PHOENIX CENTRAL SCHOOLS

COMPREHENSIVE DISTRICT EDUCATION PLAN

2023-2024

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: Charles Chawgo (Middle School Math Teacher), Sarah Schumaker (Instructional Specialist), Doug Zogg (Middle School Technology Teacher),Jennider LaBrake (High School English Teacher), K.C. Bechard (High School English Teacher), Kristy Nehrbauer (Elementary Reading Teacher), Melissa Fano (Elementary School Counselor), Cheri Iannotti (Elementary Teacher)

Administration Representatives: Brett Doody (Elementary Principal), Jessica Ariola (Middle School Principal), Thomas Bailer (High School Principal), Nicole Covell (Executive Director of Instruction and Personnel)

Other: TBD

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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.

CORE VALUES

The Phoenix Central School District has sixteen Core Values. They are; Academic Commitment, Accountability, Community, Compassion, Dependability, Honesty, Honor, Inclusion and Diversity, Integrity, Loyalty, Performance, Perseverance, Respect, Service, Student Centered, Teamwork, Tenacity, and Trust.

DISTRICT STATEMENT

The Phoenix Central School District has three instructional buildings with an enrollment of approximately 1,650 students.   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-seven percent of Phoenix graduates graduate from high school in 4 years. Post secondary plans include two or four year colleges, military enlistment, and entering the workforce. 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 2,382(as per the 2010 Census) is the largest population center of the district. Phoenix is primarily a rural community and is conveniently located near Route 481.

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, 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 village's 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.

Another recognized program run within the Phoenix Community is Erin's Angels. Erin's Angels is a nonprofit that ensures that children who rely on subsidized lunches continue to receive food vital to their growth and development. Every week, bags of food are put in the backpacks for students in need. Some students rely on the free breakfast and lunch at school as their primary food for the day. Bags of food are discreetly distributed for the weekend when students do not have access to breakfast and lunch at school.

Phoenix is also known county-wide for hosting the annual Oswego County Olympiad Invitational (OCOI).

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 law[1]

- 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. 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, self-worth, and belonging.

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[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 department work. In the fall of 2021 we have structured our core teachers into department teams. The teams are working collaboratively to prioritize standards, build common formative assessments (CFAs) and create unit plans.

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, the committee discussed the focus on 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 college-level courses and career ready programs.
3. We will increase the percentage of students graduating including those achieving a Regents (or Advanced Regents) diploma as well as those completing their CTE programs.
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, self-worth, and belonging.
1. We will reduce the percentage of students who are chronically absent. Every student will have more than 90% attendance at MAM, EJD, and JCB.
2. We will reduce the number of discipline referrals.
3. Participation in extracurricular 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 teamwork can be focused on the Indicators of Progress for each Objective.

The pages that follow are the data tables that we analyzed for the 2023-2024 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).

Math Growth Data 2021-2022				ELA Growth Data 2021-2022		
Grade	Total	% Yes		Grade	Total	% Yes
1	107	70% (75)		1	108	60% (65)
2	117	62% (73)		2	116	45% (52)
3	127	76% (97)		3	126	56% (71)
4	124	51% (63)		4	124	44% (54)
5	117	73% (85)		5	117	44% (51)
6	102	62% (63)		6	97	47% (46)
7	120	34% (41)		7	113	29% (33)
8	97	51% (49)		8	91	36% (33)
9	97	48% (47)		9	97	42% (41)
10	105	51% (54)		10	101	31% (31)

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 Executive Director of Instruction and Personnel (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 of the three buildings. 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 college-level courses and career ready programs.

AP Courses
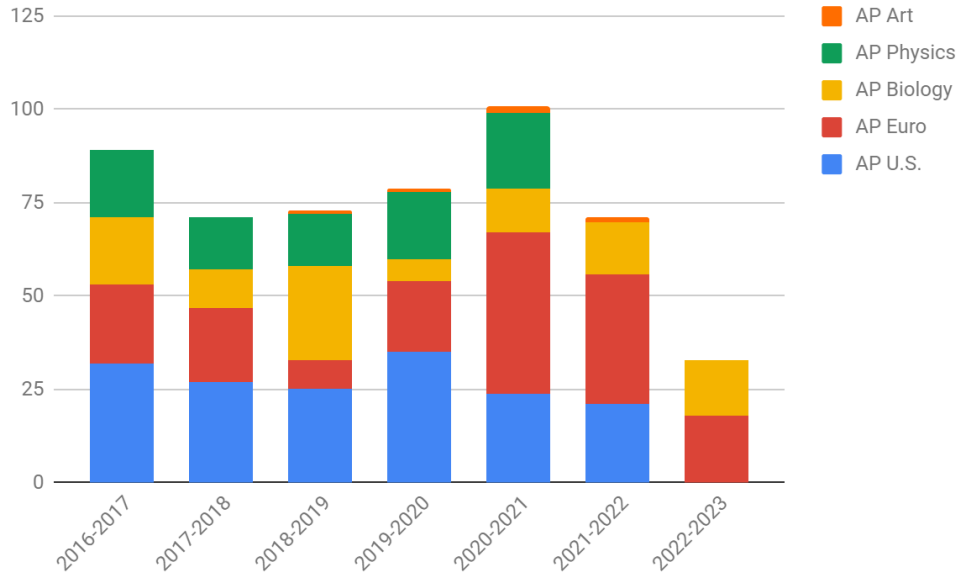
College Courses

AP and College Course Enrollment

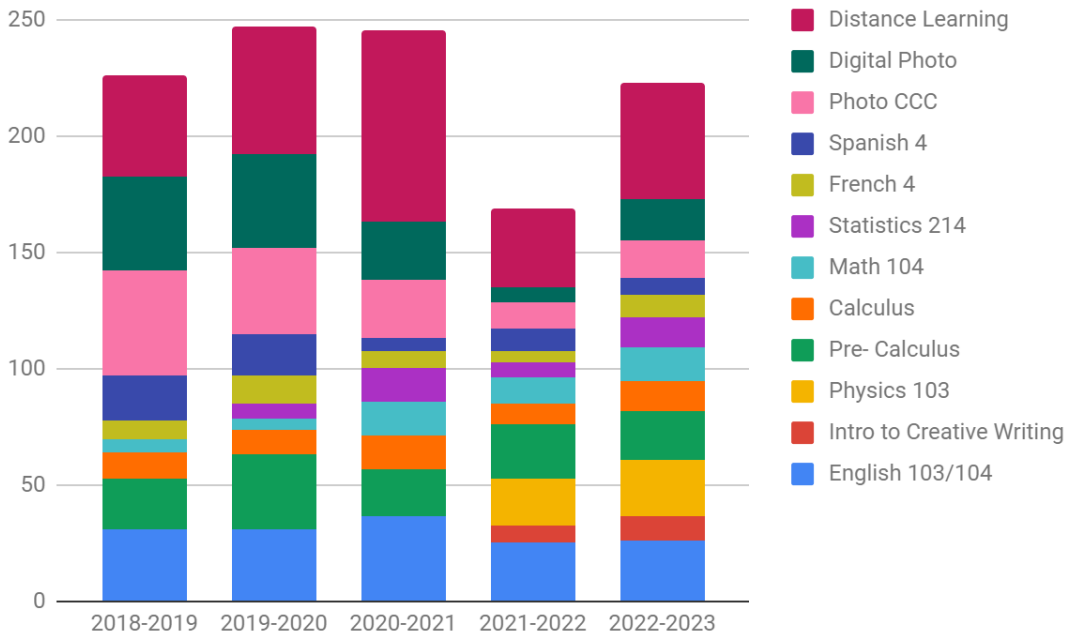| School Year	AP	College	Total
2012-2013	44	231	275
2013-2014	49	234	283
2014-2015	69	234	303
2015-2016	86	289	375
2016-2017	89	282	371
2017-2018	71	212	283
2018-2019	73	226	299
2019-2020	79	247	326
2020-2021	101	246	347
2021-2022	71	169	240
2022-2023	33	223	256

BOCES Program Enrollment

Program	2022-23
Advanced Metal Manufacturing Year 1	1
Advanced Metal Manufacturing Year 2	1
Auto Body Year 1	0
Auto Body Year 2	1
Auto Tech Year 1	0
Auto Tech Year 2	0
Coding Year 1	4
Coding Year 2	1
Cosmetology Year 1	4
Cosmetology Year 2	3
Culinary Year 1	2
Culinary Year 2	2
Digital Media Year 1	1
Digital Media Year 2	0
Early Childhood Year 1	2
Early Childhood Year 2	2
Heavy Equipment Year 1	3
Heavy Equipment Year 2	1
Industrial Electrical Year 1	1
Industrial Electrical Year 2	0
New Visions Program	1
Nursing Year 1	5
Nursing Year 2	2
Public Safety Year 1	0
Public Safety Year 2	4
Welding Year 1	2
Welding Year2	5
Dental Year 1	0
Agricultural Studies Year 1	0
Total	48

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 2023-2024 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.

	Total Cohort	Graduation Rate	Local Diploma	Regents Diploma	Regents with Advanced Designation	Non Diploma Credential	GED Transfer	Still Enrolled
2015-16	160	91% (146)	7% (11)	52% (83)	32% (51)	0% (0)	0% (0)	3% (5)
2016-17	172	87% (150)	9% (15)	41% (71)	37% (64)	2% (3)	0% (0)	2% (3)
2017-18	153	88% (134)	5% (7)	52% (79)	31% (48)	1% (1)	1% (1)	5% (7)
2018-19	140	91% (128)	8% (11)	49% (68)	35% (49)	0% (0)	1% (1)	2% (3)
2019-20	140	87% (122)	9% (12)	46% (64)	33% (46)	1% (2)	0% (0)	4% (5)
2020-21	150	81% (121)	1% (2)	45% (67)	35% (52)	0% (0)	1% (1)	8% (12)
2021-22	128	87% (111)	1% (1)	54% (69)	32% (41)	0% (0)	0% (0)	5% (6)

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 2023-2024 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.

Greater than/ equal to 6.5	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
9th	114	100	106	112	117	119
10th	89	113	111	104	119	116
11th	103	104	133	105	97	111
12th	59	70	76	104	91	68

Less than 6.5	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
9th	26	26	4	13	2	1
10th	39	35	12	1	6	4
11th	30	24	12	9	4	7
12th	59	71	50	31	33	24

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 2023-2024 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% attendance at MAM, EJD, and JCB.

Attendance Rate	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
MAM	96%	95%	95%	94%	95%	95%	94%	95%	94%
EJD	95%	95%	95%	95%	95%	94%	94%	94%	94%
JCB	93%	92%	92%	92%	93%	92%	91%	91%	91%

Chronic Absenteeism	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
MAM	17.4%	13.5%	*	23.9%	27.7%
EJD	17.1%	16.9%	*	23.7%	34.1%
JCB	28.1%	27.2%	*	27.5%	43.5%

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 school counselors 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?

- 2023-2024 school year.

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

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

*Calculated differently beginning in the 2018-19 school year. See chart below.

Suspension Rate	Type	2018 - 2019	2019 - 2020	2020-2021	2021 - 2022
EJD	ISS	8.5%	4%	2.2%	12%
	OSS	5.7%	4%	1.6%	5%
JCB	ISS	6.2%	4.3%	1.6%	7%
	OSS	10.7%	12.2%	3.2%	13%

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

1. Building administrators (and school counselors 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?

● 2023-2024 school year.

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

JCB	1 Activity	2 Activities	3 Activities	4 Activities	5 Activities	6 Activities	7 Activities	8 Activities	9+ Activities
2017-2018 (580)	58.62% (340)	36.03% (209)	22.24% (129)	11.55% (67)	4.83% (28)	1.72% (10)	0.86% (5)	0.52% (3)	0.52% (3)
2018-2019 (535)	48.60% (260)	34.58% (185)	20.75% (111)	12.34% (66)	7.85% (42)	4.86% (26)	2.80% (15)	1.31% (7)	0.37% (2)
2019-2020 (502)	24% (122)	19.5% (98)	5.98% (30)	2.79 (14)	1.59% (8)	0.40% (2)	0.60% (3)	0 (0)	0 (0)
2020-2021 (496)	12% (58)	10% (50)	5% (25)	4% (20)	1.2% (6)	1.6% (8)	0.4% (2)	0.2% (1)	0.2% (1)
2021-2022 (497)	18% (88)	14% (70)	6% (32)	7% (33)	5.6% (28)	3% (15)	0.2% (1)	0.2% (1)	0.2% (1)

EJD	1 Activity	2 Activities	3 Activities	4 Activities	5 Activities	6 Activities	7 Activities	8 Activities	9+ Activities
2020-2021 (508)	13% (67)	19% (27)	4% (21)	1.4% (7)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
2021-2022 (524)	21% (112)	12% (62)	8.4% (44)	2.1% (11)	1.7% (9)	0.4% (2)	0% (0)	.0% (0)	0% (0)

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

1. Building administrators (and school counselors 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 extracurricular 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?

● 2023-2024 school year.

DISTRICT STRENGTHS AND ACHIEVEMENTS

<u>Families and the Community</u>
- The faculty and administration pride themselves on communicating well with parents
- The District has recently upgraded facilities to include additional instructional space, gymnasium, athletic fields, and auditorium
- Parent Involvement (Parent Education Nights, Newsletters, performance reports, PFOs, classroom assistance, etc.)
- Community volunteerism
- Stuff-A-Bus – collaborative project between Phoenix Central Schools and the United Way
- Erin's Angels
- Oswego County Olympiad Invitational (OCOI)

<u>Teachers</u>
- A successful District Mentoring Program
- Staff demonstrates a willingness to assist students
- Teachers are represented on several building and district level committees where they are afforded the opportunity to determine the focus of staff development
- Culture of shared decision making (This has been demonstrated through the collaborative development of the APPR rubric.)
- District continually reviews and updates the Professional Development Plan
- In-house professional development opportunities have increased
- Each building has monthly full group faculty meetings
- Union and Administration work together for the well-being of the students
- Implementation of research-based strategies district-wide
- Various opportunities for Collaborative Teams to meet
- Increased opportunities for Summer Curriculum Work over the past several years

<u>Students</u>
- Social-emotional student support services have been expanded
- A well-defined attendance policy is in place
- Numerous Arts-In-Education programs are available to students
- 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.)
- Credit bearing courses and Regents courses offered at EJD
- The District counseling program supports education, transition and post-high school planning
- An increasing number of college courses and career readiness opportunities are available
- Grade level and department meetings at all buildings
- Summer school opportunities offered at all buildings
- A continuum of special education services designed to meet student needs
- 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)
- Learning camps are offered to combat learning loss

<u>Technology</u>
- Every classroom has internet access, and technology is integrated with the core academic curriculum within the classroom setting. We are a 1:1 district
- Use of Google to increase communication among district employees more efficiently and effectively

<u>Data Conversations</u>
- A professional collegial focus on student education exists district-wide
- A wide variety of assessment tools are used to evaluate student performance
- Utilization of Common Interim Assessments / discussion among teams / departments focused around student growth and achievement
- A culture focused around data analysis / goal setting continues to grow (Cognos, SEDDAS, MAP, etc.)

TO DO 2023-2024:

1. CDEP presentations to all staff in fall of 2023.
2. Ensure a full staff representation on the Comprehensive District Education Plan Committee.
3. Ensure that each building Principal uses the CDEP to develop building goals for fall presentations.
4. Ensure that Title I and Title II are written into the plan - per Title Audit.
5. Determine reliable data sets for Objectives 2-1 through 2-3.
6. Bring a data update to each meeting.
7. Ensure that all plans (Appendices) are aligned with the Indicators of Progress for Objective #1 and Objective #2.

SOME QUESTIONS THAT MIGHT INDICATE MOVEMENT IN THE RIGHT DIRECTION:

1. Has every team been trained in the Harvard Data-wise process?
2. Does each team have an action plan related to Objective 1 or Objective 2?
3. What other data will we use to assess progress? (flaws noted in 3-8 testing data and Regents data?)

Attachments

- Appendix A: Response to Intervention Plan (2021-2024)
- Appendix B: Mentor Program Handbook (2023-2024)
- Appendix C: Professional Development Plan (2021-2024)
- Appendix D: District Technology Plan (2023-2024)
- 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.   The Professional Development Committee (PDC) will work closely with various committees to review assessment results and staff input in an 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. Blackboard
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 as well as those completing their CTE programs.
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, self-worth, and belonging.
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 extracurricular activities or community activities will increase.

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