

Comprehensive District Education Plan



School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

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Plan Date September, 2008

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THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK
ALBANY, NY 12234



GRAND ISLAND CENTRAL SCHOOL DISTRICT
COMPREHENSIVE DISTRICT EDUCATION PLAN

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SECTION I: BACKGROUND / DEMOGRAPHICS

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

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

Revised 1/1/08

Name	Title	Constituencies Represented (If More Than One Applies, Please Indicate)
Sandra Anzalone	Administrator, Principal	Grand Island High School
Andres Arroyo	Administrator, Asst. Principal	Grand Island High School
John Arnone	Teacher, Program Coordinator	Veronica E. Connor Middle School
Bruce Benson	Administrator, Principal	Veronica E. Connor Middle School
Sarah Bifaro	Teacher, Math Mentor	Veronica E. Connor Middle School
Cyndi Booker	Teacher, Grade Level Chair	Veronica E. Connor Middle School
William Brodie	Teacher, Program Coordinator	Veronica E. Connor Middle School
Frances Burczynski	Teacher, Grade Level Chair	Huth Road Elementary School
Thomas Burkman, Ph.D	Community	Higher Education
Sandy Burns	Teacher, Program Coordinator	Grand Island High School
Susan Campbell	Parent, Program Coordinator	Veronica E. Connor Middle School
Deanna Cannavo	Teacher, Literacy coach	Huth Road Elementary School
Cheryl Chamberlain	Teacher, Program Coordinator	Grand Island High School
Katherine Chadwick	PTA Council, Teacher, Grade Level Chair	Kaegebein Elementary School
Patricia Chapin	Teacher, Grade Level Chair	Huth Road Elementary School
Robert Christmann	Administrator, Superintendent of Schools	Grand Island District Office
Patrick Crowley	Teacher, Special Education, Program Coordinator	Grand Island High School
Mary Ann D'Avolio	Teacher, Grade Level Chair	Huth Road Elementary School
Denise Dunbar	Administrator, Principal	Sidway Elementary School
Heidi Fitzpatrick	Teacher, Literacy Coach	Kaegebein Elementary School
Michael Grosso	Teacher, TOSA; Peer Coach; Data	Grand Island District Office
Mary Haggerty	Administrator, Principal	Huth Road Elementary School
Rachael Hickey	Teacher, Program Coordinator	Grand Island High School
Carol Jones	Administrator, Pupil Personnel Services	Grand Island District Office
Karen Karmazin, Ed.D	Administrator, Assistant Superintendent	Grand Island District Office
Sheryl Kavanagh	Guidance Counselor	Grand Island High School
Amy Kessel	Teacher, Literacy Coach	Grand Island High School
Carol Kimmerle	Teacher, Program Coordinator	Veronica E. Connor Middle School

Mark Lamparelli	Teacher, Program Coordinator	Grand Island High School
Maureen Lewis	Parent	
Diane Malaney	Teacher, Program Coordinator	Veronica E. Connor Middle School
Jamie Mancuso	Teacher, Technology	Huth Road Elementary School
Molly Marren	Administrator, Technology Director	Grand Island District Office
Laura Murray	Teacher, Special Education, Program Coordinator	Veronica E. Connor Middle School
Lee Nowocien	Teacher, Program Coordinator	Grand Island High School
Jeanne Percival	Teacher, Grade Level Chair	Huth Road Elementary School
Nancy Petersen	Teacher, Grade Level Chair	Sidway Elementary School
Max Pikula	Teacher, Grade Level Chair	Kaegebein Elementary School
Donald Pray	Teacher, Program Coordinator	Grand Island High School
James Randles	Teacher, Program Coordinator	Veronica E. Connor Middle School
Donnette Rayhill	Parent	Teacher, Grand Island High School
Sarah Russo	Teacher, Program Coordinator	Grand Island High School/Middle School
Kay Saunders	Teacher, Program Coordinator	Veronica E. Connor Middle School
Jayne Schaber	Teacher, Program Coordinator	Veronica E. Connor Middle School
Neil Seaman	Community	Board of Education
Maria Seibert	Teacher, Grade Level Chair	Kaegebein Elementary School
Christopher Swiatek	Administrator, Assistant Principal	Grand Island High School
Dianne Tiede	Teacher, Program Coordinator	Sidway Elementary School
John Wiertel	Administrator, Principal	Kaegebein Elementary School
Marlene Winkler	Teacher, Program Coordinator	Grand Island High School
Kathleen Volk	Clerical	Grand Island District Office
Cindy Wynne	Teacher, Program Coordinator	Grand Island High School
Parent is defined as one who has a child in the district.		

PLANS INCLUDED IN THIS CDEP

District Name Grand Island Central School District
BEDS Code 14-15-01-06-0000

List of Plans Included in This Comprehensive District Education Plan

These plans may be included in CDEP:

X	Technology
X	Professional Development Plan (PDP) (See strategy section of CDEP)
X	Guidance
X	Shared Decision Making (100.11)
X	Academic Intervention Services
X	Annual Professional Performance Review (APPR)

The district used a facilitator: Yes X (Co-facilitators) No _____ If yes:

Name: Karen S. Karmazin; Assistant Superintendent of Curriculum & Instruction/Michael Grosso, TOSA.

Communications Process for the CDEP Committee:

CDEP committee members were informed continuously about our meetings with minutes, reminders, and data obtained from a wide variety of sources. In addition, CDEP sub-committee chairs copied and distributed data analyses, lists, charts, hunches, and root cause information to all participants. The entire CDEP committee was informed about the process of data collection. Information pertaining to S.M.A.R.T. goals as well as pertinent journal articles related to data collection and school improvement were also reviewed and distributed. Power point presentations, overheads, videos, and technological support via e-mail also were used to keep all participants informed and up to date about changes in State Education initiatives and committee discussions.

Communication Process To Inform All Constituencies in the Community:

The CDEP process has been part of the agenda of all meetings for the past year including, but not limited to, the following groups: Board of Education meetings, building administrators, general administrators (cabinet), and program coordinators at the elementary, middle, and high schools. Facilitators and administrators have also discussed the process with shared decision-making teams at individual buildings. While still in the process of developing the plan, faculty members have also been informed about the process and findings at faculty meetings. Parents have been notified about the process through our local education newsletter *The Bridge*. The formal plan will be presented to the Board of Education in late June. Following that meeting, a plan will be implemented in order to outline the initiatives for the first day of school. More information will follow in our local newsletters and on our website. In the future, shared-decision making teams at every building will be responsible for communication, implementation of strategies, and evaluation. Bi-annual reports will be submitted to the superintendent and Board of Education, and the CDEP committee will evaluate progress on an annual basis.

Vision Statement:

The Grand Island School District provides education of the highest quality which enables students to:

- Develop their abilities and talents and channel them for the good of themselves and the community.
- Secure knowledge of themselves, the community, the nation, and the global society.
- Appreciate and engage in a broad range of artistic endeavors.
- Establish healthy relationships with others characterized by respect and compassion.
- Enjoy healthy and satisfying personal and professional lives.
- Be responsible citizens.
- Achieve academic excellence, leading to a passion for lifelong learning.
- Accept responsibility for environmental conservation.

Mission Statement:

The mission of the Grand Island Schools is to foster academic excellence, personal growth, and social responsibility.

Belief Statements:

We believe that

1. All students can learn.
2. Students learn best when varied teaching methods, learning styles, and organizational patterns are utilized.
3. A secure, safe, and supportive environment is needed for learning.
4. Achieving excellence in education requires a significant and continuing commitment of both financial and human resources.
5. Quality education requires a commitment to best practices and a shared responsibility on the part of school, home, and community.
6. Individuals shall be prepared to become responsible, productive citizens of a global society.
7. The school community will exemplify positive social values through character education and Viking Values.
8. Education must prepare all students to meet the needs of a changing and technological society.
9. High standards of excellence are necessary for student and staff performance.
10. Appropriate measures of accountability maximize student achievement and staff performance.
11. Improving standards of excellence requires a commitment to a visionary plan that is an on-going process requiring adaptability.
12. Students should be encouraged and mentored to develop attitudes of empathy, tolerance, respect for others, and service.
13. A well-rounded and diverse education are integral to student growth and learning.

District Statement/Influencing Factors:

Please use this space to supply additional information that would be helpful for anyone reading or reviewing the plans. For example, a brief description of the locality, its demographics, number of students and school buildings, economic conditions, etc., that might further clarify the context of the plan.

Our Community:

Grand Island is one of the world's largest fresh water islands and is situated in the Niagara River between the cities of Buffalo and Niagara Falls. The island is 7.5 miles long and 6 miles wide with 21 miles of river frontage. The island divides the Niagara River into East and West branches, joining again at the north end before flowing over Niagara Falls. The 21,000 residents appreciate a full range of government services and civic groups in a mix of residential, shopping and light industry areas.

Our Schools:

There are three elementary schools in the district including one school that services students in kindergarten, grade one and two schools that service grades two through five. The Middle School contains grades six through eight and is located on the same campus as the high school. It shares the auditorium and pool with the high school, but is separate in all other respects. The high school and middle school feature interdisciplinary teams and team teaching at all levels. Accelerated, enriched and basic programs are available in the middle school and high school. Universal Pre-Kindergarten is offered through three community-based organizations.

Our Students:

Approximately 85% of the high school graduates plan to attend two and four year institutions. Regents-endorsed diplomas were awarded to 88% of the 2007 Class, and 1% of the cohort received I.E.P. diplomas. The Grand Island Central School District is comprised of 3,223 students, with an overall student/teacher ratio of 12:1. Approximately 9% of school-age students are classified with disabilities. Over 65% of the students with disabilities who attend GICSD spend only 20% or less of their time placed outside of the regular classroom.

The SAT mean scores for the Class of 2007 was 537.1 (Math) and 537.5 (Verbal), the ACT composite mean score was 24.2. In May, 2007, 91 accelerated students pursued Advanced Placement studies in Studio Art, English, Biology, Calculus, Computer Science, Foreign Language, Physics and Psychology, Statistics, US History, European History, US Government, Microeconomics, Mathematics, Music Theory, and Spanish.

The Grand Island School District participates in occupational educational services offered by Erie 1 BOCES.

Other Relevant Data:

- In 2006, Grand Island CSD was ranked in the top ten school districts in western New York.
- Our music program supports over 28 performing groups at all levels including concert bands, choirs, jazz ensembles, string orchestras, pep band, mandrigals, chamber ensembles, with a total participation of over 1500 students.
- Each year, 180 students participate in Erie County music festivals; 60% of these students routinely score an A+ (97-100).
- Each year, approximately 160 students are selected to participate in Erie County Honor Ensembles.
- Each year, approximately 30 students are selected to participate in NYSSMA Area-All State Honor Ensembles, with district representation in the All-East Honor Ensembles.
- Each year, two to five students are accepted into the NYS Summer School of the Arts.
- In 2006, the all represented groups received a superior rating at the Grand National Adjudicators Invitational in Chattanooga, Tennessee, with the Grand Island Wind Ensemble brass section earning the festival “outstanding brass” award.
- In 2008, the groups will once again attend the Dixie Classic Grand National Invitational Festival in Chattanooga, Tennessee.
- In the past two years, Grand Island ensembles have achieved 6 Gold with Distinction ratings, 5 Gold ratings, and 3 Silver ratings, performing at a Level 5 or 6 (the most difficult) difficulty rating.
- Grand Island music students perform with community ensembles, i.e. American Legion Band of the Tonawandas, and the Greater Buffalo Youth Orchestra.
- The Grand Island Wind Ensemble have been featured at the NYSBDA State Conference, NYSSMA State Conference, and the MENC-East Regionals.
- Many of our music faculty provides leadership in the county, state, and national organizations, such as ECMEA, NYSSMA, and GIML.
- Grand Island student musicians have performed in New York City, West Point, Boston, Montreal, Miami, Atlanta, Virginia Beach, Amsterdam, Vienna, London, and Paris.
- Alumni of the Grand Island music program have been members of the Metropolitan Opera, Denver Symphony Orchestra, National Orchestra of Argentina, Buenos Aires, Buffalo Philharmonic Orchestra, Rochester Philharmonic Orchestra, and conducted the Eastman Wind Ensemble.
- Many other school districts seek the Grand Island Band Department Grade Level Benchmarks when developing their curriculum..
- The Grand Island High School holds an annual Shadow Day program; last year 126 students spent a day shadowing potential employers in over 60 locations.
- In five of the last six years, students from G.I. High School have finished in first place at regional D.E.C.A. competitions
- Grand Island fields 43 boys and girls sports teams that offer 800 roster spots for interscholastic sports.
- Ranked 9th in business First best high school sports programs in Section VI.
- Grand Island supports over 70 intramural sports programs, 8 modified sports teams, and 3 extramural sports teams.
- The football team has made 12 appearances in Ralph Wilson Stadium (Section Championship game).
- Girls’ Soccer – NFL Champions – 9 consecutive years (1999-2007)
- In 2007-2008, NFL champions were Girls’ Tennis (14-0) and girls’ Soccer (11-2-1); and 2006-2007 NFL champions were Girls’ soccer (12-0).
- In 2006-2007, Ian O’Rourke was NYS Boys’ Swimming & Diving Champion.
- In 2006-2007, 150 athletes have been recognized as members of 15 Scholar Athlete Teams over the last three semesters.

Other Relevant Data (continued):

- Over \$40,000 in business, community and school sponsored scholarships were awarded to members of the Class of 2007.
- Grand Island consistently has among the highest percentage of participation in Kids Vote among WNY districts.
- Grand Island participates in D.E.C.A., Destination Imagination, Masterminds Competition, and Mock Trial Teams.

Our Faculty and Staff:

- Our faculty includes 265 teachers and teaching assistants; our staff consists of 257 school related personnel.
- Over 90% of the teachers hold graduate degrees.
- Over \$120,000 was raised for local charities, i.e. breast cancer research, Hospice, Make A Wish, Food Bank of WNY, Grand Island Neighbors Foundation, American Cancer Society, Mercy Flight, among others, as a result of “Dress Down Day” contributions by our faculty and staff in 2007.

Our Faculty and Staff includes:

- Recipients of the Grand Island Chamber of Commerce’s Citizen of the Year in Education.
- Four recipients of the Buffalo Philharmonic Orchestra’s Music Educator of the Year Award.

The District Features:

- A strong academic program in all areas as well as instruction in music, art, and physical education for all students.
- Elective offerings in music, art, business education, industrial technology, home and careers skills, and foreign languages.
- Advanced placement courses in 14 academic areas, and college courses in French and Spanish.
- Well-equipped library media centers in each school with on-line research capabilities.
- A full-day kindergarten program.
- A comprehensive special education program.
- Full staffing and services for children including school psychologists, an elementary social worker, speech and language therapists, and remedial services.
- Fully integrated computer resources in each building, including over 874 computers and a district-wide e-mail system.
- A comprehensive district-wide professional development program including courses through the Tonawanda-Grand Island Teacher Center.
- Peer coach services for new faculty members.
- An extensive program of after school, co-curricular, and extra-curricular programs for elementary, middle, and high school students.

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SECTION II: DATA ANALYSIS

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

Data Analysis:

Explain how you used data to develop your plan priorities. Be sure to focus on student achievement. Describe the process by which you ensured links between data analysis, priorities identified, and needs to be addressed.

The Comprehensive District Educational Plan has empowered representatives from the entire school community to closely examine quantitative and qualitative data with regard to variables that ultimately effect student achievement. These data have included information pertaining to our normally achieving students and students with special education needs. Factors examined include: demographics such as socio-economic factors, attendance rates, graduation rates, standardized and criterion referenced test data, and professional development evaluations. These data were used to assist the committee in making decisions that will ultimately effect student achievement.

Six sub-committees facilitated by faculty and/or teachers from the CDEP committee and ad-hoc members reviewed data collected over the past few years. These committees were initially charged with reviewing data and developing hunches. They reported back to the large group which then developed root causes and action plans.

Five of the six committees represented the five content domains, including ELA, math, science, social studies and LOTE. One additional committee represented health and character education. In addition, each content area committee examined data with regard to normally achieving students and students with disabilities. Each sub-committee included representative faculty from each level of our organization (elementary, middle and high school) within each content area, all departmental grade level chairs from every building, all administrators (all five principals participated), a board member, and community and/or parent members.

The committees utilized data collected from BEDS, School and District Report Cards, Local Educational Agency Program (LEAP), and similar schools in Erie County and New York State. We also compared results of NYS Grades 3 through HS with other high performing schools in Western New York. This information assisted us in developing outside indicators. Internal trends were also examined in order to assess present levels of achievement and to make decisions with regard to priorities. Erie 1 BOCES curriculum personnel provided training in using the data warehouse and assisted us with examination of data. These analyses assisted us in disaggregating the data along several variables.

Data Analysis: (continued)

Explain how you used data to develop your plan priorities. Be sure to focus on student achievement. Describe the process by which you ensured links between data analysis, priorities identified, and needs to be addressed.

Following the process of gap analysis, the district committee prioritized four key content areas – ELA, math, science, and social studies. Subsequently, the large CDEP committee broke into four groups with invitations extended to all faculty in the district. This course provided for more input from faculty in order to determine root causes.

A root cause training was conducted by the CDEP facilitators. Respective groups then gathered in order to proceed through a fish-bone analysis and discussions. Analyses were conducted with regard to policies, plant, program, and people. The findings of these four groups were shared with the entire CDEP group. Ancillary members who attended the sub-committees were also extended invitations. After examination of the data, root cause analysis, consensus was reached and priorities established in the domains of English Language Arts, math, science, social studies, L.O.T.E. and character education. Strategies that affect curriculum, instruction, data analysis, and assessment were identified and prioritized. Action plans were developed and responsible parties were identified.

SECTION II: INITIAL DATA ANALYSIS -- GAPS

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

ELA 3

			PASSING		MASTERY		2-Year Average
	A. 2005-2006	B. 2006-2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 17% (1)	F. 2006-2007 MASTERY GAP 17% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	71	68.42					
% scoring at Level 4 (85-100)	(1) 13	(2) 14.04			4	3	3.5
% scoring at Levels 3 and 4 (65-100)	(3) 84	(4) 82.46	13	14.54			13.5

ELA 4

[illegible]

ELA 5

[illegible]

ELA 6

[illegible]

ELA 7

[illegible]

ELA 8

[illegible]

ELA HS REGENTS

[illegible]

MATH 3

			PASSING		MASTERY		2-Year Average
	A. 2005-2006	B. 2006-2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 35% (1)	F. 2006-2007 MASTERY GAP 35% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	55.9	54.59					
% scoring at Level 4 (85-100)	(1) 28.38	(2) 37.55			-6.62	+2.55	-2.035
% scoring at Levels 3 and 4 (65-100)	(3) 84.28	(4) 92.14	-12.72	-4.86			-8.79

MATH 4

			PASSING		MASTERY		2-Year Average
	A. 2005-2006	B. 2006-2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 37% (1)	F. 2006-2007 MASTERY GAP 37% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	55.44	50.0					
% scoring at Level 4 (85-100)	(1) 27.71	(2) 41.53			-9.29	+4.53	-2.38
% scoring at Levels 3 and 4 (65-100)	(3) 87.15	(4) 91.53	-9.85	-5.47			-7.66

MATH 5

			PASSING		MASTERY		2-Year Average
	A. 2005-2006	B. 2006-2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 30% (1)	F. 2006-2007 MASTERY GAP 30% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	55.95	64.82					
% scoring at Level 4 (85-100)	(1) 23.41	(2) 18.18			-6.59	-11.82	-9.2
% scoring at Levels 3 and 4 (65-100)	(3) 79.36	(4) 83	-17.64	-14			-15.82

MATH 6

[illegible]

MATH 7

			PASSING		MASTERY		2-Year Average
	A. 2005- 2006	B. 2006- 2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 23% (1)	F. 2006-2007 MASTERY GAP 23% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	57.02	63.75					
% scoring at Level 4 (85-100)	(1) 21.05	(2) 28.29			-1.95	+5.29	-1.67
% scoring at Levels 3 and 4 (65-100)	(3) 78.07	(4) 92.04	-18.93	-4.96			-11.945

MATH 8

[illegible]

MATH A

[illegible]

ELEMENTARY SCIENCE

			PASSING		MASTERY		2-Year Average
	A. 2005-2006	B. 2006-2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 65% (1)	F. 2006-2007 MASTERY GAP 65% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	32.9	32.4					
% scoring at Level 4 (85-100)	(1) 60.2	(2) 63.4			-4.8	-1.6	-6.5
% scoring at Levels 3 and 4 (65-100)	(3) 93.1	(4) 95.8	-3.9	-1.2			-2.4

SCIENCE 8

[illegible]

REGENTS EARTH SCIENCE

			PASSING		MASTERY		2-Year Average
	A. 2005-2006	B. 2006-2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 48% (1)	F. 2006-2007 MASTERY GAP 48% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	38	41					
% scoring at Level 4 (85-100)	(1) 55	(2) 48			+7	-10	+3.5
% scoring at Levels 3 and 4 (65-100)	(3) 93	(4) 90	-4	-7			-5.5

REGENTS PHYSICS

[illegible]

REGENTS CHEMISTRY

[illegible]

REGENTS LIVING ENVIRONMENT

			PASSING		MASTERY		2-Year Average
	A. 2005-2006	B. 2006-2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 45% (1)	F. 2006-2007 MASTERY GAP 45% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	54	60					
% scoring at Level 4 (85-100)	(1) 44	(2) 37			-2	-8	-5
% scoring at Levels 3 and 4 (65-100)	(3) 98	(4) 97	+1	0			+0.05

ELEMENTARY SOCIAL STUDIES

[illegible]

SOCIAL STUDIES 8

[illegible]

REGENTS GLOBAL STUDIES

[illegible]

REGENTS US HISTORY

[illegible]

LOTE - SPANISH

			PASSING		MASTERY		2-Year Average
	A. 2005-2006	B. 2006-2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 70% (1)	F. 2006-2007 MASTERY GAP 70% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	38.78	33.53					
% scoring at Level 4 (85-100)	(1) 54.08	(2) 63.53			15.92	6.47	11.20
% scoring at Levels 3 and 4 (65-100)	(3) 92.86	(4) 97.06	4.14	-.06			2.04

LOTE - FRENCH

			PASSING		MASTERY		2-Year Average
	A. 2005-2006	B. 2006-2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 70% (1)	F. 2006-2007 MASTERY GAP 70% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	21.21	50					
% scoring at Level 4 (85-100)	(1) 71.21	(2) 39.58			-1.21	30.42	14.6
% scoring at Levels 3 and 4 (65-100)	(3) 92.42	(4) 89.58	4.58	7.42			6

LOTE – REGENTS SPANISH

			PASSING		MASTERY		2-Year Average
	A. 2005-2006	B. 2006-2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 70% (1)	F. 2006-2007 MASTERY GAP 70% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	41.51	22.58					
% scoring at Level 4 (85-100)	(1) 54.72	(2) 77.42			15.28	-7.42	3.03
% scoring at Levels 3 and 4 (65-100)	(3) 96.23	(4) 100	.77	-3			-1.12

LOTE – REGENTS FRENCH

			PASSING		MASTERY		2-Year Average
	A. 2005-2006	B. 2006-2007	C. 2005-2006 PASSING GAP 97%-(3)	D. 2006-2007 PASSING GAP 97%-(4)	E. 2005-2006 MASTERY GAP 70% (1)	F. 2006-2007 MASTERY GAP 70% (2)	G. Average Gaps
% scoring at Level 3 (65-84)	36.71	31.03					
% scoring at Level 4 (85-100)	(1) 60.76	(2) 68.97			9.24	1.03	5.14
% scoring at Levels 3 and 4 (65-100)	(3) 97.47	(4) 100	-.47	-3			-1.7

School District: Grand Island Central School District
BEDS Code: 14-15-01-06-0000

CHECKLIST OF DATA USED: Please check the sources you used.	
X	School Report Card
X	BEDS Data
X	Attendance Rates; students and teachers
X	Graduation and Drop-Out Rates
X	Special Populations, LEP, Individuals with Disabilities, Homeless
X	Teacher/Student Ratios
N/A	Number of Uncertified Teachers
X	Student and Community Ethnic Data
X	Dominant Languages
	Employment Rates
X	Enrollment
	Immigration patterns
X	Longitudinal data
	Major Employers
X	Makeup of Tax Base
X	Measures of Economic Wealth
X	Real Property: Tax Value
X	Sources of District Revenue
N/A	Special Designation Schools, SURR, Title I

SECTION III: DISTRICT NEEDS/AREAS FOR IMPROVEMENT

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

ELA		
Needs (State or Local in Priority Order)	Root Causes	Rational for Needs Selected
1) Student ability to go beyond the literal meaning of basic literary elements (application and analysis of basic literary elements).	1a) Many students are reading so far below grade level it is difficult for them to go beyond the literal meaning within the text. 1b) Students are unable to engage in and understand the importance of the reading/thinking process. 1c) Not enough explicit instruction of the basic literary elements. 1d) Lack of time for teacher collaboration to adopt a common language	1a) Item analysis of grade 3 – grade 8 ELA exams and High School regents. 1b) Lack of engaging reading materials at the student’s independent level in the high school.
2) Additional intensive vocabulary instruction.	2a) Lack of language. 2b) Teachers are making too many assumptions of student language and vocabulary. 2c) Vocabulary is being taught in isolation rather than connected to content. 2d) Lack of time for teacher collaboration to adopt a common language. 2e) Large class sizes.	2a) Item analysis of grade 3 – grade 8 ELA exams and High School regents. 2b) Large class sizes impede student achievement by decreasing the amount of individual teacher/student interaction.
3) Development of critical thinking skills.	3a) Students not reading at home. 3b) Too much time devoted to television. 3c) Students are not always encouraged to use problem solving skills. 3d) Lack of time for teacher collaboration to adopt a common language. 3e) Large class sizes.	3a) Item analysis of grade 3 – grade 8 ELA exams and High School regents. 3b) Parent interest and value for education is decreasing. 3c) Large class sizes impede student achievement by decreasing the amount of individual teacher/student interaction.

SECTION III: DISTRICT NEEDS/AREAS FOR IMPROVEMENT

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

MATH		
Needs (State or Local in Priority Order)	Root Causes	Rational for Needs Selected
<ol style="list-style-type: none"> 1. Assessments results. <ol style="list-style-type: none"> a) Math 5 avg. gap 15.82% past 2 years. b) Math 8 avg. gap 19.23% past 2 years. 2. General Ed. vs. Special Ed. <ol style="list-style-type: none"> a) Math 5 avg. diff of 35.87% past 2 years. b) Math 8 avg. diff of 56.03% past 2 years. 	<ol style="list-style-type: none"> 1. Lack of literacy skills. 2. Some staff members are teaching math, but may not be certified in math. 3. Inconsistency of the math curriculum (staggered implementation of the Everyday Math program). 	<ol style="list-style-type: none"> 1. These assessments include all students. They are an integral part of our district's accountability under NCLB. 2. Literacy is an integral part of the NYS math assessments. 3. Students with disabilities (SWD's) are a subgroup of significant size and these achievement gaps are large.

SECTION III: DISTRICT NEEDS/AREAS FOR IMPROVEMENT

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

SCIENCE		
Needs (State or Local in Priority Order)	Root Causes	Rational for Needs Selected
<p>1) Grand Island was outperformed by Erie 1 BOCES in “Critical thinking skills are used in the solution of mathematical problems.”</p> <p>2. An item analysis revealed that students exhibit difficulty in understanding scientific vocabulary.</p>	<p>1a.) Developmental Readiness.</p> <p>1b.) Access to additional science kits and other resources.</p> <p>2) Common language (vocabulary) across all grade levels (K & up).</p>	<p>1) Increase use of science kits and resources for hands-on activities (Eco Island).</p> <p>2) More common scientific language needs to be included in science curriculum at all grade levels.</p>

SECTION III: DISTRICT NEEDS/AREAS FOR IMPROVEMENT

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

SOCIAL STUDIES		
Needs (State or Local in Priority Order)	Root Causes	Rational for Needs Selected
<p>1) -9% mastery scores away from benchmark – Global Studies 10</p> <p>Passing (-18% from 2006 and -12% as a three year average) – Grade 8</p> <p>Mastery (-19% from 2006 and -6% as a three year average) - Grade 8</p> <p>DBQ scores dropped from 3.8/5 in 2006 to 2.9/5 in 2007 (-9% -18%) - Grade 8</p> <p>-2.75% gap in meeting district standard of 97% - Grade 5</p> <p>2) Students averaging .5 to 1 point less on thematic essays compared to DBQ on both Global Studies 10 and US History 11.</p>	<p>1. <i>Breadth and depth of curriculum.</i> Three of the New York State exams (5th, 8th, and 10th grade) require knowledge of material from two years or more of instruction.</p> <p>2. <i>Lack of understanding by students in common vocabulary and literacy.</i></p> <p>3. Students inability to cite <i>specific historically significant</i> events, people, etc on DBQ and Thematic essays. This translates to lower scores on the DBQ and Thematic essays based on NYSED scoring rubrics.</p> <ul style="list-style-type: none"> • Many of the DBQ's give the students an ample amount of information in the documents which make it much more difficult for the students to come up with their own relevant outside information. • Students limit their thinking <u>after</u> reading the documents. Documents seem to control the students thinking and limit their recall of historical facts. • NYSED anchor papers contain much more outside information in the past. Rubrics require more outside information to score in the higher ranges. <p>4. <i>Student's inability to connect prior knowledge to DBQ.</i> Teacher's report outside information that should appear in the DBQ/Thematic essay has been adequately covered and reviewed and appears in curriculum maps.</p>	<p>1. School report card data reveals significant gap in comparison to other 'top' and similar schools in Erie County.</p> <ul style="list-style-type: none"> • The document(s) limits thinking due to the fact that students focus solely on the information suggested. • Writing skills need to be developed • Student vocabulary needs to be connected to the content through direct instruction. <p>2. Item analysis of 2005-2007 Global Studies exams and United States History exams reveal this general trend.</p> <p>3. Reflections of teachers after grading the thematic and DBQ essays each year.</p>

SECTION III: DISTRICT NEEDS/AREAS FOR IMPROVEMENT

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

LOTE		
Needs (State or Local in Priority Order)	Root Causes	Rational for Needs Selected
<p>1. Need exists in addressing the following achievement gaps, in state assessments, away from mastery level (85%) as they currently exist in the following curricular topics:</p> <p>Spanish Checkpoint A-B</p> <ul style="list-style-type: none"> Leisure [-12.85 to -31.34%] Meal Taking [-15.08%] Health and Welfare [-7.76%] Services [-15.01%] Personal I.D. [-11.83%] <p>French Checkpoint A-B</p> <ul style="list-style-type: none"> Health and Welfare [-7.76%] Leisure [-14.31%] <p>2. Need exists to fully articulate our existing LOTE curriculum maps in order to ease the transition between LOTE checkpoints A and B. [8th to 9th grades].</p> <p>3. Need exists to read and interpret our curriculum maps in such a way as to ensure uniformity across our curricula.</p>	<ul style="list-style-type: none"> Curriculum maps are not followed in tandem by teachers; leading to lack of intra-teacher uniformity/pacing. Topics are not sufficiently sequenced within our current LOTE curriculum map. Synthetic curricula (LOTE textbooks) are supplanting the curriculum maps, and are de facto driving LOTE instruction. Lack of MS/HS communication 	<ul style="list-style-type: none"> Scores on state assessments tend to be either very high [mastery++] or very low [Mastery --]. Frequency of topics not specifically targeted. Lack of checkpoint A essential skills that are critical for checkpoint B.

SECTION III: DISTRICT NEEDS/AREAS FOR IMPROVEMENT

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

CHARACTER EDUCATION		
Needs (State or Local in Priority Order)	Root Causes	Rational for Needs Selected
<p>1. Decrease 1% gap increase in non completers</p> <p>2. Increase stable attendance rate</p> <p>3. Decrease suspension rate</p>	<ul style="list-style-type: none"> • age (2 years >) • program options limited • increased standards/regulations • lack of follow-up programs • lack of previous alternative to OSS Suspensions 	<ul style="list-style-type: none"> • School report card data last 3 years • increased graduation requirement • age • same program options

SECTION IV: IMPLEMENTATION PLAN

ELA

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

Goals: Increase proficiency (level 3) on grade 3 ELA exam by 17%
 Increase proficiency (level 3) on grade 4 ELA exam by 15%
 Increase proficiency (level 3) on grade 5 ELA exam by 9%
 Increase proficiency (level 3) on grade 6 ELA exam by 14%
 Increase proficiency (level 3) on grade 7 ELA exam by 12%
 Increase proficiency (level 3) on grade 8 ELA exam by 10%
 Maintain and improve 97% proficiency on High School Regents
 Increase mastery (level 4) by 10% on all grade levels 3 – 8
 Increase Mastery level by 5% at High School to 70%

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources	Who Does It
1) Create, share and utilize a common vocabulary list of basic literacy elements at each grade level.	1a) Generate the lists 1b) Develop effective strategies to teach vocabulary. 1c) Encourage teachers to use higher level vocabulary to raise student vocabulary. 1d) Develop common formative assessments that require application and analysis of basic literacy elements.	<ul style="list-style-type: none"> • Summer curriculum • Study groups • Faculty meetings • Grade level meetings 	<ul style="list-style-type: none"> • All students in grades K - 12 	<ul style="list-style-type: none"> • Summer 2008 • Ongoing 2008 - 2011 		<ul style="list-style-type: none"> • Grade level chairs • Program Coordinators • Staff Development providers

SECTION IV: IMPLEMENTATION PLAN

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

ELA (continued)

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources	Who Does It
2) Create and implement a curriculum component for critical thinking skills.	<p>2a) Research and develop ways to embed critical thinking strategies into ELA curriculum.</p> <p>2b) Score common formative assessments collaboratively at each grade level to develop recommendations for instructional changes.</p> <p>2c) Establish a data team and provide release time to collaboratively analyze common formative assessments.</p>	<ul style="list-style-type: none"> • Grade level meetings • Staff development to share grade level findings throughout the building 	All students in grades K - 12	<ul style="list-style-type: none"> • Summer 2008 • Ongoing 2008 - 2011 		All teachers K - 12

SECTION IV: IMPLEMENTATION PLAN

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

ELA (continued)

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources	Who Does It
3) Hire/Contract with a district-wide TOSA full time in ELA.	3a) Develop a job description. 3b) Post position. 3c) Interview and hire.	Provided by hired TOSA throughout the year and during summer curriculum.	Teachers K - 12	Summer 2009 - 2011	<ul style="list-style-type: none"> • Grant • BOCES contracts • District employee (part time) 	<ul style="list-style-type: none"> • Administrators • Assistant Superintendent

SECTION IV: IMPLEMENTATION PLAN

MATH

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

30% of all 5th grade students will achieve mastery in mathematics by 2010-2011.

20% of all 8th grade students will achieve mastery in mathematics by 2010-2011.

50% of all 5th grade special education students will achieve proficiency in mathematics by 2010-2011.

25% of all 8th grade special education students will achieve proficiency in mathematics by 2010-2011.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources	Who Does It
1) Examine best practices of AIS for Math.	1a) Evaluate AIS Math Programs 1b) Form a committee to analyze (data team)	Study other successful math programs Initiate math study groups. Release time for data analysis.	K – 12 Students	Ongoing	Federal Grants	AIS Math teachers/teacher assistants, Program/ Grade Level Coordinators
2) Provide targeted staff development in math literacy	2a) Develop formative assessments that are used <u>before</u> and <u>during</u> instruction to adjust teaching to the needs of students 2b) Develop grade specific content vocabulary	Create learning communities at all levels through: <ul style="list-style-type: none"> • Math study groups • Working collaboratively to create meaningful formative assessments (Utilize BOCES staff) 	K – 12 Teachers			

SECTION IV: IMPLEMENTATION PLAN

SCIENCE

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

65 % of all 4th grade students will achieve mastery on the NY state Science test by the 2010-2011.

Reduce the gap between 4th grade regular and special ed. proficiency and mastery scores (combined) to 3% by 2010-2011.

Reduce the gap between 8th grade regular and special ed. proficiency and mastery scores (combined) to 30% by 2010-2011.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources	Who Does It
1) Improve the critical thinking skills in the science content area.	1a) Develop tasks parallel to the performance stations.	<ul style="list-style-type: none"> Establish a science mentor program for mentors and teachers K-6. 	K-12 grade	2008-09	Grants, General Fund	K-5 grade teachers and administrator
2) Improve the teaching and learning of reading and writing skills within the content area of science.	2a) Develop grade appropriate science vocabulary lists. (K-5). 2b) Utilize content based leveled reading books within instruction. (K-5). 2c) Develop content specific reading and writing activities. (K-12).	<ul style="list-style-type: none"> Common monthly/ planning meetings with grade level/dept. science teachers. 	K-12 grade	2008-09	General Fund	K-12 grade teachers

SECTION IV: IMPLEMENTATION PLAN

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

SCIENCE (continued)

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources	Who Does It
3) Grades 4,8,9-12 item analysis by each instructor of their own class results vs. BOCES data. Grades K-3, 5- 7 analysis of data to drive instruction to decrease gaps.	3a) Review item analysis between June- September.	3) Modify instruction based on exam results.	K-12 grade	June- Sept.	District, Building level, grants	4,8,9-12 Data collected in data warehouse
4) Maintain 4 day cycle and attached labs at HS level.	4a) Scheduling	4) Curriculum work to improve lab instruction.	9-12 grade	District Level	District Level	9-12 grade
5) Maintain class size for lab sciences at 24.	5a) Scheduling	5)Curriculum work to improve lab instruction.	6-12 grade	District Level	District Level	6-12 grade

SECTION IV: IMPLEMENTATION PLAN

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

48% of all grade 5 students will achieve mastery in social studies by 2010-2011.

38% of all grade 8 students will achieve mastery in social studies by 2010-2011.

53% of all grade 10 students will achieve mastery in global studies by 2010-2011.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources	Who Does It
<p>1) Develop common vocabulary list across K-12 (for each unit or chapter)</p> <p>2) Improve instruction of DBQ skills including:</p> <ul style="list-style-type: none"> Techniques to enhance development of relevant outside information Brainstorming techniques prior to reading of the documents <p>3) Development of common formative assessments for all grade levels that address likely required relevant historical facts and information. These will be based on topics listed in NYSED curriculum guides and Grand Island curriculum maps.</p>	<ul style="list-style-type: none"> Staff development sessions to develop, discuss and share vocabulary list. Development of common formative assessments to reinforce vocabulary concepts. High school teachers working with Middle and Elementary teachers in the instruction of thematic essays. Utilize KWL strategies in K-5 and reinforcement in MS and HS. Benchmark assessments across all grades that parallel proper NYSED assessment for that grade level. 	<ul style="list-style-type: none"> Annual review of all data from NYSED exams in social studies. Monitor 'gaps' and analyze areas of need in comparison to 'top' / similar schools in Erie County. Integrate and coordinate parallel staff development across K-12. Attend further Common Formative Assessment training – perhaps specializing in the social studies. 	All teachers of social studies K-12.	<p>Full compliance for 2008-2009 school year.</p> <p>Plan to cover 2008-2011.</p> <p>Implementation will be ongoing via faculty meetings, department meetings, grade level meetings, and professional development days 8/08- 6/11.</p>	School budget	Social Studies teachers, program coordinators, school and district administrators

SECTION IV: IMPLEMENTATION PLAN

LOTE

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

90% of all 9th grade students will achieve mastery in LOTE by 2010-2011.

100% of all 10th grade students will achieve mastery in LOTE by 2010-2011.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources	Who Does It
1) Examine data to assess gaps and plot course for improvement. 2) Promote MS/HS teaching staff cohesiveness.	<ul style="list-style-type: none"> Evaluate LOTE Program Form a committee to analyze (data team). Develop formative assessments that are used <u>before</u> and <u>during</u> instruction to adjust teaching to the needs of students. Edit curriculum maps. 	<ul style="list-style-type: none"> Release time to common-plan. Release time for data analysis. Create learning communities at all levels through LOTE study groups. Working collaboratively to create meaningful formative assessments (Utilize BOCES staff). 	7-10 th Gr. Students 7 – 12 Teachers	Ongoing – 9/08	General Funds	MS / HS LOTE Teachers

SECTION IV: IMPLEMENTATION PLAN

LOTE (continued)

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

By the end of this 3 –year plan, student performance on checkpoint LOTE exams will evidence a closing of gaps in identified topics; LOTE MS/HS teachers will increase collaboration; and curriculum maps will be tightened to improve MS/HS articulation.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources	Who Does It
<p>3) Update current LOTE curriculum at GI – with renewed focus on 7-12 articulation</p> <p>4) Revisit and improve the instruction of identified [gap] topics.</p> <p>5) Promote open communication among LOTE faculty by opening discourse around MS/HS articulation.</p>	<ul style="list-style-type: none"> Curriculum summer project. Have MS and HS LOTE work together on a more regular basis. Look to improve current pedagogical approaches. 	<ul style="list-style-type: none"> Lesson sharing study group sessions. Study groups on LOTE best practices. Form LOTE data team. Share maps. 	ALL teachers middle school and high school LOTE teachers.	9/08 – 9/11	General Funds	<p>LOTE MS teachers.</p> <p>LOTE HS teachers.</p> <p>MS/HS administration.</p>

SECTION IV: IMPLEMENTATION PLAN

CHARACTER EDUCATION

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

By the end of this 3 –year plan, student attendance will increase from 96% to 97.5%; student external suspension rate will decrease from 4% to 2.5%; and non-completion rate will decrease from 2% to 0.5%.

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
Strategies	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources	Who Does It
1) Increase student attendance by .5%/yr	<ul style="list-style-type: none"> • Develop protocol/procedure • Flag students • Perform entrance exit interviews 	Study groups re: best practices and student retention <ul style="list-style-type: none"> • Attendance 	All teachers, guidance, SRP, Administration	9/08 – 9/11	General Funds	<ul style="list-style-type: none"> • Guidance • Attendance clerks • Principals, assistant principals • Teachers
2) Decrease OSS by .5%/yr.	<ul style="list-style-type: none"> • Utilize internal suspension ISS • Community Projects • PBIS GIHS 	<ul style="list-style-type: none"> • Study groups best practices reducing suspensions • PBIS team develop support Viking Values 		9/08-9/11	General Funds/Drug Free grant	<ul style="list-style-type: none"> • Administration • Teachers • Guidance
3) Decrease non-complete rate by .5%/yr.	<ul style="list-style-type: none"> • Create alternate program options • Develop peer mentor program • Create advisory groups • Increase use of instruction support teams 	<ul style="list-style-type: none"> • Study groups re: peer mentoring IST • Increase utilize instructional support teams 			General Funds	<ul style="list-style-type: none"> • Guidance • Teachers • Administration

SECTION V: EVALUATING AND REPORTING RESULTS

School District: Grand Island Central School District
BEDS Code: 14-15-01-06-0000

1. Describe the performance indicators you have developed to assess the effectiveness of the strategies you identified in Section IV.
<p>A. The gaps in ELA, math, science, social studies, and on VESID goals will decrease as per implementation plan.</p> <p>B. Increased participation in professional development at all buildings will occur in the areas of common formative assessments for all teachers. Participation data will be collected at all buildings and district office.</p> <p>C. Data teams at each building will be convened to analyze progress. Data analyses will be conducted on all NYS assessments and common formative assessments. The data will be shared for professional development purposes.</p> <p>D. Curriculum maps will continue to be updated and reviewed by all levels.</p> <p>E. Instructional strategies and IEP's will reflect the expectation of the state core curriculum and best practice for all students as per observations and APPR plans.</p> <p>F. Encourage parent and community involvement in student achievement by providing information and support.</p> <p>G. Strategies for teaching vocabulary will be shared at all buildings and all levels.</p>
2. Explain how the district and the planning committee will use evaluation results and data to revise strategies.
<p>A. Review of data and progress will occur annually in departments, teams, and at grade levels at all buildings and for the Board of Education. A subcommittee of CDEP will review progress for revision of strategies.</p>
3. Explain how the district will disseminate its evaluation results to the public.
<p>A. The plan will be presented to the Board of Education at a public meeting soon after its completion.</p> <p>B. The plan will be presented to all faculty at each building.</p> <p>C. Administration, grade level chairs, program coordinators, team leaders will discuss the plan at regular meetings, and goals will be identified and responses to action plans collected on a monthly basis.</p> <p>D. The school report and results will indicate areas of success and improvement.</p> <p>E. A summary of CDEP, its purpose and updates will be submitted to the Grand Island Central School District web site, district newsletter, and local newspapers.</p>

SECTION V: EVALUATION

School District: Grand Island Central School District
BEDS Code: 14-15-01-06-0000

2008-2009 Strategies	Major Tasks/Action	Success Indicators How did we do?	Implications For Updated Plan
<p>ELA</p> <p>1) Create, share and utilize a common vocabulary list of basic literacy elements at each grade level.</p> <p>2) Create and implement a curriculum component for critical thinking skills.</p> <p>3) Hire/Contract with a district-wide TOSA full time in ELA.</p>	<p>1a) Generate the lists 1b) Develop effective strategies to teach vocabulary. 1c) Encourage teachers to use higher level vocabulary to raise student vocabulary. 1d) Develop common formative assessments that require application and analysis of basic literacy elements.</p> <p>2a) Research and develop ways to embed critical thinking strategies into ELA curriculum. 2b) Score common formative assessments collaboratively at each grade level to develop recommendations for instructional changes. 2c) Establish a data team and provide release time to collaboratively analyze common formative assessments.</p> <p>3a) Develop a job description. 3b) Post position. 3c) Interview and hire.</p>		

SECTION V: EVALUATION

School District: Grand Island Central School District
BEDS Code: 14-15-01-06-0000

2008-2009 Strategies	Major Tasks/Actions	How Did We Do?	Implications For Updated Plan
<p>MATH</p> <p>1) Examine best practices of AIS for Math.</p> <p>2) Provide targeted staff development in math literacy</p>	<p>1a) Evaluate AIS Math Programs</p> <p>1b) Form a committee to analyze (data team)</p> <p>2a) Develop formative assessments that are used <u>before</u> and <u>during</u> instruction to adjust teaching to the needs of students</p> <p>2b) Develop grade specific content vocabulary</p>		

SECTION V: EVALUATION

School District: Grand Island Central School District
BEDS Code: 14-15-01-06-0000

2008-2009 Strategies	Major Tasks/Actions	How Did We Do?	Implications For Updated Plan
<p>SCIENCE</p> <p>1) Improve the critical thinking skills in the science content area.</p> <p>2) Improve the teaching and learning of reading and writing skills within the content area of science.</p> <p>3) Grades 4,8,9-12 item analysis by each instructor of their own class results vs. BOCES data. Grades K-3, 507 analysis of data to drive instruction to decrease gaps.</p> <p>4) Maintain 4 day cycle and attached labs at HS level.</p> <p>5) Maintain class size for lab sciences at 24.</p>	<p>1a) Develop tasks parallel to the performance stations.</p> <p>2a) Develop grade appropriate science vocabulary lists. (K-5).</p> <p>2b) Utilize content based leveled reading books within instruction. (K-5).</p> <p>2c) Develop content specific reading and writing activities. (K-12).</p> <p>3a) Review item analysis between June- September.</p> <p>4a) Scheduling</p> <p>5a) Scheduling</p>		

SECTION V: EVALUATION

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

2008-2009 Strategies	Major Tasks/Actions	How Did We Do?	Implications For Updated Plan
<p>SOCIAL STUDIES</p> <p>1) Develop common vocabulary list across K-12 (for each unit or chapter)</p> <p>2) Improve instruction of DBQ skills including:</p> <ul style="list-style-type: none"> • Techniques to enhance development of relevant outside information • Brainstorming techniques prior to reading of the documents <p>3) Development of common formative assessments for all grade levels that address likely required relevant historical facts and information. These will be based on topics listed in NYSED curriculum guides and Grand Island curriculum maps.</p>	<ul style="list-style-type: none"> • Staff development sessions to develop, discuss and share vocabulary list. • Development of common formative assessments to reinforce vocabulary concepts. • High school teachers working with Middle and Elementary teachers in the instruction of thematic essays. • Utilize KWL strategies in K-5 and reinforcement in MS and HS. • Benchmark assessments across all grades that parallel proper NYSED assessment for that grade level. 		

SECTION V: EVALUATION

School District: Grand Island Central School District
BEDS Code: 14-15-01-06-0000

2008-2009 Strategies	Major Tasks/Actions	How Did We Do?	Implications For Updated Plan
<p>LOTE</p> <p>1) Examine data to assess gaps and plot course for improvement.</p> <p>2) Promote MS/HS teaching staff cohesiveness.</p> <p>3) Update current LOTE curriculum at GI – with renewed focus on 7-12 articulation</p> <p>4) Revisit and improve the instruction of identified [gap] topics.</p> <p>5) Promote open communication among LOTE faculty by opening discourse around MS/HS articulation.</p>	<ul style="list-style-type: none"> • Evaluate LOTE Program • Form a committee to analyze (data team). • Develop formative assessments that are used <u>before</u> and <u>during</u> instruction to adjust teaching to the needs of students. • Edit curriculum maps. • Curriculum summer project. • Have MS and HS LOTE work together on a more regular basis. • Look to improve current pedagogical approaches. 		

SECTION V: EVALUATION

School District: Grand Island Central School District
BEDS Code: 14-15-01-06-0000

2008-2009 Strategies	Major Tasks/Actions	How Did We Do?	Implications For Updated Plan
<p>CHARACTER EDUCATION</p> <p>1. Increase student attendance by .5%/yr</p> <p>2. Decrease OSS by .5%/yr.</p> <p>3. Decrease non-complete rate by .5%/yr.</p>	<ul style="list-style-type: none"> • Develop protocol/procedure • Flag students • Perform entrance exit interviews • Utilize internal suspension ISS • Community Projects • PBIS GIHS • Create alternate program options • Develop peer mentor program • Create advisory groups <p>Increase use of instruction support teams</p>		

SECTION VI: ASSURANCES AND CERTIFICATIONS

School District: Grand Island Central School District

BEDS Code: 14-15-01-06-0000

Comprehensive District Education Plan Assurances

The Superintendent certifies that:

- Planning was conducted as a team process.
- A school profile was developed using all key data elements available
- Representatives of all funding/planning areas were involved in the plan development.
- Building staff, parents and the school community were informed and involved, as appropriate, in the process.
- Required school building plans (such as Title I School Improvement and SURR Comprehensive Education Plan) are on file at the building level and were a major resource in the establishment of priorities.
- The Plan meets the requirements of State and federal laws and/or regulations that apply to the programs covered by this Plan
- A Board resolution is on file.

Signature (Superintendent of Schools)

Date

APPENDIX A

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

As per GITA agreement, the APPR will be negotiated during the 2008-2009 school year to coincide with contractual negotiations.

The former plan will be in effect until that time.

Grand Island Central School District

**The Annual Professional Performance
Review Plan**

2005-2008

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I. Introduction

The Annual Professional Performance Review (APPR) is a plan promoted by the New York State Board of Regents (amendment to Section 100.2 (0) of the Commissioner's Regulations) and adopted by the Grand Island Central School District to ensure the annual professional review of teachers who provide instructional or pupil personnel services. The general goals of professional performance review are to: encourage improvement of instruction in order to enhance student learning, to promote professional growth, to actively involve teachers in the appraisal of professional performance, and to recognize and cultivate positive teaching practices.

According to the Commissioner's Regulations, the plan must include eight (8) stated criteria that the school district shall use to evaluate its teachers providing instructional services:

(i) Content knowledge, the teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;

(ii) Preparation, the teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;

(iii) Instructional delivery, the teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning;

(iv) Classroom management, the teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;

(v) Student development, the teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students;

(vi) Student assessment, the teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning;

(vii) Collaboration, the teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students;

(viii) Reflective and responsive practice, the teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

APPR Committee Members:

Members of the APPR committee included faculty members, pupil personnel professionals, administrators, and parents.

Name	Capacity
<u>Bruce Benson</u>	<u>Administrator, Middle School Principal</u>
<u>Carol Jones</u>	<u>Administrator, Director of Pupil Personnel Services</u>
<u>James Dempsey</u>	<u>Administrator, High School Principal</u>
<u>Jennifer Kropidlowski</u>	<u>Elementary Teacher</u>
<u>John Wiertel</u>	<u>Administrator, Elementary Principal</u>
<u>Karen Karmazin</u>	<u>Administrator, Assistant Superintendent for Curriculum and Instruction</u>
<u>Karen Surdyke</u>	<u>High School Teacher, Mathematics</u>
<u>Mary Haggerty</u>	<u>Administrator, Elementary Principal</u>
<u>Mary Therrien</u>	<u>High School Teacher, Social Studies</u>
<u>Michael Grosso</u>	<u>TOSA for Mathematics, Data Analysis, Peer Coaching</u>
<u>Patricia Grupka</u>	<u>SRP, Personnel</u>
<u>Sandy Lamb</u>	<u>Middle School Teacher, English Language Arts</u>
<u>Susan Campbell</u>	<u>Middle School Teacher, English Language Arts</u>

II. MISSION STATEMENT OF SCHOOL

The mission of the Grand Island Schools is to foster academic excellence, personal growth, and social responsibility.

III. GUIDING PRINCIPLES OF TEACHER APPRAISAL

The teacher evaluation system of the Grand Island Central School District revolves around teaching and learning. The goal of this system is to improve teacher classroom performance, and ultimately, student academic achievement.

- The purpose of teacher appraisal is to promote improvement of instruction and professional growth.
- Teacher appraisal encourages collaboration among teachers and collaboration among teachers and administrators, for the purpose of improvement of instruction and professional growth.
- The appraisal process is designed to encourage continuous improvement that will lead to students meeting and/or exceeding local and state learning standards.
- The awarding of tenure should not be taken lightly nor assumed to be a routine occurrence. Tenured status should be granted only to those who meet the highest levels of performance.

IV. PHILOSOPHY AND GOALS OF TEACHER APPRAISAL

Professional Performance Review is a constructive approach to the appraisal of educators and their teaching. It is designed to encourage growth and learning through a productive dialogue and collaboration.

The goals of Professional Performance Review are:

- To encourage improvement of instruction that promotes student achievement
- To encourage professional growth and development
- To actively involve teachers in the appraisal of professional performance
- To recognize and cultivate positive teaching practices

V. KEYS TO INSTRUCTIONAL SUCCESS/DISTRICT EXPECTATIONS

All teachers employed by the Grand Island Central School District are expected to:

- Implement strategies in accordance with the Comprehensive District Educational Plan (CDEP)
- Set high academic and social standards for all students.
- Provide an equitable, non-coercive, and safe environment for all students

VI. EVALUATION CRITERIA

Teachers shall demonstrate proficiency in the following areas:

A. Planning and Preparation:

- Extensive content and pedagogical knowledge.
- Thorough understanding of developmental characteristics and different approaches to learning.
- Clear and suitable goals for diverse students.
- Awareness of resources available to school, district, and/or community.
- Lesson has defined structure - activities are organized around key ideas.
- Assessment criteria are clear and are clearly communicated.
- Knowledge and implementation of NYSED core curricula and GICSD curricular guidelines.

B. Classroom Environment:

- Teacher-student and student-student interactions are polite and respectful.
- Environment conveys high expectations for student achievement.
- Routines and transitions occur smoothly.
- Responsive to student behaviors and needs.
- Standards of conduct are clear to all students (classroom management plan).
- Classroom is safe with resources equally accessible to all students.

C. Instruction:

- Directions and procedures are clear and appropriate.
- Engages students using high quality questions and active discussions in a successful manner.
- Subject content is presented appropriately.
- Activities and assignments are appropriate with lesson goals.
- Lesson has clearly defined structures.
- Feedback is consistently timely and constructive.
- There are a variety of approaches and strategies for students who have difficulty learning.

D. Professional Responsibilities:

- Makes accurate assessment of lesson's effectiveness.
- Maintains a recorded system on student progress.
- Provides communication with parents regarding student progress and instructional program.
- Has a supportive and cooperative relationship with colleagues.
- Participates in school events and/or school/district projects.
- Seeks opportunities for professional development.
- Participates in team/department decision-making.

VII. REQUIREMENTS FOR PROFESSIONAL REVIEW

A. Probationary Teachers – with an Initial Teaching Certificate, with or without a Peer Coach OR with a Provisional Teaching Certificate and with a Peer Coach.

- Two (2) mandatory administrative observations and one (1) summative evaluation.
- ~~Two (2) mandatory mentor reviews (as per mentor/mentee schedule).~~
- Portfolio, reviewed with building principal biannually (by January 15 and May 15: see appendix C for description).

B. Probationary Teachers – with a Provisional Teaching Certificate and without a Peer Coach OR with a Permanent Teaching Certificate OR with a Professional Teaching Certificate.

Two (2) mandatory administrative observations and one (1) summative evaluation.

C. Tenured Teachers – with an Initial Certificate.

- Choice of option 1 or option 2 as described in section D below.
- Portfolio, reviewed with building principal biannually (by January 15 and May 15: see appendix C for description).

D. Tenured Teachers – with a Provisional, Permanent or Professional Certificate.

- Option 1 – Three (3) mandatory administrative observations (one observation annually),
Or
- Option 2 – Three (3) year cycle that included one (1) mandatory administrative observation within that cycle and a two-year study plan that employs one or more strategies.

See Appendix A

All professionals are encouraged to employ additional strategies on a professional basis.

NOTE: Teachers who possess a Transitional Teaching Certificate will be categorized in the same way as those with an Initial Teaching Certificate.

VIII. SUMMATIVE EVALUATION GUIDELINES

- Reviewed by administrators and teachers
- Opportunities to provide discussion
- Satisfactory summative means having met evaluation criteria; this may become the basis for future professional goals.
- Unsatisfactory summative means not meeting evaluation criteria. Refer to teacher's contract and Commissioner's Regulations with regard to procedures.

APPENDIX A

GRAND ISLAND CENTRAL SCHOOL DISTRICT Tenured Teacher Professional Review Plan To be completed by September 15th of each year.

Teacher: _____

School: _____

Date: _____

Tenured teachers may select from one of the two options listed below: Please circle Option I or II.

Option I

Mandatory administrative observation

School Year 2 _____ - 2 _____

School Year 2 _____ - 2 _____

School Year 2 _____ - 2 _____

All professionals are encouraged to employ additional professional development strategies on an annual basis.

Option II

Cycle I

Year 1 Mandatory administrative observation 2 _____ - 2 _____

Year 2 Professional Study Plan A 2 _____ - 2 _____

Year 3 Professional Study Plan B 2 _____ - 2 _____

Turn in outcomes of the study by May 15th

Cycle II

Year 1 Professional Study Plan A 2 _____ - 2 _____

Year 2 Mandatory administrative observation 2 _____ - 2 _____

Year 3 Professional Study Plan B 2 _____ - 2 _____

Turn in outcomes of the study by May 15th

Cycle III

Year 1 Professional Study Plan A 2 _____ - 2 _____

Year 2 Professional Study Plan B 2 _____ - 2 _____

Year 3 Mandatory administrative observation 2 _____ - 2 _____

Turn in outcomes of the study by May 15th

The building principal will have final determination which cycle is selected in Option II.

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

PROFESSIONAL STUDY PLAN – PART 1

**Parts 1, 2, and 3 are “Design” activities to be completed by October 15
for the first of the three-year cycle**

The entire document should be read and thoroughly understood at the start of the study.

Name: _____

Grade Level/Department: _____

Date: _____

Dates of Study: School Year 2____-2____ to School Year 2____-2____

1. Questions

1.1 What is the key question or area of interest you wish to study?

1.2 What are my related questions or sub-categories? (Related questions are those that must be answered in order to answer the questions.)

1.3 Identify the specific parts of the NYS Learning Standards, NYS Core Curriculum, and Grand Island CSD curriculum maps that relate to your key question or area of interest.

2. Student Learning and Achievement

2.1 Identify the specific student learning need(s) or achievement gaps you will address in this study plan:

2.2 What data/observations did you use to identify these learning need(s) or gaps?

3. Practices and Methodologies

3.1 What research-based practices or methodologies do you plan to study in order to address these needs/gaps?

3.2 Why were these selected?

Faculty Signature: _____ Date _____

Administrator's Signature: _____ Date: _____

PROFESSIONAL STUDY PLAN – PART 2

**Parts 4, 5, and 6 are Progress Review Activities to be completed by May 15th
for each year of the study plan
(See Appendix B for additional strategies)**

4. Strategies/Activities

What strategies/activities have you undertaken during this school year? (Circle those that apply.)
Please provide examples/documentation for review and discussion.

Attendance at workshops	Observations/Administrator	Feedback/Mentor
Student surveys	Study/discussion groups	Student needs assessment
Parent Surveys	Review of literature	Self-reflection and evaluation
Other (specify)		

5. Professional Growth and Practice

What changes do you plan to make next year that differ from your current practices? (Please list in short, bulleted form.)

6. Meeting Student Learning Needs

Professional growth is undertaken for the purpose of changing professional practice in order to improve student learning and achievement. What evidence did you plan to collect to assess the impact of your efforts? (Check those areas that apply and specify/provide examples where possible.)

Observation/Administrator	Feedback/Mentor	Student portfolios/exhibits
Student test results	Student surveys	Parent surveys
Self-reflection and evaluation	Other (specify)	

Faculty Signature: _____ Date _____

Administrator's Signature: _____ Date _____

PROFESSIONAL STUDY PLAN – PART 3

To be completed by the end of the 3-year Cycle by May 15th

7. Outcomes of the Study

What professional growth activities did you undertake during the last three years? What changes did you make in your classroom practices and methodologies? What impact did these changes have on meeting student needs as identified in #1?

Faculty Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

APPENDIX B

STRATEGIES FOR MEETING YOUR PROFESSIONAL STUDY PLAN A/B

Strategies for meeting the criteria include but are not limited to:

- Mentoring for pedagogy
- Peer mentoring for content
 - Teachers who are interested in collaborating with a peer in order to share ideas concerning curriculum and exchange, enhance or gain knowledge dealing with specific content area may choose this strategy.
- PC/Grade level mentoring
 - Program coordinators or grade level chairs will work in a collaborative, supportive manner with mentees and/or probationary teachers. These mentoring initiatives are informal and non-evaluative. The teacher/mentee may request this at any time.
- Study groups
 - Inquiry process wherein approximately 6 people study a problem, an idea, or an issue.
- Degree Programs
- Teacher Center Programs/Conferences/Workshops
- Presenting at Conferences
- Facilitating workshops – District, Building, BOCES
- District level committees – APPR, CDEP, PDP
- Portfolios
- Contribution to professional organizations/membership
- Conducting & analyzing surveys
- Publication/Professional Journals
 - Action Research Journals: Assess the effect of informal research on student learning.
 - Professional Growth Journal: focuses on learning, collaboration, and assessments.
 - Staff Development Journal: Monitors the implementation process used by coaches and mentors.
 - School Portfolio Journal: Describes and reflects on various school programs and initiatives.
 - Study Group Journal: Expands and deepens understanding of a theory and practice.
- Data analysis of records
 - Statistical analysis of all Regents and standardized tests, local tests, and local final examinations. Statistical data may include pass/fail rates, mastery rates, and item analysis by content area or NYSED standard.
- Action Research
- Video
 - Video provides the opportunity to review a lesson several times and reflect upon how the lesson met the stated objectives.
- National Teacher Certification

APPENDIX C

~~PORTFOLIO EVALUATION FOR MENTEES AND PROBATIONARY APPOINTMENTS WHO HAVE TRANSITIONAL CERTIFICATION~~

~~The annual portfolio for mentees and those who do have transitional certification shall consist of four parts:~~

- ~~1) A portfolio including lesson plans, worksheets, information sheets, graphic organizers, rubrics, tests, etc used by the mentee during the bi-weekly mentor observations.~~
- ~~2) Two summaries of the Charlotte Danielson professional performance rubric prepared by the mentee (end of November and end of April)~~
- ~~3) Goals for professional development prepared by the mentee (end of November and end of April)~~
- ~~4) Two reflective pieces prepared by the mentee (end of November and end of April)~~

~~The portfolio is presented for review by the PPRB in December and April each year.~~

The following items are suggested for inclusion in the Teacher Portfolio:

- 1) **Teacher Background Information** – a resume, or written summary of education and prior work experience.
- 2) **Informational Handouts**– student/parent handouts or notices including, but not limited to:
 - a. Classroom Rules
 - b. Course Descriptions
 - c. Grading Policies
 - d. Announcements sent home to parents
 - e. Materials used at Open House
- 3) **Samples of Daily Lesson Plans** –It is suggested that the new teacher submit one (1) lesson plan used in each of the four marking periods. They can be written in the format used for a regular administrative observation, or in a comparable format.
- 4) **A Sample Unit Plan** – A copy of the new teacher's plan for an entire unit. It should include an indication of the progression of daily objectives, and the activities used in each daily lesson. The evaluative tool(s) used in the unit should also be included.

- 5) **Samples of Student Work** – Two (2) sets of student work in all, one (1) set by December and one (1) set by May. The samples should demonstrate active student participation and learning. A project assignment or an in-class activity that spans several days is good examples of what can be submitted. The new teacher should submit the task given to students, 3-5 examples of student work, and the scoring rubric used. The new teacher should also identify the NYS Learning Standard (down to the Core Curriculum) and the portion of the Grand Island CSD curriculum map to which the task corresponds.
- 6) **Evidence of Students' Academic Growth** – The new teacher should include student work that shows a class or group of students have improved in a particular academic area or skill. For example, to show improvement in students writing skills the new teacher can submit student-writing samples from September and May. A math teacher could show improvement in problem solving skills in the same way. To demonstrate skills acquired over a shorter time period the new teacher could submit the results of a pre-test and, after a unit has been completed, the results of a post-test. Correspondence to the NYS Learning Standards should be indicated.
- 7) **A self-assessment** completed by the new teacher using the Danielson “Framework for Teaching”. Prepared twice a year, in December and in May.
- 8) **Professional goals** prepared by the new teacher. Prepared twice a year, in December and in May.
- 9) **A written reflection** prepared by the new teacher, no more than two (2) pages in length. Prepared twice a year, in December and in May.

ACKNOWLEDGEMENT

We would like to thank the Williamsville Central School District for their contribution to our Annual Professional Performance Review Plan.

Danielson, C. (1996), Enhancing Professional Practice: A Framework for Teaching. Association for Supervision and Curriculum Development, Alexandria, Virginia.

School District: Grand Island Central School District
BEDS Code: 14-15-01-06-0000

APPENDIX B

ACADEMIC INTERVENTION SERVICES

Grand Island Central School District
Revised Plan for Academic Intervention Services
2008-2011
(A Component of the Comprehensive District Education Plan)

District Bed's # 141501060000

Plan Approved by the Board of Education

June 2008

Grand Island Central School District's Plan for Academic Intervention Services 2008-2011

I. Introduction

Academic Intervention Services (AIS) means additional instruction and/or student support services, which supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as nondisabled students. Such services shall be provided to students with disabilities and consistent with the student's Individualized Education Program, and students identified as Limited English Proficient.

All students should be afforded appropriate and targeted opportunities for academic assistance and intervention. Identification of students who are at-risk for learning is based upon multiple measures. Our goal is for *all students* to be successful in meeting the New York State Learning Standards. The following plan for Academic Intervention Services (AIS) includes criteria for eligibility and two (2) components of AIS:

1. Additional instruction that supplements the general curriculum
2. Student support services needed to address barriers to improve academic performance

Services will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12.

II. Eligibility for Academic Intervention Services

Eligibility for AIS is determined by State assessment results in ELA, mathematics, science or social studies and by the use of multiple measures. Students who score below or at proficiency may receive AIS if multiple measures corroborate that they are at risk for failing future assessments. AIS services are mandatory for students who score at level 1 unless multiple measures indicate otherwise.

Students in grades 9-12 will be eligible for AIS if they score below the district-approved local passing grade on any Regents exam required for graduation in ELA, mathematics, science, or social studies or for those who fail to meet graduation requirements.

In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting State standards, according to criteria established by the District. The district procedure will always be used when a student is absent for all or part of a State assessment, or when a student transfers from out-of-state or the country.

Multiple measures will be used in order to verify eligibility and intensity of services. These data will be used to triangulate findings. The following criteria will be used in determining eligibility:

First Level of Screening

Performance below the State, District or normative standard on the following:

- Kindergarten Screening
- New Entrant Screening (reading, math, speech language)
- Literacy Profile (grades K-6)
- “Words Our Way”
- DIBELS
- Observation Survey (K,1)
- Criterion Referenced Tests
- Elementary and Intermediate ELA, Mathematics, Science, and/or Social Studies Assessments
 - Level 1 is mandatory; Level 2 if other measures support identification
- Regents Exams/RCT failures

Second Level of Screening

- Achievement tests such as: Woodcock-Johnson III, Kaufman Test of Educational Achievement II, WIAT – II, Young Children’s Achievement Test, Test of Written Language III
- Portfolio Assessment
- Running Records
- Curriculum Based Assessments
- Informal reading inventory – 1.0 grade level lag
- Diagnostic Assessments - i.e. academic and related services
- Early Literacy Assessments - Fry – 1.5 grade level lag; QRI, Flynt-Cooter, MacMillan/McGraw Progress Report in Reading, Writing & Listening, publisher tests from reading series.
- Anecdotal Records (behavioral indicators)
- Writing Samples
- Report Card Grades
- Student Writing Samples
- Classroom Observation and Performance (class work, chapter and unit tests, participation, homework)
- Local final examinations
- Other student records, reports, evaluations including, but not limited to, discipline records, health-related issues, and mobility issues, family issues.
- Attendance records (above 20 absences in 6-month period)
- Recommendations by classroom teacher, counselor, administrator, parent, school staff
- Part 154 performance standards for LEP/ELL

It is recommended that a student can be referred for AIS services if there are one primary and one secondary or three secondary measures.

III. Types of Academic Intervention Services That May Be Provided

The Grand Island Central School District School District will provide Academic Intervention Services (AIS) in the areas of academic instruction and support services. Decisions related to the frequency and intensity of services would be made by instructional support teams, AIS teachers, and/or counselors. These decisions will be based upon individual student needs. All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or district approved procedures.

This general plan is intended to describe services for students in the district in grades K-12. Additionally, the district will review individual building needs each year by disaggregating data on:

- Needs analysis of student performance information to determine root cause
- The number of students receiving AIS at each grade level and within each standards area
- The range of performance levels of eligible students as determined through State assessments and district approved procedures
- Staffing needs, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS
- Ongoing oversight, monitoring and review by building principals

Possible Range of Academic Intervention

The intensity of service will be determined based on individual need. These services will be provided for all students including students with disabilities, limited English proficiency, and Vocational/Technical programs. They may include such services as:

- Scheduling options including additional class time (double literacy blocks) and extended course time or stretch courses
- Computer Assisted Instruction
- Co-teaching models - i.e. collaboration, CWC, inclusion
- Individualized Instruction
- Small Group Instruction
- Reduced class size
- Before, after-school or summer programs may be offered as an option
- Alternative Education Placement
- Out of District Special Education Placement
- Co-teaching in technical classes by certified language arts and math teachers (applied academics)

Possible Range of Support Services

Coordination of services, based on individual need, may respond to such issues as:

- Attendance Problems
- Discipline Problems
- Family-related Issues
- Health-related Issues
- Nutrition-related Issues
- Mobility/transfer Issues

Possible Support Services for Academic Intervention Services

Student support services means interventions that address barriers to student progress in *state learning standard areas* requiring AIS:

- 1) School guidance counseling
- 2) School social worker
- 3) Attendance improvement services
- 4) Discipline
- 5) Family related issues
- 6) Health related issues
- 7) Nutritional related issues
- 8) Mobility and transfer issues
- 9) Speech/Language therapy
- 10) Occupational/Physical therapy
- 11) Mental health related issues
- 12) Counseling

District/Building Services to Address the Support Issues

- 1) Instructional support teams
- 2) Psychologists
- 3) Counselors
- 4) Social workers
- 5) Peer mediation; Conflict resolution
- 6) Inter-agency cooperation (i.e. community and schools- GIFTS)
- 7) Discipline intervention programs (i.e., special friends, P.B.I.S., crisis intervention, etc.)
- 8) Teacher home visits
- 9) Transition programs for at-risk students:
 - a) Mentor programs – student and adult mentors
 - b) Buddy systems
 - c) Retreats
 - d) Parent nights
 - e) Student Orientation

- f) Parent Orientation
- 14) Open house transition
 - 15) ESL program
 - 16) Translators for individual students
 - 17) Parenting information courses
 - 18) Volunteer coordinator
 - 19) Child care for parents for school functions (plus: food, alternative times, days, etc.)
 - 20) Transportation for targeted events
 - 21) Adult “Big Brother/Big Sister” type programs
 - 22) Utilized School-to-Work Coordinator to interface with business community
 - 23) Connection to Vocational Educational Programs to address AIS issues (image correction).
 - 24) Building assets approach
 - 25) Extra-curricular programs linked to AIS
 - 26) Links to community resources (i.e. local colleges, police, etc.) to provide student self-concept programs.
 - 27) Building community programs at community centers, libraries, etc.
 - 29) Links to AIS for summer interventions, summer enrichment programs
-
- 30) Alternative education sites
 - 31) Vocational providers (Ken-Ton, Harkness)
 - 32) Regents review classes
 - 33) After school or before school ELA, math

NOTE: All suggestions are school driven, based on individual needs, and the data to support the program.

IV. Documentation and Notification

Procedures for Parent Notification

Principals or designee(s) will be responsible for parental notification indicating a need for Academic Intervention Services (see appendix i). This notification will be made in writing and will include a summary of the services to be provided to the student and when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving the standards will be stated.

Parents will also be kept apprised of their child's progress through quarterly written reports, parent conferences or consultations each semester, and suggestions for working with the student at home. When AIS is discontinued, the parent will be notified in writing that the services will be ending.

Student Progress Reports

Student progress reports will document progress of students and will determine when the student warrants being discontinued from AIS. Quarterly progress reports will be sent to

parents describing the nature and intensity of service provided, how the service was provided and by whom, and the reasons for continuation or discontinuation of the AIS, including State assessment data and the measures of evidence used in the district procedure (see appendix ii-iv).

V. Criteria for Ending AIS Standard Forms

AIS will end when the student has successfully attained the district standards according to the state and/or district criteria. This information will be communicated via letter and/or report card.

VI. Process and Timeline

AIS may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.

<p>Developed by the Grand Island Central School District AIS Committee</p>
--

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Deanna Cannavo, AIS Reading, Huth

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Janet Gorfien, AIS Reading, Kaegebein Elementary

Mary Haggerty, Principal, Huth Elementary

Carol Jones, Pupil Personnel Director

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Acknowledgement to Wayne Finger Lakes Regional Instructional Council

School District: Grand Island Central School District
BEDS Code: 14-15-01-06-0000

APPENDIX C
GUIDANCE PLAN

**GRAND ISLAND
CENTRAL SCHOOL DISTRICT**

**DISTRICT
GUIDANCE/SCHOOL
COUNSELING PLAN**

2007-2008

GRAND ISLAND CENTRAL SCHOOL DISTRICT
GRAND ISLAND, NEW YORK

BOARD OF EDUCATION

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Mrs. Myrna Blair	Trustee
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Mr. Neal Seaman	Trustee
Mrs. Janet Schuster	District Clerk

MR. ROBERT CHRISTMANN
SUPERINTENDENT OF SCHOOLS

DISTRICT GUIDANCE/SCHOOL COUNSELING STAFF

Mrs. Mollie Bowers	High School Guidance Counselor
Mrs. Carolyn Fabiano	High School Guidance Counselor
Mr. Thomas Marshall	High School Guidance Counselor
Mrs. Jacqueline Walters	High School Guidance Counselor
Mrs. Laurie Cordero	Middle School Guidance Counselor
Mrs. Michelle Paige	Middle School Guidance Counselor
Mrs. Sheryl Kavanagh	Middle School Guidance Counselor
Mrs. Deborah Cich	High School Guidance Secretary
Mrs. Joan Portik	High School Guidance Secretary
Mrs. Shirley Serafin	Middle School Guidance Secretary
Mrs. Barbara Walworth	Middle School Guidance Secretary
Mrs. Heather Maras	Elementary School Social Worker
Ms. Amber Zych	BOCES Elementary School Social Worker

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District Guidance/Counseling Program:

School counseling is a support service concerned with enhancing the learning process of all students. The school counseling program takes a holistic approach, by incorporating all dimensions of student development in relation to their life and school experiences. This approach focuses on academic/personal/social and career development.

The focus of the school counseling program, academically, is to help students identify and develop skills, knowledge and attitudes, which can be useful as they exercise their options in planning their lives. The objective of career development is for students to acquire skills, employ strategies and understand relationships between personal qualities, education and training, and the world of work to make sound decisions about their futures. Counselors also play a supportive role in assisting students in personal/social development by helping them to understand and respect others. The overall goal is for students to recognize their personal strengths, acquire decision-making skills and understand personal safety issues which pertain to their lives.

The school counseling program is an integral part of the school. The counselors work directly with students, and are a resource for students, parents, teachers and administrators in helping children meet their developmental needs. This is achieved through a service delivery approach, which incorporates counseling, collaboration, consultation and developmental classroom instruction.

These opportunities are provided for all students regardless of race, sex, age, economic status, national origin or disability.

Since September 1, 1983, a District Guidance Plan (K-12) has been available and implemented in each school in the district. The plan has been evaluated and revised annually.

Legal Reference:

Commissioner's reg. 100.1 (g)

Policy adopted by the Board of Education: August 29, 1983

Grand Island Central School District

GOALS

1. The Guidance/School Counseling Program will be sequential and developmental in nature and, consistent with the academic, social/emotional and career development of each student.
2. The Guidance/School Counseling Program will provide support for each student through counseling, consultation, collaboration and developmental classroom guidance.
3. The Guidance/School Counseling Program will assist in the identification of academic, social, physical and emotional problems which affect the student's performance in the educational process.
4. Each student will:
 - a. achieve a more accurate knowledge of self, including interests, aptitudes, values and attitudes.
 - b. learn skills of decision-making.
 - c. achieve an accurate knowledge of the world of work including:
 1. the relationship of education, training and work, and
 2. job seeking skills.
5. The Guidance/School Counselors will assist in the educational and occupational placement of students.
6. The Guidance/School Counseling program will remain flexible in order to adjust itself to changing student needs.
7. The Guidance/School Counseling Program will state objectives which can be evaluated.

Grand Island Central School District

I. PROGRAM OBJECTIVES FOR: Effective Participation in Current and Future Educational Programs

A. Target Population: Students K-5

B. Expected Outcomes (as developmentally appropriate):

1. Self Appreciation

The student will:

- a. develop a positive self concept
- b. develop a sense of identity
- c. learn to accept his/her strengths and weaknesses

2. Social Responsibility

The student will:

- a. learn how his/her behavior affects others
- b. learn what kinds of behavior are acceptable and unacceptable to groups
- c. be aware of positive, effective ways of getting attention and be aware of and avoid negative attention-getting behaviors
- d. be able to communicate in positive, tactful ways with peers and adults
- e. be aware of expectations of self and others

3. Understanding Feelings

The student will:

- a. learn to share positive and negative feelings
- b. learn how feelings may affect his/her behavior and the behavior of others

4. Independence and Decision-Making

The student will:

- a. learn to make choices, involving values and personal behavior
- b. learn to express his/her ideas and respect differing opinions of others
- c. learn to consider rights of others
- d. become aware of the relationship between behavior and its consequences
- e. learn to complete tasks according to acceptable standards
- f. identify behaviors that result from group pressures
- g. learn to cope with pressures of group dynamics

5. School Awareness

The student will:

- a. become aware of the physical aspects of his/her school
- b. meet principal, teachers and supportive personnel
- c. be aware of the extra-curricular activities offered at school.

C. Evaluation Methods:

- 1. Teacher observation of student behavior
- 2. Teacher/Parent conference
- 3. Student interviews
- 4. Open-ended student questionnaires
- 5. Log of student participation
- 6. Assessment of student projects

II. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATE
1. The student will briefly describe himself (e.g. show and tell).	K-5	Classroom teacher		Ongoing
2. The student will prepare a brief autobiography (collage, narrative, etc.) pictures, drawings, photographs.	K-5	Classroom teacher	Art teacher	Ongoing
3. Students will be able to state, orally and/or in writing, their interests and talents.	K-5	Classroom teacher		Ongoing
4. Students will be able to describe themselves when looking into a mirror.	K-1	Classroom teacher		Ongoing
5. Students will list strengths and weakness (physical, personal, social, etc.)	3-5	Classroom teacher	Special area teachers	Ongoing
6. Students will participate in after school talents explorations - sports, music, drama	1-5	P.E. teacher Art teacher Music teacher Club advisors		Ongoing
7. Students will participate in assembly programs, egg. music, choir, recitations, awards.	K-5	Classroom teacher Special Area teachers Club advisors	Parents Community Principal	Ongoing
8. Student will speak over the school PA systems, e.g. announcements, opening exercises, editorials.	1-5	Principal	Office Staff	Ongoing

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATE
9. Student will assume leadership roles, e.g. safety patrol, library aides, student council, group leaders.	4-5	Faculty advisors	Principal	Ongoing
10. Teacher/Student conference will be held to assess student progress: e.g. report cards, formal and informal assessments.	K-5	Classroom teachers	Principal	Ongoing
11. The teacher will appropriately reinforce positive behaviors of students (academic, social).	K-5	Classroom teachers	Principal Nurse Librarian Special area teachers Bus drivers Custodians Aides Office Staff Social Worker	Ongoing
12. The student will be able to share feelings about personal issues.	3-5	School Social Worker	Principal Classroom Teachers School Psychologist Nurse Social Worker	Upon Referral
13. The student will brainstorm and discuss behaviors resulting from group/peer pressures.	3-5	Classroom teachers	Principal Special area teachers School Social Worker	Ongoing
14. The student will describe ways to protect himself/herself in various situations.	K-5	Classroom teacher	School Social Worker School Psychologist	Ongoing

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATE
15. The student will describe how various community helpers can be of assistance to youngsters.	K-5	Classroom teacher	Guest speakers, i.e. Policeman	Ongoing
16. Students will be made aware of substance abuse through the D.A.R.E. (Drug Awareness Resistance Education) Program.	4-5	Classroom teachers	Erie County Sheriff's Department	Fall/Spring
17. The student will participate in role playing and simulations regarding making choices and personal choices.	3-4	Classroom teacher	School Social Worker	Ongoing
18. An orientation program will be held for new students.	K-5	Principal	Classroom teachers Nurse teacher Students	Upon entering
19. An orientation program will be held for Kindergarten students.	K	Principal	Classroom teachers	May
20. An orientation to Huth/Kaegebein will be held for Grade 1 students.	1	Elementary Principals School Social Worker School Psychologist Elementary Teachers		June
21. An orientation to Middle School will be held.	5	M.S. Principal Counselors Middle School Teachers	Elementary Principals Classroom teachers	June
22. Student will complete tasks as assigned.	K-5	Classroom teacher	Principal Special Area Teachers	Ongoing

23. Student will learn appropriate social skills in order to increase academic and social success.	K-5	Social Worker	Parents Principal Teacher Special Ed. Teachers Special Area Teachers School Psych.	By Referral
24. Student will receive support to cope with life transitions and family changes.	K-5	Social Worker	Parents Principal Teacher Special Area Teachers Outside Referral	By Referral
25. Student will be referred to appropriate community supports as needed.	K-5	Social Worker	Parents Principal Teacher School Psych. Special Ed. Teachers Outside Agencies	By Referral

GRAND ISLAND CENTRAL SCHOOL DISTRICT

I. PROGRAM OBJECTIVES FOR: Help for Behaviors, Adjustment and Academic Problems

A. Target Population: Students K-5 who have been identified as being in need of additional assistance.

B. Expected Outcomes (as developmentally appropriate):

1. Attitudes and Learning

The student will:

- a. be aware of how learning is related to feelings and attitudes.
- b. be aware of how fear of failure affects learning.
- c. understand the purpose of testing.
- d. be aware of elements related to his/her own learning style.
- e. define realistic expectations for self.
- f. develop means of self-evaluation and the importance of self-approval.
- g. develop a positive attitude toward his/her learning environment.
- h. strive to improve school performance by setting goals and writing down homework assignments.
- i. accept placement in special program.

2. Decision Making

The student will:

- a. be aware of decision making as a vital, systematic process necessary for personal growth.
- b. choose viable options between alternatives.
- c. accept responsibility for own behavior.
- d. exhibit acceptable behavior in a wide variety of settings.

3. Interpersonal skills

The student will:

- a. develop an improved self-concept.
- b. improve relationships with peers/teachers/parents.
- c. accept assistance from appropriate personnel to help him/her understand self and others.

C. Evaluation Methods.

1. Teacher/staff observations
2. Child Study Team records
3. Parent/Teacher conferences
4. Analysis of school records
5. Improvement of student behavior
6. Diagnostic Screening Profile

II. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATE
1. Student will participate in Group Counseling.	K-5	School Social Worker	Parents Principals Teacher Physician Psychologist Nurse Private Agencies	Ongoing
2. Student will participate in individual counseling.	K-5	Principal School Social Worker	Parents Classroom Teachers Physician Psychologist Nurse Private Agencies	Ongoing
3. Student will discuss feelings regarding school and learning.	K-5	Classroom teacher School Social Worker Principal	Parents Nurse Psychologist Physician Private Agencies	Ongoing
4. Class will discuss the purposes of testing prior to administration of classroom or standardized tests.	1-5	Classroom teacher	Principal	Ongoing
5. Teacher will provide situations which allow students to make choices.	K-5	Classroom teacher	School Social Worker	Ongoing
6. Students will describe feelings toward own work, grades and projects.	K-5	Classroom teacher Principal School Social Worker	Parent School Psychologist	Ongoing

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATE
7. Students will discuss realistic expectations of self.	4-5	Classroom teacher Principal School Social Worker	Social Psychologist	Ongoing
8. The student will describe ways in which he/she learns best.	3-5	Classroom teachers	School Psychologist Parents Principal	Ongoing
9. The teacher will implement teacher/student contracts.	3-5	Classroom teacher School Social Worker	Principal	Ongoing
10. The teacher will utilize behavior management strategies.	K-5	Classroom teacher	Parents Pupil Services Professionals Social Worker	Ongoing
11. The teacher will conduct parent/student conferences	K-5	Classroom teachers	Principals Professional Staff Social Worker	as requested
12. Home visitation will be conducted.	K-5	School Social Worker	Classroom teacher Social Worker	as appropriate
13. Teacher/pupil conference will be held to explain test results and interpretation.	3-5	Classroom teacher	Principal	as appropriate
14. Referrals will be made to the Child Study Team.	K-5	Faculty	School Psychologist Classroom Teachers Parents Principal Social Worker	as appropriate

<u>A. ACTIVITIES</u>	<u>B. GROUP</u>	<u>C. STAFF</u>	<u>D. RESOURCES</u>	<u>E. DATE</u>
15. Referrals will be made to the Committee on Special Education.	K-5	Faculty parents	Classroom teachers Principals Parents Pupil Services Professionals Social Worker	As appropriate
16. Kindergarten Screening will be conducted.	K	Classroom teachers Nurses Speech/Language Therapists	School Physician Director Pupil Services	Prior to beginning school
17. Diagnostic Screening will be conducted.	All new entrants, pupils scoring below level on standardized tests.	Principal Speech/Language Therapists Nurses P.E. teachers	School Pupil Services Professionals	Ongoing
18. Students will be referred to appropriate school support personnel.	Identified students	School Psychologist Social Worker Speech/Language Therapist	Principal Pupil Services Professionals	As appropriate
19. Students will be referred to appropriate outside agencies.	Identified students	Agencies Social Worker	Principal Pupil Services Professionals Social Worker	As appropriate
20. Student will participate in social skills training.		Social Worker	Parents Principal Teacher School Psych. Special Ed. Teachers Special Area Teachers School Psych.	By Referral

21. Student will participate
In support-based groups
To cope with life
Transitions and
Family changes.

Social Worker

Parents By Referral
Principal
Teacher
Special Ed.
Teachers
Special Area Teachers
School Psych.

GRAND ISLAND CENTRAL SCHOOL DISTRICT

I. PROGRAM OBJECTIVES FOR: Encourage Parental Involvement

A. Target Population: Parents K-5

B. Expected Outcomes:

1. Parent Participation

- a. Parents will be made aware of ways in which they can actively assist in school functions.
- b. Parents will participate in the elementary school program.
- c. Parents will be made aware of ways to improve parenting skills.
- d. Parents will be made aware of student absences.

2. School Awareness:

- a. Parents will understand their child's academic program.
- b. Parents will be aware of their child's academic progress, abilities, aptitudes, interests, and social development.

C. Evaluation Methods:

1. Teacher/Parent/Parent Observations
2. Parent/Teacher Conferences
3. Parent Conference Sheets
4. Parent Involvement Survey – PTA

DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
1. Parent/teacher conferences will be conducted.	K-5 parents	Classroom teacher	Principals Special area teachers Social Worker	Annually and upon request
2. Parents will be invited as guest speakers.	K-5 parents	Classroom teachers	Parents Principals	Ongoing
3. Parent volunteers will be recruited to assist in school programs.	K-5 parents	Principal Classroom teachers Special Area teachers	PTA Community Agency	Ongoing
4. An Open House will be conducted.	K-5 parents	Principal Faculty	PTA	October
5. The School Newsletter will be distributed.	K-5 parents	PTA Principal	Principal PTA Faculty	Quarterly
6. The parents as Reading Partners program will be conducted.	K-5	Classroom teachers	Principal Parents Reading Teachers	Annually
7. The Reading is Fundamental (RIF) program will be conducted.	K-5	Parents PTA	Principal PTA	3 times per year
8. PTA workshops will be conducted.	K-5 parents	PTA	Speakers	Annually
9. PTA functions will be held.	K-5 parents	PTA	Parents Faculty Community	Ongoing
10. A Parent Orient-Program to the school will be held.	K parents Parents of New Students	Principal	Classroom Teachers Nurse Staff	May Upon entering school

<u>A. ACTIVITIES</u>	<u>B. GROUP</u>	<u>C. STAFF</u>	<u>D. RESOURCES</u>	<u>E. DATES</u>
11. School sponsored parent workshops	K-5 parents	Faculty Principal	Varied	as appropriate
12. A Parent Orientation program to Middle School will be conducted.	5 th grade parents	M.S. Principal	Elementary Principals	Spring

GRAND ISLAND CENTRAL SCHOOL DISTRICT

I. PROGRAM OBJECTIVE FOR: Annual Review for Each Student

A. Target Population: Student, Grades 6-8

B. Expected Outcomes:

1. Students will demonstrate an understanding of

- a. academic status,
- b. achievement,
- c. aptitudes and abilities,
- d. interests,
- e. educational requirements, and
- f. personal and career goals.

2. Students will develop academic and career programs consistent with their goals.

C. Evaluation Methods:

- 1. Review of report card, achievement test scores (when available) and student data sheet with student to discuss academic achievement, abilities, interests and goals.

DESCRIPTION OF THE PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATE
1. Group/individual review of academic progress and adjustment to date will be conducted.	Identified Grade 6 students	Counselors	Report Cards Cumulative records Test results Supplementaries	As needed
2. Group/individual review of academic progress and adjustment will be conducted.	Identified Grade 7 students	Counselors	Report Cards Cumulative records Test results Supplementaries	Ongoing
3. Group/individual review of academic progress and adjustment, and high school program will be conducted.	Identified Grade 8 students	Counselors	Cumulative records Test/interest results Course selection sheets Home & Career Teachers	Spring
4. A high school program will be planned in a student/counselor conference.	Grade 8 students	Counselors	Placement recommendations from present Teachers Parents	Spring

GRAND ISLAND CENTRAL SCHOOL DISTRICT

- I. PROGRAM OBJECTIVES FOR: Instruction Careers/Career Planning Skills
- A. Target Population: Student Grades 7-8
- B. Expected Outcome:
1. Students will demonstrate an understanding of the career planning process including:
 - a. how to pursue career information,
 - b. occupational clusters,
 - c. aptitudes and abilities,
 - d. interests,
 - e. personal and career goals,
 - f. high school course selections, and
 - g. decision making skills.
- C. Evaluation Methods:
1. Grade 7 students will complete an interest inventory and investigate careers in FACS-7.
 2. Grade 8 students will complete a High School schedule for Grade 9 which will reflect an understanding of their aptitudes and abilities.
 3. Grades 7 and 8 students will be aware of occupations and assets. Personal interests and/or aptitudes will be explored with regard to these.

II. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATE
1. The student will become aware of various careers as infused in content area curriculum.	Grade 6 students	Content area teachers		Ongoing process
2. The student will begin to develop a Career Planning Folder in class. Activities include: Goal setting, attitudes, interests, aptitudes decision making, problem-solving and career-related activities.	Grade 7 students	Home & career teachers	Counselors	Ongoing process
3. Home & Career class will make the student aware of personal and career goals, interests, work values and, decision-making skills.	Grade 7 students	Home & career teachers	Counselors	Ongoing process
4. Home and Career class will make the student aware of personal and career goals aptitudes , abilities interests and, work values. The student will develop decision-making skills, and occupational clusters.	Grade 8	Home & career teachers	Counselor	September through January January through June

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATE
5. The student will prepare a written paper on a career choice.	Grade 8 students	Home & career teachers	Community library	December through February
6. A high school orientation will be conducted to discuss graduation requirements and high school expectations in Home & career 8.	Grade 8 students	Counselors	Academic Planning Guide Principal	January February
7. Each student will develop a high school program as it relates to his/her academic and tentative career plans.	Grade 8 students	Counselors	Academic Planning Guide Parents Teachers	February March

GRAND ISLAND CENTRAL SCHOOL DISTRICT

- I. PROGRAM OBJECTIVES FOR: Individual/Group Counseling/
Developmental Classroom Instruction
For Academic, Personal/Social or
Career Planning
 - A. Target Population: Student from grades 6-8
 - B. Expected Outcome:
 - 1. Student will demonstrate:
 - a. improved school performance,
 - b. improved self image,
 - c. improved social relationships,
 - d. acceptance of responsibility for their own behavior,
 - e. ability to identify career goals, and,
 - f. ability to formulate career plans.
 - C. Evaluation Methods:
 - 1. Counselor/teacher/parent observation
 - 2. Analysis of records and other relevant data
 - 3. Student self-report

II. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
1. Identify students in need of additional assistance.	Grades 6-8 students	Counselors Teachers	Student Parents Principals Nurse	Ongoing process
2. Individual counseling will be made available.	Grades 6-8 identified students	Counselors	Teachers Parents Principals Outside agencies Nurse	Ongoing process
3. Parent/teacher conferences will be conducted.	Grades 6-8 identified students	Counselors Teachers	Teachers	Ongoing process
4. Group counseling is available for educational personal social and academic careers.	Grades 6-8 identified students	Counselors	Teachers Parents Principals Outsides agencies Nurse	Ongoing process
5. Test/Inventory interpretation sessions will be held.	Grades 6-8 identified students	Counselors	Parents Principals	Ongoing process
6. Student progress will be monitored.	Grades 6-8 identified students	Counselors Teachers	Parents	Ongoing process
7. Homework will be monitored. Agenda or check sheet is to be signed by teacher and checked by parents.	Grades 6-8 identified students	Teachers	Parents	Ongoing process

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATE
8. A high school orientation will be conducted to discuss graduation requirements and high school expectations in Home & Careers 8, or Technology 8.	Grade 8 students	Counselors	Academic Planning Guide H.S. Principal	January February
9. Classroom instruction to address developmental needs of students.	Grades 6-8	Counselor	Teachers Principal	Ongoing
a. Character Education	Grades 6-8	Counselor	Teachers Principal Outside Agencies	Ongoing
b. Bullying Program	Grades 6-8	Counselor	Teachers Principal	Ongoing
c. Communication and Assertiveness Skills	Grade 7	Counselor	Careers Teacher	Fall
d. Drug/Alcohol Presentation	Grades 7 & 8	Counselor	Outside Agencies Teachers Principal	As needed
e. Diversity and Respect	Grades 7 & 8	Counselor	Teachers	Spring
f. BOCES Presentation	Grade 8	Counselor	BOCES Staff	Jan./Feb.
g. BOCES Presentation	Identified Grade 8	Counselor Teachers	BOCES Staff Principal	Feb./March
h. Cyber bullying	Grade 7	Counselor	LMC Staff	Fall/Winter

GRAND ISLAND CENTRAL SCHOOL DISTRICT

I. PROGRAM OBJECTIVES FOR: Consultation and Collaboration for Academic, Attendance, Behavioral/Emotional Concerns And Career Planning

A. Target Population: Students Grades 6-8

B. Expected Outcomes

1. Students will demonstrate:

- a. reduced incidence of unacceptable behavior,
- b. improved self image,
- c. improved social relationship,
- d. acceptance of responsibility for own behavior,
- e. improved school performance,
- f. ability to formulate career plans, and,
- g. ability to identify career goals.

C. Evaluation Methods:

1. Reports by

- a. students
- b. parents
- c. teachers
- d. administrators
- e. outside agencies

II. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATE
1. Individual/group consultation will be held regarding attendance/behavior problems.	Identified students	Counselors	Nurse Psychologist Teachers Principal/Assistant Principal Attendance Clerk	Ongoing process
2. The student will be provided with factual and/or procedural information he/she needs.	Identified students	Counselors	School staff Counselor Files Records	Ongoing process
3. Outside referral to local agencies, GIFTS, summer school programs tutors, etc. will be made, as needed.	Identified students	Counselors	Teachers Nurse School Psychologist Attendance Clerk Principal/Assistant Principal	Ongoing process
4. An orientation for fifth grade students will be held to facilitate their adjustment to the Middle School.	Grade 5 students	Counselors Principal 6 th grade teachers	Fifth grade teachers	Spring
5. Meetings will be held with 5 th grade teachers to increase awareness of students needs.	Grade 5 students	Counselors Fifth grade teachers	Permanent records Special area	Spring
6. Open house/self-guided tour of Middle School.	Grade 6 students targeted, open to 6-8 Grade students	Counselors Principals		August

7. A sixth grade orientation to Middle School and Student Services will be held.	Grade 6 students	Counselors	September October
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A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATE
8. An orientation for new entrants will be given.	Grades 6-8 students/parents	Counselors		Ongoing process
9. An eighth grade orientation will be held to prepare students for High School..	Grade 8 students	Counselors	High School teachers Counselors	January February
10. Participation in Committee on Special Education meetings.	Grades 6-8 students	Counselors	Teachers	Ongoing
11. Develop news-letter articles for distribution in PTA newsletter.	Grades 6-8	Counselors	Various	Ongoing

GRAND ISLAND CENTRAL SCHOOL DISTRICT

- I. PROGRAM OBJECTIVE FOR: Support for Students with Behavioral, Adjustment and Attendance Problems
- A. Target Population: Students 6-8 identified as being in need of additional assistance
- B. Expected Outcomes
1. Improvement of academic performance.
The student will:
 - a. develop a positive teacher relationship,
 - b. complete class work and homework,
 - c. develop attention skills,
 - d. contribute to class discussion, and,
 - e. develop a sense of responsibility.
 2. Develop positive school behavior.
The student will:
 - a. develop a positive self-concept,
 - b. take responsibility for actions, and,
 - c. improve social relationships with peers.
 3. Develop positive self-image.
The student will:
 - a. understand own strengths and weaknesses,
 - b. develop a realistic appraisal of aptitudes,
 - c. develop realistic self expectations, and,
 - d. be able to discuss personal concerns.

4. Improve social relationships.

The student will:

- a. learn how behavior affects others,
- b. distinguish acceptable from unacceptable behaviors,
- c. develop positive communication skills, and
- d. accept responsibility for his/her own actions.

5. Improve attendance at school.

C. Evaluation Method

1. Teacher/staff observations
2. Analysis of school records
3. Screening Profile

II. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
1. Individual counseling will be available for decision-making, interpersonal relationships, self-image development, academic motivation, study skills, and responsibility.	Grades 6-8 Identified students	Counselors	School Psychologist Outside agencies Principals Nurse	Ongoing process
2. Parent teacher conferences will be held upon request or when necessary.	Grades 6-8 Identified students	Counselors Teachers	Principals Parents Psychologist Nurse Social Worker	Ongoing process
3. Group counseling is available for decision making, interpersonal relationships, self-image development. study skills, academic motivation and responsibility.	Grades 6-8 Identified students	Counselors	Teachers Principals Nurse School Psychologist	Ongoing process
4. Test/inventory interpretation will be held when needed.	Grades 6-8 Identified students	Counselors School Psychologist	Parents Teachers Psychologist	Ongoing process
5. Progress reports for parents will be available through the Student Service Office when requested.	Grades 6-8 Identified students	Counselor Teachers	Parents	Ongoing process

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
6. Referral to School Psychologist will be made when appropriate.	Grades 6-8 Identified students	Counselors Teachers Psychologist	Nurse Teacher Parents Principal Outside agencies	Ongoing process
7. Referral to the principal will be made, when appropriate.	Grades 6-8 Identified students	Counselors Psychologist	Teacher Parents	Ongoing process
8. Individual/group counseling will be available for attendance concerns.	Grades 6-8 Identified students	Counselors	Parents Psychologist Nurse Attendance Clerk Principals	Ongoing process
9. The student will be placed in appropriate classes or programs.	Grades 6-8 students	Counselors	Teachers Principals Parents Psychologist	Ongoing process
10. Homework will be monitored as needed by check sheet and agenda.	Grades 6-8 Identified Students	Teachers	Parents Counselors	Ongoing process
11. A screening of all new entrants will be conducted.	Grades 6-8 All new entrants	Counselors Nurse	Speech/ Language Special Education Department/ESL	Ongoing process
12. Suspected child abuse case will be reported to the proper authorities.	Grades 6-8 Identified students	Counselors Administrators Teachers Nurse	Principals	Ongoing process
13. Referral to and collaboration with outside agencies will be made when appropriate.	Grades 6-8 Identified students	Counselors	Outside agencies Parents	Ongoing process

GRAND ISLAND CENTRAL SCHOOL DISTRICT

I. PROGRAM OBJECTIVE FOR: Encourage Parent Involvement

A. Target Population: Parents of students in Grades 6-8

B. Expected Outcomes:

1. Parents will better understand their child's
 - a. abilities and aptitudes,
 - b. interests,
 - c. academic progress,
 - d. social development,
 - e. Middle School program,
 - f. maturational development, and
 - g. achievement.
2. Parents will demonstrate involvement by:
 - a. communicating with the child
 - b. communicating with the school, and
 - c. supporting and encouraging the child.

C. Evaluation Methods:

1. Parent initiated concerns as expressed to school personnel.
2. Parent attendance at school programs, such as:
 - a. conferences
 - b. special interest programs, and
 - c. PTA activities.
3. Counselor/Teacher/Principal observations
4. Reports from parent conferences

II. DESCRIPTION OF THE PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
1. Parent/teacher counselor contact will be made by phone, at general conference days, by letter, or through individual conferences.	Grades 6-8 parents students	Teacher Counselors	Principal Nurse Special Education Department	Ongoing process
2. An orientation to Middle School will be held for parents of 5 th grade students.	Grade 5 parents	Counselors Principal	Middle School Curriculum handbook Teachers Nurse	May
3. An orientation for new entrants will be held.	Grades 6-8	Counselors Principal Parents of new students	Teachers Principals Nurse	August
4. Parents will monitor student progress via agenda, progress reports, daily check sheets, individual conference, phone contacts, supplemental reports, report cards.	Grades 6-8 parents	Teacher Counselors	Principals Parents Psychologist	Ongoing process
5. PTA will sponsor appropriate activities.	Grades 6-8 parents	Parents	All school personnel	Ongoing process
6. Standardized test results will be interpreted, when requested.	Grades 6-8 parents	Counselors	Teachers Principals State assessments	Ongoing process

<u>A. ACTIVITIES</u>	<u>B. GROUP</u>	<u>C. STAFF</u>	<u>D. RESOURCES</u>	<u>E. DATES</u>
7. Counselor/ student conferences will be held to plan high school program.	Grade 8 students	Counselor	Academic Planning Guide Career Planning Folder Report Card	February March

GRAND ISLAND CENTRAL SCHOOL DISTRICT

I. PROGRAM OBJECTIVES FOR: Annual Review for Each Student

A. Target Population: Student 9-12

B. Expected Outcomes:

1. Each student will pursue a planned outline of courses successfully. This plan will challenge the student's intellectual capabilities. It will also focus on the requirements for graduation and fulfill the necessary pre-requisites for future career and post secondary education. The students will follow the New York State Education Department regulations.
2. Each student will be aware of and given the opportunity to be prepared for the pursuit of further education, military service options, or employment after graduation.

C. Evaluation Methods:

1. The counselor will keep an updated file of the student's four year plan.
2. The counselor will have an updated copy of each student's schedule.
3. The counselor will complete a senior work sheet during the Fall semester for the students in Grade 12.
4. The counselor will keep the students pre-registered course selection sheets.
5. The counselor will oversee student records and update them when necessary. Records will be maintained in a professional and confidential manner.

II. DESCRIPTION OF THE PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
1. Students will participate in an orientation program that will introduce them to high school, will set academic expectations, and will inform them of the role of the counselors.	Grade 9 students	Counselors 40 minutes/ student	Study Skills Booklet How to Get the Most Out of High School Booklet <u>Choices</u> : Software	Late Oct., Nov., Dec.
2. Students will know the requirements for a high school diploma; e.g. school requirements, diploma requirements and assessments.	Grades students	Counselors time various		Continuous with special emphasis during registration time through group discussions
3. Students will review their school folders with their counselor and be made aware of their academic records.	Grades 9-12 students	Counselors		Ongoing
4. Students will work with the counselor in developing and updating a four year plan that will guide their course choices, explore vocational alternatives, meet graduation requirements, and relate their academic studies to appropriate future college and career plans. The students may request a copy of this plan after each session.	Grades 9-12 students	Counselors 40 minutes/ individual sessions with students.	<u>Choices</u> : Software	Ongoing

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
5. The counselor will review with the student their subject level placement, taking into account the student's weaknesses, strengths, and challenges presented in particular course selections.	Grades 9-12	Counselors Time varies	Teacher Recommendations Academic Record	Ongoing
6. The counselor will review the course selections of each student.	Grades 9-11	Counselors 40 minutes per student		Group/ individual presentation Mar.-June
7. The counselor will interpret the student's test results and relate these results to achievement and future plans.	Grade 10 40 min/ student Grade 11 Grade 12	Counselors 40 min/group when requested	<u>Choices</u> <u>Interest</u> <u>Inventory</u> <u>PSAT</u> <u>SAT/ACT</u>	Ongoing December Ongoing when necessary
8. The counselor will explore various career & technical training options with the students.	Grade 10 Grade 11 when applicable Grade 12 (post Secondary)	Counselors 40 minutes individual session individual session		Mar/April yearly
9. The counselor arranges for student visitation to career & technical centers.	Grade 10	One counselor annually coordinates field trip		November
10. Each counselor arranges for individual shadowing experiences to career & technical centers.	Grades 10-11	Counselors Time varies		Ongoing
11. Where appropriate, the counselor arranges for career & technical teacher to give classroom presentations	Grade 10	Career & technical teachers		Fall

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
12. The counselor will work with students on necessary schedule adjustments.	Grades 9-12	Counselors		Jan., Sept. (primarily) other times as necessary Ongoing
13. The counselor will certify the students who are eligible for graduation.	Grade 12	Counselors 10 hours/week	Academic Record	May/June Ongoing
14. The counselor reviews supplements/progress reports and will attempt to meet with students who have severe and persistent academic concerns.	Grades 9-12	Counselors		Oct., Dec./ March Ongoing
15. The counselor will work with students on post secondary plans.	Grades 11-12	Counselors Time varies individual Sessions	<u>Choices</u> software <u>The College Handbook</u> Various academic, Vocational, Occupational and Military websites	Ongoing

GRAND ISLAND SCHOOL DISTRICT

- I. PROGRAM OBJECTIVES FOR: Instruction in Careers/Career Planning Skills
 - A. Target Population: Student 9-12
 - B. Expected Outcomes:
 - 1. Student will implement career planning process including:
 - a. how to obtain career information,
 - b. occupational clusters,
 - c. employment trends,
 - d. aptitudes and abilities,
 - e. interests,
 - f. personal and life goals,
 - g. work values,
 - h. course selection and academic planning,
 - i. application of decision-making skills,
 - j. experience in the world of work.
 - C. Evaluation method(s):
 - 1. Report completed by the seniors in June regarding post-high school plans.
 - 2. Counselor observations.
 - 3. Completion of four year plans.
 - 4. Test record.
 - 5. Where appropriate, an employment portfolio.

II. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
1. Each student will meet with their counselor at every grade level to review past achievement record, test scores, current interests and career goals.	Grades 9-12	Counselors 30-40 minutes per student	Permanent record card & NY State Education regulations	Ongoing
2. The student will be acquainted with the opportunities for career exploration via the Western New York Career Fair.	Grades 9-12	Counselors	1. Career Consultants 2. Local papers 3. N.F.I.E.C.	Spring
3. The student will be made aware of available job openings, career workshops, and volunteer programs.	Grades 9-12	Counselors	Guidance Secretaries	Ongoing
4. The student will use the college and career materials and resources, e.g. <u>Occupational Outlook Handbook</u> , DOT, career files, <u>Choices</u> Guidance web site, etc.	Grades 9-12	Counselors Librarian	Guidance Center Library	Ongoing
5. The student will become knowledgeable about career & technical programs, career internship and work release – option.	Grades 10-11	Counselors	Career & technical staff counselors Career and Technical Education DVD	Ongoing
6. Each student will create an online college/career portfolio through the <u>Choices</u> software.	Grade 9	Counselors	<u>Choices</u> Computer Lab	Winter

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
6. The student will become knowledgeable about the opportunities for obtaining entry-level job skills available through high school courses e.g., occupational & career education.	Grades 9 –12	Counselors	Teachers School to work coordinators	Feb./March
7. The student will become familiar with the “Academic Planning Guide” in large group sessions. The counselor will relate it to career goals.	Grades 9-11	Counselors	Classroom presentations	Feb./March
8. The student will learn test-taking skills appropriate for <u>SAT</u> and <u>ACT</u> .	Grade 11 Grade 12	Counselors 40 minutes/ session	Testing Coordinator Counselors	Spring/ Fall
9.. The student will know about post-high school opportunities:	Grade 11 Grade 12	Counselors		Spring/ Fall
a. The counselor will provide information for students interested in the military.		Counselors	Military Personnel	Ongoing
b. The counselor will provide college information sessions for students exploring specific colleges.		Counselors	College Representatives	Ongoing
c. The counselor will provide information on the W.N.Y. Consortium for Local college information.		Counselors	Local College Representatives	October

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E.DATES
d. The counselor will provide information on and participate in local "College Nights".		Counselors	College Representatives	Ongoing
e. The counselor will provide information to seniors about Adult Ed. Opportunities at Career & Technical centers.		Counselors	Career & Technical Personnel	Spring
10. Parent conferences may be held with the counselor to discuss future planning.	Grades 9-12	Counselors		Ongoing
11. Interest inventories will be interpreted to students and will be related to past aptitude test results. Students will review career goals in light of changing self-concepts, skills in decision-making, and test information. Students will use the relevant <u>Choice</u> files.	Grades 9-12	Counselors Time varies	<u>Choices</u> software	Ongoing
12. The student will work with the counselor in formulating a four-year plan which may be revised in light of changing self-concepts, interests and changing career goals. The counselor will emphasize continued development of decision-making skills.	Grades 9-11	Counselors 40 minutes	Academic Planning <u>Choices</u> Career & Technical Education Personnel	Ongoing

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
13. The student will be given instruction on strategies regarding job application procedures, resume writing, letters of inquiry, cover letters, interview skills, and career information sources. The student will be given instruction in the use of the <u>Choices</u> . Continued emphasis will be made on development of decision making skills.	Grades 10-12	Counselors School to work coordinators	Classroom teachers GISBA personnel Portfolio review <u>Choices</u> software	Ongoing
14. Junior and Senior students will meet individually with their counselor to discuss specific plans to implement career goals. The counselor will provide assistance, information, transcripts, recommendations and other materials necessary for entrance into post-high school institutions. Students will be instructed in the use of the various Guidance resources.	Grades 11-12	Counselors 40 min. per student	<u>Choices</u> Guidance resources College representatives	Ongoing
15. Group or individual sessions may be provided for students who are indecisive regarding the career/college decision making process.	Grades 11-12	Counselors	Junior planning booklet	Ongoing
16. The counselor, with the student, will explore the options available with the New York State Employment Services and New York State V.E.S.I.D. office.	Grade 12	Counselors	Agency Personnel	Spring

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
17. College-bound seniors will know the admissions test requirements, college application procedure, and college admissions process.	Grades 11-12	Counselors 40 minutes per session	Guidance Junior planning booklet Senior newsletter	Ongoing
18. Post graduates will be provided with career/ educational counseling guidance.	Post-graduates	Counselors		Ongoing

GRAND ISLAND SCHOOL DISTRICT

- I. PROGRAM OBJECTIVES FOR; Individual/Group Counseling for Curriculum Academic and Career Planning
 - A. Target Population: Student 9-12
 - B. Expected Outcomes:
 - 1. Students will be aware of the availability of counseling services in the high school.
 - 2. Students will demonstrate improved school performance.
 - 3. Students will demonstrate ability to identify career goals.
 - 4. Students will demonstrate ability to formulate career plans.
 - 5. Student will demonstrate an improved self-image.
 - 6. Students will demonstrate improve social relationships.
 - 7. Students will demonstrate acceptance of responsibility for own behavior.
 - C. Evaluation Methods:
 - 1. Student self-report
 - 2. Report of teachers, staff
 - 3. Counselor observations

II. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
1. 9 TH grade students will meet with their high school counselor for an orientation to acquaint them with the guidance services. Students with their counselor, will develop their 4 year academic plans.	Grade 9	Counselors		First semester
2. 8 th grade students will take a tour of the Guidance Center and will also have an academic orientation.	Grade 8	Counselors Program coordinators Administrators		January June August
3. New students meet individually with the counselor and are oriented to the guidance complex and the counseling services available.	New students 9-12	Counselors	Administrators Teachers	Ongoing
4. Students who are in need of additional academic assistance will be identified and provided remedial and/or special education services.	Students 9-12	Counselors Teachers Administrators	Parents School Psychologist New York State Assessments	Ongoing
5. Individual/group counseling will be held for academic/career planning concerns.	Identified students or self-referred students	Counselors	Pupil Service Professionals	Ongoing

GRAND ISLAND CENTRAL SCHOOL DISTRICT

- I. PROGRAM OBJECTIVE FOR: Advisory Services for Curriculum,
Attendance, Behavioral Adjustment
And Academic and Career Plans
 - A. Target Population: Student 9-12
 - B. Expected Outcomes:
 - 1. Students will be provided with the necessary information to make appropriate career, educational and personal decisions.
 - 2. Students will be made aware of where to obtain and what and what advisory assistance is available through the Guidance Center.
 - 3. Students will have a complete understanding of requirements for graduation.
 - C. Evaluation Methods:
 - 1. Counselor observation
 - 2. Verbal appraisal of these utilizing services
 - a. students
 - b. parents
 - c. teachers
 - d. administrators
 - e. outside agencies

II. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCE	E. DATE
1. 9 TH Grade students are seen early in their first year of high school to familiarize them with their counselor, the guidance/counseling resources and services available to them.	Grade 9	Counselors		First semester
2. Students will be given the necessary information regarding College Testing Programs (SAT, ACT, PSAT)	Students 10-12	Counselors Testing Coordinator		Ongoing
3. Students will be given the opportunity to meet in groups or individually for test interpretation, e.g. <u>PSAT, SAT, Choices</u> Interest Inventory <u>ACT.</u>	Grades 10-12	Counselors	Teachers	Ongoing
4. Counselors will conduct presentations of the various elective and course requirements prior to the student making a decision as to their academic program.	Grades 9-11	Counselors	Classroom Teachers	Feb./ March
5. Small student groups will be held with their counselor to review courses for the following year.	Grades 9-11	Counselors	Classroom teachers	Feb./ March

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
6. Students will be made aware of pertinent information through various avenues.	Grades	Counselors	Public address announcements Bulletin Boards Web sites Local Publications Junior Planning Book Senior Newsletter P.T.S.A. Newsletter The Bridge	Ongoing
7. Students and parents will be provided with the necessary information for obtaining outside assistance, e.g. V.E.S.I.D. counseling services, etc.	As requested	Counselors	Agency Personnel School Psychologist G.I.F.T.S. personnel	Ongoing October
8. Evening programs be presented to familiarize the community with various aspects of school life. (IE: Financial Aid Evening, Orientation Program).	Grade 9-12	Counselors Administrators Program Coordinators	Program Speakers as appropriate Administrators	January October
9. Individual/group consultation will be arranged to address a student's attendance/behavioral concerns.	Identified students	Counselors	AAP Staff Attendance Personnel Administration	Ongoing
10. Students with chronic attendance, behavior, and/or adjustment concerns will be made aware of alternative education opportunities.	Identified students	Counselors	AAP Staff Administrators School Community Colleges Alternative GED programs	Ongoing Buffalo Evening
11. Students who are assigned long-term AAP will continue to receive Guidance Services.	Identified students	Counselors	AAP Staff Administrators Classroom teachers	Ongoing

GRAND ISLAND SCHOOL DISTRICT

I. PROGRAM OBJECTIVE FOR: Support for Behavioral, Adjustment and Attendance Problems

A. Target Population: Students 9-12

B. Expected Outcomes:

1. Improvement of academic performance

The student will:

- a. develop a positive teacher relationship.
- b. complete classroom and homework.
- c. develop attention skills.
- d. contribute to class discussion.
- e. develop a sense of responsibility.

2. Develop positive school behavior

The student will:

- a. develop a positive self-concept.
- b. take responsibility for actions.
- c. improve social relationships with peers.

3. Develop a positive self-image

The student will

- a. understand own strengths and weaknesses.
- b. develop a realistic appraisal of aptitudes.
- c. develop realistic self expectations.
- d. be able to discuss personal concerns such as possible abuse.

4. Improve social relationships

The student will:

- a. learn how behavior affects others.
- b. distinguish acceptable from unacceptable behaviors
- c. develop positive communication skills.
- d. accept responsibility for actions.

5. Improve attendance at school

C. Evaluation Method:

- 1. Teacher/staff observation
- 2. Analysis of school records
- 3. Screening Profile

II. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	S. STAFF	D. RESOURCES	E. DATES
1. Individual counseling is provided for interpersonal relations, decision-making skills, self-image development, academic motivation and responsibility, study skills.	Identified students	Counselor	School Psychologist Outside Resources Administrators G.I.F.T.S.	Ongoing
2. Staff conferences will be held to help solve student concerns.	Identified students	Counselors Teachers	Administrators Parents Psychologist Nurse Outside Resources	Ongoing
3. Group counseling may be held for: decision-making; interpersonal relations; self-image development; study skills; academic motivation and responsibility.	Identified students	Counselors Teachers	Teachers Administrators	Ongoing
4. Students will have an interpretation of their standardized test/inventory results.	Identified students	Counselors	Administrators Teachers Psychologist	Ongoing
5. Pupil progress reports may be obtained through the Main/Guidance Office.	Identified students	Counselors Teachers	Parents Administrators	Ongoing
6. Referral to school psychologist is made when deemed necessary.	Identified students	Counselors Teachers	Teachers Parents School Psychologist	Ongoing

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
7. Referral to the administrators will be made when necessary.	Identified students	Counselors	Teachers Parents	Ongoing
8. Students will participate in individual/group counseling sessions for attendance concerns.	Identified students	Counselors	Parents	Ongoing
9. Student placement into appropriate classes or programs will be monitored.	Identified students	Counselors	Teachers Administrators	Ongoing
10. Appropriate placement of new students will be made through screening process.	New entrants	Counselors Nurse P.E. Teachers	Pupil Service Professionals	Ongoing
11. Reports of suspected cases of child abuse will be made according to District guidelines.	Identified students	Counselors Administrators	Teacher Nurse	Ongoing

GRAND ISLAND CENTRAL SCHOOL DISTRICT

I. PROGRAM OBJECTIVE FOR: Encourage Parent Involvement

A. Target Population: Parent 9-12

B. Expected Outcomes:

Parents will understand how to contact and make appointments with their child's counselor to discuss concerns about their child's development in high school.

C. Evaluation Method(s):

1. Parents are informed of programs through:

- a. High School Newsletter
- b. Local Newspaper
- c. PTSA Newsletter
- d. Announcements
- e. Parent Conferences
- f. High School Web site
- g. Junior Planning Booklet
- h. Academic Planning Guide/Registration Procedures and Parent Letter

2. Frequency of parent contact

3. Counselor observation

I. DESCRIPTION OF PROGRAM:

A. ACTIVITIES B. GROUP C. STAFF D. RESOURCES E. DATES

PSYCHOLOGICAL & SOCIAL ADJUSTMENT:

- | | | | | |
|---|---|----------------------------------|--|---------|
| 1. When making a referral (in-district or to an outside agency), the counselor will work with the parent and/or student in explaining the reasons for the referral, preparing documentation, and acting as the liaison between the referral agency, the family, and the school. | Parents/
Students
9-12 | Counselors | In-District/
Outside
Community
Agencies
G.I.F.T.S. | Ongoing |
| 2. Students are encouraged to become involved in extracurricular activities. The counselor may also attend activities, recognizing student participation and supporting adult commitment. | Grades 9-12 | Counselors
Advisor
Coaches | Student
Agenda
Athletic Bulletin | Ongoing |
| 3. New students will be made aware of the extracurricular offerings, PTSA, etc. | Grades 9-12
Transfer
Students/
Parents | Counselors | Student
Agenda
P.A. Announcement | Ongoing |
| 4. The counselor may work with parent and student to facilitate adjustment to their new school setting when transferring out of the school district. | Transfer Out
Students/
Parents | Counselors | New School
Personnel | Ongoing |

II. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
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ACADEMIC ACHIEVEMENT & FUTURE PLANNING:

1. The counselor may contact parents when severe academic problems arise as a result of report cards, supplementaries, or teacher referrals to plan corrective measures, e.g. signs-ins, progress reports, etc.	Parents	Counselors	Teachers	Ongoing
2. Parental consent is required for major changes in schedule and for pre-registration of courses.	Parents	Counselor	Principal	September/ October Feb./March
3. The counselor may arrange and participate in conferences with teachers when requested by the parent. The counselor may participate in and follow up on the scheduled parent conference days.	Parents	Counselors Ind. Appointments when necessary. Pre-arranged parent conferences/ 3 days a year; 2 ½ hours/day	Teachers	Ongoing process Nov., Feb., April
4. Parents are encouraged to make individual appointments with their child's counselor to discuss and explore the alternatives in planning for post-secondary placements.	Parents	Counselors	Various Guidance Resources	When required

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
5. Parents are made aware of the area career and college fairs, i.e. Niagara Frontier Industrial Assn. Career Fair, Daemen College Fair, W.N.Y. College Consortium, and Military services. The counselors participate on the planning boards of these events and publicize them in the Island paper.	Parents Grade 9-12 (Career Fairs) Counselors Grade 11-12 (College Fairs)			Ongoing process October and March
6. A college financial aid evening is organized for parents. Hand-outs are prepared with current financial aid information.	Parents of students grades 11-12	One Counselor assigned to organize program. All counselors support program.	Higher Education Personnel	Jan.
7. Parents are asked to encourage their child to take the <u>Choices Interest Inventory</u> the PSAT, and the ACT/ SAT. Parents may contact the counselors for an interpretation of the test results.	Parents of students Grade 10 PSAT/Grade 11 SAT/ACT Grades 11-12	Counselors		Ongoing Choices PSAT-Oct Oct., April

III. DESCRIPTION OF PROGRAM:

A. ACTIVITIES	B. GROUP	C. STAFF	D. RESOURCES	E. DATES
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PERSONAL AND EMOTIONAL CONCERNS:

- | | | | | |
|--|-------------------------------------|---------------------------|---|---------|
| 1. The counselor participates with parents, students and administrators during re-admit conferences, when necessary. | Parents/
students
Grades 9-12 | Counselors | Administrators | Ongoing |
| 2. The counselor works with the parents when a personal or emotional concern arises in dealing with the student, i.e. relocation, abuse, unemployment, divorce, death of a family member. The counselor works with the family as a social unit to bring about outside assistance, adjustment, and emotional stability. | Parents | Counselors
Time varies | G.I.F.T.S.
Outside Resources
Administrators
Crisis Response Team | Ongoing |

ANNUAL REVIEW

An ongoing informal review of the District Guidance Plan will take place as the year proceeds.

Appropriate administrators, certified counselors, and elementary school personnel will review the guidance objectives, activities, and outcomes.

As a result, these objectives, activities, and outcomes will be revised, deleted, or added to meet the needs of the current student population.

OTHER CONSIDERATIONS

A. Other Responsibilities Assigned to the Guidance Staff

1. ACT-SAT Testing Center and test administration
2. Supervision of Guidance Center Resources
3. Gather and compile data for State Education Department reports
4. Home Instruction liaison
5. Liaison with college representatives and military
6. Develop Senior Class Profile and reports
7. Maintenance of professional Guidance library
8. Committee on Special Education Consultant
9. Local Scholarship coordination
10. Pupil Screening procedures
11. Summer School registration follow-up
12. Senior certification for graduation
13. AP Examination assistants
14. Coordination of homework assignments for absent students
15. Assistance with year-end reports
16. Transcript review and updating for accuracy
17. Updating Academic Planning Guide and pre-registration information and procedures
18. Assistance with STEP Report; monitor NYS assessment results for tracking and AIS placement
19. Review and participation in computer based programs and software
20. Preparation of senior folders for permanent storage
21. Attendance referral follow-up
22. Scheduling conflict resolution
23. Assistance with developing master schedule, when requested
24. Write pertinent articles for local newspaper
25. Advertise all work, scholarship, alternative study programs for students
26. Provide Academic Intervention Services to 9th grade students who have demonstrated academic deficiencies on the 8th grade New York State assessment tests.
27. Identify, refer, and help meet the needs of E.S.L. students
28. In accordance with the district policy assist in placement of foreign exchange students
29. Facilitate new student eligibility to participate in N.F.L. sanctioned sports
30. Educate students, distribute, update and process the academic forms for the NCAA clearinghouse

B. Community Involvement

1. Advertise and process applications for college-early admission summer programs
2. Daemen College Admissions Advisory Board
3. Canisius College Admissions Advisory Board
4. [SUNY@Buffalo](#) School Counseling Advisory Board
5. Scholarship funding and consultation
 - a. service organizations
 - b. business and industries
 - c. personal memorials
6. Employment opportunities for students in local businesses
7. Suburban Counselors Consortium
8. Liaison for Ken-Ton and Harkness career and technical programs

C. Staff Development

1. Computer literacy workshops
2. Choices Orientation
3. Weekly guidance staff coordination meetings
4. Ongoing professional development through conferences- college visits

D. Work Experience Programs

1. Careers Internship

In this program, the student shadows and works with a professional in the student's chosen career area for 57 hours for one semester.

This program also offers learning opportunities that differ significantly from those commonly available in the school's academic, occupational, or work release programs through classroom experiences.

This program is offered to interested students who apply and make a commitment to fully participate in it.

The program centers around the following activities: seminars, tours, planning, interpersonal skills, problem solving, and speakers.

E. 3. KEN-TON*HARKNESS Programs

The career and technical education programs offer students in Grades 11 and 12, opportunities to take courses in A+ Computer Repair Technology, Allied Health Careers, Automotive Collision Repairs, Automotive Technologies, Building Trades, CISCO Networking Academy, Computer Aided Drafting, Computer Robotic Technology, Connections: Health Related Careers, Cosmetology, Legal Academy, Criminal Justice, Culinary Skills, Dental Lab Technology, Early Childhood Education, Educational Careers, Electrical Systems, Graphic Design, Introduction to Nursing, Health Careers, Hospitality and Tourism, Information Technology, Multi-Occupation, Nail Specialty, Pre-Engineering and Manufacturing Technology, Precision Metal Working Technology, Spa Specialty, TV and Sound Production, Welding, Certified Personal Trainer, Project Lead the Way.

4. OCCUPATIONAL SKILLS PROGRAM---ALTERNATIVE LEARNING PROGRAM

These off-island programs are designed for students who are experiencing difficulty in the regular high school setting.

Students are recommended for placement by their counselor, parent, and/or principal.

Elementary School Coordination

The K-5 portion of the program was developed in cooperation with a variety of elementary stakeholders. A committee made up of the district's elementary principals, the Directors of Curriculum and Instruction and Pupil Personnel Services, the school social worker and elementary teachers formulated the guidance plan. Additional input was obtained from guidance counselors, psychologists, and related services personnel.

Guidance Counselors

The following certified or licensed school counselors are available to work with students to implement the guidance program:

<u>Name</u>	<u>Grade Assignment</u>	<u>Certification Area</u>
Mollie Bowers	9-12 (A-Da)	Permanent, School Counselor
Thomas Marshall	9-12 (Db-Ke)	Permanent, School Counselor Permanent, Social Studies Permanent, School Administration
Jacqueline Walters	9-12 (Kf-Q)	Permanent, School Counselor
Carolyn Fabiano	9-12 (R-Z)	Permanent, School Counselor Permanent, School Administration
Laurie Cordero	6	Permanent, School Counselor
Michelle Paige	7	Permanent, School Counselor
Sheryl Kavanagh	8	Permanent, School Counselor
Heather Maras	2-5	Permanent, Social Worker
Erie I BOCES	K-1	.4 Social Worker

Location of Guidance Plan:

A copy of the District Guidance Plan is on file in the following locations:

Grand Island District Office
Kaegebein Elementary School Office
Huth Road Elementary School Office
Veronica E. Connor Middle School Office
Veronica E. Connor Middle School Student Services Office
Grand Island High School Office
Grand Island High School Guidance Office
District Website

Annual Review of Plan

Annually, all principals, counselors, in conjunction with teachers, will review the District Guidance Plan.

Annual Revision of Plan

Recommendations for revision to the District Guidance Plan will be forwarded to the Director of Pupil Personnel Services. The revision will incorporate ideas of counselors, principals, teachers, related service and support personnel, and parents. The revised plan shall be submitted to the Superintendent of Schools for the final approval of the Board of Education.

APPENDIX D
TECHNOLOGY PLAN

Grand Island Central School District Technology Plan



School District: Grand Island Central School District

BEDS Code 14-15-01-06-0000

Address 1100 Ransom Road, Grand Island, NY 14072

Contact Person: Molly Talty
Director of Instructional Technology

Telephone: 716-773-8989

Fax Number: 716-773-6830

E-Mail Address: MollyTalty@k12.ginet.org

* Plan Start Date: 2006

Plan End Date: 2009

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COMPONENT 1: VISION & GOALS

Mission:

The goal of the Grand Island School District Technology Plan is to create an environment in which students, staff and community can effectively use ever-changing technologies to foster academic excellence, personal growth, and social responsibility.

Vision:

- The Grand Island School District provides technology to support education of the highest quality which enables students to:
- Develop their abilities and talents and channel them for the good of themselves and the community.
 - Secure knowledge of themselves, the community, the nation, and the world.
 - Appreciate a broad range of artistic endeavor.
 - Develop attitudes of respect for other human beings, their beliefs, and their cultures; and compassion for those in need.
 - Enter healthy and satisfying personal and professional lives.
 - Become responsible citizens.
 - Achieve academically, leading to a passion for lifelong learning.

Belief Statements:

- On-going technology planning is needed to allow the district to adapt to changing needs and technologies.
- Technology plays a vital role in improving instruction and advancing student achievement.
- The implementation of our technology plan requires a significant and continuing commitment of both human and financial resources.
- There are certain basic uses of technology that all staff must access and use.
- We must seek the types of technology that support best practices in teaching and learning.
- The availability and use of technology must address equity and fairness issues to insure students/teachers have access to technology in all areas.
- All staff members are accountable for using technology in ways that support improved instruction.

TECHNOLOGY PLANNING COMMITTEE		
Name	Title	Constituencies Represented
Karen Beacher	Library Media Specialist	Sidway Elementary School
Bruce Benson	Principal	Veronica E. Connor Middle School
Kaegebein Teacher Representative	Teacher	Kaegebein Elementary School
Cheryl Chamberlain	HS Teacher Assistant	Grand Island High School
James Dempsey, Ed.D	Principal	Grand Island High School
Barbara Goldman	Kindergarten Teacher	Sidway Elementary School
Michael Grosso	TOSA; Peer Coach; Data	Grand Island District Office
Mary Haggerty	Principal	Huth Road Elementary School
Loraine Ingrasci	Asst. Superintendent of Business & Finance	Grand Island District Office
Carol Jones	Director of Pupil Personnel Services	Grand Island District Office
Catherine Kern	Computer Aide	Grand Island High School
Karen Karmazin, Ed.D	Asst. Superintendent of Curriculum & Instruction	Grand Island District Office
Jamie Mancuso	Teaching Assistant	Technology Department
Rachael Hickey	Library Media Specialist	Grand Island High School
Sharon Mudd	Library Media Specialist	Veronica E. Connor Middle School
Sue Nardozzi	Clerk Typist	School Related Personnel (SRP)
Vinnie Passanese	Library Media Specialist	Huth Road Elementary School
Henry Peters	Interim Principal	Sidway Elementary School
Thomas Ramming, Ed.D	Superintendent	Grand Island Central School
Pat Rizzuto	Library Media Specialist	Kaegebein Elementary School
Kay Saunders	Teaching Assistant	Veronica E. Connor Middle School
Mary Smith	Teacher	Grand Island High School
Molly Talty	Director Instructional Technology	Grand Island District Office
John Wiertel	Principal	Kaegebein Elementary School

GOAL STATEMENTS

GOALS

1. Starting with the 2006-2007 budget year, the GICSD will replace 1/5 of its computers on a yearly basis. Peripherals such as: Infocus projectors, white boards, document cameras, scanners, digital cameras, printers, and A/V equipment will be replaced and/or added as needed . This new equipment will be placed in the areas of greatest instructional need.
2. The District will implement an effective plan for technology staff development that provides on-going instruction to integrate technology into the curriculum, with delivery models to be developed by each building.
3. Promote the use of on-line resources and library services to support instruction.
4. The district will develop a set of expectations for all staff that will address technology use in the areas of electronic communications, appropriate technology integration into the curriculum; and individuals will access staff development appropriate to their own learning needs.
5. By September 2006, the district will develop and implement a set of technology standards for each grade level, K-12. Benchmark competencies will be identified for 2nd, 5th, 8th and 12th grades. By September 2007, an effective system will be in place that integrates the standards into the content area curriculum.
6. The district will initiate a long-term planning process to fund a project to update the phone system and security system with the most current and appropriate technology.

COMPONENT 2: PROFESSIONAL DEVELOPMENT STRATEGY

Advances in technology have changed virtually every aspect of our lives and influences the way educators learn. Various and varied professional development opportunities to support instructional technology and in alignment with our district Professional Development Plan will be offered.

The District Professional Development Plan (PDP) is intended to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order to remain current with their profession and meet the learning needs of their students. All professional development activities are directly related to student learning needs as identified in the school report card and are aligned with the New York State learning standards and assessments. .

Technology Focused Training will support the definition of Professional Development as established in the District PDP.

Professional Development: Definition

Professional development can be thought of as a complex process that results in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, strengthening leadership, and promoting personal growth and development. Professional development experiences that utilize collegiality, collaboration, discovery, and problem-solving enhance the individual strengths within a staff. The focus for professional development is the individual, who when working with others, can provide the best learning environment for students. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional development is results-driven, based on constructivism, and focused on systems thinking.

Technology Professional Development: Critical Attributes

- Technology based professional development will be connected to a comprehensive change process focused on improving student learning.
- Technology based professional development will be primarily school based and built into the day-to-day work of teaching.
- Technology based professional development will be continuous and on-going, involving follow-up and support for further learning - including support from sources external to the school that can provide necessary resources and new perspectives.
- Technology based professional development will be organized around collaborative problem-solving.
- Technology based professional development will provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.

A needs assessment was conducted and analyzed with results indicating that faculty and staff are utilizing technology resources as an instructional, management, research and communication tool. The survey findings also support the need for more individualized or department specific instruction. In addition, more support in instructional technology is needed. Specifically, the one-day a week of instructional technology support in the elementary buildings needs to be increased. This will be obtained through additional technology staff to support the instructional use of technology as well as the acquisition of more building level support in the TIF (Technology Integration Facilitators) program. These additions are contingent on budget implications.

The National Educational Technology Standards for Teachers will provide a framework for identifying staff development and will be implemented with this plan.

Staff development is critical to the success of this technology plan. Ongoing opportunities tied to learner outcomes provide teachers with the skills they both desire and need to use technology in support of student learning.

As new technology emerges, teachers will be introduced to the available technology to support instruction through demonstrations, emails, staff testimonials and presentations from TIFs.

A status of current Technology Professional Development is provided. This training is offered based on current staff needs, prior workshop evaluations, surveys, new initiatives and feedback from stake holders.

Current Staff Development for Technology

Course	Provider	Target Audience	Training Mode Used
Progress Report Training – FileMaker Pro	Molly Talty	Elementary Teachers	After School Meetings, Instructional Handouts
New Teacher Training – Network, Lotus Notes, Technology Resources	Molly Talty / Jamie Mancuso	All New Teachers	Hands On Training
Microsoft Word Tables and Mail Merge Training	Molly Talty/Sue Nardozzi	Secretaries/School Related Personnel	Hands on Training and Instructional Handouts
Grand Island Web Page Training	Molly Talty	School Building or Department appointed web page editor	Hands on
School Tools Teacher Web Page Training	Jamie Mancuso and TIFs	Any Teachers requesting help	Hands on Training
eClass Gradebook Training	Valerie Swain, Kay Saunders, Catherine Kern and TIFs	Middle School and High School Teachers	Hands on Training
Teacher Center Courses	Various people including James Szafran	Available to all Grand Island Staff by registering ahead	Hands on Training
One-on-One Support/Training	Jamie Mancuso, Kay Saunders and Building TIFs	Any Elementary, Middle or High School personnel requesting help	Hands on Training
One-on-One Support/Training	Sue Nardozzi	School Related Personnel requesting help	Hands on Training
Weekly Integration Support	Jamie Mancuso	Huth, Kaegebein and Sidway Faculty	Curriculum Integration and Support 1 day per week in each school
Technology Training to support Research Projects and Project Based Learning	Molly Talty, Jamie Mancuso, LMSs, TIFs	Middle School, Huth, Kaegebein, & Sidway Faculty	Hands on Training & Individualized Training
Technology Resources to support Everyday Math Program Training	Boces CSLO Trainers	1 st and 2 nd Grade Teachers	Hands On Training
ITP (Instructional Technology Partners) Training	Boces CSLO Trainers	High School and Middle School Collaborative teams focusing on ELA & Math	Extensive Individualized Training (4 days each)
Technology Resources to support 6 Traits Writing Program	Boces CSLO Trainers	All 3 rd Grade Teachers	Hands On Training

COMPONENT 3: CURRENT STATUS & NEEDS

District Statement/Influencing Factors:

Our Community:

Grand Island is one of the world's largest fresh water islands and is situated in the Niagara River between the cities of Buffalo and Niagara Falls. The island is 7.5 miles long and 6 miles wide with 21 miles of river frontage. The island divides the Niagara River into East and West branches, joining again at the north end before flowing over Niagara Falls. The 19,000 residents appreciate a full range of government services and civic groups in a mix of residential, shopping and light industry areas.

Our Board of Education:

Our schools enjoy strong support from the community, including the passage of an \$18.4 million capital project for renovation and up-grading of our five schools. Our seven-member Board of Education has a consistent record of commitment to and support of our schools. The boundaries of the school district and the Town of Grand Island are the same.

Our Schools:

There are three elementary schools in the district including one school that services students in kindergarten, grade one and two schools that service grades two through five. The Middle School contains grades six through eight and is located on the same campus as the high school. It shares the auditorium and pool with the high school, but is separate in all other respects. The high school and middle school feature interdisciplinary teams and team teaching at all levels. Accelerated, enriched and basic programs are available in the middle school and high school. Recent construction to the high school added music suites, science laboratory, and second gymnasium.

Our Students:

Approximately 85% of the high school graduates plan to attend two and four year institutions. Regents-endorsed diplomas were awarded to 67% of the 2004 Class, and 1% of the cohort received I.E.P. diplomas. The Grand Island Central School District is comprised of 3,204 students, with an overall student/teacher ratio of 12:1. Approximately 9% of school-age students are classified with disabilities. Over 65% of the students with disabilities who attend GICSD spend only 20% or less of their time placed outside of the regular classroom.

The SAT mean scores for the Class of 2004 was 530 (Math) and 535 (Verbal), the ACT composite mean score was 22.8. In May, 2004, 166 accelerated students pursued Advanced Placement studies in Studio Art, English, Biology, Calculus, Computer Science, Foreign Language, Physics and Psychology, US History, European History, US Government, Microeconomics, Mathematics, Music Theory, and Spanish. Eighty-four percent of these students scored 3 or above, with fifty-two percent scoring 4 or 5.

The Grand Island School District participates in occupational educational services offered by Erie 1 BOCES.

District Statement/Influencing Factors:		
Category	Driving Factors	Impeding Factors
Environment	<ul style="list-style-type: none"> ▪ Need for continuous training and new teacher training to bring them up to speed ▪ Instructional and curriculum needs are ever expanding. As a result, there is an increasing demand by students, teachers, faculty and staff for more equipment and software. (infocus, document cameras, smartboards etc) ▪ Raising consciousness of the community re: the importance of technology ▪ Instructional and curricular needs are increasing and evolving, requiring greater access to newest information and technology ▪ Libraries need to continue to grow ▪ Web based report cards and increase in web page content is a growing need for parent communication. ▪ Labs are insufficient (# of computers, size, temperature) ▪ Keeping up with student's development and technology savvy skills 	<ul style="list-style-type: none"> ▪ Money needed to maintain infrastructure and staff to support it. ▪ Budget to support additional software & hardware. ▪ Community members are not tech savvy and don't understand the importance of technology in an educational environment. ▪ Need for continuous training ▪ Libraries are on their way to being media centers but they will need continued support. ▪ Budget and space allocations ▪ Expose staff to new and emerging technology to stay current with student use of technology and support student learning
Professional Development	<ul style="list-style-type: none"> • Instructional Technology support one day a week in the elementary buildings is insufficient • Technology Integration Facilitators (TIFs) are available in each building to support instructional technology • Growing gap between those who do & those who don't use technology • Strong vision for the potential uses of technology has created pockets of advanced uses of technology • Various levels of expertise & expectations for faculty, staff and students. 	<ul style="list-style-type: none"> ▪ Budget to support additional staff ▪ TIFs need to be promoted more ▪ Additional opportunities for sharing what is currently being used and professional development to provide consistency are needed. ▪ Money, time and staff to support all levels ▪ District expectation as to what staff should know and be able to do with technology ▪ More than one day a week with Instructional Technology Specialist

Communication	<ul style="list-style-type: none"> ▪ District events posted on the website and Isledegrande, a community website ▪ New District web site is current and strong ▪ Need for new Teacher Web Page solution ▪ Use of e-mail is growing and has potential for a paperless internal communication system ▪ Increase email communication among teachers, staff and parents ▪ Real world telephone systems surpass our current system ▪ Need Technology Activists to promote the use of technology 	<ul style="list-style-type: none"> ▪ Continue to promote the consistent use of electronic communications by all staff. ▪ Time to respond to emails ▪ Budget to fund Teacher web pages
Resources	<ul style="list-style-type: none"> ▪ Continue use of BOCES to update or replace equipment ▪ Keep applications compatible across platforms. Too many browsers in the elementary schools. ▪ Keep staff aware of equipment available ▪ Storage for student work. Utilize the web page for electronic student portfolios. ▪ Data Management is ever increasing ▪ Keep current technology accessible for students and classrooms 	<ul style="list-style-type: none"> ▪ Reduce timeframe for equipment replacement ▪ Need to maintain or increase money to support and upgrade technology ▪ Budget to support electronic portfolios ▪ Increase staffing needs in technology

	Current Inventory	NEEDS		
		Year 1 2006-07	Year 2 2007-08	Year 3 2008-09
<i>Telecom Services</i>	<p>Broadband connection for data and Internet is in place in all buildings</p> <p>New state of the art web page</p> <p>Lotus Notes e-mail system</p> <p>Long distance voice service, cellular phones, walkie talkies, paging service, alarms and video conferencing</p>	<p>Add the Teacher Web Page Module to the web site</p> <p>Upgrade Notes to latest version</p> <p>Video Conferencing Opportunities to support Instruction</p>	<p>Online report cards for k-5</p> <p>Upgrade phone system and provide appropriate training to all staff</p> <p>Video Conferencing Opportunities to support Instruction</p>	<p>Online Portfolios for Students available on the district web page</p> <p>Continue Training and Support for Phone System</p> <p>Upgrade Notes to latest version</p> <p>Video Conferencing Opportunities to support Instruction</p>

<p><i>Hardware – number of machines in buildings, locations</i></p>	<p>Classrooms: High School – 82 Middle School – 101 Huth Rd – 87 Kaegebein – 74 Sidway- 60</p> <p>Office: District Office – 17 Transportation – 9 Buildings & Grounds - 6 High School – 23 Middle School – 14 Huth Rd – 8 Kaegebein – 9 Sidway- 6</p> <p>Instructional Labs: <i>High School-</i> Rm 153 – 24 new Dells Rm 172 – 29 computers Rm 165/166 – 24 Computers Laptop Cart for Science – 6</p> <p><i>Middle School-</i> LTC- 24 113 - 26 115 - 27 Wireless cart – 15 Mini-labs (white dells) 121 – AIS ELA – 4 (2004) 103 – AIS Math –4 (2004) 164 – Special Ed – 3 (2004) 123 – Science – 4 (2005) 190 – Technology – 4 (2005)</p> <p><i>Kaegebein & Huth -</i> 1 physical lab - very small room that can not easily accommodate a classroom of students Huth Rd – 24 computers Kaegebein – 17 (computers inside the lab & 4 outside the lab) 1 wireless lab – 24 computers in each</p>	<p>Maintain the new replacement cycle of 1/5 of equipment</p> <p>1 Smartboard in each bldg</p> <p>Additional Infocus machines as determined by building surveys and budget</p> <p>Video Conferencing Equipment for the Ransom Rd Complex</p> <p>Replace a/v equipment as needed to support instruction</p> <p>Equipment added to the Library Media Centers as needed to support instruction</p>	<p>Maintain the new replacement cycle of 1/5 of equipment</p> <p>Additional Smartboards for each building based on building surveys</p> <p>Additional Infocus machines as determined by building surveys and budget</p> <p>Additional computers based on building needs reflected in survey</p> <p>Video Conferencing Equipment for the Elementary Buildings</p> <p>Replacement Printers as needed</p> <p>Replace a/v equipment as needed to support instruction</p> <p>Equipment added to the Library Media Centers as needed to support instruction</p>	<p>Maintain the new replacement cycle of 1/5 of equipment</p> <p>Additional Smartboards for each building based on building surveys</p> <p>Additional Infocus machines as determined by building surveys and budget</p> <p>Replace a/v equipment as needed to support instruction</p> <p>Equipment added to the Library Media Centers as needed to support instruction</p>
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	<p><i>Sidway-</i> 2 labs 1st floor – 23 2nd floor - 24</p> <p><i>Libraries:</i> <i>HS Library</i> – 27 computers (new in 2004/2005) <i>MS Library</i> –16 computers <i>Kaegebein & Huth</i> - 8 computers <i>Sidway</i> 4 computers</p>			
<i>Software – titles in lab, buildings, administrative</i>	<p><i>District Standards:</i> Lotus Notes – all GI Staff Microsoft Office Standard FileMaker Pro 7.0 Internet Explorer Adobe Acrobat Reader Fame – Authorized district office staff, administrators and department heads IEP Direct NutriKids – lunch program in all buildings Mandarin - All Libraries are automated WinSchool – Authorized district administrators, faculty and staff including attendance clerks</p>	<p>Upgrades on software titles to support current operating system and stay current with changing technology</p> <p>New software as needed to support instruction</p>	<p>Upgrades on software titles to support current operating system and stay current with changing technology</p> <p>New software as needed to support instruction</p>	<p>New Student Management System</p> <p>Upgrades on software titles to support current operating system and stay current with changing technology</p> <p>New software as needed to support instruction</p>

	High School MS Office Professional - Grade 9-12 (HS Computer Lab) eClass Grading & Attendance Inspiration Adobe Illustrator InDesign Finale Notepad Smart Music QuarkXPress v4.1 AutoCad Adobe PageMaker Plus Career Choices Microsoft Front Page 2000 Chemscape Chime ExamGen for Math, Science & Social Studies	Upgrades on software titles New software titles as available to support NYS standards Add more Inspiration licenses to cover all computers	Upgrades on software titles New software titles as available to support NYS standards	Upgrades on software titles New software titles as available to support NYS Standards
	Middle School eClass Grading & Attendance Inspiration Mavis Beacon Teaches Typing – used by students as desired Write On Plus - used by students as desired Star Math - AIS Math Finale Notepad Smart Music Career Futures Inspiration ExamGen for Math, Science & Social Studies Read Naturally – gr. 7 –8 AIS ELA Geometer's Sketchpad – grade 7 Math Holt World Languages Math Exemplars	Upgrades on software titles New software titles as available to support NYS Standards Add more Inspiration licenses to cover all computers	Upgrades on software titles New software titles as available to support NYS standards	Upgrades on software titles New software titles as available to support NYS standards

	Huth & Kaegebein Type to Learn – grades 2 -5 Kidspiration KidPix Earobics GradeKeeper 5.8 Liberty's Kids Finale Notepad Mozilla, Safari, Firefox, Internet Explorer World Book 2004 Zoombinis PrintShop	Upgrades on software titles to support the current operating system New software titles as available to support NYS standards	Upgrades on software titles to support the current operating system New software titles as available to support NYS standards	Upgrades on software titles to support the current operating system New software titles as available to support NYS standards
	Sidway KidPix Kidspiration A to Zap GradeKeeper 5.8 Earobics Mozilla, Safari, Firefox, Internet Explorer World Book 2004 PrintShop	Upgrades on software titles to support the current operating system New software titles as available to support NYS standards	Upgrades on software titles to support the current operating system New software titles as available to support NYS standards	Upgrades on software titles to support the current operating system New software titles as available to support NYS Standards
<i>Network</i>	1 Gigabit Broadband Wide Area Network for Data and the Internet was implemented in the Fall of 2004	Upgrade servers as need determines	Upgrade servers Replace Airports	Additional hubs/ routers/ switches as needed w/ additional computers

Technical Support

<i>Technology Staff - Overview</i>	
<ul style="list-style-type: none"> ◆ 1 Macintosh Technician <i>Covers the three elementary schools</i> ◆ 1 Database support person <i>Supports FileMaker Pro & Macs in MS & HS</i> ◆ 1 PC Technician <i>Covers MS, HS, DO, offices in all five buildings</i> ◆ .4 Senior Technical Consultant <i>Dedicated to network issues</i> ◆ 1 Software support person <i>Responsible for WinSchool, report cards and progress reports, data collection and analysis</i> ◆ 1 Secretary <i>Help Desk Support</i> ◆ 1 Audio Visual Technician <i>Responsible all District A/V Equipment</i> 	
<i>Instructional Support for Teachers and Students</i>	
<ul style="list-style-type: none"> ▪ Middle School has a Teaching Assistant / Building Coordinator ▪ High School has a Computer Aide & .8 Computer Teacher / Building Coordinator ▪ We have a full-time Teacher Assistant who provides support to teachers in the three elementary schools ▪ Technology Integration Facilitators (TIFs) have been identified in each building and provide continued support 	
<i>Technology Staff Issues</i>	
<ul style="list-style-type: none"> ▪ Staff Turnover has caused an increase in response time and overall demand on technical staff ▪ Limited Cross Training among members of the department ▪ No coverage for the PC side and network administration when staff are absent ▪ PC needs are across all five buildings and District Office ▪ As we look to incorporate more technology it will become necessary to increase technology support staff. 	

INITIAL DATA ANALYSIS – GAPS/NEEDS

Gaps/Needs	Rationale
<p>Equipment has been replaced on a 6 year replacement cycle for the past two years. Computers in the 6th year of life have not meet the driving needs of new software, web applications and video streaming.</p>	<p>Based on the data collected, approximately 17% of the computers in the district are 6 years old or older. In order to maximize technology potential for improving student achievement, staff and students need access to computers and peripherals that can support current software demands for memory and speed, and Internet access for video streaming appropriate for instructional uses.</p>
<p>Instructional support for curriculum integration has improved but is still inconsistent.</p>	<p>At one time, there was a person assigned to supporting teachers as they used new technologies and new applications/software. Support now is available one day a week in each elementary building and full-time support in the middle school and high school, but there is still inconsistent support for using technology in ways that promote research-driven practices. If teachers are to be expected to use technology to improve student achievement, they need assistance and on-going support for the development of learning environments that engage students in their own learning. According to the teacher surveys, there is a strong need expressed for on-going in-class support for teachers using technology specifically at Sidway.</p>
<p>There has been no vehicle for training that addresses time, varying skill levels, scheduling differences, union issues, and core training needs, and support for learning after the training session.</p>	<p>Surveys indicate that professional development for technology applications and uses has been available to all teachers; however, there have been many barriers to its effectiveness. To be effective, it must be provided at a time conducive to adult learning; it must be differentiated to meet all learners needs; it must comply with contract demands; and it must be delivered so that it doesn't end with the workshop itself.</p>

Library Media Centers have been automated and have become the center for technology in each building. If the Library Media Centers are to be considered a resource to teachers, they will need to be “promoted” as such.	Surveys indicate that we do need to continue to promote the library resources among the school community including parents, students and teachers. If the Library Media Centers are to continue as the ‘hub’ of the school to support research needs of staff and students they will need access to the most current equipment and software as well as training to stay current with new resources.
There are no district level expectations for computer use.	Since there are no uniform expectations for all staff in terms of technology use, there is inconsistent use across the district. Statements of expectations can be used to provide guidance and direction to staff.
The Infrastructure has been updated to a broadband connection but we have only begun to address the ways in which our new infrastructure can support instruction.	We can now look at high bandwidth applications like video streaming and video conferencing to support instruction.
The technology standards included in the NYS education standards have not been clearly identified and cross-referenced in the curriculum maps.	Currently there is very little standardization of technology skills across the grade levels. In addition there are pockets of use by individual teachers but there is a need to create standards that can be implemented to insure that all students receive a minimum level of proficiency with technology.

COMPONENT 4: BUDGET

Budget	2006 - 2007	2007 - 2008	2008 - 2009
Hardware	\$190,000	\$200,000	\$210,000
Software	\$51,000	\$51,000	\$51,000
Professional Development	\$19,000	\$19,000	\$22,000
Other (Capital Project)		\$100,000	\$100,000
Estimated Total	\$260,000	\$270,000 + capital project	\$283,000 + capital project

A combination of state, federal and local funding will be used to meet the budget indicated above. New hardware will be purchased from Boces will be aidable.

** Capital Project will have to be proposed and approved by the BOE and State Ed Department. A Budget Vote may also be a factor. The time frame is an estimate due to these factors.*

COMPONENT 5: EVALUATION

1. Describe the performance indicators you have developed to assess the effectiveness of the strategies you identified
<ul style="list-style-type: none">➤ The gaps in all state assessments at all grade levels goals will decrease➤ Increased use by teachers and students, successes in the area of curriculum integration, participation in staff development activities and other trends that support growth or need areas.➤ Technology is integrated into staff development plans through the results of the annual needs assessment, and the activities in the buildings and district.➤ Library use by students and faculty increases according to circulation figures; in-house use of resources and results from the annual needs assessment.➤ Technology is successfully integrated into all content areas as outlined in the curriculum maps➤ Data will be collected and analyzed regarding the usage of technology by students.
2. Explain how the district and the planning committee will use evaluation results and data to revise strategies.
<ul style="list-style-type: none">➤ Review of the data and progress will occur twice annually by Building Planning Committees. A report will be written by the Director of Instructional Technology and forwarded onto the Assistant Superintendent of Curriculum and Instruction for review.➤ The District Technology Planning Committee will meet again to review progresses and revise strategies in order to continuously refine and adapt the plan to new findings, information and goal redevelopment.
3. Explain how the district will disseminate its evaluation results to the public.
<ul style="list-style-type: none">➤ Plan will be presented to the Board of Education➤ Plan will be presented to all faculty and staff members➤ Administration, grade level chairs and program coordinators will discuss technology issues during regular meetings➤ The approved plan will be posted on the Grand Island Schools website➤ The district newsletter will be used to advise the public of the impact of their spending on technology➤ The district newsletter, teacher newsletters, local press and the Grand Island Website will be used to showcase technology projects and curriculum integration➤ Collected data on staff development will be shared with principals, Asst. Superintendent for C & I, the BOE and community as appropriate

Communications Process for the Technology Committee:

Members of this committee and the committee's facilitator will communicate via e-mail in order to share ideas, resources, and information. A Technology Committee mail group will be created to facilitate ease of communication among the group.

Communication Process with other constituencies:

Building principals (all of whom are members of this committee) will discuss the development of the plan in an appropriate format, as they deem meaningful. The purpose of all communications is to gather information from shareholder groups as well as disseminate information about the plan itself.

Information to be disseminated about the plan should include its purpose, its connection to CDEP (Comprehensive District Education Plan), the names of the Technology Committee members and how to contact them.

The plan will be shared with the Board of Education and community members. Newspaper articles, district web page and district committees including the Key Communicators Committee will serve as vehicles for sharing information.

COMPONENT 6 - ACTION PLAN

Goal 1: *Starting with the 2006-2007 budget year, the GICSD will replace 1/5 of its computers on a yearly basis. Peripherals such as: Infocus projectors, white boards, document cameras, scanners, digital cameras, printers, and A/V equipment will be replaced and/or added as needed. This new equipment will be placed in the areas of greatest instructional need.*

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
1. Develop a district wide process, such as a mandatory survey of employees, to identify the areas of greatest need and the areas to place still usable older equipment.	Provide opportunities for employees to learn about emerging technologies and their applications.	Director of IT, administrators, faculty and staff	In alignment with District budget calendar	Equipment purchases and distribution aligned with Action #1.
2. Utilize current equipment inventory to identify 1/5 of computers to be replaced.	Provide training to staff responsible for maintaining inventory using a uniform database.	Director of IT and IT staff	October 1 st each year	Current up to date Inventory maintained and by October 1 st
3. Install and test the new equipment prior to the beginning of the new year to ensure that equipment is ready for teachers, staff & students.	Provide training to IT staff and other staff as appropriate regarding the installation and maintenance of new technology equipment.	Director of IT and IT staff	By third week of August each year	All new equipment installed and ready for use by the start of the school year
4. Provide training to employees in order to ensure effective implementation of new equipment.	a) Supply appropriate training to ensure effective integration of technology into instruction and learning. b) Supply appropriate training to ensure effective implementation of technology into clerical and administrative operations.	Director of IT and others knowledgeable in the use of new technologies and applications.	October 1 st annually (staff development will be planned and scheduled by Oct 1 st unless new equipment is received after the date)	Training completed by October 1 st and effective implementation of equipment observed.

ACTION PLAN

Goal 2: *The District will implement an effective plan for technology staff development that provides on-going instruction to integrate technology into the curriculum, with delivery models to be developed by each building.*

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
1. Coordinate through building planning teams to assess the needs of each building.	Redesign & utilize staff development evaluations more effectively	Technology Department, TIFs & Technology Coordinators	Fall of each year beginning in 2006	Ongoing communication of building technology needs. Future Evaluations
2. Provide appropriate staff development for all faculty & staff	Peripherals Instruction Software Instruction Internet & Database Instruction	Director of IT meets with staff development delivery systems (TIFs, Boces, Tech Coordinators)	Spring 2007 and ongoing	Future Evaluations, Increased use and demand for technology & peripherals
3. Provide a variety of support mechanisms that people can use to reinforce skills and ideas learned during training / in-service opportunities as well as increase their comfort level using technology.	TIF sub-time to assist classroom teachers CSLO – one-on-one time “Links for Teachers” page on Library Websites	Teachers, Administrators, TIFs, Technology TA, Tech Coordinators, Director of IT, Library Media Specialists	Fall 2006 and ongoing	Increased utilization of resources, sub-time Increased collaboration among faculty and staff
4. Create a secure, centralized location for technology how-to documents, lesson plans, units, student examples (both mac & pc)	Sharing lesson plans, student work. Promoting existence and how-to access	Creation & Promotion –TIFs & Technology Department/Coordinators Implementation & Utilization – Everyone	Created & ready to go by June 2007 Implement by Fall of 2007	Future Evaluations, Share/Evaluate/Assess Student work, Empower Teachers

ACTION PLAN

Goal 3: <i>Promote the use of on-line resources and library services to support instruction.</i>				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
1. Promote the use of the library OPAC with faculty, staff, students and parents.	New teacher orientation Faculty meetings Open House/PTA Meetings for parents/community	Library Media Specialists	By end of first quarter or trimester; on-going throughout school year	OPAC utilization reports
2. Evaluate current online database subscriptions & investigate and evaluate other online resources to support instruction.	Librarian meeting to discuss evaluation techniques and staff development @ BOCES, NYLA	Library Media Specialists TIF's and/or Program Coordinators Faculty suggestions	On-going as new databases are evaluated	Usage Reports LMSs observation on student usage of databases Faculty feedback
3. Continue to promote the use of online databases with the school community.	a) Create magnets with database name and account information b) Put database information in school agendas c) School Calendar	Library Media Specialist Director of IT PTA Presidents	May/June 2007 Repeat Yearly	Usage reports LMS observation of student research success
4. Support the growth of the Library Media Centers as intellectual & informational hub of the school	a) Incorporating SmartBoards, Video Conferencing, and other multimedia tools b) Extend library hours c) Renovate facility to meet standards of being a 'hub' – 5 year facility plan d) Educate the school community on how much the library has to offer – 'one stop shopping' e) Upgrade the audio visual technology to include closed caption televisions to meet all student needs	a) Tech Dept / Business Office b) District Administration c) Capital Project/Bond Issue d) Library Media Specialists e) Tech Dept / Business Office	By June 2009	a) Increase in hardware inventory in the LMC's b) Utilization of additional hours available c) Voter approval d) Increased attendance from reluctant patrons e) Increase in updated AV hardware

ACTION PLAN

GOAL 4: *The district will develop a set of expectations for all staff that will address technology use in the areas of electronic communications, appropriate technology integration into the curriculum; and individuals will access staff development appropriate to their own learning needs.*

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
1. Develop a detailed list of expectations for all faculty and staff pertaining to use of technology	a) District communication of ISTE standards for all faculty & staff b) Prioritize and communicate clear expectations of Technology Skills to all staff c) Include a section for Technology Skills in the APPR plan	a) Principals, Director of IT, TIFs b) Asst. Supt for Business, Asst. Supt. for C & I, Principals c) Asst. Supt. for C & I, GITA	a) By June 2007 b) By June 2007 c) 2007-08 school year (next APPR revision)	Adoption by the BOE of an APPR plan containing technology standards.
2. Develop appropriate training solutions and training to allow all staff to meet the district expectations for use of technology.	a) Develop training sessions that support all staffs ability to meet the minimum expectations established for all users b) Continue to develop and evaluate training of new staff to enable them to meet the districts expectations	a) Asst. Supt. for C & I, Asst. Supt. for Business, Principals, Director of IT, TIFs, Teacher Center b) Asst. Supt. for C & I, Asst. Supt. for Business, Peer Coach Coordinator	a) 2006-07 and ongoing thereafter. b) August 2006 New Teacher Orientation, 06-07 New Teacher Meetings, and ongoing thereafter.	Report of annual staff development activities and future staff development surveys.
3. Create a technology skills inventory that faculty can use to self-assess their progress.	a) Identify the standard software programs that are in use throughout the district and break them down into identifiable skills b) Identify a list of skills that are required, recommended, optimal for teachers c) Provide opportunities for faculty to self-assess current technology skills.	a) Dir. of IT, Technology Dept staff b) Dir. of IT, building technology committees, TIFs c& d) Principals e) Supt. Asst. for C & I, Asst. Supt. for Business	a) By January 2007 b) By June 2007 c, d & e) Annually beginning 07-08	a & b) Existence of the documents described. c,d & e) Survey results compiled and shared with all stakeholder groups.

	d) Identify a similar separate survey of skills for SRP staff e) Distribute the survey at the beginning of each school year in conjunction with the Staff Development offerings for the year			
4. All faculty and staff will use their personal skills assessment to identify personal professional development needs in the area of technology.	See Action #2	Individual faculty and staff	Annually beginning 2007-08	Review of the district's professional development offerings/enrollment.
5. Use current evaluation processes to determine if faculty and staff are meeting the district's established technology expectations.	a) Faculty presentations on APPR choices that involve instructional technologies. b) Explore vehicles for measuring SRP abilities and needs.	a) Principals and TIFs b) Asst. Supt. for Business, Director of IT	a & b) Fall 2007 and periodically thereafter.	a) Review of faculty APPR goals and activities and inclusion of technology therein. b) Revision of SRP annual evaluation to include area of applicable technology.

ACTION PLAN

Goal 5: *By September 2006, the district will develop and implement a set of technology standards for each grade level, K-12. Benchmark competencies will be identified for 2nd, 5th, 8th and 12th grades. By September 2007, an effective system will be in place that integrates the standards into the content area curriculum.*

Actions needed to Achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
1) Release current Technology Curriculum	a) Release & Review the Technology Curriculum with Library Media Specialists, Grade level / Dept Level groups b) Release Technology Curriculum to Faculty at Faculty Meetings	Dir. of IT	September 2006	Publish Technology Curriculum
2) Review national and State Standards in technology in order to update the scope and sequence for the teaching and incorporation of these skills into the curriculum.	a) Meet with teachers at grade level or dept. meetings to review and update any changes to the technology curriculum. b) Update the scope and sequence chart of technology skills k – 12 c) Convene TIFs, Library Media Specialist's & Principals to review curriculum plan and ensure that information literacy is also addressed d) Provide professional development time to introduce and implement the curriculum	Dir. of IT, Principals, TIFs, Building Level support, Grade Level / Dept Level groups	a) b) & c) January 2008 d). June 2009	Completed and updated Technology Curriculum and Scope & Sequence Chart
3) Inform District community of updated Technology Standards & Scope and Sequence Chart	Present information to the Board of Education	Dir. of IT, Asst. Superintendent of Curriculum	By January 2008	Approval by BOE

4) Recruit a TIF for each grade level/department k-12.	<p>a) TIFs and Technology Teaching Assistants work with grade levels/dept. to create “test/sample lessons” that integrate specific technology skills into core curriculum. These lessons will be used to guide teachers meeting student needs in creating and delivering technology infused lessons.</p> <p>b) Meet with grade level representatives to provide in-service training and to document procedure for pilot lessons</p> <p>c) Pilot test lessons and revise as needed</p>	Dir. of IT, Technology Coordinators, Technology Teaching Assistants, Teachers, TIFs	<p>1/3 TIF's needed 9/06</p> <p>1/3 TIF's needed 9/07</p> <p>1/3 TIF's needed 9/08</p>	Lesson folder for document libraries
5) Continue to use CSLO surveys and TIFs to assess teachers' acquisition of technology skills needed	a) In-service teachers at each grade level to insure that they have the technology skills necessary to successfully implement the technology lessons designed for grade level via ½ day day in-service sessions with subs	Dir. of IT, Technology Coordinators, Teachers, TIFs	7/2006 – 6/2009	Analysis of survey results

ACTION PLAN

Goal 6: *The district will initiate a long-term planning process to fund a project to update the phone system and security system with the most current and appropriate technology.*

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be Completed	Indication of Success
1. Develop a plan for updating the phone and security systems	a) Develop a rationale, cost benefit analysis, financial impact, and options for phasing in installation etc. b) Meet vendors, talk with other districts who have recently implemented similar systems and research best products to meet our needs c) Review of all proposals to determine the best system for district	Technology Department Business Office Buildings & Grounds District Security Officer	Capital Project – will depend on BOE and Community Vote	Approval of plan
2. Promote the plan to upgrade the phone & security system	a) Presentations at BOE meetings to educate the public b) Presentations & Information disseminated to the community through the Key Communicators Group, Rotary Club and others as needed. c) Use of Media and public relations	Technology Department, Business Office, Buildings & Grounds District Security Officer	Capital Project – will depend on BOE and Community Vote	Funding for the Plan
3. Implement the plan to upgrade the phone & security system	Provide varied level of training to all staff based on needs and equipment usage	Technology Department, District Security Officer	Capital Project – will depend on BOE and Community Vote	Installation of new phone system and security system