



HONEOYE
CENTRAL
SCHOOL

COMPREHENSIVE
DISTRICT
EDUCATION PLAN
(CDEP)

2014-2016

CDEP COMMITTEE MEMBERS

| The Committee should be representative of all constituencies in the school community. | | |
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| Name | Title | Constituency Represented |
| David C. Bills | Superintendent | Administration |
| Lori Gamrod | Parent | Parent/Community |
| Matt Gillette | Parent | Parent/Community |
| Mike Bastian | Elementary Principal | Administration |
| Mike Mead | Secondary Principal | Administration |
| Kimberly Bush | Director of Pupil Personnel Services | Administration |
| Christine Antalek | Director of Curriculum, Instruction and Assessment | Administration |
| Tammy Bohrer | Special Education Teacher | Faculty |
| Jaime Wright | Special Education Teacher | Faculty |
| Tracie DeYoung | Elementary Teacher | Faculty |
| Nancy Green | Elementary Teacher | Faculty |
| Megan Kraft | Secondary Teacher/Response to Intervention TOSA | Faculty |
| Karen Scheele | Speech and Language Specialist | Faculty |
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Mission Statement

Honeoye Central School joins with all members of the community in educating children to be life-long learners who are respectful of the past, responsive to others, and who will contribute to and thrive in an ever-changing world.

Vision Statement

Honeoye Central School will be an innovative leader in education, where we inspire our students to achieve individual success through a rigorous and challenging academic environment. Academic excellence and positive youth development will be enriched by including the latest technology and engaging in creative problem solving. The mental, social, physical, academic, creative and ethical needs of students will be met through collaboration of school and community members. A sense of unity, heartfelt pride and a vivid spirit will distinguish Honeoye students.

MOTIVATED—DEDICATED—EDUCATED.

PROCESS USED FOR DATA ANALYSIS

To develop plan priorities, the CDEP Committee followed a sequence of analytical steps through regular monthly meetings between September 2013 and May, 2014. Key steps are listed below.

1. Reviewed and developed a basic understanding of all Honeoye School District data sources that illustrate multiple measures including e.g. demographic, student learning, perceptions, and school processes. Data sources may have included State Report Cards; Data Warehouse information; longitudinal profile of Honeoye Assessment results and performance indicators compared with state benchmarks; professional development, projects, survey and focus group feedback; teacher observation data from supervisors; curriculum maps for gaps and redundancies; attendance records; suspension records numbers and reasons; and patterns of behavior.
2. Measured progress of 2013-14 Action Plan and identified short and long-range priorities for data analysis and reviewed additional data focused on these priorities.
3. Developed statement of hunches, related questions, and data needed to address key problems derived from District priority needs based upon disaggregation of report card, state benchmarks, and other data listed in #1.
4. Made revisions to 2013-14 Action Plan to form 2014-16 plan following data analysis and discussion.

HONEOYE CENTRAL SCHOOL COMPREHENSIVE DISTRICT EDUCATION PLAN

District Focus Area—Student Achievement

- Increase the number of students scoring at levels 3 & 4 on state assessments including Regents exams to meet and exceed requirements for Adequate Yearly Progress (AYP) as defined by No Child Left Behind (NCLB) and Race to the Top (RTTT)
- Increase rigor of instruction by implementing the shifts in instruction and the Common Core Learning Standards
- Increase fluency and mastery in mathematics and literacy

District Focus Area—Increase Graduation Rate

- Monitor and evaluate methods for increasing student engagement and achievement
- Increase effectiveness of Rtl at secondary level

District Focus Area—Skills Development

- Provide a positive, respectful, safe learning community that promotes academic achievement and social development

Honeoye Central School CDEP Shared Decision Making Model School/District-Based Planning

The purpose of school-based planning shall be to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background or disability (New York State Commissioner's Regulations Part 100.11.a).

This plan for school-based planning includes the following specifications:

1. Teachers, parents, administrators, and, at the discretion of the Superintendent and Board of Education, other parties such as students, school district support staff, and community members may be part of a school-based planning committee, such as CDEP, which cooperates in the planning of educational goals by analyzing multiple data sources, identifying short and long-range priorities for district/school improvement, and creating an action plan to monitor and assess this improvement.

2. Members of any shared decision making committee are expected to be fully involved in the collaborative process through their attendance and participation at committee meetings and in various sub-committees as requested.
3. All shared decision making teams will use an action plan to evaluate improvement in student achievement which will use SMART goal-planning to create goals which are specific, measurable and achievable. Goals will be measured through a variety of data sources including but not limited to
 - NYS assessment results,
 - State Report Cards,
 - longitudinal profiles of Honeoye's assessment results,
 - performance indicators compared with state benchmarks,
 - disciplinary and attendance data
 - professional development content and evaluation, and
 - APPR results.
4. All parties in shared decision making committees will be held accountable for the decisions which they share in making. Action plans will assign responsibility for implementing, monitoring and assessing each educational issue.
5. Resolution of problems among participating parties about the educational issues under discussion will be resolved at the local level through a process developed by the Superintendent. The Superintendent may use a variety of methods to resolve issues including but not limited to discussing possible resolutions among parties and assigning sub-committees to gather further information/data.
6. All State and Federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall plan according to the New York State Commissioner's Regulations in part 100.11.

Comprehensive District Action Plan 2014-2016

District Focus Area—Student Achievement

- Increase the number of students scoring at levels 3 & 4 on state assessments including Regents exams to meet and exceed requirements for Adequate Yearly Progress (AYP) as defined by No Child Left Behind (NCLB) and Race to the Top (RTTT)
- Increase rigor of instruction by implementing the shifts in instruction and the Common Core Learning Standards
- Increase fluency and mastery in mathematics and literacy

| To increase mastery in literacy: | | | | |
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| <i>Steps Needed to Accomplish Goal</i> | <i>Activities/strategies needed, including professional development</i> | <i>Who is responsible ?</i> | <i>Evidence of Effectiveness (What will be in place when the goal is complete and how will you measure it?)</i> | <i>Time Frame</i> |
| Shift #1 Establish and maintain a balance of non-fiction and literature in K-5 classrooms | <p>K-5: Develop a basic scope and sequence of science and social studies topics to be taught at each grade level</p> <p>Incorporate NYS curriculum modules that include a balance of non-fiction and fiction, including exposure to computer-based texts</p> <p>Investigate, use, and share additional resources that provide non-fiction aligning with social studies and science</p> <p>Implement vertical conversations and alignment</p> | <p>Teachers</p> <p>Principals</p> <p>Director of Pupil/Personnel Services (PPS)</p> <p>Director of Curriculum, Instruction, and Assessment (CIA)</p> | <p>Post an electronic version of K-12 ELA scope and sequence</p> <p>Resources are shared at grade level, faculty meetings and posted on WFL BOCES repository.</p> | <p>Publish outline 2014-15 Publish completed version 2015-16</p> <p>Ongoing</p> |

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| <p>Shift #2 Establish and maintain a focus on literacy in content-area classes 6-12</p> | <p>Reading and Writing: Continue to define specific common core literacy skills for content-area teachers</p> <p>Reading: Provide resources and training for identifying challenging texts (i.e. NYSED resources for Lexile and appropriateness) and to increase capacity to teach close reading skills</p> <p>Writing: Continue to provide strategies and support for 6-12 teachers through NYS modules and other resources</p> | <p>Dir. of CIA Dir. of PPS Principals Teachers</p> | <p>For Reading and Writing: Document curriculum development for CC literacy skills electronically</p> <p>PD focuses on specific strategies for teachers to implement</p> <p>Teachers use common planning time to improve instruction on close reading and to develop literacy activities in grades 6-12</p> | <p>School Years: 2015 2016</p> |
| <p>Shift #3 Teachers focus on close and careful reading of grade-appropriate texts and assist students who are reading below grade-level.</p> | <p>Provide professional development for ELA and content-area teachers to teach explicit strategies for close, careful reading, especially in how to select the best passages for close reading</p> <p>Adapt and share modules/resources that meet students' reading levels and align closely with standards. Identify and increase specific daily strategies for close reading.</p> <p>Research other diagnostic tools that closely align to NYS standards to assess student progress.</p> <p>Continue to use early literacy best practices to increase fluency and comprehension: i.e. Foundations, Wilson Reading Program, Handwriting without</p> | <p>Teachers Principals Director of PPS Director of CIA Assessment Committee</p> | <p>Document close reading strategy professional development</p> <p>Share strategies and resources in faculty, grade level, and department meetings.</p> <p>Grade level and vertical department teams track progress on reading and writing skills on formative/summative assessments during assessment meetings.</p> <p>Ad-hoc assessment committee recommends diagnostic tools for formative assessments and benchmarks.</p> <p>Data from AIMSWEB, benchmark writing scores, DRA reading level growth, NYSTP ELA assessments,</p> | <p>School years: 2015 2016</p> <p>By Spring, 2015</p> <p>Fall 2015 2016</p> |

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| | Tears, Guided Reading and Accelerated Reader | | and Regents exams to track CCLS readiness for reading complex texts | |
| Shift #4 Teacher focus on asking text-based answers in daily instruction and on assessments. | Provide staff development on text based questions <ul style="list-style-type: none"> • Scaffolding text complexity • Developing text-based questions • Content-area literacy Find resources for student practice with text-based questions Develop teacher resources for practice with text-based questions Create a resource bank so teachers can pull passages for students to practice these types of questions | Dir. of CIA Dir. of PPS Principals Teachers and Director of Technology | Staff development planned and actualized Resources located, developed and shared among faculty in team, grade level meetings and vertically Resource bank developed Supervisors observe for text-based questions at higher levels than knowledge and comprehension. Grade level and department teams track performance on text-based questions during assessment meetings | School years 2015 2016 By Spring, 2016 Ongoing |
| Shift #5 Focus on writing instruction as defined by district writing outcomes with increased emphasis on writing from sources: <ul style="list-style-type: none"> • Appropriate | Scaffold and vertically align writing skills and expectations that build upon each year Create a common language around writing expectations at each grade level K-5: Develop a scope and sequence for writing that matches NYS standards and merges existing resources (i.e. module writing, Calkins materials, 6 +1 traits) | Dir. of CIA Dir. of PPS Principals Teachers Grade Level Teams | Expectations for writing at each grade level are clear; benchmark writing pieces are established; writing skills and language are delineated at each grade level and shared with staff and parents Scope and sequence developed | Spring, 2015 By Spring, 2016 |

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| <p>use of relevant details (evidence)</p> <ul style="list-style-type: none"> • Explanation • Interpretation • Synthesis of multiple sources | <p>increase scheduled time for writing, if possible</p> <p>6-12: Curriculum and unit plan for a variety of short and longer evidence-based or text-based process activities.</p> <p>Develop a scope and sequence for expectations in research final products Incorporate research work across all content areas</p> | <p>Principal Dir. of CIA Dir. of PPS Department Chairs Teachers</p> | <p>6-12 Core and Specials teachers create scope and sequence of expectations for each subject</p> <p>Scope and sequence for research writing developed and shared with staff and parents</p> <p>Evidence of increased practice in writing and increased achievement on formative and summative assessments, specifically NYS 3-8 ELA writing sections and Regents exams</p> | <p>By Spring, 2016</p> <p>By Spring, 2015</p> <p>Fall, 2015 and 2016</p> |
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| <p>Shift #6 Focus on academic vocabulary</p> | <p>K-5: Investigate and modify grade level lists that model, reinforce, and repeat commonly used, text-based words (Tier II) and compile a scope and sequence to drive academic vocabulary</p> <p>K-12: Develop strategies for students to practice with words in context of reading; link this practice to text-based questions focus.</p> | <p>Dir. of CIA Dir. of PPS Principals</p> | <p>Grade level lists compiled and shared with parents and teachers</p> <p>Professional development documented in vocabulary strategies</p> | <p>Ongoing</p> <p>Lists compiled by Spring, 2016</p> |
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| To increase mastery in mathematics: | | | | |
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| Steps Needed to Accomplish Goal | Activities/strategies needed, including professional development | Who is responsible ? | Evidence of Effectiveness (What will be in place when the goal is complete and how will you measure it?) | Time Frame |
| <p>1. Develop fluency(speed and accuracy) with math facts (Shift #3)</p> | <p>K-5: Find and/or develop specific resources for consistent fluency practice so students can understand number patterns and relationships</p> <p>Develop a month by month scope and sequence for fluency instruction</p> <p>K-12: Use modules as resources aligned to standards and find additional resources to</p> | <p>Dir. of CIA Dir. of PPS Principals Teachers</p> <p>Math teachers</p> | <p>Grade level and department teams track progress on fluency during regular meetings and when scoring assessments.</p> <p>Scope and sequence shared with faculty during SCD or during meetings</p> <p>K-12: Maintain/increase achievement in</p> | <p>School years: 2015 2016</p> <p>By Spring, 2015</p> <p>Ongoing</p> |

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| | <p>assist implementation of fluency standards</p> <p>Support math implementation through released time, faculty meetings, conference day focus</p> | <p>Directors of CIA, PPS and Principals</p> | <p>Regents math testing</p> <p>Decrease formal support (ex. AIS) for fluency mastery</p> | |
| <p>2. Increase emphasis on teaching for deep understanding and application of math concepts (Shifts #4 and 5)</p> | <p>Identify the most used resources for application and mathematical understanding to establish consistency</p> <p>Task analyze multiple-step problems and chunk them for students; practice scaffolded problems, and gradually release students to independently solve real-world, relevant applicaion</p> | <p>Teachers Directors of CIA, PPS and Principals</p> | <p>Teachers identify resources as part of curriculum work and share them in both vertical and horizontal team meetings</p> <p>Grade level and department teams track progress on application of math concepts during regular meetings and when scoring assessments</p> <p>Increase in student performance on NYS 3-8 assessments</p> | <p>Ongoing</p> <p>Fall 2015 2016</p> |
| <p>3. Promote intensity of both math fluency and application (Shift #6)</p> | <p>Establish systems for focusing on basic steps and foundational procedures prior to applying math concepts in order to fill gaps in understanding.</p> <p>K-12 lesson plans uniformly address both fluency and application</p> <p>Teachers use NYS resources to develop lessons which teach fluency and problem-solving and share model or sample lessons and resulting student work</p> | <p>Teachers Principals Dir. of CIA Dir. of PPS</p> | <p>Grade level and department teams track progress of fluency and math application/understanding of math concepts during regular meetings and when scoring assessments</p> <p>Professional Development includes teachers sharing student work and observing lessons</p> | <p>Ongoing</p> |
| <p>4. Foster communication among all teachers to</p> | <p>Use multiple forms and a variety of ways to share math fluencies and priority standards so all teachers can reinforce math concepts (electronic, through</p> | <p>Dir. of CIA Dir. of PPS Principals Teachers</p> | <p>Set up vertical grade level discussions for sharing</p> <p>Teachers share student work, score common assessments, and develop</p> | <p>Ongoing</p> |

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| reinforce math concepts | meetings, lesson connected, etc.) Use written and face to face parent communication about Math Common Core Curriculum to educate parents and to engage them in helping students reach higher math concepts | | lesson strategies in meetings Create parent guide/scope and sequence for math modules and share them with parents through parent conferences, ongoing e-mails/newsletters, resources posted on the website and HPTA meetings | Summer and Fall, 2014 |
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School Improvement Target—Increase Graduation Rate

- Monitor and evaluate methods for increasing student engagement and achievement
- Increase effectiveness of RTI at secondary level

| To Increase Graduation Rate: | | | | |
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| Steps Needed to Accomplish Goal | Activities/strategies needed, including professional development | Who is responsible ? | Evidence of Effectiveness (What will be in place when the goal is complete and how will you measure it?) | Time Frame |
| Utilize and act on early warning indicators | Kindergarten screening for social/emotional issues Professional Development on behavior/social emotional issues Develop option for a pre-K Summer Academy | Teachers Gr. K-1 Elementary Principal | Kindergarten and First Grade teachers perceive and observe greater student ability to cope with social/emotional issues Develop information packet prior to kindergarten screening Kinder-camp included as part of Summer Academy | Summer, 2014 By Spring, 2014 Summer, 2014 |
| | Research and investigate options for Universal Pre-Kindergarten | CDEP committee | CDEP meeting agendas include UPK and alternative education discussions Actions may include school visits or Q/A presentations to CDEP from alternative school visitors | Ongoing Ongoing |
| | Investigate alternative education models | | | |
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| <p>Review benchmark testing tools</p> | <p>Form sub-committee to investigate efficacy of Aimsweb and benchmark testing tools and to research variety of assessment tools</p> | <p>Director of CIA Director of PPS Elementary Principal</p> | <p>Recommendations for adjusting benchmark assessment tools</p> <p>Appropriate plan for implementing recommendations for 2015-16 or earlier</p> | <p>School Year 2014-15</p> <p>By Spring, 2015</p> |
| <p>Enhance Response to Intervention Program</p> | <p>Instructional Support Team (Elementary)</p> <ul style="list-style-type: none"> • Investigate social/emotional and behavioral interventions • Review current academic interventions to determine which are working <p>Response to Intervention (MS/HS)</p> <ul style="list-style-type: none"> • Staff educated about process prior to CSE referral • Increase staff utilization of appropriate methods for using Rtl, especially implementation of appropriate interventions • Structured grade level team meetings with consistent expectations | <p>Rtl Coordinator Dir. of CIA Dir. of PPS MS/HS Principal School Psychologists</p> | <p>Documentation of social/emotional/behavioral interventions</p> <p>Flow chart/Checklist of Rtl process and paperwork developed and taught to faculty Coordinate with Climate Control and Grade 10 to present and follow up with faculty</p> <p>Grade levels formalize team meetings and keep written records of strategies, actions taken, and follow-up results</p> | <p>Ongoing</p> |
| <p>Improve academic transition from grade 8 to grade 9</p> | <p>Increase communication among grade 8 and 9 teachers</p> <p>Build students' capacity for expectations at the high school</p> <ul style="list-style-type: none"> • Studying • Note-taking • Responsibility • Homework <p>Increase strategies to release responsibility at grade 9</p> <p>Clearly communicate responsibilities to students</p> | <p>Dir. of CIA Dir. of PPS MS/HS Principal</p> <p>CDEP monitors</p> | <p>Vertical team of grade 8-9 teachers and counselors developed which will address transition issues and monitor/evaluate transitional progress</p> <p>Decrease number of students on academic support lists at grade 9</p> <p>Increase number of credits that grade 9 students accrue</p> | <p>School Year 2014-15</p> <p>End of school years: 2015 2016</p> |

School Improvement Target—Skills Development

- Provide a positive, respectful, safe learning community that promotes academic achievement and social development

| To improve skills: | | | | |
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| Steps Needed to Accomplish Goal | Activities/strategies needed, including professional development | Who is responsible ? | Evidence of Effectiveness (What will be in place when the goal is complete and how will you measure it?) | Time Frame |
| Staff and faculty will continue to implement PBIS initiative | <p>Continue focus on Bulldog 4 and GROWL/Mindset work at Elementary School</p> <p>Climate Control Committee will develop and monitor climate improvement activities, which may include...</p> <ul style="list-style-type: none"> • Create and make a MS/HS "Bulldog 4" explicit and posted at the Secondary • Reward and recognize students who do good things • Create team building activities for students • Use reciprocal bulletin boards between community offerings and school offerings | <p>PBIS committee Elementary Principal</p> <p>Climate Control committee MS/HS Principal</p> | <p>PBIS and Climate Control committee will report to CDEP and faculty meetings;</p> <p>CDEP will assist committees in monitoring and evaluating initiatives</p> | School Year 2014-15 2015-16 |
| Build staffs' repertoire of both academic and behavioral strategies | Staff development opportunities (team, faculty and paraprofessional meetings) will return to "take away and use" ideas to improve student engagement and participation within all classrooms | Dir. of CIA Principals Dir. of PPS | <p>Staff Meeting Agendas include PD opportunities</p> <p>Decrease in numbers of students on academic support lists</p> <p>Decrease in student referrals</p> <p>Teachers' feedback shows increase in engagement</p> | Ongoing |

Implementation Process:

- Each building's leadership teams (SAC, BLT, IST...) will meet to review the District Goals/Focus Areas and develop action plans specific to the building.
- The CDEP team will meet to review data feedback and results during each school year in order to determine progress and revision of strategies as needed.
- A CDEP report will be presented to the BOE on progress toward meeting the identified goals at the end of the school year.

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 Title I School Improvement) are on file at the building level and 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 resolution is on file.



Signature (Superintendent of Schools)

7/30/14

Date