

**Comprehensive District Education Planning Document
Prattsburgh Central School District Profile
2008-2009**



I. Description of the School District Community

The community of Prattsburgh is located on the central northern border of Steuben County with a population of 2,064 (2000 census). This represents an 11% increase over the 1990 census data. The Prattsburgh Central School District is comprised of six Townships: Prattsburgh, Wheeler, Pulteney, Urbana, Italy and Jerusalem. Italy and Jerusalem are in Yates County. The school received its Regents Charter February 23, 1824 and was known as Franklin Academy and Collegiate Institute. Under the regulations of the Union Free School Law in 1868 the institute changed its charter and henceforth became known as Franklin Academy and Union Free School. Then in 1886 its name was again changed to Franklin Academy and Prattsburgh High School. This name remained until 1936, when by order of the Board of Regents it became known as Franklin Academy and Prattsburgh Central School. In 1936 the school district was centralized.

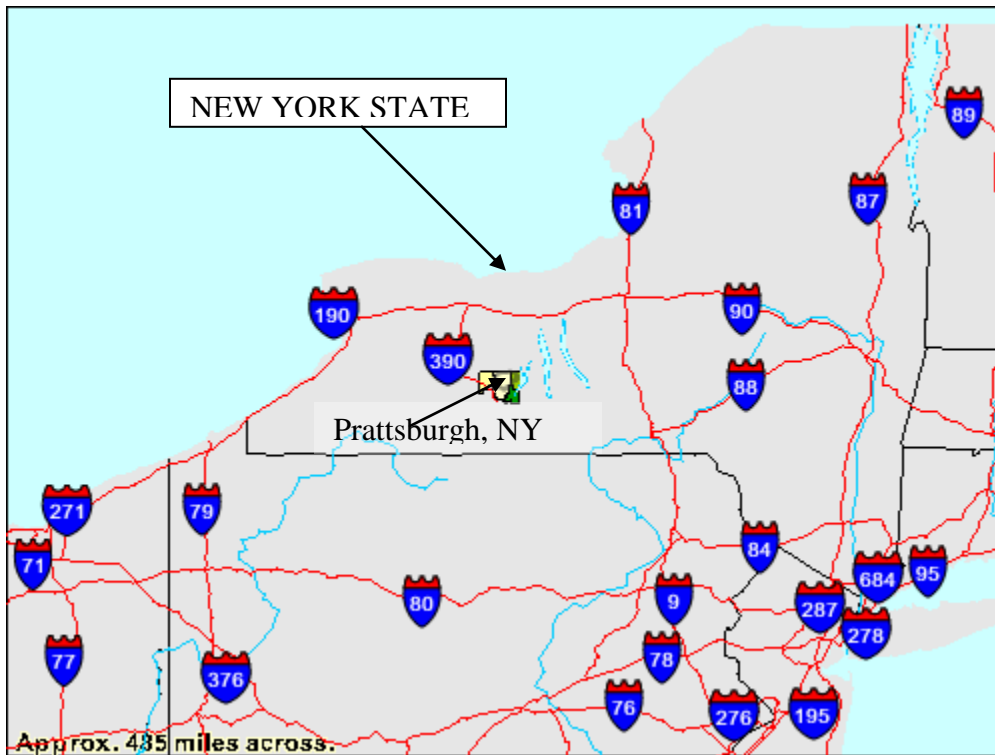
Prattsburgh has the following industries and businesses that have aided in the growth and prosperity of the community. McConnell Manufacturing produces an assorted line of harvesting equipment as well as prefab metal buildings. Air Flo manufactures highway snow removal and farm equipment. Empire Telephone has its company headquarters in Prattsburgh. As a result of these small industries the tax base has remained stable.

Many of Prattsburgh's residents commute to nearby communities to work. Some commute 55 miles to the north to work in Rochester, NY. Most of the community's social life is focused around the happenings of the school. Budgets have consistently been conservative and always approved by the voters. An excellent education is expected and parents are confident that their children are, on a whole, receiving an excellent program. Approximately sixty to seventy percent of our graduates continue on for further education. Tradition and pride in its educational programs are two characteristics that best describe Franklin Academy and Prattsburgh Central School.

The basic premise is that all children can learn, and our facilities and programs are equally accessible to all students. Travel time and distance prohibits the transporting of many of our students with handicapping conditions to outside special education centers. Therefore we have four special education rooms housed locally. The Board of Education feels this is indeed the least restrictive environment for the younger students. This has created a need for additional classrooms.

In 2001 the district completed the construction of seven new classrooms, an elementary science lab, a cafeteria/ auditorium, office and conference space, and a renovation of the existing cafeteria into a 120 station technology center. A new capital project that passed in May 2004 will consist of creating a state of the art library/technology center. It also will provide the renovation of the music center of the school, and will provide a new gymnasium. The existing building already possesses a state of the art technology infrastructure, which includes internet access in every classroom, a long distance learning network, and the most current hardware and software packages for student and staff use.

The approved operating budget for the 2005-06 school year is approximately 6.98 million dollars. The district is considered a high-need rural school district by the State Education Department. The current tax rate is \$15.08 per thousand dollars of taxable value which is in the lowest 20% of tax rates in New York State.



Schools in the System

The Prattsburgh Central School District operates as one facility for its PK-12 program. There is one bus run at pick-up and one at drop off. Most of the areas in the main building service the entirety of the district population. The district also owns a separate 22 acre property on the edge of the village where the agriculture program and the athletic facilities are housed.

Vision Statement:

As the Prattsburgh Central School District, we are committed to establishing a student-centered culture which focuses continually on excellence in teaching and learning. This is a district where high expectations, diligent effort on the part of all and shared responsibility for success serve as cornerstones for our high performance.

Our students will benefit from a safe and welcoming environment. Teachers and support staff take pride in continually developing those skills and competencies which will help our students succeed. Our parents will be encouraged and assisted as we seek to include them as true partners in the education of their children. Administrators will clear the way for attention and focus on the achievement of our students as they set direction strategically, for the district.

Prattsburgh Central School District believes in its community. We embrace the challenges and opportunities available as each learner walks through our doors and know ultimately, that this experience will make a difference, for life, for our children.

Mission Statement:

Prattsburgh Central School District is a PreK -12 public school that provides an all regents curriculum for all students regardless of academic and socioeconomic background to enable all our students to achieve the social and academic skills leading to effective citizenship and learning.

Belief Statement/ Strategic Goals:

- All students will meet the state bench-marks in all state assessments.
- Prattsburgh community and school will be served by qualified and trained employees who continue to improve and implement best strategies that foster student learning and achievement.
- Mutual respect and support characterize the climate in the school environment. Out of this mutual respect parents, students, teachers, board members and community at large are expected to promote the goals of the district.
- Individual responsibility and accountability are essential in assessing our success or failures.
- Data and verifiable results are used in district planning.
- Collaboration and connections amount stakeholders in the district promote higher levels of shared commitment and understanding.
- The educational facilities and resources are accessible to all people and used in the public interest.

According to State Education Department calculations and reporting, in 2003-2004 the school district taught 113 “core” courses with 100% being taught by “highly qualified teachers. 100 % of the teachers held a valid teaching certificate. The mean average class size for kindergarten through six is 18 and for grades 7-12 in core academic courses is 19.

Description of local, state, and federal mandates that impact the district

As with all school districts in New York State, Prattsburgh CSD must follow the requirements of the Commissioner’s Regulations on Education, Parts 100 and 200. Part 100 details the content of the educational program that must be presented. Part 200 details the state interpretation and additional mandates to PL94-142, the federal Special Education Law.

While the state legislature does initiate legislation directing components of the educational program, rarely, do they legislate graduation requirements. That task is left to the state Board of Regents who are non-elected officials.

Federal mandates for provision of the education program are generally monitored by the state education department who, in order to maintain eligibility for flow through funding must align its guidelines with the federal No Child Left Behind Act and the Individuals with Disabilities Education Act.

The commissioner’s regulations describing curriculum, credit, and graduation requirements can be accessed at the following link:

<http://www.emsc.nysed.gov/part100/pages/topics.html>

Although the main school building houses the PK-12 program, the program is broken down into two subgroups. The primary elementary program consists of PK-6 with ½ day PK and full day kindergarten. Students are taught by a classroom teacher who is responsible for the core subjects except for science which is taught by a specialist. Library Science, art, music, computer technology, and Physical Education are also taught weekly by specialists.

In grades 7-12, the students attend traditional style classes 41 minutes in length with teachers certified in the subject areas that they teach.

Description of Educational Programs

- Junior High Lab program to improve parental and classroom teacher communication
- Elimination of over town lunch pass for junior high
- Active Technology Committee:
- Match software applications with curriculum and standards
- Board adoption of keyboarding curriculum K-12
- Adoption of K-12 Scope and Sequence
- D.A.R.E. Program grade 5
- Distance Learning Classroom
- College level programs, (Calculus, English, Economics, Accounting).
- Grade 9 health and Safety First Aid Program
- Community service and career exploration
- Advancement of Technology; i.e.
- Development of District Web Page
- A+ Hardware; Server certification courses added to schedule
- Internet licensing program
- Research on the Internet
- Senior resumes
- College scholarship search
- Development of K-12 technology scope and sequence this year
- Involved Student Council
- Literacy Volunteers
- Elementary Career Day
- Career Development Council activities
- Sophomore Career Day
- Mandatory senior shadowing
- Special education internship
- PreK Programming and parent activities
- Grade level orientation sessions with parents
- Capital project approved for new library/technology center and gymnasium
- Steuben County Mental Health Counselor
- Increased participation in school meals program.
- Increased staffing in junior high English and social studies (1/2 time teacher)
- All K-6 classes enroll less than 20 students per classroom

- Directed study lab program in junior high for all students (separate from senior high study halls)
- Creation of Study Skills Coordinator position to oversee study lab program and facilitate communication between the study lab and classroom teachers
- Study skills training program grades 4, 5, 6.
- Reduced size of instructional groups in secondary Core subjects (English, Math, Social Studies, and Science)
- Staff Development Activities, i.e., BOCES workshops for new standards and assessment training, use of technology in the classroom training – TILT (Technology Institute for Learning and Teaching), in-house programs, Health/Safety training.
- Teacher in Residence: relieves teachers to work on curriculum and assessments
- Parental Communication Tools, i.e.
- Homework hotline grades 7 and 8 (telephone and web page)
- Pupil Eligibility Policy Letters Grades 7-12
- Mandatory mid-marking period progress report
- Student/Parent homework planner Grades 5-8
- Increased placement of teacher aides K-2
- Remedial reading, elementary inclusion program
- New Math Textbook Series K-12
- Math series in-service training of faculty and support staff
- All regents in high school English, Social Studies, Science, and Foreign Language
- Selection of Terra Nova Achievement tests K-8 more aligned with State standards
- Summer school Grades pre-K-12
- Pre-K program expanded from four days to five days
- New Social Studies Textbook Series Grades 7-12
- New Science Textbook K-6
- New Junior High Science textbook
- New School Data software (Win School) allows access to more data regarding attendance and grading, grades 4-12
- Scholastic Awards Program (recognition of student achievements)
- Scholastic Awards Banquet
- Honor roll/High Honor roll recognition
- Scholastic Varsity
- Principal's Award
- Presidential Academic Fitness
- Implemented 9 period schedule day for 1999-2000
- Smaller class sizes: approximately 90% of sections in core content courses grades 7-12 seat less than 20 students
- Increased room usage
- Increased prep time for faculty (K-12)
- Addition of 1/3 teacher in Science Dept., 1/3 teacher in Math Dept., 1/3 teacher in English Dept., 2/3 teacher in Social Studies Dept.
- Reading Incentive Program K-6
- Technology Lab now open before and after school
- A.I.S./ Junior High Study Lab now located near technology lab
- New State of the Art Technology Lab

Extra Curricular and Co-Curricular Activities

- Soccer
- Tennis
- Volleyball
- Golf
- Basketball
- Baseball Softball
- Cheerleading
- Student Council
- Academic All-Stars Competition
- Math League Competition
- School Newspaper
- Color Guard
- Marching Band
- Jazz Band
- Drama Club
- Chess Club
- Ski Club

III. Description of the Unique Local Insights

District Climate

Currently, both of the administrators in the school district served in teaching and support capacities prior to moving into leadership roles. Therefore, there is a strong communication bond between the faculty and staff and the administration. The board of education is very much in step with the needs of the faculty and provides them with the resources needed to perform their jobs. The school is well kept, and the staff receives salaries at or above the levels in neighboring school districts. The number of union grievances filed in the past fifteen years is **zero**.

Staff Development Opportunities

- Teacher Center Opportunities focused on instructional practices
- BOCES opportunities focused on state learning standards
- Teacher mentor program through the Teacher in Residence Program
- “Wednesday Workshops” in house focused on technology usage in the classroom
- Graduate coursework is eligible for district reimbursement
- School district visitation program
- Principal leadership academy

District Calendar and Instructional Time

The annual calendar will have 184 to 185 instructional days divided into six marking periods and two semesters. The calendar will also contain two superintendent conference days for staff development and training. The school day runs from 8:00 AM to 2:48 PM. The school day consists of nine 41 minute periods including lunch. Students in grades 10-12 who are passing all subjects and have parent permission may leave the school building for lunch. K-6 students have a 20 minute recess and a 20 minute lunch period.

Student Timetable
Prattsburgh Central School

School starts on Tuesday, September 7, 2004!

Grade 09

ID 1517

Term 6

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 8:10am - 8:56am	Math A-1 (1) Hagadorn, Tom 315	Math A-1 (1) Hagadorn, Tom 315	Math A-1 (1) Hagadorn, Tom 315	Math A-1 (1) Hagadorn, Tom 315	Math A-1 (1) Hagadorn, Tom 315	Math A-1 (1) Hagadorn, Tom 315
2 8:59am - 9:40am	English 9 Rege... Smith, Craig 202	English 9 Rege... Smith, Craig 202	English 9 Rege... Smith, Craig 202	English 9 Rege... Smith, Craig 202	English 9 Rege... Smith, Craig 202	English 9 Rege... (2) Smith, Craig 202
3 9:43am - 10:24am	Spanish I Reg... (1) Breuer, Carol 320	Spanish I Reg... (1) Breuer, Carol 320	Spanish I Reg... (1) Breuer, Carol 320	Spanish I Reg... (1) Breuer, Carol 320	Spanish I Reg... (1) Breuer, Carol 320	Spanish I Reg... (1) Breuer, Carol 320
4 10:27am - 11:08am	Global 9 Regents Burd, George 304	Global 9 Regents Burd, George 304	Global 9 Regents Burd, George 304	Global 9 Regents Burd, George 304	Global 9 Regents Burd, George 304	Global 9 Regents (2) Burd, George 304
5 11:11am - 11:52am	Living Environ... (1) Patti, Bill 101	Living Environ... (1) Patti, Bill 101	Living Environ... (1) Patti, Bill 101	Living Environ... (1) Patti, Bill 101	Living Environ... (1) Patti, Bill 101	Living Environ... (1) Patti, Bill 101
6 11:55am - 12:36pm	Lunch 7-12 (1) CAFEA	Lunch 7-12 (1) CAFEA	Lunch 7-12 (1) CAFEA	Lunch 7-12 (1) CAFEA	Lunch 7-12 (1) CAFEA	Lunch 7-12 (1) CAFEA
7 12:39pm - 1:20pm	Health 9 (1) Stockton, Teresa AUXCL2	Physical Educ... (6) Ulmer, Daniel GYMB	Health 9 (1) Stockton, Teresa AUXCL2	Physical Educ... (6) Ulmer, Daniel GYMB	Health 9 (1) Stockton, Teresa AUXCL2	Physical Educ... (6) Ulmer, Daniel GYMB
8 1:23pm - 2:04pm	Liv. Env. Lab (1) Patti, Bill 101	Jr High Lab 9 (71) 240A	Jr High Lab 9 (80) 240A	Jr High Lab 9 (89) 240A	Jr High Lab 9 (98) 240A	Jr High Lab 9 (107) 240A
9 2:07pm - 2:48pm	Studio In Art (1) Kukuk, Harry 329	Music In Our Li... (1) Moore, Laura 307	Studio In Art (1) Kukuk, Harry 329	Music In Our Li... (1) Moore, Laura 307	Studio In Art (1) Kukuk, Harry 329	Music In Our Li... (1) Moore, Laura 307

Competitive Position in the Education Sector

In our 21 school district BOCES, the Prattsburgh Central School District consistently ranks among the top three districts in all reported categories with the exception of middle school language arts. Although we are considered by state classification as a high need rural school district, we consistently outperform low need and suburban school districts.

IV. District and Community Resources

Community Resources

The Prattsburgh Central School District is 17 miles from a movie theatre or from a fast food restaurant. Community resources separate from the school district are few and not localized. The Rotary club provides an activity program periodically throughout the year, and the town library holds Saturday read aloud programs. There is a summer baseball and soccer program run by the town and supported by the school district. A local church runs a summer lunch program for all children.

Key Partnerships

There are three key partnerships that support the educational program. The first is the partnership developed with two neighboring school districts to jointly run programs for high-need special education students. This program allows all three districts to serve this population in small rural settings in or near their home school at a significant cost savings.

The second key partnership is with our Board of Cooperative Educational Services which provides specialized occupational education services to 11th and 12th grade students at a large center approximately 40 miles from the home school.

The third key partnership is with the County Mental Health Department who provides contracted mental health services to students and community members out of an office in the school building.

Approach to Performance Improvement

The district monitors performance on a continuous basis. Through the Teacher in Residence Staff development program is focused on analysis of and improvement of the key indicators of school district success as reported in the School District Report Card published by the State education Department. Programming in staff development and instructional decisions are planned and monitored through this program.

V. Current Community Perception

In New York State, residents of voting age are eligible to vote on the annual school budget and for school board members. For the past ten years, the school budget has been approved by an average of 80% of the voters. In the past five years, the district has asked for approval of two multi-million dollar school referendums for capital construction. Both referendums passed with an excess of 70% yes votes.

Although tracking of graduates has been difficult, there is anecdotal evidence that students are achieving their goals after graduation. Several students in the past five years have attended and graduated from Ivy League colleges. Many students have graduated from the local Agriculture and Technology college and have returned to the area to find steady jobs in agriculture. There are several graduates who have returned to teach in the district. At least seven graduates have served overseas in the War on Terror. Two students work for ESPN after graduating from quality communications programs.

Annually, approximately 150 individuals attend the alumni banquet

VII. Comprehensive District Education Planning (CDEP) Committee

Each year, the Prattsburgh Central School develops a Comprehensive District Education Planning Committee to evaluate the programs from the previous school year, and to develop plans for the following school year. This committee consists of people from every constituency group represented in the school district.

Name	Title	Constituencies Represented
Joseph Rumsey	District Superintendent	Administration/BSDM
Kory Bay	PreK-12 Principal	Administration/BSDM
Aimee Bristol	Guidance Counselor	BSDM
Barb Lisefski	CSE Chair	Special Education Administration
Cynthia Schofield	Title 1 Reading Specialist	AIS/ Elementary Reading Teacher
Deborah Wallace	Information Technology Director, Secondary Business Teacher	Information Technology Director, Classroom teacher
Jan McMaster	Family Worker	Pupil Personnel Staff/ CPSE Chair
James Wall	Secondary Science Teacher	Secondary Classroom Teacher
Brian Fleet	Elementary Teacher	Elementary Classroom Teacher
Stephanie VanDelinder	Secondary Math Teacher	Secondary Classroom Teacher
Jeffery Herrick	Elementary Teacher	Elementary Classroom Teacher

Brian Robbins	Board of Education	Board of Education/BSDM
Katheryn Ellison	BOCES Teacher-in-Residence	Curriculum and Staff Development
Roxy Elward Amy Shick	Parent of CSE Child Parent/BSDM	Parent of CSE Child Representative Parent/BSDM

VIII. District Self-Evaluation

The following is the evaluation of the 2007-2008 school year.

EVALUATION (2007-2008)

SCHOOL DISTRICT: Prattsburgh Central School

BEDS Code: 572301040000

2007-2008 Goal/Target	Success Indicator	How Did We Do?	Why?	Implications for Updated Plan
1. Continue to use Early Literacy Profile (K-3) and new report card to track individual	<ul style="list-style-type: none"> • All K-3 students were administered an Early Literacy Profile and/or assessed by the primary report card. • ELP also modified to align with new K-3 report card. 	<ul style="list-style-type: none"> • Did not meet 90% benchmark. • Teachers did not use a consistent measure so that all students were assessed uniformly • ELP pamphlet was developed for teachers to use to ensure consistent implementation 	<ul style="list-style-type: none"> • The need for more involvement by special ed and Title I providers 	<ul style="list-style-type: none"> • System is in place to analyze student performance • Data Analysis • Need to utilize TIR to train new staff and veteran staff to ensure consistency • Need to utilize time to collaborate

<p>2. Continue to improve academic support to regular classroom curriculum via special education teachers (i.e., resource room, remediation, speech, and counseling).</p>	<ul style="list-style-type: none"> • Staff development activity minutes indicate involvement of all teachers and there is evidence of interdisciplinary activities that occurred • Teacher in Residence notes • Involvement of special education teachers in the regular classroom through push in opportunities 	<ul style="list-style-type: none"> • Showed improvement • Still needs improvement • Continue to use interdisciplinary projects developed during 2004-2005, 2005-2006, and 2006-2007 school years • Continue to have special education teachers push in to the regular classroom • The gap between special education assessment scores and regular education test scores is still too large 	<ul style="list-style-type: none"> • More planning time needed • More communication between regular education teachers and special education teachers needed 	<ul style="list-style-type: none"> • Continue staff development activities • More efficient use of planning time. • Emphasis on Teacher in Residence • Continue to provide resources and time to plan interdisciplinary projects • With new 3-8 testing program in place, communication between regular and special education teachers is vital to prepare special education students for assessments
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<p>3. Continue to improve academic support to regular classroom curriculum via special area teachers (i.e., library, art, physical education, and music).</p>	<ul style="list-style-type: none"> • Teacher in Residence notes 	<ul style="list-style-type: none"> • Teacher in Residence notes indicate that teachers are not implementing or developing interdisciplinary projects at an acceptable rate • Need to continue to use and develop more interdisciplinary projects • Implemented new special area report cards 	<ul style="list-style-type: none"> • Teachers have an awareness of special area standards 	<ul style="list-style-type: none"> • Continue development and use of interdisciplinary projects • Continue use of newly developed special area report card • Review special area report cards with turnover of staff
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<p>4. Continue to establish continuity of Technology program K-12 to ensure improved student skills in applied technology and research technology by implementing K-12 scope and sequence</p>	<ul style="list-style-type: none"> • Develop and implement K-12 technology scope and sequence 	<ul style="list-style-type: none"> • K-12 scope and sequence was not completed in 2006-2007 because the focus was on 3-8 testing 	<ul style="list-style-type: none"> • Not time to implement new plan 	<ul style="list-style-type: none"> • Implementation of scope and sequence in 2008-2009 • Develop consistency of research methods K-12
<p>5. Continue to develop philosophies and strategies to prepare students in grades five and six for the academic and social transition to grade 7</p>	<ul style="list-style-type: none"> • Students maintain academic standing from 6th to 7th grades 	<ul style="list-style-type: none"> • Students are involved in many activities to ease transition • Need to make transition activities more authentic 	<ul style="list-style-type: none"> • Data shows that PCS students struggle academically with the transition from 6th grade to 7th grade 	<ul style="list-style-type: none"> • Continue transition activities in 2008-2009
<p>6. Improve percent of students achieving mastery level on state assessments</p>	<ul style="list-style-type: none"> • 40 % of students will achieve at mastery level (85% or better on Regents exams and a level 4 on state ELA and Math 4 and 8 exams) 	<ul style="list-style-type: none"> • Data shows that PCS students are not consistently achieving at a goal of 40% at mastery level • Data shows that the number of students scoring at a mastery level is increasing 	<ul style="list-style-type: none"> • The focus has been on passing and not on mastery 	<ul style="list-style-type: none"> • Continue to analyze data to move students to a mastery level • Use TIR time to develop and analyze best practices • Focus on differentiated instruction

<p>7. Continue to increase parallel tasks and interdisciplinary activities in four core academic areas</p>	<ul style="list-style-type: none"> • Teachers developing and implementing new interdisciplinary projects • Teachers implementing past interdisciplinary projects • Teachers utilizing Teacher in Residence for resources 	<ul style="list-style-type: none"> • More teachers are participating • Not all teachers are participating • Not all projects are being implemented the following year • Standard form not required this year, so utilization of projects declined 	<ul style="list-style-type: none"> • Teachers are comfortable working with others to naturally integrate • Some teachers need Teacher in Residence • Without mandatory form, projects were not a priority 	<ul style="list-style-type: none"> • Continue to offer Teacher in Residence for assistance in development of projects • Continue to develop and implement two projects per year • Continue to implement projects developed in past years • Possible return to completion of form
<p>8. Continue to review and revise K-12 Math Curriculum</p>	<ul style="list-style-type: none"> • Develop scope and sequence for 3-8 Math 	<ul style="list-style-type: none"> • PCS did develop 3-8 scope and sequence • Began to review and revise 9-12 curriculum to accommodate transition of state Regents exams 	<ul style="list-style-type: none"> • New state requirements for 3-8 Math curriculum • State is transitioning to new assessments 	<ul style="list-style-type: none"> • Review, revise, and implement new 3-8 scope and sequence to prepare for NYS 3-8 testing program • With 9-12 assessments in transition, curriculum needs to be analyzed and adjusted accordingly

<p>9. Continue to review and revise K-12 English Language Arts Curriculum</p>	<ul style="list-style-type: none"> • Develop scope and sequence for 3-8 ELA 	<ul style="list-style-type: none"> • PCS did NOT develop 3-8 scope and sequence • Based on lower assessment scores from 2005-2006, time was spent conducting gap analyses and identification of best practices 	<ul style="list-style-type: none"> • New state requirements for 3-8 ELA curriculum 	<ul style="list-style-type: none"> • Review, revise, and implement new 3-8 scope and sequence to prepare for NYS 3-8 testing program
<p>10. Continue to review Global Studies results from the previous three years to identify areas in need of improvement for instruction and curriculum development</p>	<ul style="list-style-type: none"> • Increase level of students passing exam • Increase level of students achieving mastery level (85%+) 	<ul style="list-style-type: none"> • Increase in number of students passing • Need to increase number of students scoring at mastery level 	<ul style="list-style-type: none"> • Levels are still not up to district standards of performance 	<ul style="list-style-type: none"> • Continue to review and revise for 2008-2009
<p>11. Develop science curriculum scope and sequence that will increase integration of science and technology (i.e., probes, virtual laboratories, etc.)</p>	<ul style="list-style-type: none"> • Teacher in Residence minutes demonstrate participation of all teachers in utilization of technology 	<ul style="list-style-type: none"> • Less utilization by teachers • Need for more improvement and more use of probes and virtual laboratories 	<ul style="list-style-type: none"> • Teachers still need training in how to use technology effectively 	<ul style="list-style-type: none"> • Continue to develop plan for 2008-2009 • TIR time needed to train teachers

<p>12. Offer more college level and advanced courses to more students</p>	<ul style="list-style-type: none"> • More students will be taking more courses 	<ul style="list-style-type: none"> • Course offerings and enrollments drastically improved 	<ul style="list-style-type: none"> • More teachers were certified to teach the courses • Many students are motivated to achieve college credit while still in high school 	<ul style="list-style-type: none"> • The district wants to continue to offer more advanced courses for students
<p>13. Implement AIS Direct</p>	<ul style="list-style-type: none"> • The program will be implemented and utilized consistently 	<ul style="list-style-type: none"> • Program was NOT implemented and used consistently 	<ul style="list-style-type: none"> • Teachers did not have sufficient training • Resistance by teachers to learn and use new program 	<ul style="list-style-type: none"> • With NCLB mandates in place, AIS Direct has to be implemented to ensure the district is meeting all requirements
<p>14. Improve communication</p> <ul style="list-style-type: none"> • School to parent • Teacher to teacher 	<ul style="list-style-type: none"> • Parents will get progress reports in a timely fashion • Teachers will communicate with each other to increase student achievement • Utilization of staff portal 	<ul style="list-style-type: none"> • Communication was improved • Communication is still not at an optimum level • Portal is still not used consistently and it is not as user friendly as it could be 	<ul style="list-style-type: none"> • With an increase in responsibilities, teachers get focused on their classrooms alone 	<ul style="list-style-type: none"> • The district plans to continue to improve communication • Staff portal is going to be updated to become more user friendly

IX. District Goals and Areas for Improvement

The CDEP committee develops goals for the district to accomplish in the upcoming school year.

DISTRICT NEEDS/AREAS FOR IMPROVEMENT (2008-2009)

Prattsburgh Central School District
BEDS Code 572301040000

Needs (State or Local)	Root Causes	Rationale for Needs Selected
1. Continue to use Early Literacy Profile (K-3) and new report card to track individual student progress.	<ul style="list-style-type: none"> ➤ Emphasis on academic achievement in English/ Language Arts by grade 3. 	<ul style="list-style-type: none"> ➤ Align K-3 scope and sequence to mirror 3-8 scope and sequence ➤ 3-8 testing program ➤ Provide feedback for selecting appropriate instructional materials.
2. Continue to improve academic support to regular classroom curriculum via special education teachers; i.e., resource room, remediation, speech, and counseling.	<ul style="list-style-type: none"> ➤ NYS requirements for special education students to take state tests. ➤ Students spend significant amount of school day with teachers other than regular classroom teacher. 	<ul style="list-style-type: none"> ➤ Narrow the gap between regular education and special education students. ➤ The district is in safe harbor for special education assessment scores on District Report Card ➤ Specific role of each special area teacher needs to be better identified
3. Continue to improve academic support to regular classroom curriculum via special area teachers; i.e. library, art, physical education and music.	<ul style="list-style-type: none"> ➤ Students spend significant amount of school day with teachers other than regular classroom teacher. ➤ Teachers are not utilizing common planning time effectively 	<ul style="list-style-type: none"> ➤ Comprehensive alignment of programs ➤ Total pullout time affecting percentage of regular classroom academic time on task. ➤ Communication between regular classroom teacher and special classroom teacher is weak ➤ Increased student time with regular classroom teacher via scheduling changes. ➤ Review and revision of report card.

Needs (State or Local)	Root Causes	Rationale for Needs Selected
4. Continue to establish continuity of Technology program PreK-12 to ensure improved student skills in applied technology and research technology by development of a K-12 scope and sequence. Also, include Internet safety and proper use of verified sources.	<ul style="list-style-type: none"> ➤ NYS Math Science technology standards require on-going development of new skills. ➤ Student research skills not currently taught as a curriculum item until grades 11 and 12. ➤ Students are expected to use a number of different sources 	<ul style="list-style-type: none"> ➤ Students in grades 11 and 12 are asked to do major research papers with inconsistent development of skills in earlier grades. ➤ Science scores reflect the needs for students to be involved in more hands-on, experiential science activities
5. Continue to develop philosophies and strategies to prepare students in grades five and six for the academic and social transition to grade 7.	<ul style="list-style-type: none"> ➤ Expected increase in independence by the junior high staff. ➤ Increase in opportunity and exposure to activities available to students in grades 7-12. 	<ul style="list-style-type: none"> ➤ Decline in student's cumulative averages between sixth and seventh grade. ➤ Need for better collaboration between parents, teachers, and academic support personnel. ➤ Homework completion rate declines between sixth and seventh grade. ➤ There is a need to prepare students to balance academics with extracurricular activities
6. Continue to improve % of students achieving mastery level in commencement local examinations.	<ul style="list-style-type: none"> ➤ Focus on passing rather than mastery. 	<ul style="list-style-type: none"> ➤ Students' mastery level in ELA, Science, Soc. St. and Math not meeting local standards.
7. Continue use of parallel tasks and interdisciplinary activities in four core academic areas.	<ul style="list-style-type: none"> ➤ Integration of core academic areas and special area teachers ➤ Teachers are not consistently utilizing already developed projects ➤ Standard form was not required during 2006-2007 	<ul style="list-style-type: none"> ➤ Create opportunities to allow interdisciplinary instruction to take place ➤ Background has been provided through the Teacher-in-Residence program ➤ Establish connections between differential learning and more effective delivery of content across the curriculum.

Needs (State or Local)	Root Causes	Rationale for Needs Selected
8. Continue to review and revise K-12 math curriculum	<ul style="list-style-type: none"> ➤ Implementation of new NYS testing program requires alignment 3-8 ➤ Implementation of new NYS assessment program for 9-12 (transitioning from Math A and Math B to Algebra, Geometry, and Trigonometry) ➤ New staff members in the district 	<ul style="list-style-type: none"> ➤ Development of New York State 3-8 testing program for mathematics ➤ Common assessments need to be developed to align to new 3-8 testing program ➤ Curriculum needs to be adjusted in response to NYS assessment shift 9-12
9. Continue to review and revise K-12 English Language Arts curriculum	<ul style="list-style-type: none"> ➤ Curriculum still not aligned on a 3-8 level ➤ 7th and 8th grade results still lower than 3rd-6th grade results 	<ul style="list-style-type: none"> ➤ Development of New York State 3-8 testing program for English Language Arts ➤ Common assessments need to be developed to align to new 3-8 testing program ➤ District is proposing to purchase a new reading series (K-6) for 2008-2009, so evaluation needs to be done in 2007-2008
10. Continue to review Global Studies results from the previous three years and scope and sequence to identify areas in need of improvement for instruction and curriculum development.	<ul style="list-style-type: none"> ➤ Results continued to improve, but are still not up to local standards ➤ With passing results increasing, mastery level needs to improve 	<ul style="list-style-type: none"> ➤ Teachers will need continued support in developing and implementing curriculum
11. Review K-12 science results and identify areas in need of improvement	<ul style="list-style-type: none"> ➤ Percentage of students passing Regents exams in Chemistry and Physics are below district standards ➤ Percentage of students scoring at the mastery level on Regents exams in Chemistry and Physics are below district standards ➤ Technology not utilized 	<ul style="list-style-type: none"> ➤ Teacher in Residence time will be utilized to look at the data from the past two years ➤ New staff members to the district ➤ Improvement plans will be developed and implemented to improve results

Needs (State or Local)	Root Causes	Rationale for Needs Selected
11. Continue to improve percentage of students scoring at the mastery level on all Regents exams (85+).	<ul style="list-style-type: none"> ➤ Focus on passing rather than mastery 	<ul style="list-style-type: none"> ➤ Students have opportunities to achieve higher level diplomas ➤ PCS has done well to get students through state exams, but needs to increase the number of students at the mastery level (40%)
12. Item analysis of identified cohort group (Class of 2017) for state and local assessments at each grade level from 3 rd through 8 th gr. (CSPD identified cohort group)	<ul style="list-style-type: none"> ➤ 8th grade tests show a lower success rate than at grade 4 or in high school ➤ Potential root causes to be examined range from the need for a more defined middle school scope and sequence, more professional development for middle school staff, and poor transition from elementary to junior high for developing adolescents. 	<ul style="list-style-type: none"> ➤ This item analysis will provide data to diagnose strengths and weaknesses of students on a regular basis. ➤ TIR Curriculum Mentor will meet with middle school staff bi-monthly to monitor progress and instructional approach. SETRC Professional Development will meet through TIR process bi-annually for support. ➤ Long-range goal (6 years) to have 90% students in this cohort reach level 3 on 8th gr. Assessment in ELA and Math and 40% students achieve level 4 in ELA and Math. ➤ Achievement gap between Special Education and General Education students
13. Continue to offer more college level and advanced classes to more students	<ul style="list-style-type: none"> ➤ The focus has been passing ➤ Higher level students still lack opportunities for advancement 	<ul style="list-style-type: none"> ➤ Higher level students still need more opportunity for college credit and academic advancement

Needs (State or Local)	Root Causes	Rationale for Needs Selected
14. Implement AIS Direct	➤ Federal and state regulations for reporting AIS services	<ul style="list-style-type: none"> ➤ There is a need for increased documentation of services ➤ There is a need to develop individualized instructional plans for AIS students
15. Continue to improve communication <ul style="list-style-type: none"> • School to parent • Teacher to teacher 	➤ Progress reports have not been serving the purpose they were intended to serve	<ul style="list-style-type: none"> ➤ There is still a need for more effective reporting to parents ➤ There is a still need for consistent communication between teachers

X. Implementation Plan

The CDEP Committee develops an implementation plan based on district goals and areas for improvement.

IMPLEMENTATION PLAN

Prattsburgh Central School District
BEDS Code 572301040000

Implementation Plan:

Need:

KRA 1.0 – CORE CONTENT AREA ASSESSMENTS: TERRA NOVA (TN) /LOCAL WRITING PERFORMANCE (LWP) 1999-2009 Kindergarten –Grade 2

- We will design and implement strategies that will result in 90% of all students achieving above the 40th percentile in grades K, 1, and 2 in the content areas of Reading, Language, Math, Social Studies, and Science. (Exception, K, reading and math only.)
 - 90% of students will achieve the locally established reference point on the LWP in grades K, 1, and 2. In the K-2 grade levels, this will include the reference points for listening and speaking.

What Strategies	How Major Tasks/Activities	Who Target Population	When Dates	Support Funding Sources To Be Used	Responsibility Who Does It
1.1 To continue in-service training for all teachers in the utilization of the Early Literacy Profile process.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	PreK-3	June 2003 – June 2009	Local, State Aid, Title I, PreK funding	Teacher –in Residence, Assistant Superintendent, Title I Reading Coordinator.
1.2.To continue the sequential process for introducing supplemental curriculum materials and building professional library/database without duplication by grade level.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	PreK – 12	June 2003 – June 2009	Local, State Aid	Teacher-in-Residence, Administration

What Strategies	How Major Tasks/Activities	Who Target Population	When Dates	Support Funding Sources To Be Used	Responsibility Who Does It
1.3.To expand read aloud opportunities so that all students in grades Pre-k-6 do so at least once a week.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	PreK-6	June 2002 – June 2009	Local, State Aid	Librarian, Classroom Teachers, Grades PreK-6, remedial reading teacher.
1.4.To require all students in grades 5 and 6 to maintain a learning log.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 5 and 6	June 2003 – June 2009	Local, State Aid	Grades 5 and 6 teachers.
1.5. To continue to involve special education teachers in all professional development regarding language arts standards.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Special Education Teaching Staff	June 2003– June 2009	Local, State Aid, PL 194	Special Education Teachers, Teacher in Residence, Administration
1.6. To refine the format for the English/ Language Arts portfolio for all students in grades K-6.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-6	June 2003– June 2009	Local, State Aid	Teacher in Residence, Grades K-6 Teachers, Title I Reading Coordinator
1.7. Implement AIS Direct	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-12	June 2006-June 2009	Local, State Aid	Assistant Superintendent, Teacher in Residence, Classroom teachers, AIS teachers, Title I coordinator

IMPLEMENTATION PLAN

Prattsburgh Central School District
BEDS Code 572301040000

Implementation Plan: Key Result Areas

KRA 2.0 - ELA ASSESSMENT 2006-2009

- We will design and implement strategies which will result in 90% of the student population achieving at the reference point and 40% achieving with distinction on the Grades 3-8 SED ELA assessments.

What	How	Who	When	Support	Responsibility
Strategies	Major Tasks/Activities	Target Population	Dates	Funding Sources To Be Used	Who Does It
2.1. To continue to involve special education teachers in all professional development regarding language arts standards.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Special Education Teaching Staff	June 2003 – June 2009	Local, State Aid, PL 194	Special Education Teachers, Teacher in Residence, Administration
2.2. To continue the “Non-Tenured Teacher Program” regarding planning assessment, instruction, and classroom management.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Non-Tenured Teachers	June 2003- June 2009	Local, State Aid	Teacher-in-Residence, Administration
2.3. To conduct an annual item-analysis on achievement scores from current 3 rd grade (class of 2017) until 8 th grade to improve academic needs.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 3-8	June 2007- June 2012	Local, State Aid	Teacher-in-Residence, SETRC Administration, Grades 3-8 Teachers
2.4. To continue to ease the transition to the new NYS ELA 3-8 testing, particularly for at risk populations	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 3-8	June 2006- June 2009	Local, State Aid	Teacher-in-Residence, Administration, Grades 3-8 Teachers
2.5. To continue to review and revise K-12 ELA scope and sequence	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-12	June 2006- June 2009	Local, State Aid	Teacher-in-Residence, Administration, Grades K-12 Teachers

2.6. To continue to develop and implement interdisciplinary projects in grades preK-12	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades pre K-12	June 2006- June 2009	Local, State Aid	Teacher-in-Residence, Administration, Grades K-12 Teachers
2.7. To develop common grade level bench mark assessments for grades K-12	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-12	June 2006- June 2009	Local, State Aid	Teacher-in-Residence, Administration, Grades K-12 Teachers
2.8. Implement AIS Direct	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-12	June 2006-2009	Local, State Aid	Assistant Superintendent, Teacher in Residence, Classroom teachers, AIS teachers, Title I coordinator

IMPLEMENTATION PLAN

Prattsburgh Central School District
BEDS Code 572301040000

Implementation Plan: Key Result Areas

KRA #3.0 - MATH ASSESSMENT 2006-2009

- We will design and implement strategies which will result in 90% of the student population achieving at the reference point and 40% achieving with distinction on the Grades 3-8 SED MATH assessments.

What	How	Who	When	Support	Responsibility
Strategies	Major Tasks/Activities	Target Population	Dates	Funding Sources To Be Used	Who Does It
3.1 To implement a locally developed performance assessment to compliment the Terra Nova norm referenced assessment.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-3/ 5-7	June 2003 – June 2009	Local, State aid, Title II, Title I	Test Coordinator, Administration
3.2. To continue to involve special education teachers in all professional development regarding math standards.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Special Education Teaching Staff	June 2003 – June 2009	Local, State Aid, PL 194	Special Education Teachers, Teacher in Residence, Administration
3.3 To continue the “Non-Tenured Teacher Program” regarding planning assessment, instruction, and classroom management.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Non-Tenured Teachers	June 2003- June 2009	Local, State Aid	Teacher-in-Residence, Administration
3.4. To conduct an annual item-analysis on achievement scores from current 3 rd grade (class of 2017) until 8 th grade to improve academic needs.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 3-8	June 2007- June 2012	Local, State Aid	Teacher-in-Residence, SETRC Administration, Grades 3-8 Teachers
3.5. To continue to review and revise K-12 Math scope and sequence	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-12	June 2006- June 2009	Local, State Aid	Teacher-in-Residence, Administration, Grades K-12 Teachers

3.6. To continue to ease the transition to the new NYS Math 3-8 testing, particularly for at risk populations	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 3-8	June 2006- June 2009	Local, State Aid	Teacher-in-Residence, Administration, Grades 3-8 Teachers
3.7. To continue to develop and implement interdisciplinary projects in grades preK-12	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades preK-12	June 2006- June 2009	Local, State Aid	Teacher-in-Residence, Administration, Grades K-12 Teachers
3.8. To develop common grade level bench mark assessments for grades K-12	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-12	June 2006- June 2009	Local, State Aid	Teacher-in-Residence, Administration, Grades K-12 Teachers
3.9. Implement AIS Direct	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-12	June 2006-2009	Local, State Aid	Assistant Superintendent, Teacher in Residence, Classroom teachers, AIS teachers, Title I coordinator

IMPLEMENTATION PLAN

Prattsburgh Central School District
BEDS Code 572301040000

Implementation Plan: Key Result Areas

KRA #4.0 –REQUIRED AND ELECTIVE REGENTS EXAMINATIONS 2003-2009

- We will design and implement strategies, which will result in 90% of all students passing required Regents exams with 40% achieving with distinction.
- We will design and implement strategies, which will result in 90% of all students passing elective Regents exams with 50% achieving with distinction.
- We will design and implement strategies, which will result in the percentage of students with disabilities receiving a regular diploma will match the percentage of all students receiving a local diploma.
- We will design and implement strategies which will result in students passing required State Occupational Education examinations at the same rate as all students.

What	How	Who	When	Support	Responsibility
Strategies	Major Tasks/Activities	Target Population	Dates	Funding Sources To Be Used	Who Does It
4.1. Structured senior high study halls with monitors who will continue to coordinate with regular classroom teachers for students in grades 9	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grade 9	June 2003- June 2009	Local, State Aid	Administration
4.2. To implement an interdisciplinary project in grades 7-12 that will partner multiple content areas a minimum of once per semester (ie. ELA, SS, Science, Tech, PE, Math).	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 7-12	June 2003- June 2009	Local, State Aid	Teacher-in-Residence and Classroom Teachers

What Strategies	How Major Tasks/Activities	Who Target Population	When Dates	Support Funding Sources To Be Used	Responsibility Who Does It
4.3.Students with disabilities: To continue a process in which the Special Education staff will communicate on a weekly basis regarding students they share with regular education teachers.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 7-12	June 2003- June 2009	Local, State Aid, PL94, Title I	CSE Chair, Assistant Superintendent
4.4.Students with disabilities: To continue to explore and provide recommendations for flexible scheduling or course offerings to students with disabilities attempting to earn a regular diploma.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 7-12	June 2003- June 2009	Local, State Aid, PL94	CSE Chair, Assistant Superintendent and Guidance Counselor
4.5 Review Global Studies results and develop best practices to increase student achievement on the Global Studies Regents	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 9-10	June 2005-2009	Local, State Aid	Assistant Superintendent, Teacher in Residence, Classroom teachers
4.6 Review, revise, and implement K-12 technology curriculum to include Internet safety and proper use of verified sources	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-12	June 2005-2009	Local, State Aid	Assistant Superintendent, Teacher in Residence, Classroom teachers
4.7 Review, revise, and implement K-12 science curriculum	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-12	June 2007-June 2009	Local, State Aid	Assistant Superintendent, Teacher in Residence, Classroom teachers
4.8. Implement AIS Direct	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-12	June 2006-June 2008	Local, State Aid	Assistant Superintendent, Teacher in Residence, Classroom teachers, AIS teachers, Title I coordinator

What	How	Who	When	Support	Responsibility
Strategies	Major Tasks/Activities	Target Population	Dates	Funding Sources To Be Used	Who Does It
4.9. Implement college and advanced courses	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 9-12	June 2006-June 2009	Local, State Aid	Assistant Superintendent, Teacher in Residence, Classroom teachers

IMPLEMENTATION PLAN

Prattsburgh Central School District
BEDS Code 572301040000

Implementation Plan: General Action Plans

What	How	Who	When	Support	Responsibility
Strategies	Major Tasks/Activities	Target Population	Dates	Funding Sources To Be Used	Who Does It
5.1.To continue to schedule common planning and prep time in the elementary schedule once per week.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Elementary regular and special area teachers.	June 2003- June 2009	Local, State Aid, Title 1	Administration and Teacher-in-Residence, Guidance Counselor
5.2.To design a library media specialist program which will allow direct interaction with all students in grades 7, 8 and 9 to assist in the core areas in research skills and information acquisitions.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 7-9	June 2003- June 2009	Local, State Aid, Title VI	Librarian and Administration
5.3.To continue interdisciplinary units in K-6 where the special area instructors ie: Library, art, music and physical education will partner with regular classroom teachers on a continuous and on-going basis.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades K-6	June 2003- June 2009	Local, State Aid, Title II, Title VI	Administration, and Teacher-in-Residence, Guidance
5.4. Establish practices and a schedule that will aid teachers in grades 5 and 6 as they prepare students for the junior high.	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades 5 and 6	June 2003- June 2009	Local, State Aid	Administration, Teachers grade five and six, Guidance
5.5. To establish practices that improve the communication from school to parents	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades PreK-12	June 2006-June 2009	Local, State Aid	Teacher in Residence, Administration, Teachers grade PreK-12

5.6. To establish practices that improve the communication between teachers	Individuals responsible will develop activities and utilize corresponding Action Plan Worksheet (Attachment 4)	Grades Prek-12	June 2006-June 2009	Local, State Aid	Teacher in Residence, Administration, Teachers grade PreK-12.
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XII. Assessing and Reporting Results

ASSESSING AND REPORTING RESULTS

Prattsburgh Central School District
BEDS Code 572301040000

1. Describe the performance indicators you have developed to assess the effectiveness of the strategies you identified in Section X.

Reference Measurement Matrices
KRA 1.0, 2.0, 3.0, 4.0 (See Attachment 1)

2. Explain how the district and the planning committee will use evaluation results and data to revise strategies.

The District Resource Team will analyze the three year goal utilizing one year targets. Additionally, the entire K-12 faculty will examine critical indicators of success at marking periods four times per year K-3,-three times per year and grades 9-12. Additional Action Plans will be generated as appropriate. The comprehensive planning process will occur on an annual basis.

3. Explain how the district will disseminate its evaluation results to the public.

Board Presentation
Faculty In-Service
Public Dissemination of School Report Card
District Newsletter
District Web Page
District Shard Decision Making Presentation

Prattsburgh Central School District

List of Plans Included in This Comprehensive District Education Plan			
Note: These applications must be submitted separately to SED. Funding should be reflected in CDEP			
X	IASA Consolidated Application Titles I, II, IV, and VI		VATEA
	State Limited English Proficiency		Categorical Reading
	Emergency Immigrant education		Youth at Risk
X	PCEN		Magnet Schools
X	Early Grade Intervention		AI/DP
Note: These plans may be included in CDEP. If not they must be on file or submitted depending on instructions.			
X	Technology	X	Academic Intervention Services
X	Professional Development	X	Annual Professional Performance Review (APPR)
X	Guidance	X	Operating Standards Aid
X	Local Assistance Plan	X	Comprehensive System of Personnel Development CSPD*
The following resources have no plan requirements attached to them. However, a district should use them when aligning resources to support its CDEP.			
X	Extraordinary Needs		Transportation
X	Hardware and Technology		Employment Preparation Education

X	Software, Library, Textbook	X	ERSSA
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*=Can be included in CDEP; if it is included, a copy of CDEP will be sent to VESID for review.

XIII. Assurances

ASSURANCES

Prattsburgh Central School District
BEDS Code 572301040000

Comprehensive District Education Plan Certification

The Superintendent certifies that:

- Planning was conducted as a team process.
- A school profile was developed using all key 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 building level and were a major resource in the establishment of priorities.
- The Plan meets the requirements of State of 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