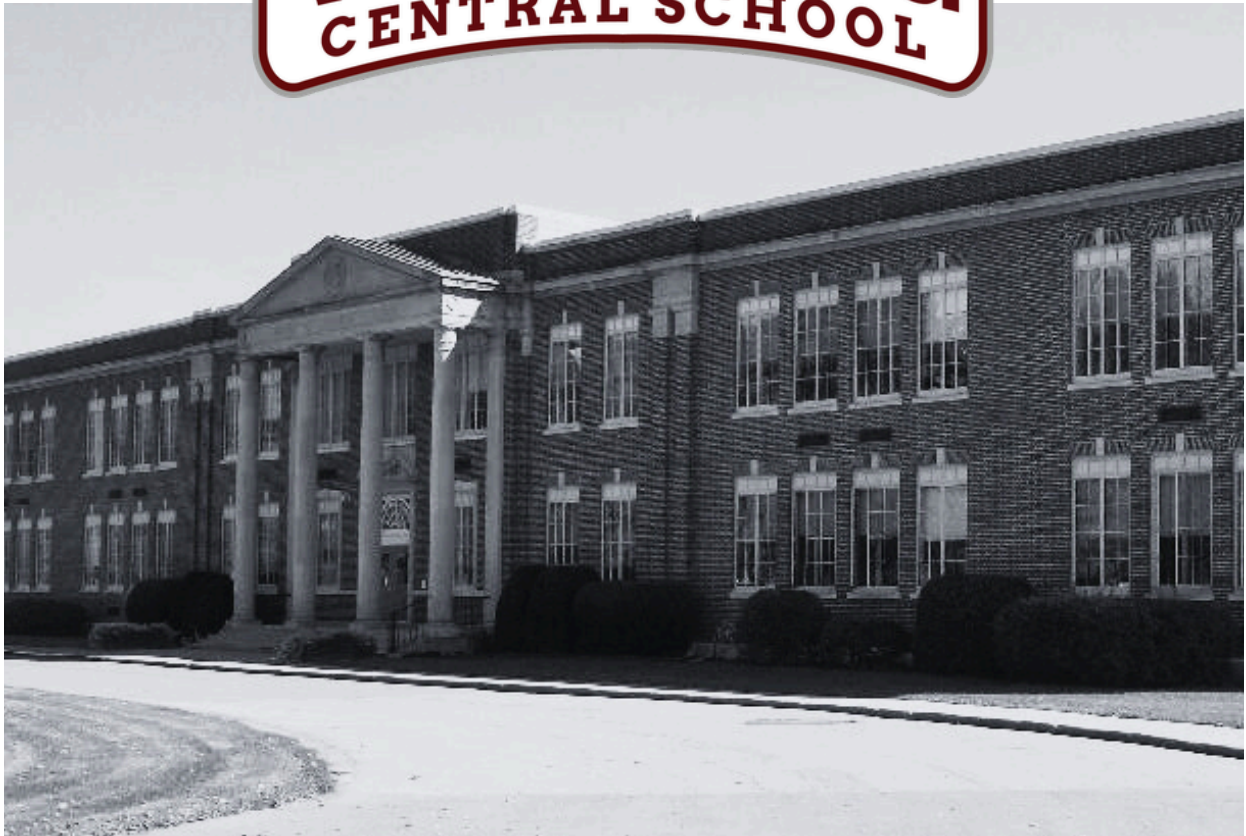
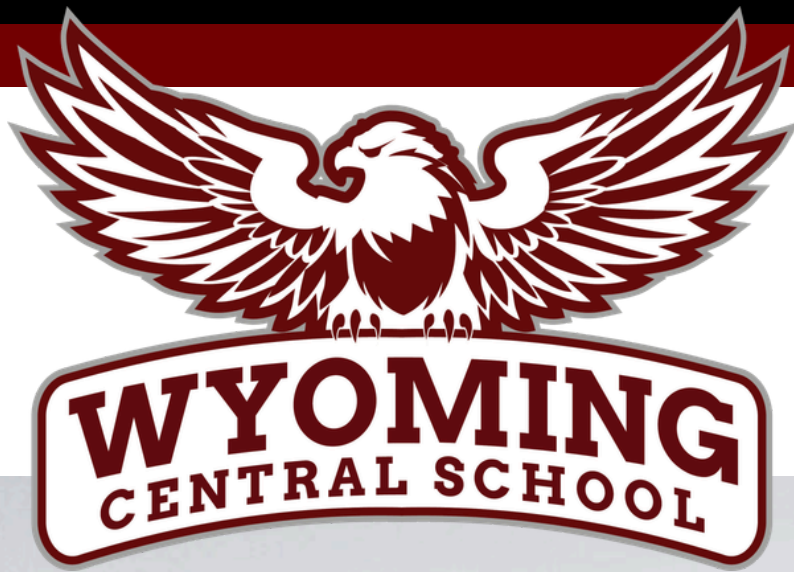
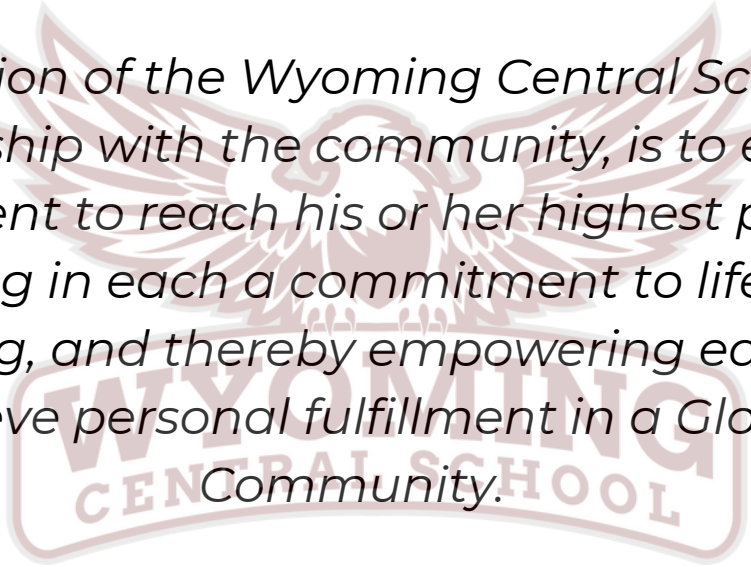




COMPREHENSIVE DISTRICT
EDUCATION PLAN
(CDEP)

Mission

The mission of the Wyoming Central School, in partnership with the community, is to enable each student to reach his or her highest potential, instilling in each a commitment to lifelong learning, and thereby empowering each to achieve personal fulfillment in a Global Community.



We believe...

- all students can learn.
- students learn best when they are engaged with the content, skills and their peers.
- teaching and learning should be meaningful, engaging, and rigorous.
- how to learn is as important as what is learned.

We will...

- never give up on students.
- foster meaningful collaboration between all members of the school community.
- challenge our students, teachers, administration, and staff to reach their full potential with the necessary support to be successful.
- foster an environment where students are self aware and are able to manage their emotional needs and behaviors.

District Priorities

1

Achievement

Develop and implement processes to meet the individual learning needs of students and support their academic success, leading to increased achievement.

2

Social Emotional Learning

Develop and implement processes to meet the social emotional needs of students and support their needs leading to self awareness of their emotional needs and behaviors.

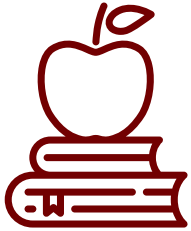
3

Curricular Alignment

To ensure alignment and consistency in curriculum delivery across all grade levels (PreK-8) by implementing a systematic framework of curriculum checks and balances. This will involve regular reviews of curricular content, instructional strategies, and student assessment data to ensure vertical and horizontal alignment, address gaps or overlaps in learning, and support continuous improvement. The goal is to provide a cohesive, developmentally appropriate learning experience that ensures all students build foundational knowledge and skills, while also allowing for differentiation to meet diverse learning needs at each grade level.

Underlying Themes

The underlying themes form the foundation for the WCSD CDEP. These themes were identified through the CDEP core team as four of the most critical aspects that underpin our CDEP goals while serving as a basis for expectation and support to help our students attain the achievement goals. The themes will not only serve as guiding principles for goal attainment through the development of action plans, but the themes will provide direction for additional professional learning opportunities.



Curriculum, Instruction, & Assessment

Curriculum, instruction, and assessment are vital for guiding student learning, ensuring academic growth, and providing valuable feedback to enhance teaching effectiveness and drive continuous improvement.



Social & Emotional Learning

Social and Emotional Learning (SEL) helps students build self-awareness, empathy, and strong relationships, fostering a positive school environment and improving both academic success and personal well-being.



21st Century Skills

21st-century skills like critical thinking, creativity, and collaboration prepare students to adapt to technological change, solve problems, and succeed in diverse, future career environments.



Professional Learning Communities

Professional Learning Communities (PLCs) foster collaboration among educators, promoting shared knowledge, improving teaching practices, and ultimately enhancing student outcomes through collective problem-solving and continuous professional growth.

Goals

As an education organization, the development, articulation, and measurement of goals, along with a strong commitment to the attainment of goals are significant influencers on the success of the organization in meeting the goals.

In the CDEP process, various stakeholders provide feedback with regard to goals and the connectivity of those goals to each other. For example, literacy is at the center of all student learning and, therefore, is a component of each of the subsequent goals. Each goal from there supports higher levels of success.

As plans of action are developed and revised, a major component in helping our students achieve the CDEP goals will be the support provided to our faculty, staff, and administration through the identified learning opportunities.



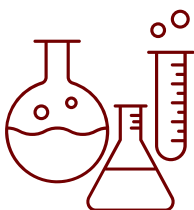
Literacy

Increase the percentage of students who are reading within the appropriate grade level band measured through oral reading fluency to 80% proficiency.



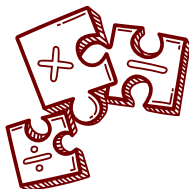
Grade 3-8 ELA

Increase the percentage of students in a given cohort to earn a score of a Level 3 or better on the NYS assessments in ELA to 80%.



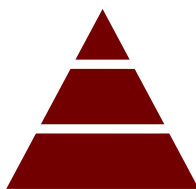
Science

Increase the number of students earning proficiency in their given cohort on the grade 5 NYS Science assessment and the Grade 8 Science assessment to 80%.



Grade 3-8 Math

Increase the percentage of students in a given cohort to earn a score of a Level 3 or better on the NYS assessments in Math to 80%..



Multi-Tiered Systems of Support

Continually update and improve our Multi-Tiered Systems of Support (MTSS) procedures.



Technology

To transform students into well-developed 21st-century learners by fostering critical thinking, creativity, collaboration, and communication skills.

Action Plan: Achievement

Develop and implement processes to meet the individual learning needs of students and support their academic success, leading to increased achievement.

Why is this a priority?

The Achievement Priority directly connects to the Wyoming Central School District's vision and mission. Additionally this priority fits into the following belief statement: "We believe all students can learn".

Low proficiency rates on the 3-8 NYS assessments support the need for an Achievement Priority. Supporting the individual learning needs of students will set them up for success across all grade levels and beyond.

Strategy	Methods	Measures of Success
What strategies will we pursue as part of this priority?	What does this strategy entail? What will implementation look like in our district?	How will the level of success for this strategy be measured?
Data Teams	Data teams will meet three times yearly to create intervention teams to address student needs. Additionally, to address any curricula needs that teachers may have.	• Grade Level Meetings • Student Data ◦ iReady Data ◦ NYS Assessments
Strengthen Tier 1 Teaching Strategies	Professional Development opportunities will be given to address Tier 1 teaching strategies and curricula needs. Additionally, new curricula and resources will be explored as needed based on recommendations from data teams.	• Data Team Meetings • Grade Level Meetings • Student Data ◦ Local Assessments ◦ iReady Data
Curriculum, Instruction, & Assessment Planning	Teachers and the CDEP team will work together to create curriculum guides, pacing guides, and vertical alignment guides. This will help to ensure success in Tier 1 teaching strategies across all grade levels.	• Creation of: ◦ Curriculum Guides ◦ Pacing Guides ◦ Vertical Alignment Guides

Action Plan: Social Emotional Learning

Develop and implement processes to meet the social emotional needs of students and support their needs leading to self awareness of their emotional needs and behaviors.

Why is this a priority?

The Social Emotional Learning Priority directly connects to the Wyoming Central School District's vision and mission. Additionally, this priority fits into the following action statement: "We will foster an environment where students are self-aware and are able to manage their emotional needs and behaviors."

Student Behavior Intervention Monitoring Surveys (BIMAS), as well as teacher observations and discipline referral data, support the Social Emotional Learning Priority. Supporting the social emotional learning needs of students will set them up for success across all grade levels and beyond.

Strategy	Methods	Measures of Success
What strategies will we pursue as part of this priority?	What does this strategy entail? What will implementation look like in our district?	How will the level of success for this strategy be measured?
Data Teams	Data teams will meet three times yearly to discuss and implement plans for students who exhibit needs in the social emotional learning scope.	• Data Team Meetings • Student Data ◦ Teacher Observations ◦ BIMAS results
Strengthen Tier 1 Social Emotional Strategies	Professional Development opportunities will be given to address Tier 1 teaching strategies in the area of social emotional learning. Additionally, implementation of strategies in the Tier 1 classroom setting	• Data Team Meetings • Grade Level Meetings • Student Data ◦ Teacher Observation ◦ BIMAS results

Action Plan: Social Emotional Learning

Strategy	Methods	Measures of Success
What strategies will we pursue as part of this priority?	What does this strategy entail? What will implementation look like in our district?	How will the level of success for this strategy be measured?
PBIS: Positive Behavioral Supports	The CDEP team will partner with various student-centered organizations to enhance and expand our PBIS programming and impact.	- Positive Behavior Data - Student Behavior Outcomes - Reduction in office discipline refferrals - Fewer incidents in targeted areas (bus, cafeteria, recess) - Student Voice & Climate
Peer Mediation	implement a peer mediation program designed to build student capacity in conflict resolution, communication, and problem-solving. Trained student mediators will support their peers in resolving conflicts in a structured, supervised environment, promoting a positive school climate and reducing disciplinary incidents.	- Student Data - Reduction in conflict-related behavioral incidents - Improved student conflict resolution skills - Positive shifts in student perception of school climate and peer relationships
Restorative Practices	Restorative Practices will be used in the Tier 1 setting to enforce the knowledge of social emotional awareness, as well as, self management of emotions and behaviors.	- Restorative Circles - Maintenance Circles - Daily Circles - Teacher Observation

Action Plan: Curricular Alignment

To ensure alignment and consistency in curriculum delivery across all grade levels (PreK-8) by implementing a systematic framework of curriculum checks and balances. This will involve regular reviews of curricular content, instructional strategies, and student assessment data to ensure vertical and horizontal alignment, address gaps or overlaps in learning, and support continuous improvement. The goal is to provide a cohesive, developmentally appropriate learning experience that ensures all students build foundational knowledge and skills while also allowing for differentiation to meet diverse learning needs at each grade level.

Why is this a priority?

The Curricular Alignment Priority directly connects to the Wyoming Central School District’s vision and mission. Additionally, this priority fits into the following belief statement: “teaching and learning should be meaningful, engaging, and rigorous.”

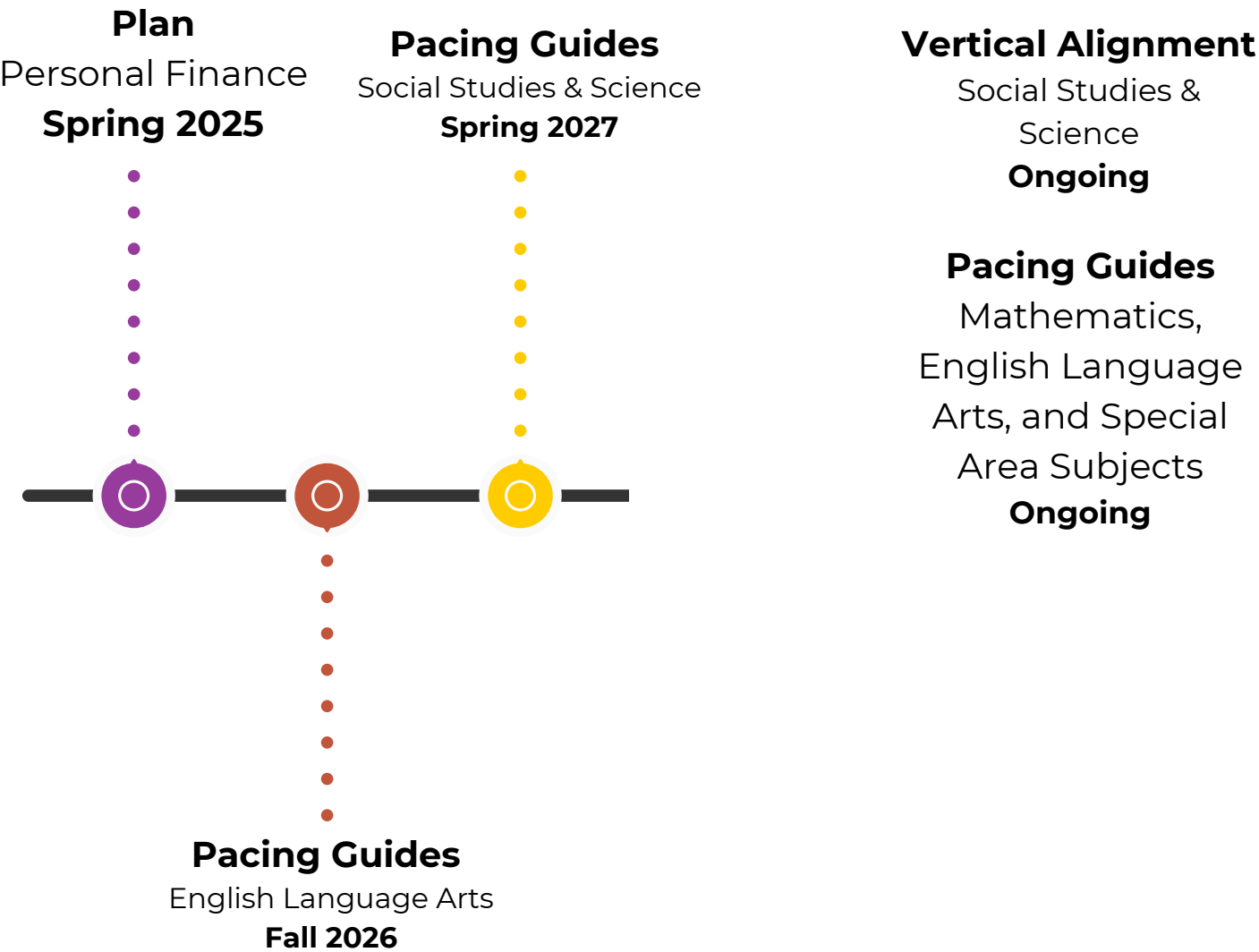
Through the creation of Curricular Alignment documents, it can be assured that all teachers have the materials they need to provide meaningful, engaging, and rigorous instruction. Additionally, through the Curricular Alignment process, teachers and administrators will be able to assess the need for additional support in building foundational knowledge in all students. Supporting the Curricular Alignment Priority will set both teachers and students up for success across all areas of instruction and learning.

Strategy	Methods	Measures of Success
What strategies will we pursue as part of this priority?	What does this strategy entail? What will implementation look like in our district?	How will the level of success for this strategy be measured?
Curriculum and Instruction Planning Documents	Teachers, as well as the CDEP team, will create curriculum guides and pacing guide documents to ensure all necessary teaching can take place within a school year.	• Grade Level Meetings • Planning Documents ◦ Pacing Guides ◦ Curriculum Guides
Vertical Alignment	Through the creation of key skills, Vertical Alignment Guides, and implementation of grade level and department meetings focused on instruction, it will be ensured that foundational skills are being met at various grade levels.	• Grade Level Meetings • Department Meetings • Planning Documents ◦ Vertical Alignment Guide

Timeline: Curricular Alignment

The following timeline has been created to ensure success in the creation of all curricular alignment documents.

Implementation



Infographic

Through the view of the infographic, it can be seen that all underlying themes, district priorities, and goals are interconnected.



Superintendent of Schools: Mrs. Emily Herman

Director of Student Services: Mrs. Meghan Barker

District Education Planning Team: Dr. Erica Miller, School Psychologist
Mrs. Olivia Lamar, Teacher
Mrs. Marie May, Teacher

Board of Education: Ben Chamberlain, President
Nicole White, Vice President
Kaitlyn Bush
Desiree Fioramonte
Barry True
Haley Tygart
Jordan Weatherwax

Adopted by the Wyoming Central School District's
Board of Education on
April 8th, 2025
Updated April 1st, 2026
Readopted by the BOE on May 6th, 2026