

**School District Professional Development Plan  
Attachment IV: Implementation Plan**

Goal 1: To provide continuous professional development to all staff in developing curriculum and assessments which are aligned with the NYS Standards and Assessments.

Objective 1: To meet the annual yearly progress goal or the School Accountability Performance Target for the number of students achieving above the state reference points on State Assessments.\*

Strategies	Activities	Who	Time frame	Performance Measure/Data Source
Department Meetings	Curriculum Mapping	Central Administration, K-12	2003-2006 with annual reviews	NYS Benchmarks/Assessments, including Regents Examinations, Test of NYS Standards(TONYSS)
Superintendent's Conference Days - ½ & full days	Lesson Planning Aligned with Curriculum	Administrators, Faculty BOCES		
Grade Level Meetings	Diagnostic Review of Student Work	Teacher Center		Terra Nova Test
School Visitations within district and to other schools	Local Assessments aligned with State Assessments	SETRC Regional Information Center		Graduation Rates Evaluations of Activities
Mentoring	Data Disaggregation	Regional Support Center		Surveys
Graduate Courses	Benchmark Development	QuEst		
Task Forces	Collaboration Between Buildings			
Video Conferences	Instructional Support Teams			
Consultants	AIS Curriculum Development			
Individual Professional Conferences	aligned with Classroom Instruction			
Online Courses and Resources				

- SRP= Students scoring at level 2, 3, 4 on State Benchmarks and students scoring 65 (55 for local diploma) or above on Regents Exams.

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Goal 2: To provide continuous professional development to all staff in pedagogical practices, instructional strategies, learning theory, and student assessment which supports effective instruction and thereby improves overall student achievement.

Objective 1: To meet the annual yearly progress goal or the School Accountability Performance Target for the number of students achieving above the state reference points on State Assessments.\*

Strategies	Activities	Who	Time frame	Performance Measure/Data
Department Meetings	Preparation Employing Necessary Pedagogical	Administration	2003-06 with	NYS Benchmarks Assessments,
Superintendent's Conference	Practices to Support Instruction;	K-12 Directors,	annual reviews	Regents Examinations,
Days - ½ & full days	Modifying Instruction to meet the needs of all	Faculty		Test of New York State Standards
Grade Level Meetings	Students (AIS, ESL, Gifted, Classified);	SETRC		Terra Nova Testing
School Visitations within district	Inclusion to meet the needs of all students	BOCES		Graduation Rates
and to other schools	Instructional Delivery that Results in Active Student	QuEst		Local Benchmarks
Mentoring	Involvement and Meaningful Lesson Plans that	Regional		Evaluations of Activities
Graduate Courses	Result in Student Learning;	Support		Surveys
Task Forces	Instructional Technology in the Classroom,;	Center		
Video Conferences	Enrichment Activities for All Children;			
Consultants	Knowledge of Student Development and			
Individual Conferences	Appreciation of Diversity and Regular Application			
Online Course & Resource	of Developmentally Appropriate Instructional			
	Strategies;			
	Motivating Students;			
	Self-Directed Learning			

\* SRP= Students scoring at level 2, 3, 4 on State Benchmarks and students scoring 65 (55 for local diploma) or above on Regents Exams.

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Goal 3: To provide continuous professional development to all staff in understanding student growth and development and classroom management techniques which supports effective instruction and thereby improves overall student achievement.

Objective 1: To improve student on task behavior as measured by a decrease in the negative behavior incidents.

Strategies	Activities	Who	Time frame	Performance Measure/Data Source
Department Meetings	Knowledge of Student Development;	Central	2003-06 with annual reviews	Student Behavioral Indicators
Superintendent's Conference Days- ½ & full days	Appreciation of Diversity and Regular Application of Developmentally Appropriate Instructional Strategies;	Administration, K-12 Directors,		
Grade Level Meetings	Motivating Students;	Faculty		
School Visitations within District and to other schools	Self-Directed Learning;	SETRC		
Mentoring	Classroom Management Supportive of Diverse Student Learning Needs Which Creates a	BOCES		
Task force	Supportive Learning Environment Conducive to Student Learning;	QuEst		
Video Conferences	Specific Skills Related to Managing Student Behavior;	Regional Support Center		
Consultants	Working with At-Risk Students;			
Graduate Courses	Mentoring Students;			
Individual Conferences				
Online Courses and Resources				

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Goal 4: To provide continuous professional development to all staff to facilitate the integration of students with disabilities with their non-disabled peers throughout their educational experience and to enable them to meet the NYS Standards.

Objective 1: To increase by 5% the number of students who receive their special education program through the regular education program.

Strategies	Activities	Who	Time frame	Performance Measure/Data
Department Meetings Superintendent's Conference Days - ½ & full days Grade Level Meetings School Visitations within district and to other schools Mentoring Graduate Courses Task Forces Video Conferences Consultants Individual Conferences Online Courses and Resources Inclusion Co-Planning Time	Lesson Planning to Facilitate Modification; Inclusion Training; Differentiating Instruction; Awareness of the characteristics of students with disabilities; Training in the content areas for special education teachers;	Central Administration, K-12 Administrators, Faculty SETRC BOCES Teacher Center Regional Support Center	2003-2006 with annual reviews	Enrollment Data

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Goal 4: To provide continuous professional development to all staff to facilitate the integration of students with disabilities with their non-disabled peers throughout their educational experience and to enable them to meet the NYS Standards.

Objective 2: To meet the annual yearly progress goal or the School Accountability Performance Target for the number of students achieving above the state reference points on State Assessments.\*

Strategies	Activities	Who	Time frame	Performance Measure/Data
Department Meetings	Curriculum Mapping;	Central Administration, K-12	2003-2006 with annual reviews	NYS Benchmarks/Assessments, Regents Examinations
Superintendent's Conference Days - ½ & full days	Lesson Planning Aligned with Curriculum;	Administrators, Faculty SETRC		
Grade Level Meetings	Diagnostic Review of Student Work;	BOCES		Test of New York State Standards
School Visitations within district and to other schools	Local Assessments aligned with State Assessments;	Regional Support Center Teacher Center		Terra Nova Testing
Mentoring				Local Benchmark Testing
Graduate Courses				Evaluations of Activities
Task Forces				Graduation Rates
Video Conferences				
Consultants				
Individual Conferences				
Online Courses and Resources				
Inclusion Co-Planning Time				

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Attachment II: Needs Assessment Prioritizing

Congruence between student and teacher needs and district goals and objectives will determine plan priorities.

Student Performance Deficiency	Teacher Content/Practical Needs	District Goal □
Students failing to perform at SRP on state benchmarks or Regents.	Curriculum Mapping, Lesson Planning Aligned with Curriculum, Diagnostic Review of Student Work, and Local Assessments aligned with State Assessments.	Goal 1/Objective 1 Goal 2/Objective 1 Goal 4/Objective 1
Improvement of On Task Behavior	Lesson Planning to Facilitate Modification, Inclusion Training, Differentiating Instruction, Awareness of the characteristics of students with disabilities, Training in the content areas for special education teachers. Preparation Employing Necessary Pedagogical Practices to Support Instruction: Modifying Instruction to meet the needs of all students, (ESL, Gifted, Classified, AIS), Inclusion to meet the needs of all students. □ Instructional Delivery that Results in Active Student Involvement and Meaningful Lesson Plans that Result in Student Learning: Instructional Technology in the Classroom, Enrichment Activities for All Children. □ Knowledge of Student Development and Appreciation of Diversity and Regular Application of Developmentally Appropriate Instructional Strategies: Motivating Students, Self-Directed Learning. □ Classroom Management Supportive of Diverse Student Learning Needs Which Creates a Supportive Learning Environment Conducive to Student Learning: Specific Skills Related to Managing Student Behavior, Working with At-Risk Students, Mentoring Students.	Goal 3 /Objective 1
Number of Students Receiving Special Education Program within Regular Education Program	Preparation Employing Necessary Pedagogical Practices to Support Instruction: Modifying Instruction to meet the needs of all students, Inclusion to meet the needs of all students. Knowledge of Student Development and Appreciation of Diversity and Regular Application of Developmentally Appropriate Instructional Strategies: Motivating Students, Self-Directed Learning.	Goal 4/Objective 2

