

# COMPREHENSIVE DISTRICT EDUCATIONAL PLAN

## NEW YORK STATE PRIORITIES:

1. Setting High Standards,
2. Building Local Capacity, and
3. Assessing and Reporting Results



**September 1, 2015-2018**  
**Whitesville Central School District**

Adopted by Whitesville School District Board of Education

## COMPREHENSIVE DISTRICT EDUCATION PLAN

School District:	Whitesville Central School District	
BEDS Code:	022101040000	
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Plan Start / End Dates:	September 1, 2015	September 1, 2018

## COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

<b>Name</b>	<b>Title</b>	<b>Constituencies Represented (If more than one applies, please indicate)</b>
Tammy Emery	Principal	
Tessa Levitt	Director of Curriculum	
Elizabeth Potter	Guidance Counsellor	
Linda Tronetti	Reading Coordinator- Elem	
Jack VanBuskirk	SS Teacher - MS	
Greg Cotton	HS Math Teacher	

## INTRODUCTION

School districts in New York State engage in a type of strategic or comprehensive planning. This is increasingly more important with the new higher learning standards and graduation requirements. Planning is critical if students are to meet or exceed these standards. This planning is a collaborative *process*, not a single document. While the process helps develop a document, it is important to remember that the District is committing to a long-term collaborative process for continually evaluating its progress in meeting our stated goals. The plan is not shelf art. Instead, it should be a living document that informs all school decisions that focus on student achievement, including staff development initiatives. The multi-step planning process involves: evaluating key indicators of student success, analyzing data, identifying root causes for areas of need, setting specific improvement goals, creating strategies and interventions for improvement, developing an action plan, then monitoring and evaluating progress. The Comprehensive District Educational Plan (CDEP) focuses school district energy and resources to improve student achievement.

During the District's journey to embrace long-term, meaningful comprehensive planning, we have learned:

- ✓ Comprehensive planning is a new way of doing business.
- ✓ Comprehensive planning is hard work.
- ✓ Leadership commitment is critical to meaningful comprehensive planning.
- ✓ Comprehensive planning provides: (1) a process to improve student achievement and (2) the tool to change school culture.
- ✓ The comprehensive planning process is a continuous improvement process, not a one-time product, and should be monitored regularly.
- ✓ Comprehensive planning is a systematic way to examine data and use it to drive decision-making and to establish priorities.
- ✓ Using data correctly is a powerful planning tool.
- ✓ Planning focuses District resources on student learning.
- ✓ It may be helpful to utilize an outside facilitator for guidance through the plan development process.
- ✓ Comprehensive planning makes districts more effective.
- ✓ Planning increases collaboration and coordination.

Currently school districts must develop and implement many separate education plans to comply with State and Federal statutes. A comprehensive planning process will interweave some plans districts previously produced to create one plan focused on improving student achievement. The process uses a school improvement committee that is representative of the District to engage the public in a discussion focused on results and moves the District towards aligning all funding streams and other resources toward the resolution of specific needs as identified by the data and root cause analysis. The goal remains that, over time, the CDEP will reduce the number of other required plans.

For long-term, continued improvement in student achievement, it is important that the Board of Education, Superintendent, and entire school community support comprehensive planning and remain committed to systemic change in the District by embracing data-driven decision-making.

# PLANS INCLUDED IN THIS CDEP

## List of Plans Included in This Comprehensive District Education Plan

**These plans may be included in CDEP:**

x	Technology
x	Professional Development / Mentoring Plan
x	Guidance
<b>x</b>	Local Assistance Plan
X	Shared Decision Making (100.11)
X	Academic Intervention Services
X	Comprehensive System of Personnel Development (CSPD)
<b>X</b>	Annual Professional Performance Review (APPR)

**The district used a facilitator: Yes  No  If yes: Name: Title:**

**Organization Name & Address: Phone Number:**

**Communications Process for the CDEP Committee:**

We revised the plan during Staff development days during the 2014-2015 school year. Draft copies, 2 years of CC 3-8 data was shared with the entire committee during the meetings and emails were shared during the planning process.

**Communication Process To Inform All Constituencies in the Community:**

We will share the new CDEP plan with the entire faculty after we meet with the new District Superintendent. The plan will be presented at the faculty meeting at the beginning of the 2015-2016 school year. The CDEP plan will be shared with the BOE by Tammy Emery during the August meeting.

## Whitesville School DISTRICT VISION, MISSION AND BELIEFS

*(A clear and shared sense of purpose focused on student learning, outlining what is important to the school community, that compels a sense of direction, motivates staff and students, and increases the sense of shared responsibility for student learning.)*

### Vision

*(A stated image of what the school can and should become to best educate and support students toward realizing their full potential as productive members of society. A vision should articulate a view of a realistic, credible, attractive future for the school, a condition that is better in some important ways than what now exists. The school's vision must articulate high expectations for all students.)*

**Educational Environment:** We envision: 1. A close, cooperative effort by parents, teaching and non-teaching staff, students, community and business, 2. A total school environment structured to assist students to choose success, 3. A challenging environment which provides for maximum academic achievement and emotional and social growth by each student according to his or her ability, 4. direction, encouragement, respect, and security from caring adults and, 5. First rate facilities.

**Professional Staff:** We envision: 1. Teachers with increased professional status, adequate planning time and the opportunity for professional growth and, 2. Effective support systems in place for staff, students and parents.

**Our Students:** We envision: 1. Students who actively participate in the direction of their education, are accountable for their progress and accept responsibility for the results, 2. Maximum academic achievement and emotional and social growth from each student, according to his or her ability, 3. Students with the ability to set long-range goals, and the confidence and ability to pursue them, 4. Students who respect themselves and others, and who show tolerance and social responsibility, 5. Students who are self-disciplined and motivated, 6. Students with skills in critical thinking, decision making, communication, and organization and, 7. Students who are aware of and make choices toward healthful lifestyles.

**Curriculum and Instruction:** We envision: 1. Support and commitment to career and cultural exposure by the BOE, administration and staff, 2. Adequate staff and curriculum offerings to keep up with technology and, 3. A shared, general approach by the school community to value education and its implementation, 4. A curriculum that enables students to become independent thinkers and life long learners in the 21<sup>st</sup> Century.

**Post-Graduates:** We envision: 1. Graduates able to adapt and change careers, 2. A program of adult education for life-long learning and, 3. More graduates continuing their education.



### Mission Statement

*(The school's mission is more specific in detail and defines a clear purpose – what the school is trying to accomplish and for whom. It should be developed from the vision itself. The vision is the long-range view of how the school should look when its mission is fulfilled. The school's mission must articulate high expectations and plans to improve learning for all students. The mission statement should be brief and concise, yet express a sense of direction, with a focus on how changes will occur to achieve the school's educational vision.)*

Whitesville CSD exists to provide its students with maximum opportunities for academic growth: for emotional, social and moral development, for aesthetic appreciation, for a physically active and healthful lifestyle.

We challenge everyone involved in the educational process to choose success on a daily basis so our students will be equipped to choose success upon graduation.

**Statement of Beliefs**

*(Clearly communicated shared values  
that encompass the beliefs  
of the school community.)*

**We believe that:**

1. All children must have the opportunity to realize their potential and to earn their place in an ever-changing society through the educational process.
2. Our school should provide an engaging educational environment that promotes learning by providing security, motivation, discipline, understanding acceptance, respect, direction and encouragement from caring adults.
3. All students can learn to the highest degree possible within the regular program of their curriculum using the appropriate level of intervention.
4. Our school provides for the development of self-confidence, respect for self and others, social, ethical and technological awareness, and intellectual, physical and aesthetic capabilities.
5. Growth occurs through the accomplishment of meaningful and challenging tasks.
6. Motivation is necessary to the learning process.
7. Our school should support life-long learning.
8. Parent/caregiver involvement is essential to every student's success.
9. Our school should teach students to become responsible citizens and parents in the 21<sup>st</sup> century.

## Exit Outcomes

Our Exit Outcomes serve as an educational focus, not as a list of graduation requirements. Opportunities for acquiring these exit outcomes will be integrated into the school experience and drive the behaviors of everyone involved. The outcomes are observable, and periodically measured to the degree possible. They are designed to encourage responsible choices and to prepare students for post graduate life as productive members of society.

1. Each graduate will have mastered a knowledge base to the highest degree possible for that individual.
2. Upon graduation from high school, each graduate will be able to enter post-secondary education and/or career level employment
3. Each graduate will demonstrate effective communication skills to convey and receive ideas in various forms: face to face, formal and informal settings, and through various 21<sup>st</sup> century technologies.
4. Each graduate will be able to think logically, critically, and creatively using available resources to solve problems.
5. Each graduate will demonstrate knowledge, understanding, and appreciation of the artistic and intellectual accomplishments and the cultural and ethnic diversity of civilization. Each individual will exhibit the skills needed to express personal and artistic interests.
6. Each graduate will have acquired and shown the ability to apply knowledge about the United States and global, political, economic, and social systems, enabling each individual to function as an active, productive member of our democratic society.
7. Each graduate will show the ability to understand ethical behavior, and the understanding of physical, mental, and emotional health and a basic understanding of financial literacy.
8. Each graduate will understand his or her rights and responsibilities, and demonstrate the ability to function effectively within groups, as a parent, home manager, family member, worker, learner, consumer and community member.
9. Each graduate will demonstrate the ability to set goals and assume responsibility for reaching those goals.
10. Each graduate will possess the knowledge, skills and attitudes necessary to adapt to changing times, personal situations and new technologies. Students will be introduced to various volunteer and community services opportunities in high school.

## NARRATIVE DESCRIPTION OF THE DISTRICT **Whitesville CSD**

*(A snapshot of the school and an accurate overview of the school's current educational program and significant changes that will be implemented beginning in the **initial dates of plan implementation** school year. Include a highlight of accomplishments and identify areas that need improvement. )*

Whitesville Central School is located in a rural setting in Allegany County. It has one school building providing education to 253 PK-12. Class sizes range from 13 to 26.

The area is a predominantly agricultural region with a poverty level of 38.4% based on free and reduces lunch applications. Approximately 45% of the student population comes from single parent households. The median household income is \$42,172, about 13% below the NY State average of \$54,659. The school is the largest employer in the district; employing 60.

Whitesville NY is located on route 248, 15 miles SE of Wellsville. Buffalo, NY is located 100 miles to the North. Corning is 45 miles to the East.

Whitesville CSD has consistently been a school of good standing, performing at or above similar schools in most areas.

## DATA ANALYSIS

Data to determine the various needs and areas for improvement will be used in various ways and by various teams throughout the District.

X	School District Report Cards, 1999 to Present.
X	3-8 ELA and Math Data/CC 2012-present
X	IReady data (k-6)
	Parent Survey
	Enrollment Projection for 15-18
X	District Basic Educational Data System (BEDS) Information.
X	Attendance Rates of Students in Comparison to Similar Schools (from State Aid Reporting) and staff
	School Report Card Performance Data for Student subgroups: race/ethnicity, gender, disability status, English proficiency status, income level, and migrant status.
X	Qualifications of Staff as Defined by NCLB (Highly Qualified)
X	APPR Teacher Evaluations
X	Patterns of Staff Assignments in Certification Area
X	Quantitative Survey of Teachers
X	Qualitative Survey of Special Education Teachers

x	Special Designation Schools, SURR, Title I
x	Regents Data
	Local Assessment of Student Work ELA K-12
x	Grade 4 and 8 Science Assessment Data
x	Local Assessment of Student Work Math K-12
x	Technology Survey

<b>Prioritize Gaps and provide a rationale for prioritization</b>	
<b>Priority Gaps</b>	<b>Rationale</b>
Students struggle when they have to perform various operations involving fractional numbers.	The item analysis of grades 3-8 math CC state tests shows weakness in this area for all grade levels. Math Regents data over the past 3 years
Students struggle with reading and persevering through problems in a modeling context, along with multistep problems.	The item analysis of grades 3-8 math CC state tests shows weakness in this area for all grade levels. Math Regents data over the past 3 years.
Students struggle with academic vocabulary and writing across the content area. Student struggle with expository writing within and across the content areas.	The item analysis of grades 3-8 CC Math and ELA tests and State Science Tests in grades 4 and 8 show weaknesses in this area for all grade levels.
Students struggle with determining central idea or themes of a central text and analysis and synthesis of the <b>key supporting details</b> and ideas	The item analysis of grades 3-8 CC ELA tests show weaknesses in this area for all grade levels.

Students struggle with Learner motivation and effort with school work and preparedness.

Lack of quality homework completion that leads students to not gaining full level of instruction and practice needed to be successful in course work.



**Root Cause Analysis: GAPS**

<b>Gaps in Relation to Key Indicators</b>	<b>Root Causes</b>
<p>Students struggle when they have to perform various operations involving fractional numbers.</p>	<ul style="list-style-type: none"> <li>- abstract concept</li> <li>- inconsistent mathematical vocabulary</li> <li>- anxiety</li> <li>- Perseverance during multi-step problems</li> <li>- Inconsistent homework practice</li> </ul>
<p>Students struggle with reading and persevering through problems in a modeling context, along with multistep problems.</p>	<ul style="list-style-type: none"> <li>- academic vocabulary</li> <li>- reading ability</li> <li>- confidence in problem solving</li> <li>- lack of understanding how to break down multi-step problems</li> <li>- Perseverance</li> <li>-</li> </ul>
<p>Students struggle with academic vocabulary and writing across the content area. Student struggle with expository writing within and across the content areas.</p>	<ul style="list-style-type: none"> <li>- Weak vocabulary instruction (inconsistent voc. Instruction)</li> <li>- Not enough time spent on various writing genres</li> <li>- More focus on reading and not writing</li> <li>- Not enough writing in the content areas</li> <li>- Students didn't receive growth producing feedback</li> <li>- Inconsistencies on the teaching of writing</li> </ul>
<p>Students struggle with determining central idea or themes of a central text and analysis and synthesis of the <b>key supporting details</b> and ideas</p>	<ul style="list-style-type: none"> <li>- Students lack of understanding key details and supporting details (understanding topic vs. key ideas)</li> <li>- Vocabulary inconsistencies</li> <li>- Depth of concepts and topics</li> <li>- Same language across ALL subjects and all grades</li> <li>- Close reading techniques</li> </ul>

<p>Students struggle with Learner motivation and effort with school work and preparedness.</p>	<ul style="list-style-type: none"><li>- Determining importance</li><li>- lack of student choice</li><li>- engagement</li><li>- lack of belonging</li><li>- no differentiation</li><li>- passive instructional strategies</li><li>- inconsistent classroom expectations and home expectations</li><li>- inappropriate use of technology</li><li>- disregard learning styles</li><li>- lack of home to school link</li><li>- low use of parental portal and updated web pages</li></ul>
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**Implementation Plan**

Action Plan	Time Line	Person Responsible	Evaluation
Professional Development on Student Motivation and Engagement for Entire Staff	October, 2015- May 2016	Tessa Levitt, CC BOCES staff specialist	Follow up PD during Faculty meetings with reflections and Teacher's share out strategies, successes and implementations that were successful in May 2016
Professional Development on readers response, writing from sources and PROOCCESS writing .	Sept. 2015- July 2018	Tessa Levitt, CC BOCES staff Specialists Area Workshops	Classroom Observations ELA CC State Assessment data Teacher feedback
Over the next 3 years to successfully implement Iready Data informed instruction consistently in grades k-8	Sept. 2015- July 2018	Tessa Levitt Linda Tronetti Aaron Rawady Classroom Teachers	Student growth in ELA and Math over the next 3 years.
Increase teacher collaborative time for various grade levels.	9/2015- July 2018	Tessa Levitt Tammy Emery Elizabeth Potter	Collaborative schedule Teacher time at faculty meeting Collaborative data team meetings Shared notes and input

Family Engagement Workshop	Jan. 2016	Tessa Levitt Tammy Emery CABOCES	Increase in ideas for family engagement, home/school linkage. Host more school to home connection activities
Increase our student reporting to fullest capacity (Eschool)	9/2015- July 2018	Liz Potter Claire Erie 1 BOCES Doug Moot	Increase in parent involvement. Parent Survey Teacher survey
Growth Mindset school wide training for ALL staff	9/16-7/18	Tessa Levitt Tammy Emery ISS staff specialist	Increase student motivation Student Talk Student goal setting Positive student outlook on school and school work Increase in student-teacher relationships
Professional development on Learner Focused Student Feedback	9/2015- 9/2018	Tessa Levitt Tammy Emery ISS staff specialist	Increase in student engagement Student motivation Increase in grades Less students on the ineligibility list Students goal setting Intrinsic motivation

# COMPREHENSIVE DISTRICT EDUCATION PLAN CERTIFICATION

**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 and SURR Comprehensive Education Plan) 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 program covered by this Plan.
- ✓ A Board resolution is on file.

**Signature (Superintendent of Schools):**

**Date:**

