



**Poughkeepsie City School District**

Delivering on the promise of a high-quality education

*Every scholar. Every day. Every classroom.*

# PROFESSIONAL DEVELOPMENT PLAN 2017-2019



## Poughkeepsie City School District Professional Development Plan

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## **Poughkeepsie City School District (PCSD) Vision for Professional Development**

This Professional Development Plan for the Poughkeepsie City School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on the overall goal of improving student achievement, specific to literacy across curricular areas.

In addition to the main goal, the plan aims to increase knowledge and use of best practices, retain new instructional staff, and to support a continuous professional learning community. The “community of practice” model – where staff members work together to collectively refine their craft – builds on the momentum from the 2016-2017 school year and supports the collaborative work focused on building a district-wide culture of literacy. We are relentless in the pursuit of excellence for students and staff across all school communities. We strive to cultivate learning environments that support adult learning strategically linked to the improvement of teacher and school leader practices as well as student outcomes.

## **Mission to Achieve Quality Learning Environments**

Our mission is to provide a comprehensive, strategic, coherent system of high-quality professional learning opportunities designed to meet the goal of ensuring that every scholar, every day, in every classroom has a highly effective teacher, and every school has a strong, instructional leader.

## **Purpose**

The purpose of the Poughkeepsie City School District’s Professional Development Plan is to provide a framework for adult learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. The ultimate goal of the plan is student achievement.

In addition to the primary goal, the plan aims to increase the knowledge and understanding of best practices, incorporate new and innovative practices, retain staff, and meet the NYSED requirements for professional development. The plan integrates the NYS core elements for professional practice, the goals of the goals of the District Comprehensive Improvement Plan, and the individual building goals of the School Comprehensive Educational Plans. It provides learning opportunities for staff aligned with major school and/or district goals identified through regular needs assessments, state reviews, and a professional development planning process. A district-wide focus on literacy using a comprehensive literacy model will be the bedrock of professional development activities, as well as a focus on developing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery and will build skills in key instructional strategies and areas of focus for the Poughkeepsie City School District.

**Theory of Action for Improvement:**

*If* the Poughkeepsie City School District...

- Aligns resources (human and fiscal) strategically to develop and support effective, high-quality school leaders and teaching staff;
- Provides targeted support to schools and implements clear standards and data-informed processes for accountability;
- Implements high-quality, robust professional development linked to improving student learning;
- Designs and delivers a rigorous, district-wide, Next Generation Learning Standards-aligned curriculum P-12;
- Aligns systemic processes and targeted support for continuous school improvement ***Then;***  
The Poughkeepsie City School District will realize statistically significant improvements in student achievement.

**The Poughkeepsie City School District Professional Development Plan promotes student achievement by providing learning opportunities for all staff aligned with major school or district goals identified through regular needs assessments, state reviews, and a professional development planning process.**

The professional development planning process is:

1. **Identify** school/district goals
  - Review existing educational goals for state, district, and schools
  - Analyze student achievement data: past, present, projected trends
  - Diagnose areas of student need
  - Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible
2. **Plan** for implementation
  - Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
  - Identify sources of expertise to assist with identified needs and goals
  - Select PD content and process at each level (district, school, team, or individual)
  - Identify sources and uses of financial resources
3. **Implement** professional development strategies

- Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
- Incorporate best practices into teaching, learning and leadership
- Identify critical factors for successful implementation

#### 4. **Monitor** progress

- Identify success measures for professional development activities Identify data sources and gathering method for each measure
- Plan for articulation of findings
- Keep records of PD implementation, participation and feedback
- Administer feedback surveys and collectively analyze results

The PCSD Professional Development Plan is a fluid document that will be informed by the needs that arise from data collected at all levels of the organization. It is a multi-year plan that must be revised yearly to address assessed needs.

### *District Goals for 2017-2019*

The Poughkeepsie City School District is committed to providing a high quality, world-class education to every scholar, every day, in every classroom. We are driven by relentless pursuit of excellence and equity for the children we serve. The focus is on ensuring that every scholar, every day, in every classroom has the opportunity for “rich and valuable” learning experiences, taught by highly skilled, competent staff in a rigorous classroom environment. To this end, the Superintendent of Schools and School Board identified five overarching goals and strategic objectives to address system-wide improvement.

**Goal 1: Academic Achievement:** Every scholar, every day, in every classroom will have access to rich and valuable learning experiences and a world-class education in the Poughkeepsie City School District, so they are on track to graduate college-ready, 21<sup>st</sup> century career-ready, and ready to become productive citizens in a global economy.

**Goal 2: Safety and Security:** All students will be educated in a safe and secure learning environment; all staff will work in an environment that is safe, secure, and respectful.

**Goal 3: Family and Community Communication and Engagement:** Families, community members, and all stakeholders will experience a customer-service oriented school system with robust, two-way communication processes and clear, transparent, timely communication about Poughkeepsie City School District. Stakeholders will be engaged as partners in a “collective responsibility” framework.

**Goal 4: Performance Management and Talent Development:** Every staff member will experience targeted support and robust learning opportunities differentiated to meet their professional learning goals.

**Goal 5: Organization Efficiency and Accountability:** The Poughkeepsie City School District will maximize organizational efficiency and accountability by ratcheting up the focus on and support for a system-wide approach to continuous growth, engaging in robust evaluation and

reflection, and committing to confronting mediocrity and developing a “shared accountability” framework for student, school, and organizational performance.

## **New York State Professional Development Standards**

### **NYS Professional Development Standards**

New York State’s professional development standards provide a blueprint for a high-quality professional development for all educators to improve instruction and to raise student achievement results. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with the New York State Learning Standards and are based on an analysis and adaptation of Learning Forward (formerly National Staff Development Council) Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning.

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

## **PCSD Professional Development Plan Strategies Aligned to NYS Professional Development Standards**

We are committed to:

- Developing a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement, drawing on research and best practices.
- Identifying training needs arising from board policies, planning (i.e., District Comprehensive Educational Plan), needs assessments (Diagnostic Tool for School and District Effectiveness and K12 Insight Annual Survey) and implementation of new curriculum and initiatives aligned to the New York State Next Generation Learning Standards
- Providing the required professional development hours as per Part 154 of the Regulations of the Commissioner and NYS's Blueprint for ELL Success.
- Implementing an effective mentoring program for new teachers to improve retention of first and second year teachers.
- Maintaining a district-wide professional development calendar to inform district staff of professional development opportunities.
- Providing intensive professional development for all teachers, instructional leaders, and principals in core subjects in reflecting system-wide priorities, policies, and procedures.
- Evaluating the effectiveness of professional development programs and initiatives.
- Enhancing communication to ensure that the curriculum and instruction needs of principals and teachers are identified and addressed.
- Maintaining a strong curriculum and assessment development committee to write curriculum and assessment aligned to the learning standards and collaborate with various stakeholders to ensure that professional development activities are aligned with standards and adult-learning principles.
- Using data and needs assessments to identify, maintain, refine, and improve the implementation of professional development at school sites and district-wide.
- Using specific literacy strategies aligned with Mission Literacy.
- Providing training and support for identified high impact instructional strategies across the District (i.e., Focused Instructional Learning Walks).
- Providing district-wide customer service (parent support and resolution of issues, phone greeting "*Delivering on the promise of a high-quality, world-class education for every scholar, every day, in every classroom in the Poughkeepsie City School District.*")
- Supporting principals and staff in the creation and implementation of school-based professional development plans aligned with school and district goals, specific to improving literacy across the curricular areas, the strategic use of data.
- Ensuring that technology is effectively used in the delivery of professional development.

## **Principles of the Poughkeepsie City School District Professional Development Plan Aligned to The National Staff Development Council Standards for Staff Development**

### **Planning**

- **Focus:** Staff development identifies a reasonable number of areas for staff to focus on to improve student achievement and grow professionally.
- **Priorities:** Priorities set at all levels and the goals of the professional development plan sustained.

### **Context**

- **Communities of Practice/Professional Learning Communities/Collaborative Meetings:** Staff development that improves the learning of all students organizes adults into learning communities whose goals align with those of the school and district.
- **Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who continuously guide instructional improvement.
- **Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

### **Process**

- **Data-Driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
- **Research-Based:** Staff development that improves the learning of all students prepares educators to apply research to decision making.
- **Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- **Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change.
- **Collaboration:** Staff development that improves learning of all students provides educators with the knowledge and skills to collaborate.

## **Content**

- **Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students' academic achievement.
- **Quality Teaching:** Staff development that improves the learning of all students depends on educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- **Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Quality professional development is a dynamic and fluid process. If appropriate structures are in place (context), a variety of best practices (processes) are used, and appropriate knowledge and skill acquisition are occurring (content), then professional development will impact student achievement.

## **Professional Development Facilitators**

The District team, principals, assistant principals, curriculum specialists, IST chairpersons, Transformation Team members, and teacher turnkeys will deliver the information during professional development opportunities. Training for turnkeys will occur throughout the year in order to ensure that quality professional development occurs. Additional outside trainers may be used based on district and building needs.

Key elements for effective professional development are the support and driving energy from building leaders and instructional leadership to ensure that the professional development, accountability actions, and follow-up are in place throughout. Building leaders will work with staff members to design effective school-based trainings aligned with school and district goals, specific to improving literacy across the curricular areas and the strategic use of data to support student learning, reduce disciplinary infractions, and attendance.

## **New York State Education Department Regulations and Requirements for Professional Development**

The new regulations as of July 2016, establish new requirements for professional development-CTLE or Continuing Teacher and Leader Education:

<http://www.highered.nysed.gov/tcert/news/newsitem05122015.html>

### ***Continuing Teacher and Leader Education (CTLE) Requirements***

Holders of professional certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a New York State school district or BOCES.

The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

Permanent classroom teacher and school leader certificate holders practicing in New York State school districts or BOCES will be subject to Registration requirements, but will not be subject to CTLE. Holders of Continuing Teaching Assistant certificates or Pupil Personnel Services (PPS) certificates such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers are not subject to Registration or CTLE requirements.

### ***Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements***

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Level III Teaching Assistant certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for English language learners.

These new Registration and CTLE requirements **do not** apply to holders of Continuing Teaching Assistant certificates and Pupil Personnel Services (PPS) certificates such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers.

### **Recordkeeping of Professional Development Hours**

The district will utilize the online software, StaffTrac, to log professional development hours. Staff tracks their professional development hours manually using anecdotal logs.

## **Professional Development Framework and Models**

Through the following methods and approaches for delivery, we will ensure that professional development that aligns with the professional development goals is continuous and sustained:

- District-Wide Staff Development Days
- Superintendent's Conference Days
- Faculty Meetings
- Grade Level Collaborative Meetings
- Department Meetings
- Communities of Practice (COP)
- Focused Instructional Learning Walks (FILWs)
- Mentor Program
- Building Level Professional Development and Trainings
- Workshops
- Curriculum Development Meetings and Initiatives
- Data Driven Instruction
- Online and On-site Professional Coursework
- Embedded Professional Development
- Vertical Team Meetings
- Lesson Study/Teacher Observation
- New Teacher Orientation
- Webinars

## **Professional Development Needs Assessment**

As part of the ongoing professional development planning cycle, the Poughkeepsie City School District reviews multiple sources.

### **Student Achievement Data**

- NYS School Report Card
- NYS and District Assessments (e.g., NYS 3-8 testing and Regents exams, NWEA MAP data K-12)
- Disaggregated Student Achievement Data
- Report Cards
- VADIR/DASA Reports
- Supervisor and Department Data Analyses and Recommendations
- Counseling and Social Work Records
- Student Attendance and Discipline Reports
- Graduation and Drop-out Rates
- Special Education Identifications and Annual Reviews
- NYS Learning Standards
- College Placement Rates

- Academic Intervention Services and RTI Records
- Scholastic Reading Benchmark Assessments (PK-5)
- College Boards (AP, SAT)

#### **Additional Data Sources**

- DTSDE Reviews
- SCEP Plans
- BEDS Data
- Professional Performance Reviews and Observations/Evaluations
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Program Reviews
- FILW Data
- Mentor Program Evaluations
- Feedback from Curriculum and Building Committees
- SED Regulations and Mandates
- Family Workshop Attendance and Participation Data

#### **Surveys**

- Professional Development Needs Assessment Survey via Google Forms
- Professional Development Evaluation Workshop
- Parent Workshop Evaluation Surveys

#### ***Needs Assessment and Analysis of Achievement of Goals***

#### **Next Steps:**

Areas of concern and challenges identified across the seven schools are the following: school culture and climate, parent/community engagement, teacher leader effectiveness, use of instructional time, data-driven instructional practices, and strategic support for students to master content (i.e., remediation, re-teach, tutoring, and academic/emotional/social interventions).

The findings highlight the importance of focusing on key levers to improve student learning and transform school environments to respond to the needs of students:

1. Developing a culture of data driven inquiry and data informed decision-making
2. Implementing and supporting instruction in coherent curriculum aligned to the Next Generation Learning Standards and
3. Cultivating teacher and school leader effectiveness.

#### **Data Driven Inquiry and Data Informed Decision-Making**

One of the primary needs identified in the DTSDE review process in the 2016-2017 school year was the need to utilize data to drive instructional improvement; the overarching goal is to ensure a results-oriented approach to using data.

The following principles guide the work in the 2017-2019 school years to foster a supportive culture of inquiry in each school community: (a) administrators and building Transformation Teams review student data in an ongoing, iterative cycle; (b) the data inquiry process focuses specifically on student attendance, student discipline and behavior, and student achievement in the core academic subjects. Teachers and school administrators will be engaged in an iterative process of data review. Each Transformation Team is tasked with the responsibility of preparing frequent data reviews that include building-specific data on demographics, student attendance, discipline and interventions, and academic achievement. Teams are asked to engage in "courageous conversations" about the interventions they are implementing to address the most complex challenges they encounter with attendance, discipline, and academic achievement in their school communities. Teams are focused on and committed to student learning; they collect and analyze performance data (triangulate results); set SMART learning goals; implement Transformation Team plans that address attendance, discipline, and academics; and monitor results. Beginning in September 2017, Transformation Teams will work together to assess students' 'mastery of specific skills; track students' data for attendance and discipline; and implement intervention plans to address academic concerns.

In the 2017-2019 school years, the Transformation Teams at each school will be trained in how to use data to drive instructional improvement and to action plan for family and community engagement. The administrator and the Transformation Team will reference the text, *Driven By Data: A Practical Guide to Improve Instruction* by Paul Bambrick-Santoyo. This "practical guide" provides an instructional model for using data to support the Transformation Teams with analyzing their data, developing a plan for addressing areas of concern, and sharing their school's data and action plans with all stakeholders. Teachers will be provided with opportunities to meet during collaborative meeting times and Communities of Practice times to discuss student work, to share instructional strategies, and to plan meaningfully and purposefully on how to utilize data to inform their practice and shift instruction in their classrooms to increase student learning. Data will guide decision making in the classroom, school and district.

### **Next Generation Learning Standards Aligned Curriculum and the Implementation of the Literacy Model**

The implementation of a coherent NYS NGLS aligned curriculum is a foundation for the Literacy model in the district. By cultivating a culture of high expectations and building the capacity across all levels to have an unwavering focus on teaching and learning, the instructional shifts are becoming real in our classrooms for every scholar, every day. For example, students in the elementary grades are assessed using the Scholastic Reading Benchmark Assessments and are receiving Leveled Literacy Instruction based on data collected and analyzed. Lexile levels from the NWEA MAP Reading Data is used to support students with appropriate interventions at all grade levels. In order to help students gain the knowledge and skills they need to think and work at a deeper level, the Poughkeepsie City School District is embracing a P-12 literacy approach that promotes problem solving, supports students to think critically, and builds students' abilities to apply what they have learned to the real world. The goal is to ensure that literacy instruction is happening in all subject areas. All students need to communicate strong ideas and arguments in writing and react powerfully to what they read in order to be prepared to

compete intellectually in a 21st Century global community. Additionally, the Poughkeepsie City School District will use research-based strategic supports for accelerating literacy and academic language development for English Language Learners (ELLs).

### *Next Generation Learning Standards (NGLS)*

Training and support on the Engage<sup>NY</sup> modules will continue in the 2017-2018 school year during Superintendent's Conference Days and school-based professional development to ensure academic rigor and a robust approach to implementing a coherent NYS NGLS-aligned curriculum in English Language Arts (ELA) and Mathematics. Teachers will be encouraged to attend professional development and in-service opportunities provided by both school and district staff and experts from the Dutchess County BOCES. An on-site professional development series will be offered to all teachers and staff in the Next Generation Learning Standards, data-driven instruction, language acquisition and classroom management strategies. Literacy across the curricular areas is the core focus. Communities of Practice/peer-to-peer collegial support will frame the professional learning at each school community.

### *Next Generation Learning Standards and the Implementation of Formative and Summative Assessments*

Along with the NGLS, the district will ensure that teachers have support to utilize assessments aligned to the NGLS and contain the level of academic rigor demanded by the NGLS. As we draw on the Engage<sup>NY</sup> modules in as resources during the 2017-2018 school year, assessments will be used as a key driving force to effectuate instructional changes aligned with Next Generation Learning Standards. The District findings from the Diagnostic Tool for School and District Effectiveness (DTSDE) 2016-2017 school year reveal that assessments have not been utilized with fidelity to drive instruction. Therefore, school teams will need to fundamentally shift their thinking about the purpose of data; school teams will receive support to use data effectively to plan for instruction and interventions to meet the needs of students to ensure mastery of specific skills, with a target of mastery at 85%.

### **Family and Community Engagement**

It was determined through the 2016-2017 DTSDE review process and K-12 Insights Survey data that all schools need to improve their work related to family and community engagement in order to develop strong relationships that bridge the gap between parents and schools. In the 2016-2017 school year, the District developed a Parent and Community Engagement Taskforce/Academic Affairs Committee to proactively respond to the needs identified and to ensure that parents are meaningfully engaged in the education of their children. In 2017-2018, Transformation Teams will participate in training provided by Scholastic on the research-based strategies found in Dr. Karen Mapp training utilizing the Capacity Building Framework.

<https://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

[https://www.ed.gov/blog/wp-content/uploads/2012/12/Family\\_Engagement\\_DRAFT\\_Framework.pdf](https://www.ed.gov/blog/wp-content/uploads/2012/12/Family_Engagement_DRAFT_Framework.pdf)

## **Delivery and Evaluation**

Delivery models for professional development will include conference day workshops, administrator led PD at faculty meetings and grade level meetings, communities of practice at the secondary level, collaborative meetings at the elementary level, hands-on workshops, webinars, and mentoring. Professional development evaluation will use multiple measures to assess the effectiveness on improved professional practice and student achievement. Examples of this are data informed decisions for instructional delivery, evidence of new learning in lesson planning, differentiated instructional strategies targeting student needs, evidence of student learning after implementation of new instructional practice or resource. Evaluations on the quality of professional development will be by the use of multiple measures such as participant surveys, reflective journals, feedback forms and protocols, collaborative discussions, and reviews of student performance data. The effects of professional development will be measured by the following:

- **FILW Forms** completed by building leaders, administrators, and/or colleagues following observation of new learning implemented at the classroom level.
- **Questionnaire Forms** with rubrics to evaluate facilitation and content of professional development participants received.
- **Student Data** reflecting student learning such as assessment results, observations of students, student projects, etc.
- **Annual Needs Assessment Data** disaggregated to identify needs for planning of future professional development.

# Poughkeepsie City School District Goals for Professional Development

## September 2017- June 2019

The following pages describe the goals for Professional Development for this two-year period. The goals are not necessarily inclusive since State Education Reviews, the District’s annual needs assessment, and other state and local data could result in a shift. The Professional Development Committee will monitor and revise as needed.

### **Goal #1 Align practices with New York State Education Requirements for the Next Generation Learning Standards, School Improvement Transformation Team Initiatives for ELA, Literacy in Mathematics, ENL requirements, and Data-Informed Decision Making.**

<b>Objective 1.1:</b> Train instructional leaders and faculty in all frameworks, practices, and requirements of the Next Generation Learning Standards.			
<i>Essential Question: How can learning standards be used to inform instruction and develop in all students the understandings required for college and career readiness?</i>			
<b>Activities and Strategies</b>			
<ul style="list-style-type: none"> <li>• Provide training and support for implementation of the NYS Next Generation P-12 Learning Standards in ELA and Math, and the NYS Next Generation Grades 6-12 Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Revise curricula to align with the Next Generation Learning Standards for ELA and Math</li> <li>• Develop a system of review of student achievement data, curriculum and programs to ensure alignment with the Next Generation Learning Standards in ELA and Math</li> </ul>			
<b>Action Plan</b>			
<b><i>Inputs</i></b>	<b><i>Evidence</i></b>	<b><i>Responsibility</i></b>	<b><i>Timeline</i></b>
Provide training to faculty in the NYS Next Generation P-12 Learning Standards in ELA and Math to Elementary and Secondary classroom teachers	PD schedule, Student achievement data, DTSDE reviews, Parent Workshops, Math Night and Literacy Night, Communication evidence, Agendas, Materials, Exit Tickets, Surveys	Assistant Superintendent for Curriculum, Instruction, and Grants Management; Assistant Superintendent School Improvement-Elementary Curriculum Committee; Building Instructional Leaders	January 2017-June 2019

<p>Provide training to secondary teachers in the NYS Next Generation Grades 6-12 Learning Standards Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>PD schedule, Student achievement data, Communication evidence, Agendas, Materials, Exit Tickets, Surveys</p>	<p>Assistant Superintendent for Curriculum, Instruction, and Grants Management; Building Instructional Leaders</p>	<p>January 2017-June 2019</p>
<p>Develop and implement coherent NYS Next Generation Learning Standards-aligned curricula including formative and summative assessments for ELA and Math with a system for review</p>	<p>Curriculum maps aligned with NGLS and units of study that include grade level benchmark assessments, Student achievement data, Communication evidence</p>	<p>Assistant Superintendent for Curriculum, Instruction, and Grants Management; Assistant Superintendent School Improvement-Elementary; Curriculum Committee; Building Instructional Leaders</p>	<p>January 2017-June 2019</p>
<p>Train faculty in Curriculum Design to ensure consistent planning of curriculum development</p>	<p>Curriculum proposals, Communication evidence, Agendas, Materials</p>	<p>Assistant Superintendent for Curriculum, Instruction, and Grants Management; Curriculum Committee; Building Instructional Leaders</p>	<p>September 2017 – June 2019</p>

**Objective 1.2:** Ensure that the required percentage of professional development hours be specific to the needs of ELLs and strategies for language acquisition and content instruction.

*Essential Question: How can the Blueprint for ELL Success and Part 154 of the Regulations of the Commissioner be integrated within the district?*

**Activities and Strategies**

- Ensure that 15% of professional development hours for all teachers and administrators is specific to the needs of ELLs and language acquisition
- Ensure that 50% of professional development hours for all ENL teachers is specific to the needs of ELLs

**Action Plan**

<i>Inputs</i>	<i>Evidence</i>	<i>Responsibility</i>	<i>Timeline</i>
Train all administrators and faculty, in the Blueprint for ELL Success and Part 154 of the Regulations of the Commissioner	Communication evidence, Agendas, Training outlines, Materials, Exit Tickets, Surveys	Assistant Superintendent for Curriculum, Instruction, and Grants Management; Assistant Superintendent School Improvement-Elementary	September 2017 – June 2019
Train P-12 teachers, AIS specialists, ENL teachers, and Special Education teachers in data informed instructional practices to support literacy needs in ELLs	PD schedule, Student achievement data, FILWs, Communication evidence, Agendas, Exit Tickets, Surveys	Assistant Superintendent for Curriculum, Instruction, and Grants Management; Assistant Superintendent School Improvement-Elementary	September 2017 – June 2019

**Objective 1.3:** Provide ongoing training for all staff including School Improvement Transformation Teams in the implementation of data informed decision-making protocols.

*Essential Question: How can data be effectively utilized by district staff and School Improvement Transformation Teams to inform instruction, engage parents, and maximize student learning?*

**Activities and Strategies**

- Train all district staff in the effective use of data protocols and data informed decision making
- Train teachers and School Improvement Transformation Teams in data analyses and data protocols for guided instruction at all levels

<b>Action Plan</b>			
<i>Inputs</i>	<i>Evidence</i>	<i>Responsibility</i>	<i>Timeline</i>
Train P-12 teachers, AIS specialists, ENL teachers, and Special Education teachers in district plan for implementation of the MTSS framework and data-informed instruction protocols	Student assessment data, student attendance data, student behavior data, DTSDE reviews, Communication evidence, Agendas, Training outlines, Materials, Exit Tickets, Surveys	Assistant Superintendent School Improvement-Elementary; Assistant Superintendent for Family and Student Support Services	September 2017 – June 2019
Provide training to School Improvement Transformation Teams in the Karen Mapp Capacity Building Framework for engaging families.	Communication evidence, Agendas, Training outlines, Materials, Exit Tickets, Surveys, School Building Plans for Improvement, DTSDE reviews, Literacy Nights, Parent Workshops	Assistant Superintendent for Curriculum, Instruction, and Grants Management; Director of Family and Community Schools/Community Schools Coordinator	October 2017 – June 2018
Continue to support School Improvement Transformation Teams in the Karen Mapp Capacity Building Framework initiatives for engaging families.	Communication evidence, Agendas, Training outlines, Materials, Exit Tickets, Surveys, School Building Plans for Improvement, DTSDE reviews, Literacy Nights, Parent Workshops	Assistant Superintendent for Curriculum, Instruction, and Grants Management; Director of Family and Community Schools/Community Schools Coordinator	September 2018 – June 2019

**Goal #2: Ensure that all professional staff develop the skills, knowledge and use of best instructional strategies to implement curriculum effectively for students at all levels.**

<b>Objective 2.1:</b> Promote literacy development in all content areas P-12.			
<i>Essential Question: How can reading and writing across the disciplines impact student learning and achievement?</i>			
<b>Activities and Strategies</b>			
<ul style="list-style-type: none"> <li>• Provide professional development in best instructional practices in literacy at all grade levels</li> <li>• Support implementation of the MTSS framework for academic interventions in reading and literacy in all domains</li> </ul>			
<b>Action Plan</b>			
<b><i>Inputs</i></b>	<b><i>Evidence</i></b>	<b><i>Responsibility</i></b>	<b><i>Timeline</i></b>
Provide continued training and support to teachers in grades P-5 in administering and evaluating the Scholastic Reading Benchmark Assessments	Scholastic Benchmark Reading Assessment data, PD schedule, Communication evidence, Agendas, Training outlines, Materials, Exit Tickets, Surveys`	Assistant Superintendent for Curriculum, Instruction, and Grants Management; Assistant Superintendent School Improvement-Elementary; Building Instructional Leaders	September 2017 – June 2019
Provide continued training to teachers in grades P-5 in leveled literacy instruction and best practices in reading instruction	Scholastic Benchmark Reading Assessment data, PD schedule, Online coursework, FILWs, Teacher evaluations, Communication evidence, Agendas, Training outlines, Materials, Exit Tickets, Surveys	Assistant Superintendent for Curriculum, Instruction, and Grants Management; Assistant Superintendent School Improvement-Elementary; Building Instructional Leaders	September 2017 – June 2019

**Objective 2.2:** Provide training in curriculum alignment for development of curriculum mapping in grades P-12, consistent P-5 units of study in ELA and Math, and pacing calendars in ELA and Math in grades P-5.

*Essential Question: How can the use of curriculum maps, consistent units of study, and pacing calendars assist in the effective implementation of curriculum?*

**Activities and Strategies**

- Provide training to develop curriculum maps in grades P-12 and consistent P-5 units of study in ELA and Math
- Provide professional development in developing pacing calendars for increased student achievement at all levels in ELA and Math in grades P-5

**Action Plan**

<i>Inputs</i>	<i>Evidence</i>	<i>Responsibility</i>	<i>Timeline</i>
Provide professional development to grade P-5 teachers in lesson pacing and time management for scaffolding in ELA and Math	Pacing calendars, PD schedule, Communication evidence, Agendas, Training outlines, Materials, Exit Tickets, Surveys	Assistant Superintendent for Curriculum, Instruction, and Grants Management; Assistant Superintendent School Improvement-Elementary Curriculum Committee; Building Instructional Leaders	September 2017 – June 2019
Provide professional development to teachers in curriculum mapping for grades P-12 and development of consistent P-5 units of study in ELA and Math	Curriculum maps, P-5 units of study in ELA and Math, DTSDE Reviews, PD schedule, Communication evidence, Agendas, Training outlines, Materials, Exit Tickets, Surveys	Assistant Superintendent for Curriculum, Instruction, and Grants Management; Assistant Superintendent School Improvement-Elementary Curriculum Committee; Building Instructional Leaders	September 2017 – June 2019

**Objective 2.3:** Train and support instructional teams in design, creation, and application of high quality assessments.

*Essential Question: How can locally developed high quality assessments be used to improve student learning and achievement?*

**Activities and Strategies**

- Provide ongoing consultation and training in design of formative/summative assessments and evaluation rubrics
- Provide PD to administrators, teachers and support staff on the use of standards-aligned assessments
- Identify, create and/or improve progress monitoring assessments required for RTI, special education, and AIS

**Action Plan**

<i>Inputs</i>	<i>Evidence</i>	<i>Responsibility</i>	<i>Timeline</i>
Provide ongoing consultation and training for faculty in the development, implementation and analysis of formative/summative assessments and evaluation rubrics	Grade level/department standards-aligned assessments, Analyses of assessment data, Communication evidence, Agendas,	Assistant Superintendent for Curriculum, Instruction, and Grants Management; Assistant Superintendent School Improvement-Elementary; Building Instructional Leaders	September 2017 – June 2019
Develop and implement progress monitoring assessments required for RTI, special education, and AIS for elementary and secondary teachers	Progress monitoring assessments, DTSDE reviews, Communication evidence, Agendas, Materials	Assistant Superintendent for Curriculum, Instruction, and Grants Management; Assistant Superintendent School Improvement-Elementary; Assistant Superintendent for Family and Student Support Services; Building Instructional Leaders	September 2017 – June 2019

**Goal #3: Continue to support the integration of advanced technology applications to improve communication, improve instruction, and maximize learning in a 21<sup>st</sup> Century learning community.**

**Objective 3.1:** Provide training and support to district staff and members of the school community on technology and district supported software programs to enhance the communication of information across the school community.

*Essential Question: How can improved communication in the school community lead to increased student achievement?*

**Activities and Strategies**

- Provide training on Infinite Campus for school community members in grades P-12 and Google Classroom and Google Applications for school community members in grades 6-12 in order to communicate student data and information
- Provide training on district database software for faculty in grades P-12 for interventions and APPR.
- Provide training and support to technology department on district supported server software

**Action Plan**

<i>Inputs</i>	<i>Evidence</i>	<i>Responsibility</i>	<i>Timeline</i>
Provide training and support to administrators and faculty on Infinite Campus, Google Classroom and Google Applications	Parent surveys, Parent Workshops, PD schedule, Communication evidence, Agendas, Training outlines, Materials, Exit Tickets, Surveys	Assistant Superintendent for Human Resources and Professional Development; Assistant Superintendent for Data Analysis and Accountability; Assistant Superintendent for Finance and Operations; Director of Family and Community Schools/Community Schools Coordinator	September 2017 - June 2019
Provide training and support to administrators and faculty on Branching Minds and StaffTrac	PD schedule, DTSDE Reviews, Communication evidence, Agendas, Training outlines,	Assistant Superintendent for Family and Student Support Services;	September 2018 - June 2019

	Materials, Exit Tickets, Surveys	Assistant Superintendent for Data Analysis and Accountability; Assistant Superintendent for Finance and Operations	
Provide continued training and support to technology department on Google Apps Admin Console and Active Directory	Communication evidence, Agendas, Training outlines, Materials	Assistant Superintendent for Finance and Operations	September 2017 – June 2019
Continue technological support for existing technology to all staff	Support Tickets, Communication evidence	Assistant Superintendent for Finance and Operations; Director of Technology	September 2017 – June 2019

**Goal #4: Build a safe, respectful, and educational learning community to foster wellness and social/emotional health with development of growth mindset and a commitment to academic achievement.**

<b>Objective 4.1:</b> Provide professional development and support to staff and Positive Behavior Intervention System (PBIS) teams.			
<i>Essential Question: How does providing training and support to staff and PBIS teams support the implementation of PBIS practices?</i>			
<b>Activities and Strategies</b>			
<ul style="list-style-type: none"> <li>Plan and implement professional development to prepare PBIS team members to implement PBIS practices</li> <li>Provide professional development to prepare staff to implement PBIS practices and expectations articulated in the District’s Multi-Tiered System of Support (MTSS), the District’s Code of Conduct, and Board policies</li> </ul>			
<b>Action Plan</b>			
<i>Inputs</i>	<i>Evidence</i>	<i>Responsibility</i>	<i>Timeline</i>
Provide professional development to staff in grades P-8 on	Student behavior data, Communication evidence, Agendas,	Assistant Superintendent for Family and Student	September 2017 – June 2019

classroom management strategies for challenging behaviors	Materials, Exit Tickets, Surveys	Support Services; Building Instructional Leaders	
Provide professional development to faculty in grades P-12 in the District's Multi-Tiered System of Support (MTSS)	Student achievement data, Student behavior data, Student attendance data, DTSDE reviews, PD schedule, Communication evidence, Agendas, Training outlines, Materials, Exit Tickets, Surveys	Assistant Superintendent for Family and Student Support Services; Building Instructional Leaders	September 2017 – June 2019
Provide professional development to PBIS team members on the implementation of PBIS practices	Student behavior data, PD schedule, Communication evidence, Agendas, Surveys	Assistant Superintendent for Family and Student Support Services	September 2017 – June 2019
Provide professional development for all staff in the District's Code of Conduct, and Board policies	PD schedule, Surveys	Assistant Superintendent for Human Resources and Professional Development; Assistant Superintendent for Family and Student Support Services; Chief Emergency Officer/Safety Coordinator	September 2018

**Objective 4.2:** Provide professional development on integrating social emotional learning (SEL), Restorative Justice Practices (RJP), and Bullying Prevention (BP) programs into the school community.

*Essential Question: How can the integration of social emotional learning, Restorative Justice Practices, and Bullying Prevention programs create a positive learning environment for increased student achievement?*

**Activities and Strategies**

- Inform all staff of the aspects of Safe Schools Against Violence in Education (SAVE)
- Provide training and support to staff in grades 6-12 on Restorative Justice practices
- Provide training and support to staff in grades P-5 in Second Step program

**Action Plan**

<i>Inputs</i>	<i>Evidence</i>	<i>Responsibility</i>	<i>Timeline</i>
Communicate updates to the District’s SAVE plan to all district staff	PD schedule, Communication evidence	Assistant Superintendent for Human Resources and Professional Development; Assistant Superintendent for Family and Student Support Services; Chief Emergency Officer/Safety Coordinator; Personnel Administrator	September 2018
Provide continued training and support to staff in grades P-5 on the Second Step program	PD schedule, Student achievement data, Student behavior data, Student attendance data, DTSDE reviews, Communication evidence, Surveys	Assistant Superintendent for Family and Student Support Services	September 2017 – June 2019
Provide continued training and support to staff in grades 6-12 on Restorative Justice Practices	PD schedule, Student achievement data, Student behavior data, Student attendance data, DTSDE reviews, Communication evidence	Assistant Superintendent for Family and Student Support Services; Building Instructional Leaders	September 2017 – June 2019

**Objective 4.3:** Provide training and support for health and wellness to all district staff.

*Essential Question: How can support in health and wellness for personal and professional goals influence success in the classroom for staff and students?*

**Activities and Strategies**

- Provide training and support for health and wellness to all district staff

**Action Plan**

<i>Inputs</i>	<i>Evidence</i>	<i>Responsibility</i>	<i>Timeline</i>
Provide professional development by Skill Path to faculty in setting and achieving personal and professional goals	PD schedule, Communication evidence, Surveys	Assistant Superintendent for Human Resources and Professional Development	March 2019
Provide information and resources to all district staff in promoting health and wellness	PD schedule, Communication evidence, Materials, Surveys	Health and Wellness Committee; District Professional Development Steering Committee;	March 2019

