

SOUTHAMPTON UNION FREE SCHOOL DISTRICT
Southampton, New York 11968

Professional Development Plan

District Name: Southampton Union Free School District
BEDS Code: 58-0906-03-0000
Superintendent: Linda J. Bruno
Address: 70 Leland Lane, Southampton, New York 11968
Phone: (631) 591-4510 **Fax:** (631) 287-2870
Year(s) Plan is effective: 2007-2009

District Team

Administrators:

Linda J. Bruno	Superintendent
Josephine DeVincenzi	Assistant to the Superintendent
Brigid Collins	Lead Teacher of Staff Development
Brigid Collins	Director of Peconic Teacher Center
Julianne Purcell	Lead Teacher of Instructional Technology

Curriculum council members: Lead Teachers

Number of school buildings in district: 4

Number of school-based professional development teams: 0, note method of representation below.

Indicate how school team(s), if any, will be represented on district team:

Schools are represented through Lead Teachers who are part of the district wide curriculum council.

Southampton Public Schools does not have school based professional development teams, however; there are a minimum of four representatives from each building who are lead teachers/directors and who serve on our District Curriculum Council. They have the responsibility to facilitate monthly conversations on curriculum instruction

and assessment with their peers. The building-level conversations serve as the basis for district-wide and department specific staff development activities. The minutes of their meetings are shared with everyone on the council and the Board of Education.

Scope of Professional Development Team Responsibility:

The professional development team will be involved in (check all that apply):

- | | |
|---|--|
| <input checked="" type="checkbox"/> goal-setting | <input checked="" type="checkbox"/> need analysis |
| <input checked="" type="checkbox"/> plan implementation | <input checked="" type="checkbox"/> evaluation/modifying plan |
| <input checked="" type="checkbox"/> resource allocation | <input checked="" type="checkbox"/> objective setting |
| | <input checked="" type="checkbox"/> planning/developing activities |

The number of hours a staff member will participate in professional development activities will vary according to the individual teacher and the activities selected. However, each teacher will receive a minimum of thirty-five hours provided by the district, which includes ten hours of faculty meetings, ten hours of department meetings, plus a minimum of two, full-day district conference days.

NEEDS/DATA ANALYSIS

The Southampton Public Schools' Professional Development Plan is aligned with New York State Learning Standards and Assessments, as well as student needs. It is articulated within and across grade levels. The objectives that support each of the goals are a natural outgrowth of a system of staff development that the District has supported across time, since 1984.

In addition, the district houses the Peconic Teacher Center, a consortium of 12 public school districts and 12 non-public schools. The PTC is an integral part of the design and delivery of our professional development services that richly supplements the district's program. In identifying the goals, objectives and strategies outlined in the Plan, the Curriculum Council:

- examined the needs of students in Southampton
- analyzed data that included the following: Regents exam pass rates, English Language Arts and Mathematics results for grades 4 and 8, Social Studies for grades 5 and 8, Science for grades 4 and 8, dropout data, graduation rates, Regents diploma rate and district/building report cards. English second language and special education data was also reviewed and discussed. This comprehensive investigation led to the articulation of the following ten goals.

The Southampton School District will:

1. Help teachers to improve their professional practice by connecting that practice to the criteria of the New York State Standards.
2. Provide professional development activities that support teachers in achieving the criteria outlined in the Annual Professional Performance Review.
3. Increase ELA student performance at all levels.
4. Increase math performance of state Math Assessments grades 5-12.
5. Increase the school community's use of data to design curriculum, instruction and assessments.
6. Increase the broader Southampton community's awareness of how data impacts curriculum, instruction and assessment.
7. Provide technology-based support opportunities. The learning acquired by staff will be integrated into classroom activities that support the New York State Learning Standards.
8. Provide activities that promote a safe school environment. Opportunities for the professional staff will place emphasis on creating a school community, which engenders respect, recognizes rights, and fosters student responsibility.
9. Provide activities that promote the awareness and understanding of and sensitivity to the growing and significant diversity in Southampton.
10. Provide support for new teachers in the classroom teaching service.

These goals focus on:

- improving curriculum, instruction and local assessments aligned with the New York State Learning Standards
- promoting reflective practice through the Annual Professional Performance Review and other related activities.
- Building staff capacity through new teacher induction and continuing teacher improvement
- promoting the understanding of how data impacts on curriculum, instruction and assessments
- extending the CIA (Curriculum, Instruction, and Assessment) capacity of staff through the integration of technology
- developing practices for a safe school environment
- developing an appreciation of the growing and significant diversity of the Southampton community.

The superintendent and/or the assistant to the superintendent for curriculum instruction and assessment will present the PDP to the Board of Education. Curriculum council members will present the PDP to their respective departments.

The Professional Development Plan is continuous and reflects a multi-year approach to improving student achievement by strengthening teacher practice through an analysis of data sets.

It builds upon many of the professional development activities/practices that have been embedded in Southampton's Staff Development Program for years. The Professional Development Plan will be revised annually to reflect the identified needs of teachers and of the District. Short and long term strategies and activities will be added or deleted as necessary to reflect these needs.

The Staff Development Committee has utilized a Needs Assessment/Evaluation process since it began its work in 1984. The same is true for the Peconic Teacher Center. This continuous review of data drives decisions regarding professional development activities.

The Staff Development Lead Teacher used the research based *Wallace Foundation's Nine Strategies for the Fastest Improving Districts* as a lens and a jump off point for our conversations surrounding our Professional Development Plan. All staff was part of the process via Curriculum Council, department meetings and grade level meetings. These meetings were held as forums for *Wallace* discussion and reflection related to the strategies, professional development goals, and overall Professional Development Plan. We also carefully examined the overarching District Goals as part of the five-year plan, particularly in the area of technology, in order to be sure the Professional Development Plan incorporates the support necessary to meet these goals. The goal of the district is that this document will remain comprehensive, timely and thrive as an evolving and ever-improving plan of action.

School District Professional Development Plan
Attachment I: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

- X School Report Card
- X BEDS Data
- X Comprehensive Information Report
 - X Enrollment
 - X English Language Learners
 - X Average Class Size
 - X Attendance, Suspension and Drop Out Rates
 - X Student Socioeconomic and Stability Factor
 - X Longitudinal data
 - X Student/teacher ratios
 - X Staff Counts
 - X Commencement Assessment Data
- X Student aspirations (PLAN)
- X State benchmarks for student performance
- X Teacher surveys
- X Tri-state survey/report
- X Teacher self-assessment
- X Curriculum surveys
- X Language Assessment Battery and NYSESLAT Results
- X Other (specify): Grade Level Meetings

Monthly grade level/department meetings are scheduled to discuss curriculum, instruction and assessment issues.

School District Professional Development Plan
Attachment II: Needs Assessment Prioritizing

Having examined all the data, the Curriculum Council determined that each goal is a priority for the district. Particular emphasis is given to the strong congruence between student and teacher needs and district goals and objectives.

School District Professional Development Plan
Attachment III: District Resources

The district and Peconic Teacher Center continue to investigate alternative funding sources and human resources for professional development. Throughout the years, our partners have included universities (Southampton College, Long Island University, New York Institute of Technology, State University at Stony Brook and the College of New Rochelle), national organizations such as the World Wildlife Fund and local organizations, such as SCOPE and Cornell Cooperative Extension, historical and cultural institutions (Parrish Art Museum, Rogers Memorial Library, Bay Street Theater and BOCES).

Fiscal resources:

*Local supplementary funds for Native Americans, local district funds, Peconic Teacher funding and State and Federal Title funds.

Staff resources:

*Curriculum/staff developers – Administrators
Assistant to the Superintendent
Peer Coaches/Mentors

*Content Specialists – Lead Teacher, Instructional Technology
Lead Teacher, Enrichment
Director of Guidance
Local district exemplary teachers
Peconic Teacher Center staff

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

Goal One: The Southampton School District will help teachers to improve their professional practice by connecting that practice to the criteria of the New York State Standards.

Objective One: To establish a process for developing and tracking district initiatives related to curriculum, instruction, and assessment.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Maintain the Professional Development Monitoring System (My Learning Plan) to address the PDP mandate and the 175 hours	Assistant to the Superintendent Staff Development Lead Teacher	Ongoing	Tracking of hours
Train teachers and administrators on the use of the Professional Development Monitoring System	Turn-key teacher trainers	Ongoing New teacher orientation program	Proper usage by teachers and administrators
Track current offerings and opportunities for staff development and that are part of the 175 hours of professional development as mandated by NYSED	Administrators Lead teacher of staff development Curriculum council Personnel Office	Ongoing	Computer generated list of hours from My Learning Plan
Establish methods of accountability for types and/or levels of professional development	District Administrators Curriculum Council Southampton Teachers Association	Ongoing	APPR in place Evaluation/products for each activity listed
Create a forum to address the manner in which the school district will measure the impact of professional development	Curriculum Council	Ongoing	Minutes of monthly/grade level/department meeting will be available for review via e-mail
Establish regular, curriculum review opportunities to ensure K-12 articulation in all curriculum areas	Assistant to the Superintendent Lead Teachers	Ongoing	Review opportunities established at the building level

Objective Two: To develop and implement methods of communication and conversation on professional practice and district initiatives.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Establish and/or refine methods (newsletter, electronic communications, etc.) for notification of policy meetings, grant opportunities, course offerings, etc.	Peconic Teacher Center Superintendent Assistant to the Superintendent for Curriculum	Ongoing	A newsletter and electronic communication for staff/administration dealing with these issues kept on file
Continue the progress made in enhancing and maintaining the district's website for the discussion of professional issues, including curriculum, planning, teaching strategies and assessment	Lead Teacher of Instructional Technology Administration Computer Assistants	Ongoing	Counter of hits
Use district and Peconic Teacher websites to share peer-reviewed lessons and units	Lead Teacher of Instructional Technology Lead Teacher of Staff Development/ PTC Director	Ongoing	Survey staff
Utilize Professional Circles	Peconic Teacher Center Staff Development	Ongoing	Professional Circles Rosters/Minutes
Awareness sessions in Tri-State Consortium	Superintendent, Administrators, Teacher representatives	Ongoing, Admin. Team Meetings	Meetings documented Action plan established
Follow up on Tri-State Model	Math Curriculum Committee	May 2007 - June 2009	Committee & Faculty meetings, Discussions Gathering and using data effectively
Establish follow-up activities to "Power School"	Lead Teacher of Instructional Technology	Ongoing	New Teacher/Parent Training Sessions
Professional development at Faculty meetings	Assistant to the Superintendent Curriculum Council	Ongoing	Action research/conference reports, Faculty Meeting Agendas
Facilitate grade level/department discussions	Curriculum Council Members	Annually	Monthly meetings held Meeting summaries distributed, summaries analyzed

Objective Three: To expand district capacity for professional development by offering alternate methods of participating in educational/development activities.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Explore and review new delivery systems for educational/development activities, e.g., Internet courses, video courses, CD ROM usage, etc.	Peconic Teacher Center Policy Board Curriculum Council Lead Teacher of Instructional Technology	Ongoing	Documentation on My Learning Plan Committee report to the Policy Board
Maintain a screening system to establish which alternate methods would be acceptable under the District's accounting and record-keeping policies.	Superintendent Curriculum Council Assistant Superintendent for Business	Ongoing	Documentation on My Learning Plan
Offer awareness sessions to staff on Peer Review	Peconic Teacher Center	Ongoing	Registration list
Continue to grow and refine student portfolios Look to K-12 digital implementation	Assistant to the Superintendent Principals Lead Teachers	Ongoing	Portfolio improvements reviewed by Lead Teacher at Curriculum Council Progress monitored
Improve communication between content area and special education teachers	Assistant to the Superintendent Director of Pupil / Personnel Services	Ongoing	Communication process improved as reviewed by Curriculum Council

Goal Two: The Southampton School District will provide professional development activities that support teachers in achieving the criteria outlined in the Annual Professional Performance Review.

Objective One: To make district staff aware of the elements of the Annual Professional Performance Review.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Develop awareness sessions to provide an overview of the APPR process	Administration	Ongoing New Teacher orientation	Faculty Meeting Agenda
Design meetings to answer concerns and provide information about the APPR in greater depth	Building Administrators	Ongoing	Individual faculty meeting

Objective Two: To provide a knowledge base that will enable staff to access and use various modes of achieving professional growth.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Provide training on the different options available for pursuing professional growth in venues other than the traditional workshop format: Action research, Curriculum design, Journaling, Peer coaching, Peer review, Professional portfolio, Videotaped lessons, Professional circles, National Board Certification	Curriculum Council Peconic Teachers Center District Professional Staff	Ongoing	Catalogue of training sessions Registrations/evaluations for courses Administration and/or teacher requests for specific offerings
Refine the role of lead teachers	Superintendent, Curriculum Council, President of the Teachers' Association	Ongoing	Survey staff on effectiveness of the lead teachers

Objective Three: To continue to provide programs that fosters the professional growth of new teachers and teachers new to the district.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Design and deliver an orientation program to new teachers in the district	Peconic Teacher Center Curriculum Council	Summer (Ongoing)	New Teacher orientation prog. New Teacher Handbook
Train Peer Coaches, Lead Teachers and Teacher Assistants in new techniques	Lead Teacher of Staff Development Consultant Teachers Peconic Teachers Center	Summer (Ongoing)	Summer Work Agenda document with summaries and materials
Provide a course of study for mentors over three years	Lead Teacher of Staff Development Curriculum Council, Consultant Teachers	Summer	Program in place prior to opening of school Non-tenure teacher workshop
Provide training to district mentors	Lead Teacher of Staff Development Consultant Teachers	Summer	Year-long program

Objective Four: Utilize the APPR to address district initiatives.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Arrange courses for administrators to aid them in identifying the characteristics of teachers in such need and to provide them with skills for rendering support	Superintendent's cabinet Phi Delta Kappa	Ongoing	APPR reports
Develop a program of intervention activities for teachers, including coursework, classroom support, visitations to other classrooms, Employee Assistance Program, etc.	Administrative Staff Peer Coaches Peconic Teacher Center Lead Teacher of Staff Development Curriculum Council	Ongoing	Published program of activities EAP district report

Goal Three: Increase ELA student performance at all levels:

Objective One: 90% of Grade 4 students will perform at or above Level 3 by June 2006 – currently 87%

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Formation of District Literacy Committee Meetings to establish best practice	Dr. Bruno	Ongoing	Curriculum mapping Implementation of Literacy Strategies
Grade Level meetings, discussion examining student performance on ELA results and other assessment data (Pre-K-4)	Building Administrators, and/or Teacher Facilitator	Ongoing	Meeting summaries sent to all participants, Principals, Superintendent
Examine student test booklets in scoring workshops	Consultant/Facilitator Assistant to the Superintendent Lead Teachers	Ongoing	Administrative team reviews student scores, Staff members review student scores at grade level meeting
District Portfolio Committee to establish digital portfolios	Curriculum Council	Ongoing	Digital portfolios
District AIS Committee will review existing plan and develop appropriate responsive strategies for AIS programs	Administrative team AIS lead teachers Curriculum Council	Ongoing	Updated AIS Plan
Continue to support Early Intervention Strategies : Reading Recovery, Zip Zoom K,1& 2; Read 180 3 & 4; PRS	Superintendent, Building Principal Assistant to the Superintendent Child study teams	Ongoing	Review students work Increased Performance on ELA
Train new Kindergarten teachers and support staff on Leveled Literacy Intervention Initiative	BOCES	Ongoing	Increased Performance on DRA
Training in Balanced Literacy for all staff and parents, including word study components, Handwriting without tears, Classroom makeovers as per Diller model	Consultant Teacher ELA Lead Teacher Consultant Teacher	Ongoing	Increased Performance on ELA Parent Workshops District Web Site Makeovers complete
Support Elementary teachers in creating a writing lab	ELA Lead Teacher Consultant Teacher	Ongoing	Lab created

Objective Two: 81% of students in Grade 8 ELA will perform above Level 2 for the 2005-2006 school year – currently 77%.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Grade Level/vertical dept. meetings held to examine student performance on ELA results and other assessment data	ELA Lead Teacher	Ongoing	Meeting summaries sent to all participants, Principals, Superintendent
District Literacy Committee meetings to establish best practice	Superintendent	Ongoing	Curriculum mapping implementation of literacy strategies
Examine student test booklets in scoring workshops	Consultant/Facilitator Assistant to the Superintendent	Annually	Summary prepared and shared that highlights patterns observed in scoring papers. Staff members review student scores at grade level meetings
Differentiated instruction training to address inclusion and ESL needs, especially using technology	Consultant/Facilitator Reading Teachers ELA lead teacher Technology lead teacher Special Education training	2007-2009	Improved scores in ELA and DRA
Increase in word study training for all K - 4 teachers and ELA staff	Consultant/Facilitator PTC	2007-2009	Improved scores in ELA and DRA
Revise ELA curriculum and insert into Curriculum map	Consultant/Facilitator ELA staff Lead Teacher ELA	Ongoing	Curriculum document distributed to staff and parents
Training in Socratic method	Consultant Teacher Peconic Teacher Center	2007-2008	Classes are offered Conferences attended
Refine Pre-K-8 Reading program	Reading Specialist	Ongoing	Program refined

Objective Three: 90% of Regents English students will perform at the state reference point of 65 for the 2005-2006 school year – currently at 86%

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Department meetings to focus on results of English Regents	Assistant to the Superintendent ELA Lead Teacher	2005 – 2006	Meeting summaries sent to all participants, Principals, Superintendent
Continuation of Building and District Literacy Committee to establish best practices	Superintendent	Ongoing	Curriculum mapping implementation of literacy strategies
More effective use of the Literacy Center	ELA staff AIS lead teacher	Ongoing	Improved scores in ELA
Training in cooperative learning, Socratic seminar and Literacy Circles	Consultant teacher PTC BOCES	Ongoing	Improved scores in ELA
Improved attendance to school, especially first period	Assistant principal Community liaisons Counselors	Ongoing	Improved scores in ELA and all first period classes
Homework and Master Notebook discussions to enhance quality of work	Building administration Consultant teacher	Ongoing	Improved scores in ELA
Internet plagiarism training	Library media specialist ELA staff	Ongoing	Faculty meeting discussions/grade level meetings
Digital portfolio work	Consultant teacher		Grade level meetings
Establish book room at SES and provide training for teachers regarding best practice	ELA Lead Teacher	2007 - 2008	Book room established

Goal Four: Maintain or increase Math performance on the state Math Assessments Grades 5 – 12.

Objective One: Maintain 90+% of students in grade 4 performing at or above Level 3 on the Mathematics assessment – currently at 94%.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Continue to refine and build Tri-State recommendations in conjunction with Every Day Math Pre-K - 6	Math curriculum committee Consultants Peconic Teacher Center	Ongoing	Standards-based curriculum development Ongoing Tri-State follow-up work Increase in number of students achieving mastery
Install updated version Every Day Math 3 and provide necessary support training, address assessment piece	Assistant to the Superintendent Consultants Lead teacher mathematics	Annually	Review and discuss EM3 program, send meeting summaries to all participants, Principals, Superintendent
Grade level meetings to focus on math result and other assessment data, methodologies and instructional strategies	Assistant to the Superintendent Consultants Lead teacher mathematics	Ongoing	Results reviewed and discussed, Meeting summaries sent to all participants, Principals, Superintendent
Continue to address Tri-state recommendations	Math curriculum committee Consultant Teacher Lead Teachers	Ongoing	Review and discuss recommendations, send meeting summaries to all participants, Principals, Superintendent
Allow for visitations to schools where the Every Day Math program is well underway and successful	Assistant to the Superintendent Principal Math Lead Teachers	2007-2009	Visitations taken

Objective Two: Articulate the segway of Every Day Math program into the secondary level program

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Revise curriculum to align with NYS curriculum	Math Lead Teacher Assistant to the Superintendent Consultants Peconic Teacher Center	Ongoing	Standards-based curriculum developed Tri-State recommendations implemented
Implement and support McDougall-Little Pre-Algebra – AP Calculus secondary school program (Smart Board related)	Math Lead Teacher Assistant to the Superintendent Consultants Peconic Teacher Center	2007-2009	Improved performance Review and discuss results and send meeting summaries to all involved, Principals, Superintendent
Implement and support technology related math: graphing calculator, Smart Board et al.	Math Lead Teacher Assistant to the Superintendent Consultants Peconic Teacher Center	2007-2009	Improved performance Review and discuss results and send meeting summaries to all involved, Principals, Superintendent
Grade level and vertical department meetings to focus on math results and other assessment data	Assistant to the Superintendent Math Lead Teacher	Ongoing	Results reviewed and Discussed Meeting summaries sent to all participants, Principals, Superintendent
Increase training in data interpretation	BOCES Consultant Teacher Assistant to the Superintendent	Ongoing	Improved performance
Training in Data Mentor	BOCES	Ongoing	Improved performance
Content training for special education/ESL teachers	Consultant Teacher Lead Teacher	Ongoing	Improved performance of special populations

Objective Three: 90% of all students taking the Math A exam will perform at or above the state reference point of 65 in 2005 – currently at 88%

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Revise curriculum to align with NYS Math Standards	Math Lead Teachers Assistant to the Superintendent Curriculum consultants Math Curriculum Committee Peconic Teacher Center	Ongoing	Curriculum development Project 2005-2008
Grade level and K-12 department meetings to focus on math results	Assistant to the Superintendent Consultants Math lead teachers	Ongoing	Results reviewed and discussed Meeting summaries distributed to Curriculum council
Attendance at State and Local Conferences on Algebra, Geometry, Algebra II	Assistant to the Superintendent, Principals, Lead Teachers	2007 – 2009	Conference reports Shared with department
Every 7 th grade student will be taking Pre-Algebra / Algebra	Assistant to the Superintendent AIS lead teachers Math staff Special education/ESL staff	2007-2009	Training Scheduled
Data mentor program to target services for AIS Math, especially for ESL and special education students and staff	Assistant to the Superintendent AIS lead teachers Math staff Special education/ESL staff	Ongoing	Improved performances on state and local tests

Goal Five: Increase the school community’s awareness of how data is used to inform curriculum, instruction and assessment.

Objective One: Implement student data system to effectively utilize data to make decisions.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Power School	Lead teacher of Instructional Technology Curriculum Council	Ongoing	Data reports generated
Power School Parent Awareness and Understanding	Lead teacher of Instructional Technology Assistant to the Superintendent Principals	Ongoing	School and local data available to teachers and parents
Board of Education/PTA Report Card meetings	Administrative team	Annually	Presentation feedback & questions
Educational and Governmental Access Channel Programming	Assistant to the Superintendent	Ongoing	E & G programs on data and assessment

Objective Two: Use data and develop an understanding from state assessments in ELA/Math, Science and Social Studies focusing on the implications for curriculum, instruction and local assessments for 2007 – 2009.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAM E	PERFORMANCE MEASURE
Grade Level Meetings/ Faculty Meetings focused on data	Assistant to Superintendent Lead Teachers	Ongoing	Meeting summaries sent to all participants, Principals, Su
Revisions of Curriculum Documents	Consultants Peconic Teacher Center	Ongoing	Revision of documents Distributed to appropriate staff
Developing a process for the review and revision of curriculum	Assistant to the Superintendent Curriculum Council	Ongoing	Process developed Written document

Goal Six: Increase the Southampton community’s awareness of how data impacts curriculum, instruction and assessment.

Objective One: Use data from state assessments in ELA/Math, Science and Social Studies to provide opportunities for the broader Southampton community to understand how data impacts curriculum, instruction and assessment.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Staff meetings Publications Board of Education meetings Parent conferences/Open House District Website	Public Information Officer, Superintendent, Assistant to the Superintendent, Principals and Teachers/Counselors	Ongoing	District report card meeting Parent mailings
Educational and Governmental Access Channel Programming	Assistant to the Superintendent Curriculum council	Ongoing	Programming developed

Goal Seven: The school district will provide technology-based opportunities. The learning acquired by staff will be integrated into classroom activities that support the New York State Learning Standards.

Objective One: To identify areas in which technology can be readily integrated into instructional practice.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Implement Technology Benchmarks for Professional Staff	Lead teacher of Instructional Technology Technology Advisory Committees Building Principals, Technology teachers	Ongoing	Teacher demonstrate benchmark skills
Integrate technology into the new standards based curriculum using identified software tools appropriate to each grade level	Lead Teacher of Instructional Technology Assistant to the Superintendent Technology Advisory Committees, Building Principals, Selected Staff	Ongoing	Curriculum maps which include references to technology integration lesson plans and observations
Provide awareness in District Benchmarks	Lead teacher of Instructional Technology Assistant to the Superintendent for Curriculum Technology Advisory Committees Building Principals Computer Services Staff	Ongoing	Review teacher benchmarks with faculty
Implement District Benchmarks for technology students	Lead teacher of Instructional Technology Technology teachers	Ongoing	Student work Digital portfolios Plan books
Integrate District Benchmarks for technology for students	Lead teacher of Instructional Technology Technology teachers	Ongoing	Evidence in student portfolios Publish curricula
Provide technology refresher courses as needed	Lead Teacher of Instructional Technology Technology Teachers	Ongoing	Courses provided
Carefully review and implement district goals for technology	Superintendent Assistant Superintendent for Curriculum Lead Teacher of Instructional Technology	Ongoing	Review and examine at Curriculum Council meetings yearly

Objective Two: To determine and make available current technology that will provide the maximum benefit to students, staff and program.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Research instructional technology products and services applicable to district goals and student staff needs software, hardware, telecommunication	Lead Teacher of Instructional Technology Network Systems Administrator, Computer Services Staff, Staff Technology Advisory Committees	Ongoing	Purchase orders and licensing agreements Teacher evaluation of products
Publish online a catalog of networked software products by building	Lead Teacher of Instructional Technology Library/Media Specialists	Ongoing	Published online catalogs by building
Support all teachers in developing teacher web pages	Lead Teacher of Instructional Technology	Ongoing	Published web pages

Objective Three: To help teachers gain proficiency in using technology as an instructional tool.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Develop a list from teacher survey to identify technology competencies essential to teachers attaining teacher technology benchmarks	Peconic Teacher Center Policy Board Computer Services Staff Lead teacher of Instructional Technology	Ongoing	Results of survey
Create a year-long schedule of technology courses that support professional development including graduate courses	Lead teacher of Instructional Technology Assistant to the Superintendent Curriculum Council Peconic Teacher Center	Ongoing	Published schedule Online course criteria established Pilot online courses
Continue one-on-one mentoring as requested or initiated	Lead teacher of Instructional Technology Computer Services Staff	Ongoing	Requests/Activities documented
Establish Technology Professional Circles as needed	Peconic Teacher Center	Ongoing	Professional Circles documented
Integrate technology across the curriculum	Assistant to the Superintendent for Curriculum Lead Teacher for Instructional Technology	Ongoing	Technology integrated as reviewed by building level technology committees

Objective Four: To devise and train for staff in the legal and ethical use of technology as a tool for managing professional and classroom tasks and responsibilities.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Review, revise, and communicate policies and practices that review the proper use of technology	Lead teacher of Instructional Technology Computer Services Staff	Ongoing	Electronic use policy updated
Explain the District's Acceptable Use Policy to all staff members	Lead teacher of Instructional Technology District Records Officer Library/Media Specialists Principals	Opening faculty meetings	Filed copies of signed forms present at faculty meetings

Objective Five: To identify practical problem-solving strategies for dealing with technology problems on site.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Online process for supporting technical assistance	Computer Services Staff Network/systems administrator	Ongoing	Reports
Facilitate building-level assistance to solve common problems and model solutions dealing with technology	Computer Services Staff	Ongoing	Reports from Network/systems administrator

Objective Six: For teachers to gain proficiency in using Powerschool and Powergrade as an instructional tool for data collection and dissemination.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Advance training for teachers and support staff	Lead teacher of Instructional Technology Turn-key Trainers	Ongoing	Teachers utilize Powerschool/Powergrade
Ongoing support	Lead teacher of Instructional Technology Turnkey Trainers, Computer Services Staff	Ongoing	Teachers show evidence of effective use
Parent/student training	Lead teacher of Instructional Technology Teachers	Ongoing	Parents and students are able to access Powerschool data
Training of new teachers and support staff	Lead teacher of Instructional Technology Turnkey Trainers, Computer Services Staff	Ongoing	Teachers show evidence of effective use

Goal Eight: The School District will provide activities that promote a safe school environment. Opportunities for the professional staff will place emphasis on creating a school community, which engenders respect, recognizes rights, and fosters student responsibility.

Objective One: To make staff aware of the elements of physical safety in the school environment.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Project SAVE responsibilities	Superintendent, Director of Facilities, Operations & School Safety Building S.E.R.T. Teams	Ongoing	Simulation, drills, meetings held in each building on SAVE Legislation
Upgrade Crisis Intervention process	Director of Facilities, Operations & School Safety, SERT Teams	Ongoing	Flip Chart Updated
Provide training to support district policy on methods of dealing with issues of school safety and violence	Director of Facilities, Operations & School Safety, Peconic Teacher Center Administration	Ongoing	Crisis book updated training opportunities
Internet safety training classes to address cyber-bullying	Peconic Teacher Center Lead teacher of Instructional Technology	Ongoing	Classes offered
Provide continued training on “Right to Know” issues	Director of Facilities, Operations & School Safety Assistant Superintendent for Business	Ongoing	Signature sheets from training sessions
Offer conflict resolution/peer mediation training to district staff and students (Natural Helpers)	Peconic Teacher Center Policy Board Community Liaisons	Ongoing	Courses offered Natural Helpers

Objective Two: To provide training in proven method of character education.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Offer training in character education	Assistant to the Superintendent Consultant Teachers	Ongoing	Course offerings and training
COMPASS Committee will monitor plan	COMPASS Committee	Ongoing	Plan updated
Private training by recognized professionals on character education	Peconic Teacher Center COMPASS Committee	Ongoing	Courses offered
Support building level teams to foster integration of character education into classrooms	Building level teams	Ongoing	Plan for each building

Objective Three: To provide training in proven methods of behavior management.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Offer training in behavior management techniques	Peconic Teacher Center Peer Coaches Mentors	New teacher orientation & ongoing	Conference day and the various course offerings
Provide training by recognized professionals in child abuse recognition and reporting	Peconic Teacher Center	Ongoing	Course/opportunity listings/registrations
Support building-level strategies that foster a safe school environment	PPS Team, SERT teams Law Enforcement Professionals Director of Facilities, Operations & School Safety Security Officers	Ongoing	Building Level Strategies Desk top exercises
Offer training in Non-Violent Crisis Prevention	Peconic Teacher Center	Ongoing	Course offered

Goal Nine: The Southampton School District will provide activities that promote the awareness and understanding of and sensitivity to the growing and significant diverse population in Southampton.

Objective One: The Southampton School District will provide support for the accomplishment of goals of our special education program.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Inclusion strategies offered for all staff	Director of Pupil Personnel Assistant to the Superintendent Peconic Teacher Center Consultant Teachers	Ongoing	Courses offered
Develop awareness/understanding of the spectrum of student disabilities, especially 504 student needs	Director of Pupil Personnel Services Special education staff Peconic Teacher Center	Ongoing	Meetings/conference day activities
Continued CSE pre-referral support for all staff	Director of Pupil Personnel Services Peconic Teacher Center Consultant Teachers	Ongoing	Reduction in classified rate
Dissemination of IEP and other pertinent information	Special education lead teachers	Annually	Improved Communication and student outcomes
Differentiated Instruction training	Peer coaches Peconic Teacher Center Professional staff	Ongoing	APPR Reports
Promote awareness of VESID goals and services for all special education teachers and support staff	Director of Pupil Personnel Services Counselors Special education staff	Ongoing	VESID Goals included in all IEP's
Create child study teams as an early intervention strategy	Director of Pupil/Personnel Services Guidance Counselors Special Education staff	Ongoing	Teams created

Objective Two: To provide training in proven methods of character education.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Differentiate awareness of need	Director of ESL, ESL staff	Ongoing	Increased performance of ELLs
ELL strategies disseminated	Director of ESL, ESL Staff	Ongoing	Faculty/department meetings
Provide opportunities for teachers to immerse themselves in targeted languages/culture	Peconic Teacher Center	Ongoing	Courses offered
Extended day/year programs	Director of ESL Assistant to the superintendent	Ongoing	Courses offered
Assist teachers in out-reach to ELL families	Director of ESL Community Liaisons	Ongoing	Parent conferences held/home visits made
Continue to grow and support dual language program for the elementary school	Director of ESL, Elementary principal ESL/elementary school staff	Ongoing	Performance of class

Objective Three: To provide training in proven methods of behavior management.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Continue efforts to integrate multi-cultural education into all areas	Curriculum council Diversity Task Force Community Liaisons	Ongoing	Lesson Plan Books
Community out-reach effort	Administrative team Community Liaisons PPS teams COMPASS committee	Ongoing	Meetings planned
Share anti-bias task force initiatives, such as the Community Action Circles	Superintendent	Ongoing	Meetings called

Objective Four: the Southampton School District will provide continued support to address the New York State mandated Academic Intervention Services Plan.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Update the district's Academic Intervention Plan	Curriculum Council AIS lead teachers	Annually	Plan developed and distributed to all staff at faculty/department meetings
Implement AIS services	Principals	Ongoing	Improved performance of identified students
Students and staff effectively utilize Literacy Centers at SIS and SHS	AIS lead teachers Principals	Ongoing	Improved performance of AIS students
Effective use of Literacy Centers for math, science and social studies through reading assessments and content based work	AIS lead teachers Curriculum Council	Ongoing	Reading assessments improve Content area tests improve
Study skills training for all staff, students and parents	Consultant teacher (Sedita model)	Ongoing	Improved academic performance
Time allotted to assist students with Master-notebook organization	All staff grades 5-10 AIS staff	Ongoing	Improved organizational skills
Develop effective use of technology to support AIS—including Data Mentor & School Island software	Lead teacher of instructional technology AIS teachers	Ongoing	Improved performance of AIS students
Attendance follow-up	Social worker Community Liaisons Administration Counselors & Professional staff	Ongoing	Improved attendance, tardiness and academic performance, especially in first period classes

Goal Ten: The Southampton School District will provide support for new teachers in the classroom teaching service.

Objective One: The Southampton School District will provide training of employees in school violence prevention and intervention.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Course offered in school violence prevention and intervention	Peconic Teacher Center Director	Annually	Certificate of Completion on file

Objective Two: The Southampton School District will provide a mentoring program that will support new teachers in the classroom teaching service and ease transition from teacher preparation to practice.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Mentors Selected	Principals, Assistant to the superintendent	Annually	Posting of jobs
Three day summer orientation program for teachers and teacher assistants	Lead Teacher of Staff Development Assistant to the Superintendent	Annually	Contractual Participation
Three two-hour workshops after school targeting key areas including: special education, technology, multiple intelligences, character education and classroom management	Lead Teacher of Staff Development	Annually	Contractual Obligation Attendance on file
Mentors and Lead Teachers assigned to provide support throughout the year	Lead Teacher of Staff Development	Ongoing	Annual Survey
Update mentor/mentee handbook	Lead teacher of staff development Consultant teachers	Ongoing	Handbook kept up to date

Objective Three: The Southampton School District will provide support to develop classroom practice and management.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Peer Coaches assigned in each building	Lead teacher of Staff Development Building Principals	Ongoing	Scheduled informal meetings and observations
Lead Teachers responsible for respective areas	Assistant to the Superintendent Building principals	Ongoing	Monthly meetings scheduled
Professional Circles on classroom practice and management	Peer Coaches Consultant teachers Peconic Teacher Center	Ongoing	Participation in a circle
Provide training for use of cameras and digital videos to help implement “live portfolio” videos as learning benchmark evidence in the early childhood years	Lead Teacher of Instructional Technology Assistant to Superintendent Director of Pre-K Elementary Principal	Ongoing	Training provided

Objective Four: The Southampton School District shall provide and maintain records of professional development offered and completed by certificate holders.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
My Learning Plan	Lead teacher of Staff Development	Ongoing	Individual data base of each teacher
Annual training in using My Learning Plan	Lead teacher of Instruction Technology, Lead teacher of Staff Development Consultant Teacher	Annually/ongoing	Individual Portfolio of Professional Development available

