

Spencerport Central Schools

Professional Development Plan

2013-2018

*Our mission is to educate and inspire
each student to love learning,
pursue excellence and use knowledge,
skills and attitudes to contribute
respectfully and confidently to an ever-
changing global community.*



Lisa McCarthy
Director of Learning and Professional Development

PROFESSIONAL DEVELOPMENT:
Ensuring Knowledgeable and Effective Teachers

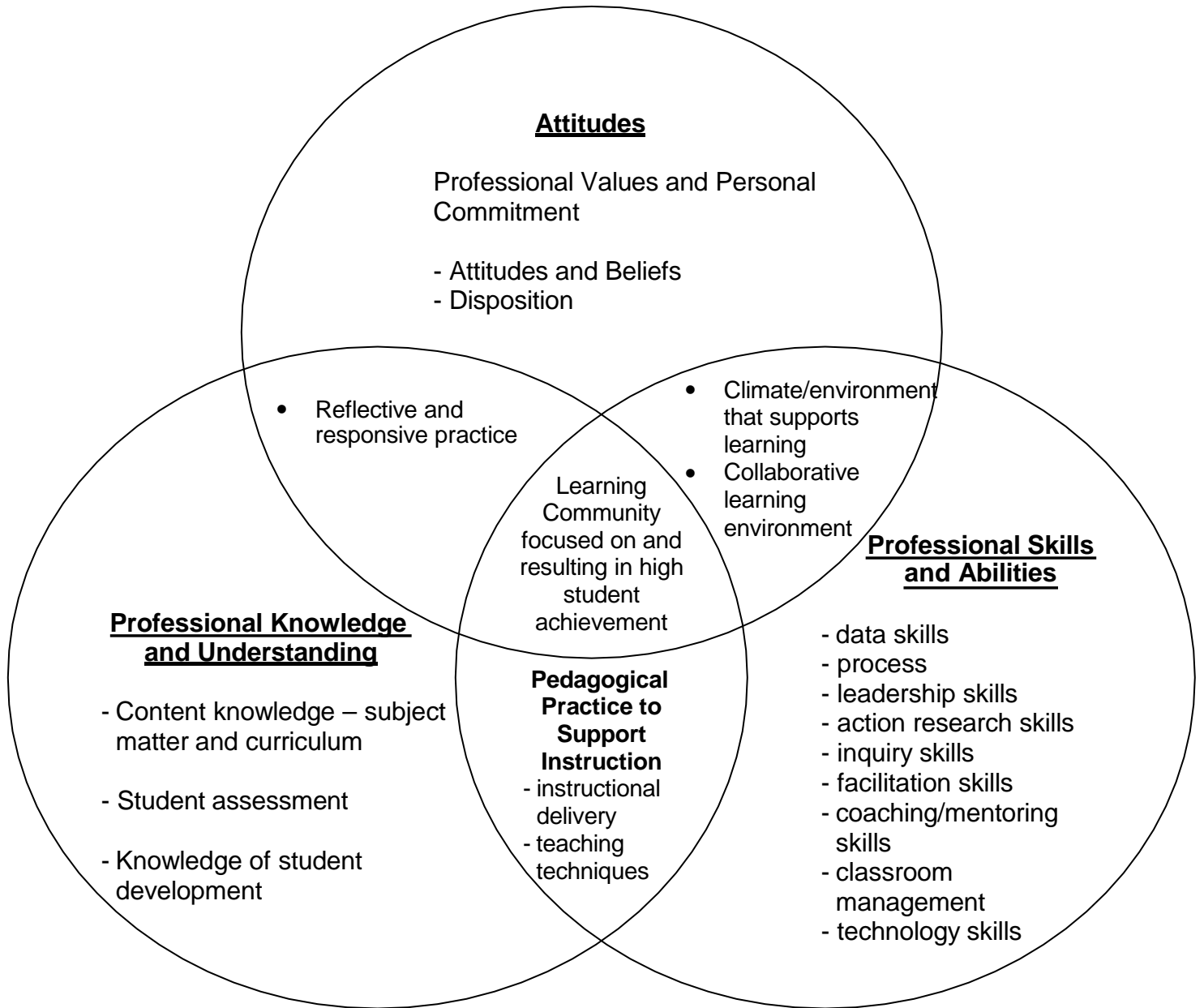


Table of Contents

	Page
Professional Development Committee Members	4
I. Philosophy	5
II. Program Goals and Objectives	6
III. Program Delivery	9
IV. Guiding Goals and Criteria	10
V. District Strategic Plan Objectives	12
VI. Needs Assessment Data	13
VII. Implementation Plans for Program Goals	16
Goal #1	16
Goal #2	26
Goal #3	30
Goal #4	35
Goal #5	38
Goal #6	40
Goal #7	42
Goal #8	45
VII. Appendices (documents in Moodle)	
A. Core Program Description	
B. New Teacher Orientation Program/Seminar Series	
C. New Teacher Induction Handbook	
D. New Teacher Mentor Handbook	
E. Character Education and Developmental Assets Plan	
F. School-wide Enrichment Five-Year Plan	
G. Overview of SWE: Phase 1 of Differentiation of Instruction	
H. Safe Schools Training Plan	
I. PBIS Five-year Plan	
J. Scale of Knowledge and Skills for Instruction and Management of Students with Disabilities	
K. RTI District Plan	
L. Comprehensive Health and Wellness Plan	
M. Mathematics Program	
N. Technology Plan	

Professional Development Committee

Allen, Cory	Director of Humanities
Bulmahn, Jennifer	Teacher Designated by STA
Colosi, Rich	BOCES IT
Crumb, Amy	Teacher Designated by STA
Crumb, Michael	Superintendent of Schools
Dwyer, Alissa	Teacher Designated by STA
Ebertz, Cheryl	Teacher Assistant
Gibbardo, David	Board of Education Representative
Gluchowski, Judy	Teacher Designated by STA
Guadagnino, Malena	Teacher Designated by STA
Howell, Linda	Coordinator of Student Services
Kingsbury, Elissa	Teacher Designated by STA
Marasco, Michelle	Teacher Designated by STA
McCarthy, Lisa	Director of Learning and Professional Development
McLaren, Michelle	Teacher Designated by STA
Merle, Chris	District Trainer
Mueller, Katherine	Teacher Designated by STA
Randich, Elizabeth	Teacher Designated by STA
Rehbaum, Michael	Director of Technology
*Richmond, Deserie	Admin. Designated by SASA
Robinson, Carol	Principal of Canal View Elementary, Curriculum Specialist
Roth, Elizabeth	Teacher Designated by STA
Schultz, Steven	Teacher Designated by STA
Smith, Judy	Teacher Designated by STA
Snarr, Jeffrey	Brockport College
Sweeney, Bill	Board of Education Representative
Zinkiewich, Ty	Superintendent's Designee

*Special Education Member

The overall implementation of this plan is monitored by the
Director of Learning and Professional Development.

Spencerport Central Schools

Spencerport, New York 14559

Our Mission is to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community.

I. Professional Development Philosophy 2013-2018

Professional development in the Spencerport Central School District is integral to the teaching and learning process and directly supports the mission of the district, "Our Mission". As a district we have high expectations for student achievement. The most significant factor affecting student achievement is the instructional staff. Therefore, we believe excellence in teaching is paramount to excellence in student performance. Professional development is committed to providing educators with the tools they need to help students succeed.

All members of our learning community are personally and professionally responsible to set goals for their professional growth and are encouraged to pursue professional development opportunities. To reach this goal, professional development opportunities are open to all instructional staff. Programs are developed to provide a variety of training levels or entry points. The program promotes self-reflection and continuous growth.

Professional development is focused upon improving student achievement. The professional development program is comprehensive in scope and content. The professional development program is based upon research, best practices in education, New York State Teacher Standards, District Approved Guidelines, and provides a common language for all staff within a collaborative setting. In all cases, it is an on-going process to support understanding, practice, reflection, and collaboration.

All program goals are directed to maximize effective instruction which should lead to increased student outcomes. All instructional staff need to understand the New York State learning standards and assessments if they are to design and implement congruent instruction. They need state-of-the-art pedagogy to run their classrooms in an orderly fashion to maximize student engagement. All instructional staff need to convey high expectations in the classroom to help all learners believe in themselves and exert effort in their studies. Teachers need to be able to design congruent lessons which maximize learning potential for all learners, and provide appropriate challenges. Finally, all instructional staff need to learn the skills necessary to increase learning outcomes for students with learning disabilities.

The yearly professional development program will be based upon an analysis of student achievement and will respond to emerging educational issues. Therefore, each year the content of professional development programs will be driven by educational priorities such as the NYS Standards, subject-area specific needs, improvement plans, and district initiatives.

The purpose of professional development is to have an impact on the capabilities of instructional staff; therefore, it is important that the program is continuously monitored to see that it is affecting the desired results.

II. Professional Development

2013-2018

Program Goals and Objectives

Curriculum committees, departments, school planning committees, administrators, and the Professional Development Committee reviewed needs assessments to identify the following program goals and objectives. Each program goal is aligned with the District Strategic Objectives.

1. Increase staff members' understanding of NYS Standards and Assessments, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective A

Align instruction with expected assessment outcomes.

Objective B

Increase rigor and challenge in all courses/grade levels so that more students achieve mastery.

Objective C

Increase understanding and implementation of Standards-based instructional strategies to help all learners meet and exceed the Standards.

Objective D

Integrate technology into standards-based lessons.

Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.

2. Provide new teachers with transition and orientation to the district, curriculum, school practices and expectations. (Target Goal: 100% of new hires will complete all induction training and be supported to use these skills within their first three years of employment.)

Objective A

Build understanding of subject area curriculum/standards/assessments.

Objective B

Build understanding of district policy, procedures, and expectations.

Objective C

Build repertoire of district expected classroom practices and common language among staff.

Objective D

Continue the mentoring program for 2013-2018, realigned to new state guidelines.

Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.

- 3. Increase instructional staff's understanding of School-Wide Enrichment and use of enrichment strategies, which includes differentiation of instruction, to be responsive to the needs of all learners. (Target Goal: By 2018, 100% of instructional staff will use some differentiated lessons and activities.)**

Objective A

Develop capacity of instructional staff to differentiate instruction to provide challenging learning opportunities for all students.

Strategic Objective #2: Each student will demonstrate love of learning through the passionate pursuit of personal interests.

Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.

- 4. Increase teachers' and administrators' understanding and use of effective teaching practices to improve instruction for all learners. (Target Goal: 100% of staff will be provided with professional development opportunities, ranging from training to follow up, to expand repertoire of effective teaching practices.)**

Objective A

Increase understanding of *Positive Behavior Intervention System* and use of effective classroom management strategies.

Objective B

Increase understanding and use of research based instructional strategies for increasing student achievement; e.g., Marzano, Schmoker, Dufour, Whitaker.

Objective C

Increase use of character education principles, bullying prevention, and the Developmental Assets.

Strategic Objective #1: Each student will participate continuously, respectfully and willingly in improving community well being.

Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State Standards.

- 5. Provide opportunities to meet required state training. (Target Goal: 100% of affected staff will receive required state training.)**

Objective A

Plan for and schedule any required state training.

Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.

- 6. Receive, disseminate, and implement up-to-date information on curricular area initiatives. (Target Goal: 100% of current teacher leaders and current curriculum administrators will receive research and conference information on curriculum initiatives.)**

Objective A

Make available conference information on selected curricular topics/issues, and support attendance as is feasible.

Objective B

Make available training opportunities in new curriculum initiatives to prepare teachers.

Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.

- 7. Continue to identify and use sound research and best practices as the foundation for all staff development. (Target Goal: By 2018, all Professional Development Committee members and Curriculum and Staff Development Committee members and district trainers will use and model best practices.)**

Objective A

Professional Development Committee members will identify and use current research and best practices in the design of the staff development plan.

Objective B

Professional Development Committee members will set up and follow a process to share staff development research with curriculum committees and building planning teams to support quality staff development.

Objective C

Link effective teaching practices and research based best practices in curriculum/instruction with all staff development activities.

Strategic Objective #1: Each student will participate continuously, respectfully and willingly in improving community well being.

Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.

- 8. Teachers will use strategies to increase ELA achievement of student with disabilities. (Target Goal: Percentage of students with disabilities graduation rate will increase to 75%.)**

Objective A

All teachers of Students with Disabilities will receive training and use specific strategies to support increased literacy achievement.

Objective B

All teachers of Students with Disabilities will increase knowledge of and time spent in collaboration.

Objective C

Teachers of Students with Disabilities will communicate with parents to implement strategies and supports at home with their child(ren).

Strategic Objective #2: Each student will demonstrate love of learning through the passionate pursuit of personal interests.

Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.

III. Professional Development Program Delivery 2013-2018

Professional Development opportunities will be addressed through a variety of venues including:

- District-sponsored summer courses
- District-sponsored academic year course offerings
- District-grade level and curriculum teams or study groups
- School-site training follow up
- BOCES-sponsored workshops and institutes
- Professional associations such as NYS Science Teachers' Association, and NYS Math Teachers' Association
- University-sponsored courses and workshops
- Webcasts
- District approved and/or created on-line learning opportunities
- Faculty meetings
- Conference Days
- Mentoring
- Professional Book Studies
- Alternative to Observation Projects

In order to maximize time for instruction, and not to conflict with SED required training or professional conferences, to the greatest extent possible, district-sponsored learning opportunities will be offered either after-school hours during the academic year, on-line or during the summer.

We recognize the Commissioner's regulation that professional development will have "volitional participation after school hours." Therefore, required courses such as the Core programs and required Standards training will be offered during the work day or remunerated.

It is the expectation that teachers and administrators will participate in at least 35 hours of professional development each year. These hours may include, but are not limited to, Superintendent's Conference Day: October, March and July-August. These days are substantial since they are carefully structured standards-related articulation and development days, or provide skills training in district and state initiatives. The remaining hours will be at the selection of the teachers and administrators to meet their yearly professional development goals.

For those teachers hired 1999/00 and thereafter, the Core programs are expected to be completed within the first three years of employment. These programs, along with the follow-up, New Teacher Seminar Series, Orientation and Conference Days, provide new staff with 175+ hours of professional development to meet the 175 hours for the certification requirement in 2004 and thereafter.

Goals for Program Planning, Delivery, and Evaluation

1. Provide opportunities for faculty to collaborate, team plan, and participate in shared decision making.
2. Provide faculty with professional resources and materials to advance program goals, and develop reflective teaching practices.
3. Provide follow-up as a part of program delivery; job-embedded where possible.
4. Evaluate professional development programs through the use of formal and informal measures to assess if they are meeting district/teacher/student needs.

IV. Guiding Goals and Criteria

The Professional Development Plan integrates the following professional goals and criteria.

New York State Standards for Teaching

Purpose: The New York State Education Department (SED) has recommended that these Standards for teaching be used as guidelines for professional development plans. According to SED, “New York must clearly identify the knowledge and skills a teacher must have to meet the learning needs of students. These teacher standards will help shape our teacher education programs and guide preparation of teacher certification examinations.”

1. Knowledge of Students and Student Learning:
Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
2. Knowledge of Content and Instructional Planning:
Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
3. Instructional Practice:
Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
4. Learning Environment:
Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
5. Assessment for Student Learning:
Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
6. Professional Responsibilities and Collaboration:
Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
7. Professional Growth:
Teachers set informed goals and strive for continuous professional growth.

Rationale: As a first step in setting standards for teachers, the Regents reviewed the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), of which New York State is a member, and the standards and principles developed by others, including the National Board for Professional Teaching Standards (NBPS). The standards proposed parallel these nationwide efforts and will serve to support achievement of the New York State student learning standards. These teacher standards, therefore, should be the basis for developing standards for the approval of teacher education programs, more detailed requirements for specific teaching certificates, and guidelines for professional development. (2011,SED)

New York State Professional Development Standards

In a commitment to raising the knowledge, skills, and opportunity of its citizens, New York State seeks to enhance students' cognitive, social, emotional and academic achievement throughout its schools. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools. (SED, 2009)

1. *Designing Professional Development*: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. *Content Knowledge and Quality Teaching*: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. *Research-based Professional Learning*: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. *Collaboration*: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. *Diverse Learning*: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. *Student Learning Environments*: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. *Parent, Family and Community Engagement*: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. *Data-driven Professional Practice*: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. *Technology*: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. *Evaluation*: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

V. District Strategic Plan Objectives for Spencerport Central School

Purpose: The Professional Development Plan should support staff to meet the District Strategic Plan Goals and Objectives and these objectives are noted by each Professional Development Plan goal.

- 1. Each student will participate continuously, respectfully and willingly in improving community well being.*
- 2. Each student will demonstrate love of learning through the passionate pursuit of personal interests.*
- 3. Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.*

Spencerport Annual Professional Performance Review

Purpose: The Professional Development Plan includes support for staff to meet the performance criteria established in the APPR. Some programs provide direct teaching of these areas, while other programs support these criteria through follow-up, department meetings, workshop practices, or curriculum projects.

The NYSUT Seven Teaching Standards of the APPR Process:

Standard I: Knowledge of Students and Student Learning

Standard II: Knowledge of Content and Instructional Planning

Standard III: Instructional Practice

Standard IV: Learning Environment

Standard V: Assessment and Student Learning

Standard VI: Professional Responsibilities and Collaboration

Standard VII: Professional Growth

VI. Professional Development Needs Assessment Data 2013-2018

The Professional Development Committee organized its needs assessment process from input from curriculum committees and/or the direct review of the following documents: professional development program evaluations, school improvement plans, curriculum surveys and improvement plans for Math and Language Arts, Pupil Data Reports, and School Report Card data. This needs analysis identified educational or instructional needs for training. The program goals and objectives were based upon these needs.

- I. Professional Development Program Evaluations:** Participants in district workshops complete feedback forms for all professional development programs. These were used to identify the following needs.

Core	Standards	OTHER
<p>Classroom Management</p> <ul style="list-style-type: none"> ▪ Classroom Management strategies and comprehensive plans ▪ Discuss ideas with colleagues ▪ Modeling instruction/strategies ▪ Conflict management <p>Elements of Instruction</p> <ul style="list-style-type: none"> ▪ Lesson planning ▪ Writing objectives for lessons ▪ Build Standards into lessons ▪ Congruency ▪ Student engagement <p>4MAT/Differentiation</p> <ul style="list-style-type: none"> ▪ Awareness of learning styles ▪ Differentiation of activities/units <p>Cooperative Learning (hired before July 1, 2011)</p> <ul style="list-style-type: none"> ▪ Cooperative strategy <p>Literacy for All (hired on or after July 1, 2011)</p> <ul style="list-style-type: none"> ▪ Balanced Literacy ▪ Content area literacy ▪ Aligned with Common Core Standards <p>TESA</p> <ul style="list-style-type: none"> ▪ High expectations for performance ▪ Integration ▪ Teacher Researcher <p>New Teacher Seminars</p> <ul style="list-style-type: none"> ▪ Resources ▪ Preparation for the first week ▪ General orientation to district philosophy and expectation ▪ Familiarity with Standards/Assessments/Literacy ▪ Dialogue with others 	<p>Standards/Assessments</p> <ul style="list-style-type: none"> ▪ Learning about assessments /practices ▪ Classroom strategies to reach Standards ▪ College and career readiness skills ▪ Data analysis <p>Integrating Students With Disabilities</p> <ul style="list-style-type: none"> ▪ Collaborative teaching ▪ Differentiation training ▪ Training on IEP Direct, CSE process, and legal updates ▪ Strategies to work with students who have special needs, e.g. autism. ▪ ELA strategies to increase student achievement. <p>Instructional Practices for All Learners</p> <ul style="list-style-type: none"> ▪ Training to be responsive to all learners (i.e., differentiation of instruction, enrichment strategies) <p>Teaching for Productive Student Behavior</p> <ul style="list-style-type: none"> ▪ Effective teaching practices to improve instruction for all learners 	<p>Technology</p> <ul style="list-style-type: none"> ▪ Ability to use district Software ▪ Integrating technology into curriculum ▪ Infinite Campus Implementation ▪ Adaptive technology Implementation ▪ 21 Century skills <p>Certification and Leadership</p> <ul style="list-style-type: none"> ▪ Required training

II. School Improvement Plans: Each school planning team writes a plan based upon analysis of student test data and school surveys. Professional development services need to be aligned with identified school needs. The following are some of the school needs aligned with district initiatives:

1) Schoolwide Enrichment:

- Differentiated classroom instruction
- Enrichment clusters training and implementation
- Type II and Type III experiences

2) Student Achievement:

- ELA/Math
- Common Core Standards
- NYS Standards
- Instructional leadership and mentoring
- Students with disabilities and consultant training
- IST/RTI training
- Curriculum alignment with standards
- Student engagement
- Balanced Literacy training and follow-up
- 6+1 Writing Traits
- Rigby
- Math Investigations
- AIMSweb

3) PBIS:

- School management of student behavior
- Strategies to promote effort and motivation
- Strategies for student success

4) Comprehensive Health and Wellness:

- Risky behavior, nutrition, wellness, bullying, asset behavior

5) Other:

- Integrating technology with the curriculum to promote learning

III. Curriculum Surveys and Program Reviews: ELA teacher Leaders and ELA K-12 program reviews specifying professional development needs based upon identification of critical skills using assessment results. Math continues to implement new curriculum/assessment initiatives.

- Implementing the Common Core New York State Math Standards/Assessments
- Data analysis training
- Assessment scoring training
- Marzano's research areas such as student goal setting
- Schmoker's research areas such as goal setting regarding student achievement
- ELA and Special Education skills training

IV. Student Assessment Results: The following items are analyzed to determine the focus content of the professional development plan:

- New York State and District Assessments
- Reports generated from Western New York Regional Information Center Data Warehouse
- Student attendance and discipline rates
- Graduation and drop-out rates
- Classification rates
- State benchmarks for student performance
- School Report Card: The School Report Card identifies improvements needed based upon assessment results for all students: general education and students with disabilities. Based upon the 2012 data, the district will target ELA K-12, in particular to increase the learning outcomes for students with disabilities. In addition Math will continue to promote conceptual instruction to increase the learning for all students.

V. Committee Reports: The PBIS Committee provided a plan to include district training and school support. The Schoolwide Enrichment committee collaboratively developed a comprehensive staff development plan targeting specific grade levels and enrichment strategies. Both of these committee reports are infused into the Professional Development Plan.

VI. Additional Data Sources:

- BEDS data
- Longitudinal data
- Teacher turnover rate
- Teacher Professional Performance Review, Observations/Evaluations
- Focus group structured interviews and feedback on specific workshops (i.e., New Teacher Induction)
- Professional Development Program Review Survey to all teachers

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective A: Align instruction with expected assessment outcomes.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) Increase understanding of assessments	<ul style="list-style-type: none"> Training in Assessment 	Spencerport Staff Director of Learning and Staff Development	District	2013-2018	6 per assessment	Teachers and/or Teacher Leaders	
	<ul style="list-style-type: none"> New Teacher Assessment Training 	Director of Learning and Staff Development Curriculum Administrators	District	2013-2018 (one NTS dedicated to topic)	2	All new teachers	<ul style="list-style-type: none"> Evaluation reports Principals/Teacher Leader anecdotal records Student assessment results Student Learning Objectives
	<ul style="list-style-type: none"> Scoring Training for NYS Assessments (including Student Learning Objectives pre and post assessments) 	Curriculum Administrators	District	2013-2018	6 per assessment	Curriculum Area teachers as needed	
	<ul style="list-style-type: none"> Assessment Training for Teaching Assistants/Aides 	Director of Learning Staff Development Spencerport Staff District Trainers	District	2013-2018	6	Offered to all Teacher Assistants and Aides as needed	<ul style="list-style-type: none"> Evaluation sheets Principal anecdotal records
	<ul style="list-style-type: none"> Training in formative and summative assessments 	Director of Learning and Staff Development Building Principals Other trainers	District	2013-2018	1-6	All teachers	<ul style="list-style-type: none"> Examples of formative and summative assessments Student data results Differentiated lesson plans based on assessment results
	<ul style="list-style-type: none"> Student Learning Objective Assessment Training 	Assistant Superintendent of Instruction (ASI) Curriculum Administrators	District Race to the Top	2013-2014	1-2 per assessment	All teachers needing a Student Learning Objective	<ul style="list-style-type: none"> Pre and post assessments Test specification document Test blueprint document Student results Student Learning Objective

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective A: Align instruction with expected assessment outcomes.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
2) Align curriculum, parallel assessments, and materials with Standards	<ul style="list-style-type: none"> Curriculum Preparation 	ASI Director of Learning and Staff Development Content Area Administrators Teacher Leaders Teachers	District and Title IIA	2013 – 2018 (July)	Per summer	80 Teachers Team Leaders Teacher Leaders	<ul style="list-style-type: none"> Reports from committees Curriculum documents in Atlas Sample units Parallel tasks Student assessment results
	<ul style="list-style-type: none"> Data Driven Assessment Analysis (NYS, Common Assessments, Pre- and Post-Assessments) 	Content Area Administrators Teacher Leaders Teachers Administrators	District and Title IIA	2013 – 2018 (Summer and Fall)	16	Teachers Team Leaders Teacher Leaders	<ul style="list-style-type: none"> Documents/Action Plans
	<ul style="list-style-type: none"> New Textbook and Materials Training (including online materials) 	Content Area Administrators Teacher Leaders Teachers	District and Title IIA	2013 – 2018 (During school year and/or summer based on need))	16	All subject area teachers with new texts and teacher aides/assistants as needed	<ul style="list-style-type: none"> Reported teacher use of material Principal anecdotal records Student assessment results
	<ul style="list-style-type: none"> Superintendent Conference Days 	Conference Planning Teams ASI Director of Learning and Staff Development Content Area Administrators	District and Title IIA	2013– 2018 (October, March)	14	100% of teaching staff	<ul style="list-style-type: none"> Feedback sheets Principals' anecdotal records Reports from Curriculum and Staff Development Council and Conference Committee
	<ul style="list-style-type: none"> Curriculum and Staff Development Council 	ASI Director of Learning and Staff Development Content Area Administrators	District	2013 – 2018 (8 meetings per year)	12	75 Team Leaders Teacher Leaders Administrators	<ul style="list-style-type: none"> Feedback sheets Curriculum administrators anecdotal records Teacher Leader reports Student assessment results CSD Council Evaluation Forms
	<ul style="list-style-type: none"> Department and/or Faculty Meetings 	Principals Assistant Principals Team Leaders Teacher Leaders Department Teams	District	2013-2018 (select meetings during the year)	8-16	All Teachers	<ul style="list-style-type: none"> Student data Assessments Teacher Reflections, Exit Passes District Initiatives

Implementation Plan

LONG TERM GOAL #1: Increase staff members’ understanding of NYS Standards and Assessments, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective B: Increase rigor and challenge in all courses/grade levels so that more students achieve mastery.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) Build understanding of mastery and rigor	<ul style="list-style-type: none"> • Professional articles • Curriculum and Staff Development Council • Marzano’s and other educational book study teams 	Teacher Leaders Enrichment Specialists Director of Learning and Staff Development ASI Content Area Administrators School Principals	District and Title IIA	Sept. –June 2013-2018	10	100% of Instructional Staff to include teaching assistants	<ul style="list-style-type: none"> • Lesson Plans • Anecdotal Data • Classroom Observations (formal and informal) • CSD Council Evaluation • Student Data
2) Develop lessons that include “rigor”	<ul style="list-style-type: none"> • Questioning techniques • Curriculum Design Process Training • Higher Level Thinking Skills Training • 21st Century Learning Skills 	Teacher Leaders Director of Learning and Staff Development Principals Content Area Administrators Enrichment Specialists District Trainers	District and Title IIA	2013-2018	10	100% of Instructional Staff to include teaching assistants	<ul style="list-style-type: none"> • Lesson Plans • Anecdotal data • Number of students achieving mastery • Classroom Observations (formal and informal)

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective C: Increase understanding and implementation of Standards-based instructional strategies to help all learners meet and exceed the Standards.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) Use Standards-based Guidelines	<ul style="list-style-type: none"> Core Programs: Classroom Management, Elements of Instruction, Cooperative Learning before 7/1/2011, Literacy for ALL after 7/1/2011, TESA, 4MAT, Differentiation of Instruction and New Teacher Seminar Series 	Director of Learning and Staff Development District Trainers	District and Title IIA	2013-2018 (sessions in summer, fall and spring)	20-35 per program	100% new hires	<ul style="list-style-type: none"> Evaluation sheets Teacher prepared lessons/units aligned with Standards Principals' anecdotal records Student assessment results
	<ul style="list-style-type: none"> Standards-based practices for teachers and teaching assistants/aides 	Director of Learning and Staff Development Content Area Administrators District Trainers	District	2013-2018 (September-May)	3 per program	100% teachers, teaching assistants/aides	<ul style="list-style-type: none"> Evaluation sheets Principals' anecdotal records Self-reflection
	<ul style="list-style-type: none"> Observation conversations and teacher reflections 	Administrative Staff	District	2013-2018 (September-May)	As required	All certified staff	<ul style="list-style-type: none"> Principals' anecdotal records Student assessment results Self-reflection
	<ul style="list-style-type: none"> Training for Curriculum and Staff Development Council 	ASI Director of Learning and Staff Development Content Area Administrators	District and Title IIA	2013-2018	10	All Teacher Leaders	<ul style="list-style-type: none"> Anecdotal records Survey instruments CSD Council/Minutes and Evaluation Forms Program and Standards Action Plans
	<ul style="list-style-type: none"> Common Core Standards 	ASI Director of Learning and Staff Development Content Area Administrators Monroe BOCES2	District and Race to the Top	2013-2018	12- 20 per subject area	All Teachers	<ul style="list-style-type: none"> Awareness and Unpacking PowerPoints Units/Curriculum aligned to Common Core Standards Lesson plans that align to new Common Core Standards Observations that show use and reflection of Common core Standards
	<ul style="list-style-type: none"> Learning Targets 	ASI Director of Learning and Staff Development Content Area Administrators Select trainers	District and Title IIA	2015-2018	6-12	All Teachers	<ul style="list-style-type: none"> Awareness and delving PowerPoints Units and lesson plans that include learning targets Observations that show the use and reflection of the learning targets Student assessment results

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective C: Increase understanding and implementation of Standards-based instructional strategies to help all learners meet and exceed the Standards.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
2) Use content specific strategies	<u>Math</u> <ul style="list-style-type: none"> Math Expressions Connected Math Singapore Textbooks 	Math Content Area Administrator Teacher Trainers	District and Title IIA	2013-2018	12	Teachers and Teacher aides /assistants as needed	<ul style="list-style-type: none"> Feedback sheets Lessons Principal and Teacher Leader anecdotal records Observations (announced and unannounced) Evaluations
	<ul style="list-style-type: none"> Sharing of Best Practices and Action Research Models 	Content Area Administrators School Principals Math Teacher Leaders Teachers Outside trainers	District and Title IIA	2013-2018	7	Teachers of math grades 6-12	<ul style="list-style-type: none"> Lesson/Unit Plans Teacher reported level of use Principal and Teacher Leader anecdotal records Observations (announced and unannounced) Evaluations
	<ul style="list-style-type: none"> Math Standards Implementation and Testing Training Sessions 	Math Content Area Administrators Math Teacher Leaders	District and Title IIA	2013-2018	8	Math teachers and Teaching Assistants as needed	<ul style="list-style-type: none"> Principal/Teacher Leader anecdotal records Lesson plans Student assessment results Teacher Leader feedback Observations (formal and informal) Evaluations
	<ul style="list-style-type: none"> Common Core Standards in Math Training (focus on the 8 Practice Standards) 	Math Content Area Administrators Math Teacher Leaders	District and Race to the Top	2013-2018	6-12	K-5 teachers and 6-12 math teachers and Teaching Assistants	<ul style="list-style-type: none"> Training PowerPoints Resources/Units/Curriculum aligned to Common Core Standards Lesson plans that align to new Common Core Standards Observations that show use and reflection of Common Core Standards
	<ul style="list-style-type: none"> iReady Assessment Training 	Elementary ELA/Math Content Area Administrator	District and Title IIA	2013-2018	3	K-6 Teachers and Teaching Assistants as needed including Special Ed Staff, Psychologists	<ul style="list-style-type: none"> Teacher reported level of use Student assessment results iReady Reports
	<ul style="list-style-type: none"> K-5 Math Benchmark Assessment Training (Pilots) 	Elementary Math Content Area Administrator	District and Title IIA	2013-2015	6-12	K-6 Teachers and Teaching Assistants as needed, including Special Ed Staff, Psychologists	<ul style="list-style-type: none"> Benchmark papers Presentation materials

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective C: Increase understanding and implementation of Standards-based instructional strategies to help all learners meet and exceed the Standards.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
2) Use content specific strategies (continued)	<u>Science</u> <ul style="list-style-type: none"> Elementary Science Program Training in kits 	BOCES #2 Elementary Science Content Area Administrator	District and BOCES II Coser	2013 – 2018 (September - May)	6	All teachers new to grade level	<ul style="list-style-type: none"> Teacher reported level of use Principal and Teacher Leader anecdotal records Student assessment results Lesson Plans
	<ul style="list-style-type: none"> Elementary Science Program Summer Training 	BOCES ESP Staff	BOCES II Coser	2013 – 2018	20	2 elementary teachers	<ul style="list-style-type: none"> Evaluations Teacher use
	<ul style="list-style-type: none"> Grade 4 Training for assessments/strategies 	Elementary Science Content Area Administrator Teacher Leaders	District	2013 – 2018	6	Grade 4 teachers	<ul style="list-style-type: none"> Lesson Plans Student assessment results Observations (formal and informal) Evaluations Principal anecdotal notes
	<ul style="list-style-type: none"> Common Core Standard Training for Science, Social Studies and Technical Subjects 	Science Content Area Administrators Teacher Leaders Monroe BOCES2	District and Race to the Top	2013-2018	2-12	All Science teachers 6-12	<ul style="list-style-type: none"> Training PowerPoints Resources/Units/Curriculum aligned to Common Core Standards Lesson plans that align to new Common Core Standards Observations that show use and reflection of Common Core Standards
	<ul style="list-style-type: none"> Next Generation of Science Standards (Common Core Standards for Science) 	Science Content Area Administrators Teacher Leaders Monroe BOCES2	District and Race to the Top	2013-2018 (when Science CCS are released)	2-12	All Science teachers K-12	<ul style="list-style-type: none"> Training PowerPoints Resources/Units/Curriculum aligned to Common Core Standards Lesson plans that align to new Common Core Standards Observations that show use and reflection of Common Core Standards
	<ul style="list-style-type: none"> Inquiry Based Teaching 	Science Content Area Administrators Teacher Leaders	District	2013-2018	2-6	All Science teachers K-12	<ul style="list-style-type: none"> Training PowerPoints Resources/Units/Curriculum aligned to inquiry-based teaching model Lesson plans that align to inquiry-based teaching model Observations that show use and reflection of inquiry-based teaching model
	<ul style="list-style-type: none"> Literacy Design Collaborative 	Science Content Area Administrators Teacher Leaders	District	2014-2018	18-36	All Science teachers 6-12	<ul style="list-style-type: none"> Training PowerPoints Argumentative writing tasks aligned to Literacy Design Collaborative Lesson plans that align to Literacy Design Collaborative Observations that show use and reflection of Literacy Design Collaborative

<ul style="list-style-type: none"> STEM 	<p>Science Content Area Administrators Team Leaders K-5</p>	District	2014-2018	18-36	All K-5 Teachers	<ul style="list-style-type: none"> Training PowerPoints STEM lesson/unit plans Observations that show use and reflection of STEM
<p><u>Social Studies</u></p> <ul style="list-style-type: none"> Document-Based Questions Writing/ Training and Structured Responses 	<p>Social Studies Content Area Administrators Teacher Leaders</p>	District	As needed	7	100% of new hires	<ul style="list-style-type: none"> Lessons Principal and Teacher Leader anecdotal records Student assessment results (Local)
<ul style="list-style-type: none"> Primary Source Document Training 	<p>Teacher Leaders</p>	District	As needed	7	Elementary/ Secondary Teachers	<ul style="list-style-type: none"> Lessons Principal and Teacher Leader anecdotal records Student assessment results (Local)
<ul style="list-style-type: none"> Common Core Standard Training for Science, Social Studies and Technical Subjects 	<p>Social Studies Content Area Administrators, Teacher Leaders Monroe BOCES2</p>	District and Race to the Top	2013-2018	2-12	All Social Studies teachers 6-12	<ul style="list-style-type: none"> Training PowerPoints Resources/Units/Curriculum aligned to Common Core Standards Lesson plans that align to new Common Core Standards Observations that show use and reflection of Common Core Standards
<ul style="list-style-type: none"> Social Studies Framework 	<p>Social Studies Content Area Administrators, Teacher Leaders Monroe BOCES2</p>	District	2014-2018	18-36	All Social Studies teachers 6-12	<ul style="list-style-type: none"> Training PowerPoints Resources/Units/Curriculum aligned to Social Studies Framework Lesson plans that align to new Social Studies Framework Observations that show use and reflection of Social Studies Framework
<ul style="list-style-type: none"> Inquiry Based Teaching 	<p>Social Studies Content Area Administrators Teacher Leaders</p>	District	2013-2018	2-6	All Social Studies teachers K-12	<ul style="list-style-type: none"> Training PowerPoints Resources/Units/Curriculum aligned to inquiry-based teaching model Lesson plans that align to inquiry-based teaching model Observations that show use and reflection of inquiry-based teaching model
<ul style="list-style-type: none"> Literacy Design Collaborative 	<p>Social Studies Content Area Administrators Teacher Leaders</p>	District	2014-2018	18-36	All Social Studies teachers 6-12	<ul style="list-style-type: none"> Training PowerPoints Argumentative writing tasks aligned to Literacy Design Collaborative Lesson plans that align to Literacy Design Collaborative Observations that show use and reflection of Literacy Design Collaborative

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
2) Use content specific strategies (continued)	<u>ELA</u> <ul style="list-style-type: none"> Balanced Literacy and Follow-up Training 	ELA Content Area Administrators Teacher Leaders	District and Title IIA	2013-2018	3-6	K-8 Teachers including Special Education Staff	<ul style="list-style-type: none"> Evaluation sheets Director/Principal/Teacher Leader anecdotal records Student assessment results Observations (formal and informal)
	<ul style="list-style-type: none"> Phonemic Awareness and Phonological Skills Training and Instruction Follow-Up Fountas and Pinnell Phonics Kits K-3 	Elementary ELA Content Area Administrator Teacher Leaders	District and Title IIA	2013-2018	6	K-5 Teachers including Special Education Staff	<ul style="list-style-type: none"> Teacher reported level of use WinCap PD records of attendance and evaluation Student assessment results
	<ul style="list-style-type: none"> Wonders Literacy Training 	Elementary ELA Content Area Administrator Teacher Leaders	District and Title IIA	2013-2018	6	K-5 Teachers and Teaching Assistants as needed, including Special Education Staff	<ul style="list-style-type: none"> Teacher reported level of use Student assessment results
	<ul style="list-style-type: none"> On-going iReady Assessment Training 	Elementary ELA Content Area Administrator	District and Title IIA	2013-2018	6	K-5 Teachers and Teaching Assistants as needed, including Special Education Staff	<ul style="list-style-type: none"> Teacher reported level of use Student assessment results
	<ul style="list-style-type: none"> On-going RtI/m Direct Training (Tiered Interventions) 	Director of Learning and Professional Development, March Clapper, RtI/m Direct Trainers	District and Title IIA	2013-2018	6-12 (as needed)	K-5 Teachers and teacher assistants, RtI Teams and other relevant personnel	<ul style="list-style-type: none"> Training materials Student record in RtI/m Direct
	<ul style="list-style-type: none"> Reading in the Content Area 	BOCES #2 District Trainers	District and Title IIA	2013-2018	6	Teachers, Grades 3-12, Including Special Education Staff	<ul style="list-style-type: none"> Lessons Principal and Teacher Leader anecdotal records Student assessment results Observations (formal and informal)
	<ul style="list-style-type: none"> Leveled Literacy Intervention Foundations 	BOCES #2 District Trainers	District and Title IIA	2013-2018	18	K-5 Reading Specialists and Special Education Teachers	<ul style="list-style-type: none"> WinCap PD record of attendance and evaluation Reported use Student Assessment results Lesson Plans

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
2) Use content specific strategies (continued)	<ul style="list-style-type: none"> Guided Reading 	ELA Content Area Administrators Teacher Leaders	District and Title IIA	2013-2018	12	K-8 teachers including Special Education Staff	<ul style="list-style-type: none"> Evaluation sheets Lesson Plans Director/Principal/ Teacher Leader anecdotal records Teacher reported level of use Student assessment results Observations (formal and informal)
	<ul style="list-style-type: none"> Running Reading Records/ Informal Reading Inventory (Fountas and Pinnell) 	ELA Content Area Administrators Teacher Leaders	District and Title IIA	2013-2018	8	K-12 teachers including Special Education Staff	
	<ul style="list-style-type: none"> Literature Circles 	ELA Content Area Administrators Teacher Leaders	District and Title IIA	2013-2018	12	K-12 ELA teachers including Special Education Staff	
	<ul style="list-style-type: none"> Great Books Discussions Model 	ELA Content Area Administrators Teacher Leaders	District and Title IIA	2013-2018 (Fall/Spring)	4	As needed including Special Education Staff	<ul style="list-style-type: none"> Evaluation sheets Lesson Plans/ Observations (formal and informal) Director/Principal/ Teacher Leader anecdotal records
	<ul style="list-style-type: none"> 6 + 1 Traits of Writing Levels I and II, and Content Areas 	ELA Content Area Administrators Teacher Leaders	District and Title IIA	2013-2018	6 per program	K-5 and ELA teachers 6-12 , Content Area 6-12 and Assistants including Special Education Staff	<ul style="list-style-type: none"> Lesson Plans/ Observations (announced and unannounced) Evaluations Principals' Observations
	<ul style="list-style-type: none"> Lucy Calkins Units of Study Training 	ELA Content Area Administrators Teacher Leaders	District and Title IIA	2013-2018	6	K-5 teachers including Special Education Staff	<ul style="list-style-type: none"> Lesson Plans/ Observations (announced and unannounced) Evaluations Principals' Observations
	<ul style="list-style-type: none"> Close Reading 	Content Area Administrators, Teacher Leaders, Director or Learning and Professional Development	District and Title IIA	2013-2018	6-12 (as needed)	K-12 Teachers, Administrators and other Relevant Staff	<ul style="list-style-type: none"> Training Materials Lesson Plans/ Observations (announced and unannounced) Evaluations Principals' Observations

	<ul style="list-style-type: none"> Vocabulary Development 	Content Area Administrators, Teacher Leaders, Director of Learning and Professional Development	District and Title IIA	2015-2018	6-12 (as needed)	K-12 Teachers, Administrators and other Relevant Staff	<ul style="list-style-type: none"> Training Materials Lesson Plans/ Observations (announced and unannounced) Evaluations Principals' Observations
	<ul style="list-style-type: none"> Argumentative Writing 	Content Area Administrators, Teacher Leaders, Director of Learning and Professional Development	District and Title IIA	2013-2018	6-12 (as needed)	K-12 Teachers, Administrators and other Relevant Staff	<ul style="list-style-type: none"> Training Materials Lesson Plans/ Observations (announced and unannounced) Evaluations Principals' Observations
	<ul style="list-style-type: none"> F&P Continuum Training 	Director of Learning and Professional Development, K-5 Instructional Specialists	District and Title IIA	2013-2018	6-12 (as needed)	K-12 Teachers, Administrators and other Relevant Staff	<ul style="list-style-type: none"> Training Materials Lesson Plans/ Observations (announced and unannounced) Evaluations Principals' Observations
	<ul style="list-style-type: none"> Book Studies aligned to Common Core Standards/Best Practices 	Director of Learning and Professional Development, District Trainers	District and Title IIA	2013-2018	8-16 (as offered during a given year)	K-12 Teachers, Administrators and other Relevant Staff	<ul style="list-style-type: none"> Training Materials Lesson Plans/ Observations (announced and unannounced) Evaluations Principals' Observations

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective C: Increase understanding and implementation of Standards-based instructional strategies to help all learners meet and exceed the Standards.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
	<ul style="list-style-type: none"> On-going implementation of Read 180/System 44 Program 	ELA Content Area Administrators Director of Special Education	District and Special Education Grants	2013-2018	14	Special Education Staff and Reading Specialists Grades 3-12	<ul style="list-style-type: none"> EXAMPLE Lessons Teachers' reported use Principals' anecdotal data Observations (formal and informal) Evaluations
	<u>Physical Education</u> <ul style="list-style-type: none"> Best Lesson/Practices Sharing 	Director of Health & PE Teacher Leaders	District	2013-2018 (summer)	7	18	<ul style="list-style-type: none"> Lesson Plans/Observations (formal and informal) Evaluations Director/Principal/Teacher Leader anecdotal records
	<u>CDOS</u> <ul style="list-style-type: none"> Financial Literacy College and Career Readiness Standards 	Content Area Administrators	District	2013-2018	15	2	<ul style="list-style-type: none"> Teacher Reports
	<u>Music/Art</u> <ul style="list-style-type: none"> Selected technology or State of the art priorities 	Teacher Leaders Content Area Administrators	District	2013-2018	7	100% teachers of the arts	<ul style="list-style-type: none"> Program Evaluations Lesson Plans/Observations (formal and informal) Evaluations Student Performance

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective D: Integrate technology into standards-based lessons.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	#HOURS (approx.)	STAFF	
1) Increase use of district and Monroe BOCES2 software and subscriptions	<ul style="list-style-type: none"> Various productivity and software training 	BOCES2 Instructional Technology Specialist Enrichment Specialists	District and Monroe BOCES2	2013-2018	4-6 hours per program	Teachers and Aides/Assistants Administrators as needed	<ul style="list-style-type: none"> Feedback sheets Teacher-created products Reported Level of Use Principal anecdotal records Observations (formal and informal)
2) Increase use of adaptive technology	<ul style="list-style-type: none"> Specific assistive technology/training for teachers and aides 	Director of Special Education Assistive Technology Specialists BOCES 2 Trainers	District BOCES #2 Coser	2013-2018	4	Teachers and Aides/Assistants using technology	<ul style="list-style-type: none"> Feedback sheets Reported Level of Use Director/Principal anecdotal records Students With Disabilities reports Observations (formal and informal)
3) Increase integration of technology into curriculum	<ul style="list-style-type: none"> Curriculum resource training sessions CSDC Meetings 	Director of Learning and Staff Development Instructional Technology Specialist ASI Content Area Administrators	District	2013-2018	6	100% project leaders/ Teacher Leaders	<ul style="list-style-type: none"> Feedback sheets Curriculum documents Principal/teacher anecdotal records Student assessment results
	<ul style="list-style-type: none"> RIT Training for Technology Teachers (Project Lead the Way) 	Director of Learning and Staff Development BOCES 2	District	2013-2018	30	100% Project Lead the Way teachers	<ul style="list-style-type: none"> Curriculum documents Principal anecdotal records Student results Observations (formal and informal)
	<ul style="list-style-type: none"> Increase the Instructional use of Technology 	BOCES2 Instructional Technology Specialist Enrichment Specialists	District BOCES #2 Coser	2013-2018	As needed	District K-12 teachers	<ul style="list-style-type: none"> Curriculum documents Principal anecdotal records Student results Observations
	<ul style="list-style-type: none"> 21st Century Team 	ASI Director of Learning and Staff Development Director of Technology	District	2013-2018	54	Selected K-12 teachers	<ul style="list-style-type: none"> Student and staff surveys Informal administrator observations Student results Teacher videos
	<ul style="list-style-type: none"> Instructional Technology aligned with Common Core Standards 	BOCES2 Instructional Technology Specialist District Trainers	District BOCES#2 Coser	2013-2018	As needed	District K-12 staff	<ul style="list-style-type: none"> Administrative observation Staff development attendance records Reported level of use

Implementation Plan

LONG TERM GOAL #2: Provide new teachers with transition and orientation to the district, curriculum, school practices and expectations. (Target Goal: 100% of new hires will complete all induction training and be supported to use these skills within their first three years of employment.)

Objective A: Build understanding of subject area curriculum/standards/assessments.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) 100% of new staff introduced to curriculum standards and literacy	<ul style="list-style-type: none"> New Teacher Orientation to Standards and Technology 	Administration District Trainers	District	2013-2018 (August)	15	100% new hires	<ul style="list-style-type: none"> Teacher feedback Attendance
	<ul style="list-style-type: none"> New Teacher Seminar Series on Standards 	Director of Learning and Staff Development District Trainers	District	2013-2018 (September - May)	4	100% new hire	<ul style="list-style-type: none"> Teacher feedback Attendance Lesson plans
2) 100% of new staff introduced to assessments	<ul style="list-style-type: none"> New Teacher Assessment Training (Follow up by curriculum committees) 	Content Area Administrators BOCES #2	District	2013-2018 (September - February)	2	100% new hires	<ul style="list-style-type: none"> Teacher feedback Attendance Student assessment results Lesson plans
3) 100% of new staff introduced to curriculum	<ul style="list-style-type: none"> New Teacher Seminars 	Director of Learning and Staff Development Content Area Administrators Trainers	District and Title IIA	2013-2018 (September - May)	10	100% new hires	<ul style="list-style-type: none"> Attendance Principal and Teacher Leader anecdotal records
	<ul style="list-style-type: none"> New Teacher Mentor Program (S.T.A.R.T.) 	Director of Learning and Staff Development Principals Teacher Leaders Team Leaders	District	2013-2018 (August- June)	8	100% new hires	<ul style="list-style-type: none"> Attendance Student assessment results Documentation Mentoring Handbook

Implementation Plan

LONG TERM GOAL #2: Provide new teachers with transition and orientation to the district, curriculum, school practices and expectations. (Target Goal: 100% of new hires will complete all induction training and be supported to use these skills within their first three years of employment.)

Objective B: Build understanding of district policy, procedures, and expectations.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) Use of policy and procedures	<ul style="list-style-type: none"> New Teacher Orientation 	Administration Director of Learning and Staff Development	District	2013-2018 (August)	4	100% new hires	<ul style="list-style-type: none"> Teacher feedback Principals' anecdotal reports
	<ul style="list-style-type: none"> New Teacher Seminar Series 	Administration Director of Learning and Staff Development	District	2013-2018 (September - May)	12	100% new hires	<ul style="list-style-type: none"> Teacher feedback Principals' anecdotal reports School surveys
	<ul style="list-style-type: none"> New Teacher Mentor Program S.T.A.R.T. 	Director of Learning and Staff Development	District	2013-2018 (September - June)	4	100% new hires	<ul style="list-style-type: none"> Mentoring Handbook Principal data Teacher Leader Reports Surveys
	<ul style="list-style-type: none"> Technology Training/Policies and Infinite Campus (Day 2 PM of NTO) 	School Principals Infinite Campus Support	District	2013-2018 (August-September)	3	100% new hires	<ul style="list-style-type: none"> Reported Use
	<ul style="list-style-type: none"> New Teacher Orientation- Day 3 (Instructional and Operational Technology) 	BOCES 2 Instructional Technology Specialist District Trainers	District	2013-2018	6	100% new hires	<ul style="list-style-type: none"> Resources in Smart Notebook Resources in new teacher Moodle Teacher feedback

Implementation Plan

LONG TERM GOAL #2: Provide new teachers with transition and orientation to the district, curriculum, school practices and expectations. (Target Goal: 100% of new hires will complete all induction training and be supported to use these skills within their first three years of employment.)

Objective C: Build repertoire of district expected classroom practices and common language among staff.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) 100% of new hires trained in CORE programs within first three years	<ul style="list-style-type: none"> Core Programs: Classroom Management, Elements of Instruction, Cooperative Learning before 7/1//2011, Literacy for ALL after 7/1/2011, TESA, 4MAT, Differentiation of Instruction and New Teacher Seminar Series 	Director of Learning and Staff Development Principals District Trainers	District and Title IIA	2013-2018 (August-April)	75	100% new hires	<ul style="list-style-type: none"> Teacher feedback Principals' anecdotal reports Unit/lesson products
2) 100% of new hires helped to transfer use of skills to classroom	<ul style="list-style-type: none"> Follow up in all Core Programs 	Director of Learning and Staff Development District Trainers	District and Title IIA	2013-2018 (September - May)	30	100% new hires	<ul style="list-style-type: none"> Coaching records Unit/lesson product Teacher reflections Principals' anecdotal reports

Implementation Plan

LONG TERM GOAL #2: Provide new teachers with transition and orientation to the district, curriculum, school practices and expectations. (Target Goal: 100% of new hires will complete all induction training and be supported to use these skills within their first three years of employment.)

Objective D: Continue the mentoring program aligned with state guidelines.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
3) Monitor mentoring program in compliance with SED.	<ul style="list-style-type: none"> Mentor training 	Director of Learning and Staff Development School Principals Curriculum Administrators Teacher Leaders Team Leaders	District	2013-2018 (September - June)	10	Administrators Team Leaders Teacher Leaders	<ul style="list-style-type: none"> Publication of Mentoring Guidelines Anecdotal data WinCap PD records of attendance and evaluation Surveys Lesson plans
	<ul style="list-style-type: none"> Mentoring introductions at schools. 	Principals	District	2013-2018	2	100% new hires	<ul style="list-style-type: none"> Principals' reports Mentors' and Mentees' reports
4) Mentor training	<ul style="list-style-type: none"> Mentor training 	Administrators Team Leaders Teacher Leader	District	2013-2018	6	Administrators Teachers	<ul style="list-style-type: none"> New Teacher Mentoring Guidelines Feedback from mentors Evaluation sheets

Implementation Plan

LONG TERM GOAL #3: Increase instructional staff’s understanding of 21st Century skills, Schoolwide Enrichment and use of enrichment strategies, which includes differentiation of instruction, to be responsive to the needs of all learners. (Target Goal: By 2018, 100% of instructional staff will use some differentiated lessons and activities.)

Objective A: Develop capacity of instructional staff to differentiate instruction and use the schoolwide enrichment model to provide challenging learning opportunities for all students.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) Ensure common language among administrators/ leadership	<ul style="list-style-type: none"> Curriculum and Staff Development Council 	Director of Learning and Staff Development ASI	District Title IIA	2013-2018	4	100% Administrators Teacher Leaders	<ul style="list-style-type: none"> Feedback sheets Principal/Teacher Leader anecdotal records
	<ul style="list-style-type: none"> Identify methods to encourage use of common language among staff 	Director of Learning and Staff Development Principals ASI Enrichment Specialists	District	2013-2018	2	100% Instructional Administrators	<ul style="list-style-type: none"> Feedback at staff meetings Principal anecdotal records
	<ul style="list-style-type: none"> Administrator Training 	District Trainers Director of Learning and Staff Development	District	2013-2018	5	100% Instructional Administrators	<ul style="list-style-type: none"> Feedback sheets School plans as produced
	<ul style="list-style-type: none"> Continued Training of School-based SWE Teams 	Principals Enrichment Specialists	District	2013-2018	12	Principals Enrichment Specialists SWE Teams	<ul style="list-style-type: none"> School Audit (every two years) SWE survey results SWE Position Paper
	<ul style="list-style-type: none"> Continued Training of Instructional Mentors 	Director of Learning and Staff Development Enrichment Specialists	District	2013-2018	12-18	All new and existing Instructional Mentors	<ul style="list-style-type: none"> Training PowerPoints and materials SMART goals Lessons aligned to 21st Century skills and instructional technology Feedback forms
	<ul style="list-style-type: none"> Continued Training of District Trainers 	Enrichment Specialists Instructional Technology Specialist	District	2013-2018	4-6	All District Trainers	<ul style="list-style-type: none"> Training PowerPoints and materials Presentations aligned to 21st Century skills, instructional technology and Common Core Standards Feedback forms

Implementation Plan

LONG TERM GOAL #3: Increase instructional staff’s understanding of Schoolwide Enrichment and use of enrichment strategies, which includes differentiation of instruction, to be responsive to the needs of all learners. (Target Goal: By 2018, 100% of instructional staff will use some differentiated lessons and activities.)

Objective A: Develop capacity of instructional staff to differentiate instruction and use the schoolwide enrichment model to provide challenging learning opportunities for all students.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
2A) Develop Capacity of Enrichment Specialists	<ul style="list-style-type: none"> Monthly Meetings with Enrichment Specialist and Director of Learning and Staff Development 	Director of Learning and Staff Development	District and Title IIA	2013-2018	15	Enrichment Specialists	<ul style="list-style-type: none"> Feedback on delivery of training sessions and coaching Minutes Self-Reflection
	<ul style="list-style-type: none"> BOCES2 Technology and Professional Development Series 	Monroe BOCES2	BOCES 2 CoSer	2013-2018	4-15	Enrichment Specialists/ Mentors	<ul style="list-style-type: none"> Teacher feedback Minutes Implementation into trainings
	<ul style="list-style-type: none"> Advanced Study/Consortium 	Director of Learning and Staff Development BOCES2	District	2013-2018	25	8	<ul style="list-style-type: none"> Attendance Minutes Design of Programs
	<ul style="list-style-type: none"> Regularly scheduled Enrichment specialist meetings 	Enrichment Specialists	District	2013-2018	60	Enrichment Specialists	<ul style="list-style-type: none"> Attendance Minutes Materials developed for computer labs and District presentations
2B) Develop Capacity of Instructional Mentors	<ul style="list-style-type: none"> Two full day meetings for mentors and three full days for Level 1 mentors 	Director of Learning and Staff Development Enrichment Specialists	District and Title IIA	2013-2018	16	35	<ul style="list-style-type: none"> Minutes Projects Anecdotal Data Moodle
	<ul style="list-style-type: none"> School-based coaching 	Enrichment Specialists 21 st Century Team	District and Title IIA	2013-2018	30	30	<ul style="list-style-type: none"> Frequency Counts End of Year Survey Reflections Projects
	<ul style="list-style-type: none"> Quarterly Meetings for Instructional Mentors 	Director of Learning and Staff Development Enrichment Specialists	District	2013-2018	8	45-55	<ul style="list-style-type: none"> Minutes Lesson plans Peer review/sharing SMART goal Moodle or Wiki
	<ul style="list-style-type: none"> Monthly Meetings with SWE Team 	Principals Enrichment Specialists	District	2013-2018	5	6	<ul style="list-style-type: none"> Minutes Documents Anecdotal Data

Implementation Plan

LONG TERM GOAL #3: Increase instructional staff’s understanding of Schoolwide Enrichment and use of enrichment strategies, which includes differentiation of instruction, to be responsive to the needs of all learners. (Target Goal: By 2018, 100% of instructional staff will use some differentiated lessons and activities.)

Objective A: Develop capacity of instructional staff to differentiate instruction and use the schoolwide enrichment model to provide challenging learning opportunities for all students.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
3) Use Basic Skills/Rationale	<ul style="list-style-type: none"> D.I. Basic Training 	Enrichment Specialists Director of Learning and Professional Development	District	2013-2018	12	100% of new hires	<ul style="list-style-type: none"> Feedback sheets Lesson plans
	<ul style="list-style-type: none"> Enrichment Specialists’ School follow-up 	Principals Enrichment Specialists	District	2013-2018	As required	100% of new hires	<ul style="list-style-type: none"> Reports and Logs Attendance Teacher surveys Principals’ anecdotal records of school implementation
	<ul style="list-style-type: none"> Basic Skills and Practice (DI, SWE, 21st Century, Common Core Standards, STEM) 	Director of Learning and Staff Development Enrichment Specialists District Trainers	District	2013-2018	As needed	100% of new hires	<ul style="list-style-type: none"> Feedback Sheets Lesson Designs Reported level of use
	<ul style="list-style-type: none"> SWE Make and Take sessions 	Enrichment Specialists	District	2013-2018	8	Voluntary teacher/DI mentor participation	<ul style="list-style-type: none"> Attendees’ feedback WinCap PD records of attendance and evaluations Products from sessions
	<ul style="list-style-type: none"> DI Basic Refresher 	Enrichment Specialists	District	2013-2018	As needed	Interested teachers	<ul style="list-style-type: none"> Attendees’ feedback WinCap PD records of attendance and evaluations Products from sessions Reported level of use

Implementation Plan

LONG TERM GOAL #3: Increase instructional staff’s understanding of Schoolwide Enrichment and use of enrichment strategies, which includes differentiation of instruction, to be responsive to the needs of all learners. (Target Goal: By 2018, 100% of instructional staff will use some differentiated lessons and activities.)

Objective A: Develop capacity of instructional staff to differentiate instruction and use the schoolwide enrichment model to provide challenging learning opportunities for all students.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
4A) Refined use in classroom	<ul style="list-style-type: none"> Extension/ Strategies for D.L., SWE, STEM and 21st Century skills (District Course offerings) 	Trainers Director of Learning and Staff Development Enrichment Specialists Instructional Mentors	District	2013-2018	36	100% of Instructional Staff	<ul style="list-style-type: none"> Feedback sheets Lesson plans Reflections
	<ul style="list-style-type: none"> Model Unit/Lesson Development- per curriculum 	Director of Learning and Staff Development Enrichment Specialists Instructional Mentors	District and Title IIA	2013-2018	7	100% of Instructional Staff	<ul style="list-style-type: none"> Feedback sheets Units/lesson plans
	<ul style="list-style-type: none"> Coaching for staff 	District Trainers Director of Learning and Staff Development Enrichment Specialists Instructional Mentors	District and Title IIA	2013-2018	12	100% of Instructional Staff	<ul style="list-style-type: none"> Teacher Feedback Schedule of teachers observed Anecdotal records of coaches
	<ul style="list-style-type: none"> Differentiation of Instruction in curriculum areas 	Director of Learning and Staff Development Enrichment Specialists Teacher Leaders Instructional Mentors	District and Title IIA	2013-2018	8	100% of Instructional Staff	<ul style="list-style-type: none"> Units/lesson plans

Implementation Plan

LONG TERM GOAL #3: Increase instructional staff’s understanding of Schoolwide Enrichment and use of enrichment strategies, which includes differentiation of instruction, to be responsive to the needs of all learners. (Target Goal: By 2018, 100% of instructional staff will use some differentiated lessons and activities.)

Objective A: Develop capacity of instructional staff to differentiate instruction and use the schoolwide enrichment model to provide challenging learning opportunities for all students.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
4B) Refined use of SWE Model	<ul style="list-style-type: none"> Advanced Placement Training Sessions 	Administration	District	2013-2018 (July)	30	Advanced Placement teachers as needed	<ul style="list-style-type: none"> Attendees’ feedback Reports
	<ul style="list-style-type: none"> Type I, II, III Training Sessions 	Director of Learning and Staff Development Enrichment Specialists SWE Committee	District	2013-2018 (August - May)	As needed	100% Instructional staff and Teaching Assistants	<ul style="list-style-type: none"> Implementation evaluations designed by the School wide Enrichment Committee
	<ul style="list-style-type: none"> Curriculum Compacting and Enrichment Cluster training 	Director of Learning and Staff Development Enrichment Specialists Principals SWE Committee	District	2013-2018	As needed	100% Instructional staff and Teaching Assistants	<ul style="list-style-type: none"> Attendees’ feedback School Plans Principals’ anecdotal data Implementation evaluations designed by the Schoolwide Enrichment Committee
4C) Refined use of 21 st Century skills and instructional technology	<ul style="list-style-type: none"> 21st Century Team 	ASI Director of Learning and Staff Development Director of Technology Enrichment Specialists	District	2013-2018	As Needed	Pilot teachers	<ul style="list-style-type: none"> Pilot Teacher data Surveys Lesson Plans for Teacher Puh-in
	<ul style="list-style-type: none"> Technology Courses 	Director of Learning and Staff Development Technology trainers	District	2013-2018	As Needed	District Trainers	<ul style="list-style-type: none"> Feedback

Implementation Plan

LONG TERM GOAL #4: Increase teachers' and administrators' understanding and use of effective teaching practices to improve instruction for all learners. (Target Goal: 100% of staff will be provided with professional development opportunities, ranging from training to follow up, to expand repertoire of effective teaching practices.)

Objective A: Increase understanding of *Positive Behavior Intervention System* and use of effective classroom management strategies.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) Use Behavior and Classroom management strategies	<ul style="list-style-type: none"> Classroom Management and Classroom Management Refresher 	Director of Learning and Staff Development District Trainers	District and Title IIA	2013-2018	25-35	100% new hires	<ul style="list-style-type: none"> Teacher feedback Management Plans Principals' anecdotal records
	<ul style="list-style-type: none"> Selected after-school sessions on behavior management strategies 	Director of Learning and Staff Development Service Providers	District and Title IIA	2013-2018	6- 12	Open to all interested teachers and administrators	<ul style="list-style-type: none"> Teacher feedback Principals' anecdotal records
	<ul style="list-style-type: none"> Dealing with Disruptive Students, Mental Health Issues in the Classroom and other mental health related trainings 	Director of Learning and Staff Development Family and Support Center: Drug and Alcohol Counselor	District and Title IIA	2013-2018	6-12	Open to all interested teachers and administrators	<ul style="list-style-type: none"> Teacher feedback Principals' anecdotal records
	<ul style="list-style-type: none"> Therapeutic Crisis Intervention and Therapeutic Crisis Intervention Refresher 	Director of Learning and Staff Development TCI Trainers	District	2009-2018	30	Open to all interested teachers and administrators	<ul style="list-style-type: none"> Teacher feedback Principals' anecdotal records TCI resource binder and final assessment TCI 'diploma'
	<ul style="list-style-type: none"> Behavior Management for Support Staff and Aides 	Director of Learning and Staff Development Director of Special Education Selected trainers	District	2013-2018	6	100% of Teaching Assistants/ Aides	<ul style="list-style-type: none"> Participants' feedback Reported level of use Principals' anecdotal records
2) 100% of staff will have an introduction to essential understanding of PBIS	<ul style="list-style-type: none"> Conflict Cycle Training, FBA (Functional Behavior Assessment), BIP (Behavior Intervention Plan) 	Director of Learning and Staff Development Special Education Dept. BOCES 2 Staff Family Support Center Staff	District and Title IIA	2013-2018	4	100% teaching staff, aides and administrators	<ul style="list-style-type: none"> Attendance Reports Principals' anecdotal records % referral reduction
	<ul style="list-style-type: none"> PBIS Training Awareness and School Training 	PBIS Content Area Administrators Principals PBIS Coaches	District and Grants	2013-2018	8	100% of school staff	<ul style="list-style-type: none"> Participant feedback Principals' anecdotal records School Plan % referral reduction
	<ul style="list-style-type: none"> Character Education Training 	Director of Learning and Staff Development District Trainers	District and Title IIA	2013-2018	6	All interested staff	<ul style="list-style-type: none"> Teacher feedback Attendance records Evaluation reports Principals anecdotal records

Implementation Plan

LONG TERM GOAL #4: Increase teachers’ and administrators’ understanding and use of effective teaching practices to improve instruction for all learners. (Target Goal: 100% of staff will be provided with professional development opportunities, ranging from training to follow up, to expand repertoire of effective teaching practices.)

Objective B: Increase understanding and use of research based instructional strategies for increasing student achievement; e.g., Marzano.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) Use strategies to build upon students strengths.	<ul style="list-style-type: none"> Strength Based assessment RTI (Response to Intervention) BIT (Behavior Intervention Team) 	Director of Special Education	District and Title IIA	2013-2018	12	100% of Instructional Staff as needed	<ul style="list-style-type: none"> Participant feedback Principals’ anecdotal records Reported IST/RTI use Student assessment results
2) Use variety of learning styles strategies.	<ul style="list-style-type: none"> 4MAT/Differentiation – Awareness and related sessions 	Director of Learning and Staff Development District Trainers Enrichment Specialists	District and Title IIA	2013-2018	6-8	100% of Instructional Staff	<ul style="list-style-type: none"> Participant feedback Unit Plans Principals’ anecdotal records

Implementation Plan

LONG TERM GOAL #4: Increase teachers’ and administrators’ understanding and use of effective teaching practices to improve instruction for all learners. (Target Goal: 100% of staff will be provided with professional development opportunities, ranging from training to follow up, to expand repertoire of effective teaching practices.)

Objective C: Increase use of character education principles, bullying prevention, and the Developmental Assets.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) Implement practices to promote character, civility & citizenship education.	<ul style="list-style-type: none"> School-based support (e.g., department meetings, PBIS) 	Administration Teacher Leaders	District	2013-2018 (September - June)	10	100% of Instructional staff	<ul style="list-style-type: none"> Attendance Principals’ anecdotal Records Reviewing PBIS data (Safe Schools Report) yearly to analyze effectiveness of training.
	<ul style="list-style-type: none"> Bullying Awareness Workshop 	Director of Learning and Staff Development Administrators DASA Coordinators	District and Grants	2013-2018 (August)	6	20-25 per year	<ul style="list-style-type: none"> Participants’ Feedback Decrease of incidents at schools
	<ul style="list-style-type: none"> Character Education Training Workshop 	Chris Merle Director of Learning and Staff Development	District and Grants	2013-2018 (August)	6	20-25 per year	<ul style="list-style-type: none"> Participants’ feedback Lessons/Units Principals’ anecdotal reports
	<ul style="list-style-type: none"> Bullying and Cyberbullying 	District Trainers	District	2013-2018	4-8	20-25 per year	<ul style="list-style-type: none"> Participants’ feedback Decrease of incidents at schools
	<ul style="list-style-type: none"> Dignity for All Students Act Training 	Superintendent ASI DASA School Coordinator	District	2013-2018	8-12	100% of all staff	<ul style="list-style-type: none"> Attendance Decrease of incidents at schools Activities at schools
	<ul style="list-style-type: none"> Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention Certification Training 	GV BOCES Other certified trainers	District	2013-2018	3 hours online 3 hours face-to-face	100% of teachers, administrators and coaches seeking certification as of January 1, 2014	<ul style="list-style-type: none"> Attendance Certificate posted in TEACH

Implementation Plan

LONG TERM GOAL #5: Provide opportunities to meet required state training. (Target Goal: 100% of affected staff will receive required state training.)

Objective A: Plan for and schedule any required state training.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) Meet state requirements	<ul style="list-style-type: none"> Lab Safety Training 	Director of Learning and Staff Development Lab Safety Trainer	District and Title IIA	2013-2018 (August - September)	3	100% affected staff	<ul style="list-style-type: none"> Documentation of attendance Use of Lab Safety guidelines Participant Feedback
	<ul style="list-style-type: none"> CPR Training 	CPR District Trainer(s)	District	2013-2018	4	as needed	<ul style="list-style-type: none"> Documentation of attendance Participant feedback
	<ul style="list-style-type: none"> Sexual Harassment Training 	Director of Learning and Staff Development Prevention Coordinator	District	2013-2018 (March)	2	100% new hires	<ul style="list-style-type: none"> Documentation of Attendance
	<ul style="list-style-type: none"> Blood Borne Pathogens 	Principals Nurses	District	2013-2018	2	100% all staff	<ul style="list-style-type: none"> Documentation of Attendance
	<ul style="list-style-type: none"> Project S.A.V.E. Training (see addendum) Lock Down Procedures Fire Drills Food Service Staff Transportation Emergency Drills Student Health Procedures 	Administrators	District	2013-2018	4	100% of affected staff	<ul style="list-style-type: none"> Certificates of Completion
	<ul style="list-style-type: none"> Autism Training 	Autism Trainer and/or Designee BOCES2	District	2013-2018	3	Special Education Teachers and Administrators who work in special education hired after February 2, 2007	<ul style="list-style-type: none"> Documentation of attendance
	<ul style="list-style-type: none"> Common Core Standards Awareness Trainings 	Director of Learning and Staff Development Content Area Administrators Monroe BOCES2	District and Race to the Top	2013-2018	1-6	All Teachers in Grades K-12	<ul style="list-style-type: none"> Documentation of attendance
	<ul style="list-style-type: none"> Collaborative Inquiry Team Training 	Director of Learning and Staff Development Building Principals Content Area Administrators Monroe BOCES2	District and Race to the Top	2013-2018	24-36	Designated Collaborative Inquiry Teams	<ul style="list-style-type: none"> Documentation of attendance School Inquiry meeting minutes
	<ul style="list-style-type: none"> Dignity for All Students (DASA) Training 	Administrators	District	2013-2018	1	100% Spencerport employees	<ul style="list-style-type: none"> Documentation of attendance

2) School- initiative Training	<ul style="list-style-type: none"> Infinite Campus 	Administration Director of Student Information Services Selected school trainers	District	2013-2018	4	100% staff to include aides /assistants	<ul style="list-style-type: none"> Accurate use of Infinite Campus Principals' anecdotal records
	<ul style="list-style-type: none"> Professional Development Management System 	Director of Learning and Staff Development Instructional Technology Specialist Selected school trainers	District	2013-2018	2	100% staff to include aides /assistants	<ul style="list-style-type: none"> Accurate use of Professional Development Management System
	<ul style="list-style-type: none"> RtI training 	Director of Special Education	District	2013-2018	2-6	RTI Teams and other interested staff	<ul style="list-style-type: none"> Training PowerPoint RtI Teams Accurate use of forms
	<ul style="list-style-type: none"> Atlas training 	Director of Learning and Staff Development Content Area Administrators Team/Teacher Leaders	District	2013-2018	4-10	100% staff to include aides /assistants	<ul style="list-style-type: none"> Webinars CSDC minutes Accurate use of Atlas
	<ul style="list-style-type: none"> iReady 	Director of Learning and Staff Development ASI Selected school trainers	District	2015-2018	4-10	RTI Teams and other interested staff	<ul style="list-style-type: none"> Training PowerPoint RtI Teams Accurate use of system Benchmark reports

Implementation Plan

LONG TERM GOAL #6: Receive, disseminate, and implement up-to-date information on curricular area initiatives. (Target Goal: 100% of current teacher leaders and current curriculum administrators will receive research and conference information on curriculum initiatives.)

Objective A: Make available conference information on selected curricular topics/issues, and support attendance as is feasible.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) Develop awareness of new practices and theory	<ul style="list-style-type: none"> • NYS Math Conference • NYS Science Conference • SED Workshops • NYS Social Studies Conference 	Administrators Teacher Leaders	District and Title IIA	2013-2018	15	10	<ul style="list-style-type: none"> • Conference reports • Integration of practices into district curriculum, assessments, and general practices
	<ul style="list-style-type: none"> • BOCES #2 Leadership Workshops 	Director of Learning and Staff Development BOCES 2	District	2013-2018 (September -June)	24	Administrators	
	<ul style="list-style-type: none"> • CSE, AIS, 504 Training, RTI Training 	BOCES #2 Director of Special Education	District	2013-2018	As needed	100% affected staff	
	<ul style="list-style-type: none"> • Webinars, online course 	Administrators Teacher Leaders Spencerport Instructional Team	District	2013-2018	As needed	100% staff	
2) Sharing of practices	<ul style="list-style-type: none"> • Curriculum and Staff Development Council Meetings 	Administrators Teacher Leaders	District	2013-2018	As needed	100% staff	

Implementation Plan

LONG TERM GOAL #6: Receive, disseminate, and implement up-to-date information on curricular area initiatives. (Target Goal: 100% of current teacher leaders and current curriculum administrators will receive research and conference information on curriculum initiatives.)

Objective B: Make available training opportunities in new and current curriculum initiatives to prepare teachers.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION		ACTION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.) STAFF	
1a. Prepare teachers to implement New Standards/ Assessments	<ul style="list-style-type: none"> Standards Training (Common Core Standards) 	Director of Learning and Staff Development ASI Content Area Administrators	District and Title IIA	2013-2018	14 100% instructional Staff	<ul style="list-style-type: none"> teachers' feedback curriculum documents lessons student assessment results
	<ul style="list-style-type: none"> Assessment Training (including formative and summative) 	Director of Learning and Staff Development ASI Content Area Administrators	District	2013-2018	14 100% teachers	<ul style="list-style-type: none"> teachers' feedback student level of use student assessment results
	<ul style="list-style-type: none"> Data Collection and Analysis 	Director of Learning and Staff Development ASI Content Area Administrators	District	2013-2018	6-12 100% teachers	<ul style="list-style-type: none"> teachers' feedback student assessment results Units/lessons
1b. Prepare new teachers to implement curriculum	<ul style="list-style-type: none"> Standards Training (Common Core Standards) 	Mentors Director of Learning and Staff Development ASI Content Area Administrators	District	2013-2018	6 100% teachers	<ul style="list-style-type: none"> teachers' feedback student level of use student assessment results

Implementation Plan

LONG TERM GOAL #7: Continue to identify and use sound research and best practices as the foundation for all staff development. (Target Goal: By 2018, all Professional Development Committee members and Curriculum and Staff Development Committee members and district trainers will use and model best practices.)

Objective A: Professional Development Committee members will identify and use current research and best practices in the design of the staff development plan.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	# HOURS (approx.)	STAFF	
1) Develop a cadre knowledgeable of current research and best practices in staff development.	<ul style="list-style-type: none"> Articles, online resources distributed at Professional Development Committee meetings 	Director of Learning and Staff Development	District	2013-2018	5	18	<ul style="list-style-type: none"> Compendium of Resources Evidence of research-based practices in the planning and implementation of staff development Building Plans
	<ul style="list-style-type: none"> Professional Development Committee shares practices with respective building planning teams and curriculum committees 	Director of Learning and Staff Development Committee Members	District	2013-2018	2	75	<ul style="list-style-type: none"> Meeting report

Implementation Plan

LONG TERM GOAL #7: Continue to identify and use sound research and best practices as the foundation for all staff development. (Target Goal: By 2018, all Professional Development Committee members and Curriculum and Staff Development Committee members and district trainers will use and model best practices.)

Objective B: Professional Development Committee members will set up and follow a process to share staff development research with curriculum committees and building planning teams to support quality staff development.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	#HOURS (approx.)	STAFF	
1) Curriculum committees are knowledgeable of research and best practices	<ul style="list-style-type: none"> Distribution and review of staff development research and instructional research to Curriculum and Staff Development Council 	Director of Learning and Staff Development ASI Content Area Administrators	District	2013-2018	5	75 Teacher Leaders/ Administrators	<ul style="list-style-type: none"> Compendium of Resources Building Plans Department meeting minutes Observation reports and comments
	<ul style="list-style-type: none"> Network of staff development goals and objectives with curriculum committees and planning teams 	Director of Learning and Staff Development Professional Development Committee members	District	2013-2018	1	100% Teacher Leaders and Planning Team Members	<ul style="list-style-type: none"> Professional Development Plan
	<ul style="list-style-type: none"> Mentor Networks 	Director of Learning and Staff Development Professional Development Committee member	District and Title IIA	2013-2018	20	100% of Mentors	<ul style="list-style-type: none"> Participant products
	<ul style="list-style-type: none"> Curriculum and Staff Development Council Committee input into program development 	Director of Learning and Staff Development	District	2013-2018	4	100% of Teacher Leaders and Administration	<ul style="list-style-type: none"> Online Catalog Professional Development Plan

Implementation Plan

LONG TERM GOAL #7: Continue to identify and use sound research and best practices as the foundation for all staff development. (Target Goal: By 2018, all Professional Development Committee members and Curriculum and Staff Development Committee members and district trainers will use and model best practices.)

Objective C: Link effective teaching practices and research based best practices in curriculum/instruction with all staff development activities.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	#HOURS (approx.)	STAFF	
1) Trainers use best practices in training.	<ul style="list-style-type: none"> • Training of Trainers Programs 	Director of Learning and Staff Development	District and Title IIA	2013-2018	6	100% of teacher trainers	<ul style="list-style-type: none"> • Participant feedback • Training materials • Presentation of programs
	<ul style="list-style-type: none"> • Mentor Training for Differentiation Mentors 	Director of Learning and Staff Development Enrichment Specialists	District and Title IIA	2013-2018	16	100% of Mentors	<ul style="list-style-type: none"> • Products • Logs • Schoolwide Enrichment Surveys
	<ul style="list-style-type: none"> • Training for Enrichment Specialists 	Director of Learning and Staff Development Gifted & Talented Consortium BOCES2 Technology Trainers	District and Title IIA	2013-2018	25	100% of Enrichment Specialists	<ul style="list-style-type: none"> • Differentiation Survey • Participant feedback • Presentation of programs
	<ul style="list-style-type: none"> • Training of Technology Programs 	BOCES ITS BOCES2 Technology Trainings	District	2013-2018	12	100% of technology trainers	<ul style="list-style-type: none"> • Participant feedback • Training materials • Presentation of programs
	<ul style="list-style-type: none"> • Training of New Teacher Mentors 	Director of Learning and Staff Development	District and Title IIA	2013-2018	12	100% of new teacher assigned mentors each year	<ul style="list-style-type: none"> • New Teacher Mentoring Guidelines • Participant feedback • Training materials • Presentation of programs

Implementation Plan

LONG TERM GOAL #8: Teachers will use strategies to increase ELA achievement of student with disabilities. (Target Goal: Percentage of students with disabilities graduation rate will increase to 75%.)

Objective A: All teachers of Students with Disabilities will receive training and use specific strategies to support increased literacy achievement.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	#HOURS (approx.)	STAFF	
1) Identify and implement what training/strategies teachers of SWD's need to increase students' literacy achievement	<ul style="list-style-type: none"> • <u>Trainings</u> 6 + 1 Writing Traits 	ELA Content Area Administrators ELA Teacher Leaders	District and Title IIA	2013-2018	6	100% of teachers	<ul style="list-style-type: none"> • Lessons • Anecdotal Data • Student Assessment Results
	<ul style="list-style-type: none"> • Read 180 and Rigby • Fountas & Pinnell (K-5) • IReady (K-6) 	Director of Special Education ELA Content Area Administrators	District, Title IIA and IDEA	2013-2018	15	Affected staff	<ul style="list-style-type: none"> • Proficiency Report • Running Reading Records • IReady Report
	<ul style="list-style-type: none"> • CT and Co-teaching Model 	Director of Special Education Teacher Trainers	District	2013-2018	6	Consultant Teachers and Co-teaching general education partner	<ul style="list-style-type: none"> • Use of Strategy
	<ul style="list-style-type: none"> • Assistive Technology software 	Director of Special Education BOCES2 Assistive Technology	District	2013-2018	50-70	100% of Special Education staff	<ul style="list-style-type: none"> • Reported use • Documented use
	<ul style="list-style-type: none"> • Understanding RtI model 	Director and Coordinators of Special Education Director of Learning and Professional Development	IDEA	2013-2018	10	Psychologist, RtI Teams and AIS Staff	<ul style="list-style-type: none"> • ELA Assessment Results
	<ul style="list-style-type: none"> • Understanding and use of data to inform instruction (SIP, RtI...) 	Director and Coordinators of Special Educations ASI Building Principals Director of Learning and Professional Development	District and Title I	2013-2018	10-20	100% of teachers	<ul style="list-style-type: none"> • ELA Assessment Results • Lessons • Anecdotal Data • Student Assessment Results • Data plans
	<ul style="list-style-type: none"> • RtI Intervention Strategies - Foundations - Wilson - Leveled Literacy Intervention (LLI) - System 44, etc. 	Director and Coordinators of Special Educations BOCES2 Trainers Director of Learning and Professional Development	District and Title I	2013-2018	10-20	Affected staff	<ul style="list-style-type: none"> • Student achievement data • Tier II and III reports from RtI Direct • Reported use • Lesson plans

	<ul style="list-style-type: none"> • Unique Curriculum 	BOCES2 Director of Special Education	District	2014-2018	18	Select Special Education Classes and other relevant staff	<ul style="list-style-type: none"> • Training Materials • Lesson Plans/ Observations (announced and unannounced) • Evaluations • Principals' Observations
	<ul style="list-style-type: none"> • Explicit Instruction 	Special Education Department RSE-TASC Trainers	District	2013-1028	4-6	All Special Education Teachers	<ul style="list-style-type: none"> • Training Materials • Teacher Leader Agendas • Lesson Plans/ Observations (announced and unannounced) • Evaluations • Principals' Observations

Implementation Plan

LONG TERM GOAL #8: Teachers will use strategies to increase ELA achievement of student with disabilities. (Target Goal: Percentage of students with disabilities graduation rate will increase to 75%.)

Objective B: All teachers of Students with Disabilities will increase knowledge of and time spent in collaboration.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	#HOURS (approx.)	STAFF	
2) Increase the collaborative skills of general and special education staff	<ul style="list-style-type: none"> Transition training 	Director and Coordinators of Special Education	District	2013-2018	6	100% affected staff	<ul style="list-style-type: none"> Attendance Documentation on transition of students SED indicator 13 and 14
	<ul style="list-style-type: none"> Autism Training 	Director of Special Education Monroe BOCES2 Autism Specialist	District Monroe BOCES2	2013-2018	30	6:1:1 Classroom Team	<ul style="list-style-type: none"> Attendance Data collection Progress monitoring Effective behavior strategies
	<ul style="list-style-type: none"> Dealing with oppositional students 	Director and Coordinators of Special Education	District	2013-2018	5	Special Education Teachers and Aides	<ul style="list-style-type: none"> Family Support Center Data Student Support Center Data
	<ul style="list-style-type: none"> TCI Training FBA/BIP 	District Trainers Strong Behavioral Health	District	2013-2018	8	Special Education Staff	<ul style="list-style-type: none"> Attendance Effective Behavior Intervention Strategies
	<ul style="list-style-type: none"> RtI Team Development 	Director of Special Education	District	2013-2018	10	RtI Teams	<ul style="list-style-type: none"> Attendance Effective interventions for SWD/at risk students ELA assessment results Progress monitoring
	<ul style="list-style-type: none"> RtIM Direct Training 	RtIM Direct Trainers	District	2013-2018	10	RtI Teams and other relevant staff	<ul style="list-style-type: none"> Training materials Attendance records RtIM Direct website

Implementation Plan

LONG TERM GOAL #8: Teachers will use strategies to increase ELA achievement of student with disabilities. (Target Goal: Percentage of students with disabilities graduation rate will increase to 75%.)

Objective C: All teachers of Students with Disabilities will communicate with parents to implement strategies and support at home with their children.

OBJECTIVES	PROFESSIONAL DEVELOPMENT ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE OF IMPLEMENTATION			EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES
				DATES	#HOURS (approx.)	STAFF	
1) Increase the use of strategies to communicate with parents	<ul style="list-style-type: none"> Parent Handbook and Workshops School Calendar of Events, Activities & Parent Meetings 	Special Education Department	District Community Resources	2013-2018	As needed	Special Education Teachers	<ul style="list-style-type: none"> Workshop materials Workshop evaluations
	<ul style="list-style-type: none"> Special Education Website Teacher webpages 	Special Education Department	District	2013-2018	On-going	Special Education Teachers	<ul style="list-style-type: none"> Number of visits to the site
	<ul style="list-style-type: none"> Student Mentoring with Students to join clubs, sports, 1:1 connection for social skills 	Special Education Department	District	2013-2018	As needed	All effected staff	<ul style="list-style-type: none"> Mentoring plans Follow-up reports