

**Eldred Central School District
Comprehensive District Education Planning
January, 2014 - June 2017**

Mission: Eldred Central School prepares citizens to participate in a global society.

An Eldred Central School Graduate will be:

- A responsible and involved citizen
- A clear and effective communicator
- Committed to lifelong learning
- A competent problem solver who thinks critically and creatively
- A productive individual who works independently and collaboratively
- Able to understand the relationship of effort to success
- Respectful of self and others in an increasingly diverse society
- A competent user of technology
- A practitioner of lifelong wellness behaviors
- Able to appreciate and participate in the arts
- An informed consumer and effective manager of personal and family resources
- A responsible steward of the environment

District Goals

Goal 1: All students will participate in learning that maximizes the use of all district resources.

Target 1: Design and implement programs to address student transitions.

Objective 1: Identify all transitions that take place for students in the Pre-K to post graduation continuum, design needs assessments and prioritize transitions to be addressed (Pre-K, 7th grade, and 12th grade).

Action: Review and revise structures to address Pre-K assessment/screening, 7th grade transition, 8th grade academic acceleration, and teaming in grades 9/10.

Resources: Personnel, budget

Timeline: Ongoing

Persons responsible: Assessment team for pre-K - kindergarten transition; guidance, administration, and grade 8 team for acceleration

planning and programming; guidance, administration and college course teachers for college courses; administration, guidance faculty, teachers and students for guidance reorganization; administration and faculty for grade 9/10 teaming.

Evaluation: Informal and formal observation, programmatic surveys, student performance

Goal 2: Academic Goal: All students will experience learning opportunities through research based instructional strategies integrated with rigorous, challenging content and current standards to facilitate reading, writing, problem solving, critical thinking and collaboration to make them college and career ready.

Target 1: Review current research on student motivation (engagement, self –efficacy, etc.) to identify strategies to benefit the student population.

Action: Establish common expectations for students infuse differentiation strategies into all grades; expand differentiation instruction to the junior-senior high school.

Resources: Time, budget, personnel

Timeline: Ongoing

Persons responsible: Administration, faculty and staff

Evaluation: Student performance, teacher, student and parent survey.

Target 2: Review current research and evidence based strategies to implement a rigorous, challenging, content rich curriculum that is standards based and teaches critical thinking skills, problem solving, collaboration.

Action: Establish common expectations for students using evidence based practices and research in reading and writing to prepare students for college and career readiness.

Resources: Time, budget, personnel

Timeline: Ongoing

Persons responsible: Administration, faculty and staff

Evaluation: Student performance, teacher, student and parent survey.

Goal 3: Student data will be used by the administration, faculty and staff to improve instruction.

Target 1: The Building Inquiry Teams, under the supervision of the Building Principal, will utilize student data to assist the faculty and staff in identifying areas that their students require improvement in and aligning instructional practices and curriculum to address these concerns.

The purpose of the Building Inquiry Teams is to:

- Create a climate of reflective practice
- Focus on student data analytics
- Become building level data experts

The work of the Inquiry Team is to:

- Formative Instruction
- Assessments to improve instruction
- Assist small group of teachers to focus on struggling learner (Rtl)
- Lead research based instruction
- Foster Systemic/sustainable change

Action: To use student data to inform instruction, meet current student's needs, and to promote an inclusive, differentiated learning environment for all.

Resources: Time, budget, personnel

Timeline: Ongoing

Persons responsible: Administration, faculty and staff

Evaluation: Student performance, teacher survey.

Goal 4: Students will be practitioners of lifelong wellness behaviors. Food Service offerings will be healthier, more nutritional and appetizing and conform with both Federal and State nutritional guidelines.

Target 1: Students will be taught how to make healthier food choices and encouraged to make these choices and practice wellness routines in their daily lives.

Action: Students will be taught at all grade levels, in Health class and in Home & careers classes how to make healthier food choices and encouraged to make these choices and practice wellness routines in their daily lives.

Timeline: Ongoing.

Persons Responsible: Faculty, Staff, Food Service Manager, and Building Principal.

Evaluation: Wellness Committee

Target 2: The District's Wellness plan will be kept current and up to date.

Action: The District's Wellness plan will be kept current and up to date.

Timeline: Ongoing.

Persons Responsible: Wellness Committee.

Evaluation: Wellness Committee

Goal 5: Students will learn to respect themselves and others in an increasingly diverse society.

Target 1: Students will be provided opportunities to engage in culturally diverse activities at all grade levels.

Action: Lesson plans, virtual field trip opportunities, locally sponsored culture events and activities, reading assignments, etc. will be identified and offered to promote a greater cultural awareness and understanding of diversity throughout the local community, New York State, our country and the world. The district will encourage classroom activities at the elementary school that explore various cultures and promote diversity as well as continue the Global Studies Fair and Cultural food classes at the JSHS.

Timeline: On going

Persons Responsible: Administration, faculty and staff.

Evaluation: Building Principals and Superintendent

Target 2: Positive Behavior Intervention and Supports (PBIS) programs will be implemented in the elementary and JSHS to focus on promoting desired behaviors through a system of instruction and rewards.

Action: Promote the active involvement of the building level PBIS committees in the daily activities of each school to foster and promote the teaching of desired behaviors through instruction and a rewards system. Continue the Promote Alternative Thinking Strategies (PATHS) program in the elementary school. Identify similar programs and or events (i.e. Dare To Move) to be utilized at the JSHS. JSHS Mentoring program to be expanded to include more regular contact between mentors and mentees throughout the school year

Timeline: On going

Persons Responsible: Administration, faculty and staff.

Evaluation: Building Principals and Superintendent