

**COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE**

Directions: The Committee should be representative of all constituencies in the school community.

<b>Name</b>	<b>Title</b>	<b>Constituencies Represented (If More Than One Applies, List)</b>
<b>Mr. Joe</b>	<b>Assistant Superintendent</b>	<b>Central Office Administrator</b>
<b>Mr. Jeff</b>	<b>for Instruction</b>	
<b>Ms. Jane</b>	<b>Pupil Personnel Director</b>	<b>District Administrator</b>
<b>Ms. JoJo</b>	<b>Secondary Principal</b>	<b>Building Level Administrator</b>
<b>Mr. Jack</b>	<b>Elementary Principal</b>	<b>Building Level Administrator</b>
<b>Mr. James</b>	<b>HS PTA President</b>	<b>PTA</b>
<b>Ms. Jessica</b>	<b>Union President</b>	<b>Teachers Union</b>
<b>Ms. Jaclyn</b>	<b>3<sup>rd</sup> Grade Inclusion Teacher</b>	<b>Elementary Teacher</b>
<b>Ms. Jennifer</b>	<b>Math Teacher</b>	<b>Middle School</b>
<b>Mr. John</b>	<b>English Teacher</b>	<b>High School</b>
<b>Ms. Jill</b>	<b>Music Teacher</b>	<b>Middle School</b>
<b>Mr. Jacob</b>	<b>Teacher Assistant</b>	<b>High School</b>
<b>Ms. Joan</b>	<b>Pres. Chamber of</b>	<b>Center Moriches Community Member</b>
<b>Mr. Jake</b>	<b>Commerce</b>	<b>Middle School</b>
<b>Mr. Jason</b>	<b>Pres. Student Government</b>	<b>High School</b>
	<b>Pres. Sophomore Class</b>	<b>Independent Consultant</b>
	<b>Prof. Dev. Consultant</b>	

**Communications Process for the CDEP Committee:**

**Establish a link for the committee within the District website. This site will include meeting information materials for review and ongoing committee discussions.**

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

**All community members will be able to access the district web page and review the documents and happenings of the committee. This service will be communicated to the community through PTA meetings, Board meetings, and appropriate district events. The district will also publish press releases in local paper and school paper.**

*School District: CENTER MORICHES* \_\_\_\_\_  
*BEDS Code:* \_\_\_\_\_

**Vision Statement:**

To inspire a community that values the development of a love of learning, self confidence and respect for

**Mission Statement:**

The Center Moriches Union Free School District is a learning community committed to the democratic belief that every individual has the ability, and opportunity to achieve excellence and to become productive members of a complex and changing world. Our mission is to:

- provide our students with a variety of instructional strategies that reflect their individual ability levels, learning styles and interests
- promote individual excellence through academic achievement, physical and emotional wellness and social responsibility
- promote an open-mindedness in our school community that allows for an understanding and embracing of diversity

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**Belief Statements:**

The Center Moriches School District believes that students, upon graduation, should embody the following v

### **Life-Long Learner**

- respects established knowledge and tradition
- synthesizes new information with one's experiences
- sets priorities and goals and monitors their progress
- demonstrates a commitment to continuous improvement

### **Effective Communicator**

- reads, writes, listens and speaks for various audiences and purposes
- uses a variety of media
- receives and conveys messages with ease

### **Involved Citizen**

- responds to the needs of others
- uses cooperative skills and values
- progresses from a community to a global sense of responsibility to humanity and envi

### **Problem Solver/Complex Thinker**

Students will listen, speak, read, and write for social interaction. Students will use oral and v that follows the accepted conventions of the English language for effective social communica variety of people. As readers and listeners, they will use the social communications of others understanding of people and their views.

### **Wholesome Individual**

- understands personal life management
- develops and maintains desirable health practices
- possesses a sense of self-worth
- attains physical and emotional stamina

### **Quality Producer**

- uses appropriate skills/resources/technology
- creates products that reflect high standards
- identifies and frames tasks
- derives satisfaction from and pride in their accomplishments

## **Ethical Thinker**

- **demonstrates mutual and self-respect**
- **has ability to determine why one way of pursuing goals is better than another**
- **develops good habits and intellectual virtues to make good choices with ease**
- **recognizes that all human beings have the same rights because they ought to fulfill them and achieve happiness**

**Implementation Plan: Complete the following chart for each identified gap or success.**

**Gap (Specify desired change in student performance.) Raise scores by ten percent annually for the next 96% of students score at level 3 and 4 on the ELA and Math assessments. Sustain academic performance and attain 100% academic performance at level 4 by prior to 2013 established by Federal Government Standards**

**NON-ACADEMIC STRATEGIES TO BE EMPLOYED FOR CLOSING THE GAP AT THE FOURTH GRADE LEVEL**

- **Study Skills groups**
- **Homework Club**
- **Homework Hotline**
- **Web-based Reporting of Student Performance**
- **SOS (Save one student)Program**
- **Mentoring Program**
- **Elementary Looping**
- **Encourage parent participation through various activities such as an ELL Breakfast for Students**
- **Community members will speak to students about their careers, volunteer activities**

**NON-ACADEMIC STRATEGIES TO BE EMPLOYED FOR CLOSING THE GAP AT THE EIGHTH GRADE LEVEL**

- **Study Skills**
- **Advisory program**
- **Natural Helpers**
- **Web-based Reporting of Student Performance**
- **SOS (Save one student)Program**
- **Mentoring Program**
- **Encourage parent participation through various activities such as an ELL Breakfast for Students**
- **Community members will speak to students about their careers, volunteer activities**

<i>for</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	
<b>Strategies</b>	<b>Major Tasks / Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>S</b>

<p><b>Tri-State Evaluation</b></p>	<p><b>Checklist of components for a strong curriculum completed</b></p>	<p><b>Training provided on areas of need</b></p>	<p><b>Elementary &amp; secondary teachers</b></p>	<p><b>Summer Institute</b></p>	<p><b>Ti</b></p>
<p><b>Literacy and Math Coordinators will meet with teachers on every grade level</b></p>	<p><b>Disaggregate &amp; Analyze ELA &amp; Math &amp; biannual reading test results to identify areas of weakness in student responses</b></p>	<p><b>Provide instructional strategies for teachers to implement</b></p>	<p><b>Grade 4-8 teachers</b></p>	<p><b>Monthly staff meetings &amp; weekly team meetings</b></p>	<p><b>Ti G fu</b></p>
<p><b>Implement a Comprehensive Balanced Literacy program that includes Reading Recovery</b></p>	<p><b>Implement use of leveled books, guided reading, independent reading, writing workshops, mini lesson approach</b></p>	<p><b>Provide assistance on using data effectively Workshops for teachers</b></p>	<p><b>Grade Pre-K-8 teachers</b></p>	<p><b>Superintendent's conference days &amp; ongoing throughout school year</b></p>	<p><b>Ti G</b></p>
<p><b>Create a Literacy Profile for each student</b></p>	<p><b>Results of DRA, DSA &amp; Artifacts including student writing &amp; spelling</b></p>	<p><b>Workshops for teachers &amp; students, provide common planning time</b></p>	<p><b>Grades K-12</b></p>	<p><b>Grade level mtgs.</b></p>	<p><b>Ti G</b></p>
<p><b>Every Day Math program will be initiated</b></p>	<p><b>Teachers will receive training. Math coordinator will push in to classroom for demos. Children will be pulled out for pocket program.</b></p>	<p><b>Workshops &amp; individual mentoring for teachers when needed</b></p>	<p><b>Grades K-5</b></p>	<p><b>Superintendent's conference days &amp; ongoing throughout school year via dept. &amp; faculty mtgs.</b></p>	<p><b>G Fu</b></p>
<p><b>Provide ELL &amp; Spec. Edu. Students with additional supports</b></p>	<p><b>Establish Learning Centers at the Middle &amp; High School level</b>  <b>Implement Web based &amp; software learning programs at all levels</b></p>	<p><b>Provide training on differentiated instruction, web based programs &amp; School Island Software</b>  <b>Provide assistance on using data effectively</b></p>	<p><b>Grades 6-12</b>  <b>Grades K-12</b></p>	<p><b>Superintendent's conference days &amp; ongoing throughout school year via dept. &amp; faculty mtgs.</b></p>	<p><b>Ti G Ed</b></p>



**SECTION V: EVALUATING AND REPORTING RESULTS**

School District: CENTER MORICHES

BEDS Code: \_\_\_\_\_

1. Describe the performance indicators you have developed to assess the effectiveness of the strategies in Section IV.

Benchmarking-Component Testing Review (K-12)  
TONYSS- Grades 1-2  
NYS Assessments Grades 3-8  
Developmental Reading Assessment (DRA) fall/spring Pre-K-8  
Digital Portfolio (K-12) Exit Requirement

2. Explain how the district and the planning committee will use evaluation results and data to revise the implementation plan.

The District will monitor the implementation plan, develop performance indicators, use data to revise the implementation plan, and use evaluation results to →

**HOW THAT WILL LOOK? WHO IS DOING WHAT?**

**Supt. and Asst. Supt. for curriculum**

- connecting building articulation and continuity
- core curriculum council weekly meetings
- report to Board of Ed.
- report to parent groups
- oversee monthly building level literacy team meetings

**Principals**

- monthly curriculum council meetings (including lead teachers and upper administration)
- principals need to oversee disaggregating and disseminating the data. They
- Must identify the specific students in that target group and monitor their progress on a weekly basis
- organize professional developments based on gaps identified in data
- quarterly benchmark reports to supt. and BOE

**Lead teachers**

- facilitate monthly department meetings on each building level
- oversee curriculum calendars...Does what we say we're doing match what we really are doing?

- oversee summer reading/math lab program: Make sure ALL students are Accountable: 100% completion.**
- Support teachers with ordering relevant materials**

**Teachers:**

- Keeping up-to-date with literacy/math profile folders**
- Keeping target dates with curriculum guidelines and assessments**
- Keeping Power School Student Data up-to-date for parent perusal**
- Mid-year and End of Year Goal Reflection with Building Principals**

**3. Explain how the district will disseminate its evaluation results to the public.**

**Results will be posted on the District's website and presented annually at a Board of Education Meeting advertised on the website and by public notice**