing the action steps?

- Building administrators, Director of Health, Physical Education & Athletics, Executive Director of Instruction and Personnel

Timeline

When will the action steps be executed? How will implementation be reported/monitored?

- 2018-2019 school year.

DISTRICT STRENGTHS AND SUCCESSFUL INTERVENTIONS

- A professional collegial focus on student education exists district-wide.
- Every classroom has internet access, and technology is integrated with the core academic curriculum within the classroom setting.
- The faculty and administration pride themselves on communicating well with parents.
- A well-defined attendance policy is in place.
- A successful District Mentoring Program exists.
- A wide variety of assessment tools are used to evaluate student performance.
- The staff demonstrates a willingness to assist students.
- Non-academic student support services have been expanded (ex: full-time social worker).
- Teachers are represented on several building and district level committees where they are afforded the opportunity to determine the focus of staff development.
- The District has recently upgraded facilities to include additional instructional space, gymnasium, athletic fields, and auditorium.
- Numerous Arts-In-Education programs are available to students.
- Culture of shared decision making (This has been demonstrated through the collaborative development of the APPR rubric.).
- District continually reviews and updates Professional Development Plan.
- Each building has monthly full group faculty meetings.
- Union and Administration work together for the well-being of the students.
- A culture focused around data analysis / goal setting continues to grow (Cognos, ReportNet, SEDDAS Portal, Link-It, etc.).
- Implementation of research-based strategies district-wide.
- Utilization of Common Interim Assessments / discussion among teams / departments focused around student growth and achievement.
- Various opportunities for Collaborative Teams to meet.
- Increased opportunities for Summer Curriculum Work over the past several years.
- Distance Learning Courses offered.
- We have a strong music and art programs with many opportunities for extra-curricular involvement (ex: concerts, productions, art shows, etc.).
- Parent Involvement (Parent Education Nights, Newsletters, performance reports, PFOs, classroom assistance, etc.).
- Great community service program interwoven with village businesses at high school.
- Grade level Community Service Projects.
- Stuff-A-Bus – collaborative project between Phoenix Central Schools and the United Way.
- Creative special education programs that service 95% of our special education students in district.
- A continuum of special education services designed to meet student needs.
- Support and independence for our students with Autism.
- Strong support network for homeless student population.
- The District has developed a coordinated system to deliver an array of appropriate student support services
- Strong Character Education Programs at elementary and middle school (including announcements, performances, and assemblies).
- Leadership Council at 4th Grade.
- Grade Level Meetings at MAM.
- Firebird Academy - Summer School Program for grades K-4.
- 5-8th Grade Department Meetings.
- (2) Regents courses offered at EJD.

- Middle/High School guidance program supports education, transition and post-high school planning.
- An increasing number of Advanced Placement and college courses are available.
- Tutoring is provided by honor students at JCB during school day.
- Implementation of Sharepoint Site to increase and make communication among district employees more efficient and effective.
- Technology implementation to provide services to at-risk students (ex: “Read 180” and “Read, Write, Gold”).
- Technology implementation as quick assessment tool to determine benchmark for student learning.
Implementation of SMARTboards in classrooms.

TO DO 2018-2019:

1. CDEP presentations to all staff in fall of 2018.
2. Ensure a full staff representation on the Comprehensive District Education Plan Committee - add a Special Education teacher.
3. Add Director of Curriculum to the committee.
4. Ensure that each building Principal uses the CDEP to develop building goals for fall presentations.
5. Ensure a representative from CiTi BOCES - this previously was Barb Recchio-Demmin.
6. Ensure that Title I and Title II are written into the plan - per Title Audit.
7. Determine reliable data sets for Objectives 2-1 through 2-3.
8. Bring a data update to each meeting.
9. Ensure that all plans (Appendices) are aligned with the Indicators of Progress for Objective #1 and Objective #2.
10. Acquire extra-curricular participation data from EJD.

SOME QUESTIONS THAT MIGHT INDICATE MOVEMENT IN THE RIGHT DIRECTION:

1. Are all teachers and TAs on a Core Instructional Team?
2. Has every team been trained in Harvard Data-wise process?
3. Does each team have an action plan related to Objective 1 or Objective 2?
4. What other data will we use to assess progress? (flaws noted in 3-8 testing data?) (Regents data - should we focus on that?)

Attachments

- Appendix A: Response to Intervention Plan (2017-2018)
- Appendix B: Mentor Program Handbook
- Appendix C: Professional Development Plan (2017-2020)
- Appendix D: District Technology Plan (2014-2017)
- Appendix E: Annual Professional Performance Review (2016-2017)

Appendix A - Response to Intervention (RTI) Plan

Appendix B - New Teacher Mentor Plan

Appendix C - Professional Development Committee Plan

Appendix D - Technology Committee Plan

Appendix E – APPR Plan

ASSESSING AND REPORTING RESULTS

1. The CDEP Committee has created a detailed educational plan. The CDEP Committee will meet 3-4 times per year to review the effectiveness of the activities / strategies included in this CDEP. The committee will assess and modify the plan as necessary to achieve the goals of the district.

2. How The District Uses Evaluation Results And Data To Revise Strategies.

The District CDEP Committee will meet to review data collected for each implementation activity according to their respective timelines outlined in the Objective / Activities Charts in order to monitor effectiveness of the activities in progression toward the annual goals. The Goal benchmarks and schedule of activities may be revised at any time throughout the year based upon consensus from the District CDEP Committee that alternate steps are required in order to achieve progress. Revision to the CDEP plan will be communicated accordingly to the community of stakeholders. At least annually, the Goals, Objectives, and Activities will be revised based upon NYS Student Achievement Data, Local Data, and Intermediate Data Evaluation of activities.

The CDEP Committee acknowledges and supports that the:

- 2.1. Building Level / Department Level Committees will review relevant student achievement data, identify deficit areas, develop action plans, etc. to improve overall quality of teaching and learning.
- 2.2. The RTI (AIS) Committee will evaluate the effectiveness and efficiency of the current service and make recommendations for improvement in quality of service.
- 2.3. The Curriculum Council will review relevant student achievement data and identify trends in curriculum topic coverage based on the results. These results will be used to evaluate the effectiveness of the current curriculum and instruction initiatives and make recommendations for Plan revisions.
- 2.4. Professional Development Committee (PDC) will work closely with various committees to review assessment results and staff input in attempt to provide the most valuable professional development opportunities possible to the district.
- 2.5. The APPR Committee will review the APPR Plan and make recommendations for changes to the plan / process.
- 2.6. The Character Education Committees in each building will review student participation numbers, discipline data, etc. and recommend plans for making improvements to existing Character Education Programs.

3. The District Will Disseminate the CDEP Plan & Updates To The Staff & Public In The Following Manner:

The Phoenix Central School District has outlined a communication system for the dissemination of information regarding the Comprehensive District Education Plan. The District recognizes CDEP as a tool for combining the many-faceted efforts of the District and believes that the school community will benefit from having a coherent plan. Our original CDEP plan was communicated through the following forums:

1. “CDEP Road Show” – a CDEP PowerPoint Presentation will be developed and presented at a faculty meeting in each building in fall 2010. Building teams comprised of CDEP Committee Members will present this plan in their respective buildings. A 1-2 page handout will also be developed and distributed to staff at this meeting.
2. Fall / Winter 2013 – An email will be sent to staff which provides a quick summary of the purpose of our CDEP, directions where to access all CDEP documents, how it should be used as a resource when creating SLOs, etc.
3. A “CDEP Folder” will be added to the Curriculum & Instruction Sharepoint Site for contents of plan / process to be posted
4. Building School Improvement Teams will supply goal reports to PDC and CDEP at the beginning of each school year (September – October).
5. District and Building Committee Minutes will be posted on respective Sharepoint Sites
6. Faculty meetings - Portions of at least two meetings per year will be used for updates on CDEP and/or Building Goal Reports
7. Departmental/Team/Grade level meetings
8. Local newspaper / Building newsletter updates
9. Open house presentations (if requested)
10. PTO / PFO meeting update (if requested)

In the future, CDEP Updates (including plan, chart and supporting documents) will be shared with staff through one or more of the following ways:

1. Email
2. Sharepoint
3. School Messenger
4. Faculty Meetings, Department Meetings and/or Grade Level Meetings (for significant updates)

Indicators of Progress for Objective #1 - Student learning will demonstrate an upward trend.

1	Every student will make the projected standard growth target within one year (based on NWEA-MAP RIT score).
2	We will increase participation in Advanced Placement and college-level courses.
3	We will increase the percentage of students achieving a Regents (or Advanced Regents) diploma.
4	We will increase the percentage of students participating in, and achieving, 6.5 credits in a school year.

Indicators of Progress for Objective #2 - Students will develop a sense of pride and self-worth.

1	We will reduce the percentage of students who are chronically absent. Every student will have more than 90 points and more than 90% attendance at EJD.
2	We will reduce the number of discipline referrals.
3	Participation in extra-curricular activities or community activities will increase.
4	

ASSURANCE 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.
- A Board resolution is on file.

Superintendent of Schools

Date