

Gouverneur Central School District

Professional Development Plan 2019-2020

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The Gouverneur Central School District Mission Statement is the impetus to the long-range Professional Development Plan 2017-2020.

Gouverneur Central School District Mission Statement

Gouverneur Central School District, in collaboration with the community, is dedicated to educating all individuals, in a safe environment, to be passionate learners and responsible citizens in a global society.

The Professional Development Plan focuses on the skills, attitudes, and growth of the professional staff necessary to make the mission of Gouverneur Central School a reality.



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I. Professional Development/Schoolwide Planning Team

A district team consisting of the Assistant Superintendent, Teachers, Instructional Technology Coach and Administrators review and develop the Professional Development Plan (PDP). The Professional Development Planning Team has been actively involved in the following tasks:

- Data Analysis
- Prioritizing Needs
- Goal Setting
- Planning/Development Activities
- Plan Implementation
- Evaluation/Modifying Plan



II. Professional Development Plan Yearly Requirement and Compliance

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district to collaboratively create professional development plans that are reviewed annually.

Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

The Gouverneur Central School District will provide access through Frontline for Professional Certificate holders to obtain certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

II. Professional Development Plan Yearly Requirement and Compliance Continued



The requirements of CR 100.2(dd) to have a Professional Development Plan for the succeeding school year have been met.

The Superintendent of the district will certify to the Commissioner that the requirements of the Professional Development Plan for the succeeding school year have been met and are compiled and are applicable to the current school year.

The school district has complied with the Professional Development Plan applicable to the current school year.

The team will submit to the Board of Education a recommended Professional Development Plan by September 1. The Board of Education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State.



III. Introduction

This Professional Development Plan for the Gouverneur Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction.

The purpose of Gouverneur Central School District's professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making.

Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.

III. Introduction Continued



As such, professional development in the Gouverneur Central School District will:

- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data
- include sufficient time and follow-up support provided to staff to master new content and strategies
- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models essential for successful implementation of professional development

Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process.



IV. Needs Assessment

As part of the ongoing professional development planning cycle, the Gouverneur Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

- **Student Achievement Data**
 - School Report Card

- **BEDS data**
 - NYS and District Assessments (e.g., 3-8 testing and Regents exams)

- **Student Cohort Data and Additional Data Sources**
 - Report Cards
 - School Safety and the Educational Climate (SSEC)
 - Supervisor and Department Recommendations
 - Counseling Records
 - Student Attendance and Discipline reports
 - Graduation and Dropout Rates
 - Special Education Identifications and Annual Reviews
 - NYS Learning Standards
 - College Placement Rates
 - Academic Intervention Services and RtI Records
 - Elementary Benchmark Reading Assessments
 - College Boards (AP, SAT) Surveys
 - Professional Development Needs Assessment Surveys
 - Professional Development Evaluation/Feedback Surveys
 - Longitudinal Student Performance Data
 - Teacher Retention and Turnover Rates
 - Professional Performance Observations and Evaluations
 - Program Evaluations
 - SED Regulations and Mandates
 - Mentor Program Evaluations
 - NWEA MAP Assessment
 - Progress Data



The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel ensuring consistent high quality professional development leading to increased student achievement.

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. They are aligned with New York State Learning Standards.

The Ten Standards for High Quality Professional Development

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

V. Description of the Plan Continued



3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

V. Description of the Plan Continued



9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

All professional development is aligned with New York standards and assessments. Future professional development will emphasize and focus on improved student outcomes. New York State Academic Learning Standards are infused into all curriculum areas and more students will achieve success on the state assessments.

V. Description of the Plan Continued



Professional development opportunities currently existing are:

- Grade Level/Interdisciplinary Team/Department Meetings
- Collaborative Problem Solving Cohorts
- Examining Student work
- Turn-Key Training
- Faculty meetings
- Staff Development Days
- Technology/Standards Support
- Coaching/Mentoring Program
- Teacher Center or BOCES workshops/trainings
- Workshops (standalone/embedded in meetings)
- Conferences
- Distance Learning/webinars
- Peer collaboration and visitation
- Summer curriculum development
- Speakers/consultants invited to present or work with teachers on research based practices (e.g., vocabulary instruction, differentiated instruction, artists in residence)
- In-service/Research/Case Studies on specific topics
- Study Groups/Book Studies
- Action Research
- After school collaborative meetings
- District sponsored summer workshops/research programs
- Affiliation with an institute of higher education
- Online courses
- Professional Organizations and Networks
- Partnerships with Community, Business Industry, and Universities
- Summer Teacher Institute
- Mandatory Training
- Data Analysis Meetings
- Vertical Alignment Meetings



V. Description of the Plan Continued

The Assistant Superintendent Professional researches effective practices in professional development and meets with the members of the team to articulate and plan for professional development across grade levels and content areas.

Key ideas of effective professional development include:

- Ongoing, sustained professional development
- Adequately funded professional development
- Mentoring new teachers
- Data driven needs identified by student assessments
- Follow through provided on initiatives
- Focus in targeted areas
- Evaluate effectiveness
- Meeting identified needs
- Multi-levels of training (awareness, in-depth, support of new skills)
- Integration of professional development learning into classroom practice
- Application to student /teacher needs
- Time allotment to be successful in professional development initiatives
- Enabling teachers to collaborate
- Based on current information, research, and data
- Result driven staff development will be driven by student results

V. Description of the Plan Continued



The plan will incorporate as many of these practices as possible to ensure that professional development is continuous and sustained. Our professional development plan addresses the needs of staff at all stages of their careers and is applicable to professional and supplemental school staff in general education and special education. A sustained effort in these goal areas reflects a continuous systemic approach to improve student performance. As the result of focused involvement in professional development, instructional staff will better meet the needs of the students they teach. Many staff members are involved in curriculum review and alignment of tasks to assure access to general education curriculum for all students.

The district will measure the impact of professional development on student achievement on all New York State tests. Increasing the number of students meeting or exceeding proficiency in ELA and Math will indicate that classroom instruction is effective and meeting the needs of our students. Principal observations and evaluations (formal evaluations and informal "walkthroughs") will identify the use of effective classroom practices.



A variety of needs assessments will be used to monitor the quality and effectiveness of each goal of the professional staff development program. From these assessments, gap analysis will determine adjustments relative to the overall and specific aspects of the staff development program.

A spring/summer annual review will be conducted by the Professional Development Planning Team to discuss the evaluation data and to discuss any changes that need to be made to this plan. The plan will be updated from that meeting and sent to the Board of Education for review and approval.

The Professional Development Plan is created by a district committee for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial professional development to remain current and meet the learning needs of their students.



The Statutory Definition of Continuing Teacher and Leader Education is as follows:
“Activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal continuing teacher and leader education activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the Commissioner.”

Any holder of a teaching certificate in the classroom teaching service, teaching assistant (Level III) certificate or an educational leadership certificate that is valid for life must register with NYSED every 5 years. Individuals who hold a professional certificate must complete 100 hours of continuing teacher and leader education, as defined by the Commissioner



VIII. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent 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.

The Gouverneur Central School District's teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network and other approved providers to fulfill these requirements.

For all other faculty and staff, the Gouverneur Central School District meets* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Gouverneur Central School District's total student population as of such date as established by the Commissioner.*



The purpose of the Mentoring Program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice. Mentoring fosters the professional development of new teachers while improving teacher effectiveness and daily instruction. As research shows, quality teachers make all the difference in a child's education. Mentoring develops quality teachers and is crucial to maximizing student achievement. The goal of the program is to enhance the teaching/learning environment in the classroom by assisting new teachers in effective daily instruction.

One of the five essential components of our Professional Development Plan is the Mentoring Program. As of February 2004, all new teachers in New York State must be mentored for one year to earn their Professional certification. The program offers a team approach to provide ongoing support, monthly informational and support meetings, observational feedback, and in-service training.



IX. Mentoring Program Continued

The Mentoring Program includes:

- pairing new teachers with mentors, preferably in their buildings
- familiarizing new teachers with district policies and school procedures
- familiarizing new teachers with the NYS Next Generation Learning Standards
- supporting effective pedagogy through high quality professional development
- learning classroom management strategies
- coordinating various assessments to match lesson objectives
- becoming aware of the types of resources available
- New Teacher Academy Years 1-3

The Mentoring Program has been developed and implemented consistent with the Gouverneur Teachers Association (collective bargaining unit).

New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development every five years as prescribed in the Professional Development Plan requirements.



On average teachers will be involved in a minimum of 20 hours of professional development activities on an annual basis. All Level III teaching assistants and long-term substitute teachers participate in professional development activities. These hours come from Staff Development Days in the fall and spring.

All teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards, assessment data, teacher recommendation, etc.

Professional development will be provided to all professional and supplementary school staff who work with students with disabilities.

X. Provisions for School Violence Prevention and Intervention Training



Gouverneur Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence prevention and intervention. Such workshops shall consist of at least two hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

The Gouverneur Central School District will provide refreshers on school violence prevention and intervention yearly.



Through Frontline, the teacher may access records of professional development successfully completed by all teachers and especially for certificate holders. These records will be kept electronically and retained by the school district for at least seven years from the date of completion of the professional development by the professional certificate holder and shall be available for review.

The district will maintain documentation of the implementation of the mentoring program described in the professional development plan. This information will be maintained by the school district for at least seven years from the date of completion of the mentoring activity and shall be available for review.



The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).

The plan or the annual update to the plan will be adopted at a public meeting by the Board of Education.

XIII. Goals and Implementation Plans for Professional Development



The following professional development goals and objectives have been identified for the 2019-2020 school year. The goals are arranged into six areas or tenets taken from New York State Education Department: Comprehensive DTSDE School Framework developed for school and district improvement plans.

Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

School Leadership: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students.

Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.



Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Social and Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Family and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

The data collected, generated and analyzed by the District in conjunction with district and school level plans will support the goals, objectives, strategies, activities, and evaluations of this professional development plan.



Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

Goal: By June, 2020, 80% of all core lesson plans reviewed and classrooms visited by the school and district leadership will include differentiated activities designed to meet the individual needs of each student, as determined by student performance data.

Start Date	End Date	Activity
September 1, 2020	September 15, 2020	By September 1, 2020, the Assistant Superintendent will develop a district-wide assessment calendar, distributed to all members of the district, to ensure consistent implementation of the assessment program so that benchmark data may be used to inform instruction.
October 1, 2019	June 1, 2020	The school leaders will work with building level teams to review NWEA and other assessment information three times per year (October, February and June) in order to inform intervention supports for students to improve learning outcomes on grade level expectations, as evidenced by assignment to particular interventions.
November 1, 2019	June 1, 2020	School level teams will learn how to review and select the appropriate NWEA MAP Assessment for the grade and content area.
November 1, 2019	February 28, 2020	School leaders will learn how to access and analyze data from the attendance and discipline dashboards on SchoolTool.
January 1, 2020	March 1, 2020	Review and revise RTI protocol.



Start Date	End Date	Activity
October 2019	June 26, 2020	The Assistant Superintendent will analyze and discuss NWEA MAP Growth results with each school leader after each benchmark assessment (October, February and June) to review student achievement and create an action plan to address any gaps to improve student achievement.
October 2019	June 26, 2020	The school leaders will analyze the benchmark assessments data with content area teachers in October, February and June to note progress and identify gaps in achievement in order for teachers to adjust instruction and make recommendations for curriculum changes, as evidenced by lesson plans and data collected through school leader walkthroughs.
October 2019	June 26, 2020	School leaders in grades K-8, Algebra 1 and English 9 will meet three times per year (October, February and June) with content area and grade level teams to review student performance, identify gaps in learning and create an action plan to remedy the gaps in student achievement, as evidenced by lesson plans and data collected through school leader walkthroughs.
July 2019	August 2020	Assistant Superintendent will ensure a minimum of three professional development opportunities for all teachers to learn how to differentiate instruction to improve learning outcomes for all students, as evidenced by positive growth on benchmark assessments.

Strategy: The district will examine the school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure all students are successful.

Activities	Responsible	Time Frame	Evaluation
Facilitate district planning processes.	Superintendent	July 2019-June 2020	Successful development of District Improvement Plan and Goals
Provide trainings on APPR and teacher observation which will review updates of CTLE requirements.	Superintendent Principals	July 2019-June 2020	Completion of School Wide APPR Plan
Provide district personnel with training on school violence prevention, DASA, and Your Right to Know, Allergens, Anti-bullying, Cyberbullying, Student Mental Health	Superintendent Principals	September 2019-June 2020	Course completion
Provide staff with training on the use of collaborative technologies for use in planning.	Principals Instructional Technology Coach	July 2019-June 2020	Implementation of strategies by teachers



Other possible PD activities to meet specific district needs

Activities	Responsible	Time Frame	Evaluation
District Planning <ul style="list-style-type: none"> ● District Policies and Procedures ● Fiscal Responsibility ● Contracts ● Resources and Materials ● NYSED Updates ● Grant Writing ● Enrollment Process ● Technology 	BOE Superintendent District Administrators	2019-2020	Measurable district improvement based on surveys, contracts, best practices, NYSED regulations, attendance, graduation rates and NYSED Report Card
School Safety <ul style="list-style-type: none"> ● CPR, AED, and FEMA ● School Violence Prevention ● DASA Training ● Right to Know 			
Teacher Evaluation and Support <ul style="list-style-type: none"> ● APPR ● Teacher Mentoring Program 			
Districtwide Services <ul style="list-style-type: none"> ● Special Education ● ELL ● AIS-RTI ● McKinney-Vento Act 			



School Leadership: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students.

Goal: By June 2020, the district will increase the capacity of school leaders to provide specific actionable feedback to teachers so that 80% of teachers will deliver differentiated instruction as evidenced by collected summary walk-through data by school leaders and improved student achievement on assessments.

Start Date	End Date	Activity
September 1, 2019	September 20, 2019	Assistant Superintendent will meet during the fall with each School Leader to review their use of the walk-through protocol and create an action plan for implementation 2019-2020, to ensure consistency across the district.
October 1, 2019	June 26, 2020	The school leaders will conduct monthly class visits to all classrooms, as evidenced by utilizing the walk-through tool to collect data on the effective implementation of differentiated instruction in order to identify gaps and provide needed support.



November 1, 2019	April 1, 2020	The Assistant Superintendent will review monthly each school leader's summary walk-through data which has been collected and shared in a google document, in order to identify areas of need and improvement, as evidenced by summary documentation of the discussion and monitoring by the Assistant Superintendent.
November 1, 2019	June 26, 2020	The High School and Middle School Building Leaders will provide opportunities for teachers of content areas in both buildings to collaborate on academic expectations for vertical articulation.
November 1, 2019	June 26, 2020	The Elementary Building Leaders will provide opportunities for grade level teachers to collaborate on academic expectations for vertical articulation.



Strategy: School leaders ensure school community shares vision, mission/goals, makes strategic decisions to utilize resources, use APPR practices, and evidence-based systems to improve schoolwide practices.

Activities	Responsible	Time Frame	Evaluation
Continued calibration for inter-rater reliability and training of administrators for teacher evaluations.	Superintendent Assistant Superintendent	August 2019	Administrators will successfully complete teacher evaluations
Professional development will be provided for school and district management: fiscal, instructional, human resources, etc.	Business Manager	July 2019-June 2020	Successful usage of WinCap
Teachers will receive training on how to use the NWEA MAP reports to identify reading and math levels of students in order to identify appropriate resources and strategies (such as a close read to allow all students to access text).	Assistant Superintendent Principals	November 1, 2019- June 26, 2020	Sign-in sheets



Other possible PD activities to meet specific district needs			
Activities	Responsible	Time Frame	Evaluation
School Management and Planning <ul style="list-style-type: none"> ● Fiscal Responsibility ● Scheduling ● Community and School Planning ● Online/Distance Learning ● SchoolTool ● Technology ● Instructional Resources and Materials 	District Leaders	2019-2020	Measureable School Improvement using observations, “look for” tools, assessments, data-driven instruction, APPR, NYSED School Report Card, and training sign in sheets
Leadership <ul style="list-style-type: none"> ● Specific Trainings on Leadership ● Lead Evaluator Training ● Innovation ● Communication and Collaboration ● Research 			



Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Goal: By June 2020, data from classroom visits will indicate that 80% of all teachers will reflect a link between grade level standards, learning objectives and learning tasks linked to differentiated student needs as evidenced by the school leaders' summary of walk-through data and MAP assessment data.

Start Date	End Date	Activity
September 2019	May 2020	The Assistant Superintendent will arrange for professional development (Summer 2019, Fall 2019, Spring 2020) K-8 teachers to learn how to plan instruction that links the grade level standards to learning objectives and learning tasks to improve student achievement, as evidenced by agendas, sign-in sheets, lesson plans and data collected through school leader walkthroughs.
September 2019	March 2020	School leaders will make arrangements so that all grades K-4 and content area grades 5-8, Algebra 1 and English 9 teachers will meet September, February and April to develop common teacher made assessments to ensure consistency in the taught curriculum in order to improve student outcomes on grade level expectations, as evidenced by student growth on benchmark assessments.



Start Date	End Date	Activity
October 2019	June 2020	The school leaders will ensure that all grades K-4 and content area grades 5-8, Algebra 1 and English 9 teachers will review benchmark data (October, February, June) to measure student growth in common core assessments to develop plans to address any identified gaps in student learning, as evidenced by student growth on benchmark assessments.
September 2019	June 2020	All school leaders will review lesson plans as part of formal and informal classroom observations to ascertain teacher understanding of connecting grade level standards to learning objectives and learning tasks to improve student outcomes on grade level expectations.
October 2019	March 2020	The Assistant Superintendent will arrange for professional development on different protocols to review student work to be delivered during grade group, content area meetings, faculty meetings and afterschool opportunities so that every teacher has been trained on the use of the protocols, as evidenced by lesson plans and data collected through school leader walkthroughs.
October 2019	June 2020	The school leaders will ensure that all grade and content area teachers will use an identified protocol monthly to analyze student work in order gain information about student understanding of concepts and skills so that adjustments can be made in instruction to improve student outcomes on grade level expectations, as evidenced by student growth on benchmark assessments.



Strategy: Develop vertically and horizontally aligned UPK-12 Curriculum and Assessments for all content areas based on New York State Academic Standards to improve UPK-12 student academic achievement on local and state assessments.

Activities	Responsible	Time Frame	Evaluation
Provide teachers with training to identify curricular gaps as evidenced by NYS and local assessments.	Principals CIO	September -November 2019	Gap analysis meeting completion/ review of curriculum maps
Continue teacher to teacher work focused on reviewing assessment results and update prioritized curriculum.	Principals DDI Teams	July 2019-June 2020	Completion and review of curriculum maps
Provide support to all staff for literacy across all content areas.	District Improvement Team	July 2019-June 2020	Summary of training attendance of BOCES and other opportunities
Provide opportunities for teachers to deepen their understanding of subject specific content.	Principals	July 2019-June 2020	Summary of training attendance of BOCES and other opportunities
Lessons and unit planning will take place based upon increasing rigor & relevance of learning opportunities	District Improvement Team	September 2019-June 2020	Completion and implementation of Quad D learning activities



Other possible PD activities to meet specific district needs

Activities	Responsible	Time Frame	Evaluation
<p>Curriculum Planning</p> <ul style="list-style-type: none"> ● NYS Learning Standards ● Curriculum Alignment and Pacing ● Curriculum Maps ● Prioritize Curriculum ● Curriculum Gap Training ● Curriculum Modifications and Adaptations ● Use of technology integration for Instruction ● Lesson and Unit Plans ● Targeted Needs and Curriculum ● Instructional Shifts ● Curricular Models ● Vertical/Horizontal Planning ● Customized Learning ● All Curricula Areas: ELA, Math, SS, Science, STEM etc. ● Electives ● Credit Acquisition ● Interdisciplinary Instruction ● Instructional Resources and Materials ● ELL Curriculum Supports 	<p>Superintendent, School Principals, and Leaders, Teachers</p>	<p>2019-2020</p>	<p>Curriculum Alignment Identification of gaps in student learning Data- Increased academic achievement for all students; APPR</p>



Other possible PD activities to meet specific district needs

Activities	Responsible	Time Frame	Evaluation
Literacy Curriculum <ul style="list-style-type: none"> ● Vocabulary Instruction ● Reading in the Content Areas ● Specific writing initiatives in the content areas 	Superintendent School Principals, and Leaders Teachers	2019-2020	Curriculum Alignment Data- Increased academic achievement for all students; APPR
Assessments <ul style="list-style-type: none"> ● Grading- Standards-Based ● Effective use of grading ● Formative and Summative Assessments ● Rubrics ● Feedback to students 			



Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Goal: By June 2020, 80% of teachers will implement daily instruction that includes a formative assessment opportunities within each lesson to ascertain student level of understanding of content or process to inform future instruction, as observed during classroom visits conducted by the school leaders.

Start Date	End Date	Activity
September 2019	May 2020	The school leaders will conduct monthly class visits to all teachers to collect evidence of data driven instructional strategies using a class walk-through tool and will summarize the evidence monthly to share with the Assistant Superintendent, in order to identify areas for improvement and needed support.
September 2019	May 2020	The Assistant Superintendent will discuss data driven instructional elements monthly with each school leader in order to share best practices for improvement, as evidenced by summary statements of the discussion and improved feedback to teachers.



Start Date	End Date	Activity
October 2019	May 2020	The Assistant Superintendent and building leaders will arrange for professional development opportunities 4 times per year fall, winter, spring and summer for teachers on providing student feedback on formative assessments to improve student engagement in their learning and achievement, as evidenced by agendas, sign-in sheets, lesson plans and data collected through school leader walkthroughs.
October 2019	May 2020	The Assistant Superintendent and building leaders will arrange for professional development, offered during release days and after school, 4 times per year fall, winter, spring and summer for teachers to differentiate instruction to improve instruction and achievement, as evidenced by agendas, sign-in sheets, lesson plans and data collected through school leader walkthroughs.
October 2019	June 2020	The school leaders will ensure that by June of 2020, all grade and content area teachers will use formative assessments to check for student understanding in order to make adjustments in instruction to improve student outcomes on grade level expectations, as evidenced by the collection of data by school leaders using the walk-through protocol.



Strategy: Utilize effective instructional practices to increase student achievement as demonstrated by data.			
Activities	Responsible	Time Frame	Evaluation
Professional development will include the demonstration/modeling the use of technology as applicable.	Technology Committee Principals Instructional Technology Coach	September 2019-June 2020	Observation of lesson planning and teaching strategies aligned with the NYS Learning Standards
Provide professional development for individual curricular areas.	Principals Teachers	July 2019-June 2020	Frontline (MyLearningPlan) summary of training
Provide professional development on evidenced-based instructional practices such as for student engagement, for increasing rigor in questioning and learning tasks, for teachers to use data to driven instruction, differentiated instruction, brain-based learning, and mindfulness.	Assistant Superintendent Principals Teachers	July 2020-June 2020	DDI Meeting schedule/PLC meeting schedule and goal analysis Frontline (MyLearningPlan) summary of training



Strategy: Utilize effective instructional practices to increase student achievement as demonstrated by data.

Activities	Responsible	Time Frame	Evaluation
Provide special education teachers with RSE-TASC and ACCES-VR professional development.	Assistant Superintendent CSE Principals	July 2020-June 2020	Successful completion of training and implementation Frontline (MyLearningPlan) summary of training
Provide professional development for meeting NYS Teaching Standards.	Assistant Superintendent Principals	July 2020-June 2020	Observation of lesson planning and teaching strategies aligned with the NYS Learning Standards
Provide professional development based upon increased rigor, relevance, and relationships	Assistant Superintendent PD Committee	September 2019-June 2020	Analysis and observation of student learning activities



Other possible PD activities to meet specific district needs

Activities	Responsible	Time Frame	Evaluation
<p>Instructional Strategies</p> <ul style="list-style-type: none"> ● Effective Teaching ● Differentiated Instruction ● Vocabulary Instruction ● Instructional Strategies ● Learning Styles ● Deep-level Thinking and Questioning Practices and Strategies – Rigor ● Coaching/Mentoring/Collaboration ● Intensity and Duration of Instruction ● Informed Teaching ● Game-Based Learning ● Project-Based Learning ● Growth Mindset ● Cooperative Learning ● ELL strategies ● Technology Integration ● Specific writing initiatives in the content areas 	<p>Superintendent, School Principals, and Leaders, Teachers</p>	<p>2019-2020</p>	<p>Data- Increased academic achievement for all students; NYSED School Report Card, APPR</p>



Other possible PD activities to meet specific district needs

Activities	Responsible	Time Frame	Evaluation
AIS-RTI <ul style="list-style-type: none"> ● Progress Monitoring ● Student Goals and Needs ● Differentiated Instruction ● RTI Interventions ● Grouping 	Superintendent School Principals, and Leaders Teachers	2019-2020	Data- Increased academic achievement for all students; NYSED School Report Card, APPR
Data Driven Instruction <ul style="list-style-type: none"> ● Questioning Practices ● Data meetings ● Question Banks ● Use test banks linked to standards 			Data- Increased academic achievement for all students; NYSED School Report Card, APPR
Special Education <ul style="list-style-type: none"> ● Co-Teaching ● Explicit Direct Instruction ● Customized Learning ● Modified Grading ● Instructional Modifications and 			Data- Increased academic achievement for all students; NYSED School Report Card, APPR



Social and Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Goal: By June 2020, as a result of the district-wide implementation of effective social-emotional and academic school supports, 70% of students in grades K-9 identified with 3 or more risk factors in September, will meet their growth goals on NWEA MAP assessments.

Start Date	End Date	Activity
September 1, 2019	November 30, 2019	At each school, during the months of September, October and November, the Social Worker will meet with a newly developed pupil support team (counselor, psychologist, social worker, nurse, teachers, etc.) to document the school and community resources available for the social emotional support of students to communicate this information with staff and parents.
September 1, 2019	June 26, 2020	In September, the school leaders, with their pupil personnel teams, will identify the at-risk students with three or more risk factors to develop individual plans with goals and needed supports/interventions. The team will quarterly monitor the identified students in order to assess their goal progress and adjust needed supports/interventions, as evidenced by minutes of the meetings and the individual plans.
October 1, 2019	January 31, 2020	In October-November the Assistant Superintendent, school leaders and pupil personnel teams will develop and implement a progress monitoring tool to be used to track the progress of the identified students in order to provide needed supports.



Start Date	End Date	Activity
September 1, 2019	December 1, 2019	The Assistant Superintendent and Building Principal will arrange for all newly hired elementary classroom teachers to be trained in the Responsive Classroom program, which is being fully implemented at the elementary schools, in order to reduce bullying and student behaviors that are a barrier to learning, as evidenced by agendas, sign-in sheets and data collected by school leaders using the walk-throughs protocol.
August 2019	August 2019	A BOCES Supervisor will provide a keynote session on mindfulness to all teachers to increase their knowledge to implement strategies to support students in trauma, as evidenced by sign in for the session.
October 2019	June 2020	The Assistant Superintendent will ensure that teams of teachers at the elementary school will turnkey poverty and trauma training in the fall and winter at the middle and high school buildings to create plans for supporting students who have experienced trauma. Any staff new to the district will be included in the training, as evidenced by agendas, sign-in sheets and data collected by school leaders using the walk-throughs protocol.



Start Date	End Date	Activity
August 2019	August 2019	The Assistant Superintendent and Building Principal will arrange for training in August 2019 for all Elementary School teachers on de-escalation techniques to increase their capacity to respond to student behaviors that may be a result of experiencing trauma, as evidenced by agendas, sign-in sheets and data collected by school leaders using the walk-through protocol.
October 2019	May 2020	During the fall and winter, the Assistant Superintendent will arrange for the high school teachers to receive training on mindfulness and how to incorporate the strategies into instruction in order to support students who may have experienced trauma, as evidenced by agendas, sign-in sheets and data collected by school leaders using the walk-through protocol.



Strategy: Social and emotional learning and skill-based instruction will lessen barriers to learning will allow students to develop social-emotional learning skills.

Activities	Responsible	Time Frame	Evaluation
McKinney-Vento turnkey trainers provided with strategies and suggestions for working with students from poverty and mindfulness strategies	District McKinney Vento Support Leaders	September 2019-June 2020	Faculty Meeting Minutes/Trainer Logs
McKinney-Vento trainings on education of homeless children and youth for district staff, district liaison and Title I Mentors.	District McKinney Vento Support Leaders	September 2019-June 2020	Faculty Meeting Minutes/Trainer Logs
Provide monthly family engagement trainings and offering throughout the school year.	Counselor Principals	September 2019-June 2020	Parent Sign In sheets
Provide professional development in the area of improving relationships with students and families to increase student engagement	Assistant Superintendent Principals	September 2019-June 2020	
Provide professional development for behavior management	Principals and consultants	August 2019-June 2020	Completion of Training certificates, attendance sign-in sheets and agendas



Other possible PD activities to meet specific district needs

Activities	Responsible	Time Frame	Evaluation
<p>District Policies and Regulations</p> <ul style="list-style-type: none"> ● DASA Training ● Training in school violence prevention ● Digital Citizenship and Online Safety ● Classroom Management Techniques and Interventions ● School Climate ● Community Outreach ● Support Resources 	<p>BOE Superintendent District Administrators Counselors</p>	<p>2019-2020</p>	<p>Data: Attendance, Suspensions, Referrals, Surveys</p>
<p>Social Emotional Strategies</p> <ul style="list-style-type: none"> ● Behavior Modification Training ● Therapeutic Crisis Intervention ● Social Thinking ● Mindfulness ● Growth Mindset ● Families in Poverty ● Family Engagement ● Informed Teaching ● Positive Reinforcements 			



Other possible PD activities to meet specific district needs

Activities	Responsible	Time Frame	Evaluation
Programs <ul style="list-style-type: none"> ● Responsive Classroom ● Restorative Practices ● Bullying Prevention ● CPI ● Counseling ● McKinney-Vento ● Other Research-Based Programs 	BOE Superintendent District Administrators Counselors	2019-2020	Data: Attendance, Suspensions, Referrals, Surveys
Special Education <ul style="list-style-type: none"> ● Referral Process ● Behavioral Supports ● RTI Practices 			



Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child’s learning and for the improvement of the school.

Goal: By June 2020, all teachers will implement reciprocal communication strategies with families so that 100% of families will participate in reciprocal communication a minimum of twice per year, to discuss each child’s needs, progress and ways that the parent can support their child’s academic achievement at home, as evidenced by the school leaders’ quarterly review of the communication between teachers and families and an analysis of parent survey results.

Start Date	End Date	Activity
November 2019	March 2019	The Assistant Superintendent, in collaboration with the school leaders, will arrange for a professional development session for teachers during a faculty meeting by a parent engagement consultant on effective strategies for communicating with families. There will ongoing sharing of best practices by volunteer teachers at faculty meetings at each school to provide support and information for teachers in order to implement the strategies to improve communication with families, as evidenced by agendas, sign-in sheets and data collected by school leaders using the walk-throughs protocol.



Start Date	End Date	Activity
September 2019	May 2020	The Assistant Superintendent will support the school leaders in the work of the elementary school's FACE (Family and Community Engagement) committees and to develop a Parent Partnership committee at the middle and high school by May 31, 2020. The committees will review and develop plans by December 30, 2020, to improve the reciprocal communications strategies that are used, including the awareness that many parents have limited access to technology and the internet.
September 2019	December 2020	The Assistant Superintendent, in collaboration with the school leaders, will develop a plan to present a SchoolTool parent portal training at each school during a fall parent/student event to increase the understanding and use of the parent portal to increase communication with families, as evidenced by agendas and sign-in sheets and a reduction in the number of parents requesting training for use of SchoolTool.
March 2020	May 2020	The Assistant Superintendent will work with each school leader individually and in collaboration, from March to May 2020 to improve the transition and orientation programs for incoming UPK, kindergarten, middle school and high school students, in order to make them more beneficial for students and more informative for parents as evidenced by a reduction in student referrals and parent concerns regarding transition.
September 2019	June 2020	The Assistant Superintendent, with school leaders, will use the NYSED family climate survey to be conducted in May 2020 at school events and electronically to



Strategy: Regular communication with students and families will identify student strengths and needs, and foster high expectations for student achievement.

Activities	Responsible	Time Frame	Evaluation
Provide professional development on math, literacy and other parent/child activities.	Principals Teachers Math Coach Literacy Coach	September 2019-June 2020	Review of sign in sheets and parent feedback survey
Professional development on developing parent partnerships with school.	Assistant Superintendent Principals School Counselors	September 2019-June 2020	Review of sign in sheets and parent feedback survey
Professional development on working with families in poverty.	McKinney-Vento District Support Liaisons Poverty Initiative Team	September 2019-June 2020	Faculty Meeting Minutes



Other possible PD activities to meet specific district needs

Activities	Responsible	Time Frame	Evaluation
<p>Communication</p> <ul style="list-style-type: none"> ● SchoolTool Portal ● One Call Now ● Social Media ● Title I Annual Meeting ● AIS/RTI Notifications ● Enrollment Process ● Communication/Collaboration 	<p>Superintendent CIO District Administrators</p>	<p>2019-2020</p>	<p>Data: Attendance, Suspensions, Referrals, Surveys, Communication Logs</p>
<p>Parent Education and Engagement</p> <ul style="list-style-type: none"> ● Title I Services ● Home School Supports ● Post-Secondary Information ● Grade/School Transitions ● Web Sites ● Student Learning and Development Tips and Tools ● CTE programs ● Family-School Partnership Building ● www.engageny.org ● Counseling 	<p>Assistant Superintendent</p>	<p>2019-2020</p>	<p>Sign-in sheets, Surveys,</p>



New York State Teaching Standards and Elements

Professional development offerings for teachers will be designed with the New York State Teaching Standards in mind.

Standard 1: Knowledge of Students & Student Learning

- 1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
- 1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
- 1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students
- 1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
- 1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning
- 1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning

- 2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]
- 2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
- 2.3 Uses a broad range of instructional strategies to make subject matter accessible
- 2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
- 2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
- 2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals



New York State Teaching Standards and Elements

Standard 3: Instructional Practice

- 3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
- 3.2 Communicate clearly and accurately with students to maximize their understanding and learning
- 3.3 Set high expectations and create challenging learning experiences for students
- 3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
- 3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology
- 3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

Standard 4: Learning Environment

- 4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student
- 4.2 Creates an intellectually challenging and stimulating learning environment
- 4.3 Manages the learning environment for the effective operation of the classroom
- 4.4 Organize and utilize available resources [e.g. physical space, time, people, technology] to create a safe and productive learning environment



New York State Teaching Standards and Elements

Standard 5: Assessment for Student Learning

- 5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth
- 5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
- 5.3 Communicate information about various components of the assessment system
- 5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly
- 5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated.

Standard 6: Professional Responsibilities and Collaboration

- 6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities
- 6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
- 6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success
- 6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
- 6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

Standard 7: Professional Growth

- 7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth
- 7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies
- 7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice
- 7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources.



The Interstate School Leaders Licensure Consortium Standards (ISLLC Standards)

Professional development offerings for administrators will be designed with the ISLLC Standards in mind.

Facilitating the development, articulation, implementation, and stewardship of learning that is shared and supported by all stakeholders

- A. Collaboratively develop and implement a shared vision and vision
- B. Collect and use data to identify goals assess organizational effectiveness and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program



Ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationship with community partners

Acting with integrity, fairness, and in an ethical manner

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practices, transparency and ethical behavior
- C. Safeguard the values of democracy equity and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Understanding, responding to, and influencing the political social, economic legal and culture context

- A. Advocate for children, families and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies



Evaluation of Professional Development

Guskey's graphic organizer for professional development will support the process for designing, delivering and evaluating professional development.

