**Memorandum**

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|---|---|
| **TO:** | Mr. John Lorentz |
| **FROM:** | Dr. Joan F. Ripley |
| **DATE:** | August 18, 2016 |
| **SUBJECT:** | **PROFESSIONAL DEVELOPMENT PLAN** |

The New York State Board of Regents adopted an amendment to the regulations of the Commissioner of Education, Section 100.2, which requires each school district to adopt a Professional Development Plan. The purpose of this plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students.

The regulations required that this plan be developed through collaboration with a professional development team appointed by the Board of Education, a majority of which would be teachers. The team had to include the Superintendent or his/her designee; school administrators upon designation by the administrators' collective bargaining organization; and teachers upon designation by the teachers' collective bargaining organization. To this end, our Board of Education appointed the following members on to this committee:

| | | | |
|---|---|---|---|
| William Marzillier | FFT | Brian Reilly | FFT |
| Christine Dewhirst | FFT | Garner Bass | FAAS |
| Vivian Knudsen | FFT | Patricia O'Regan | FAAS |
| Cordelia Anthony | FFT | Cheryl DePierro | FAAS |
| Janet Dieso | FFT | Maureen Moloughney | FAAS |
| Katie Fernandez | FFT | Jennifer Olsen | FAAS |
| Clarie Zatorski | FFT | Mrs. Barbara Horsley | Assistant Superintendent |
| Carol Ferraris | FFT | Dr. Joan F. Ripley | Assistant Superintendent |
| Karen Foley | FFT | | |

This committee met and reviewed the Professional Development Plan.

I am requesting that this item be placed on the agenda for approval by the Board of Education at their Board of Education meeting on August 31, 2016

attachments

# FARMINGDALE UNION FREE SCHOOL DISTRICT

# FARMINGDALE, NEW YORK

# PROFESSIONAL DEVELOPMENT PLAN

The plan was created by the Professional Development team whose foundational team included members of the Farmingdale Teacher Center Policy Board. The final makeup of the team, included a majority of teachers as well as district administrators, a parent, and a representative from an Institute of Higher Learning.

| William Marzillier | FFT | Howitt Middle School 6th Grade | Also serves as Teacher Center Assistant Director |
|---|---|---|---|
| Claire Zatorski | FFT | High School Music Teacher & FFT President | Mentor Program Facilitator |
| Christine Dewhirst | FFT | High School Guidance Counselor | |
| Vivian Knudsen | FFT | Northside Kindergarten Teacher | |
| Cordelia Anthony | FFT | High School Science Teacher | Also serves as Chair, Teacher Center Policy Board |
| Janet Dieso | FFT | Woodward Parkway Enrichment Teacher | Also serves as Teacher Center Director |
| Katie Fernandez | FFT | Saltzman East Mem. Instructional Coach | |
| Carol Ferraris | FFT | Woodward Parkway 2nd Grade Teacher | |
| Karen Foley | FFT | Albany Ave. 2nd Grade Teacher | |
| Brian Reilly | FFT | Howitt Middle School Science Teacher | |
| Dr. Garner Bass | FAAS | K-12 Director of Social Studies | |
| Patricia O'Regan | FAAS | Principal Saltzman East Memorial | |
| Cheryl DePierro | FAAS | Assistant Principal, High School | |
| Maureen Moloughney | FAAS | Director of Guidance | |
| Jennifer Olsen | | Administrative Director for Elementary Ed | |
| Dr. Joan Ripley | | Assistant Superintendent for Teaching & Learning | |
| Dr. Jay Lewis | | Hofstra University | Teacher Center Board Member |
| Dr. Gwen Wesley | | Principal, Bethesda Private School | Teacher Center Board Member |
| Linda Meltzner | | Teacher Lab Tech Aide | Teacher Center Board Member |
| Kerri O'Flynn | | PTA | Teacher Center Board Member |

# The State Education Department

Albany, New York 12234

# SCHOOL DISTRICT
## PROFESSIONAL DEVELOPMENT PLAN

DISTRICT NAME:          Farmingdale UFSD

BEDS CODE:              280522030000

SUPERINTENDENT:         John Lorentz

ADDRESS:                50 Van Cott Avenue, Farmingdale, NY  11735

PHONE:      (516) 434-5100      FAX:    (516) 847-0363      E-MAIL:    jlorentz@farmingdaleschools.org

YEAR(S) PLAN IS EFFECTIVE:      2016/2017

## Composition of Professional Development Team(s)

(majority of team members must be teachers)

District Team (Required)

6    # administrators/staff

10    # teachers

School Team(s) (Recommended)

2    # administrators/staff

10    # teachers

Number of school buildings in district:          6

Number of school-based professional development teams:          6

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

At least one member serving on the building team will serve on the district team.

2

# District Goals and Objectives

**We acknowledge that there are certain basic principles that shall guide the Board of Education in its actions and activities on behalf of our students and our community.  The mission of the Farmingdale School District is to educate our students to become independent thinkers and problem solvers.  It is our goal to empower each student to meet the challenges of tomorrow's emerging world.  The District will provide a safe, nurturing environment in which individual and civic responsibility is fostered, diversity is respected, and all students are enabled to realize their full potential.  To that end, we will:**

**ESTABLISH FARMINGDALE AS A HIGH ACHIEVING SCHOOL DISTRICT AS EVIDENCED BY HIGH LEVELS OF STUDENT PERFORMANCE IN ALL AREAS.**

To further its educational philosophy, the Board of Education establishes the following goals and objectives:

1. to motivate all students to respond to the challenge in education: to give critical attention to current issues, to approach problems with an open mind and willingness to grapple with them, to use leisure time wisely, to acquire a fine appreciation for the arts, to create, explore and develop values which foster moral and social emotional growth - values which enhance our cultural and national heritage;

2. to place emphasis on excellent instruction from teachers who possess the ability to inspire students with the desire to learn, thereby requiring the highest professional standards and performance from the professional staff. This must be based on cooperation, study and understanding, mutually undertaken by the Board of Education, the administration and staff;

3. to encourage the development of meaningful interpersonal relationships among the students, the staff and community;

4. to ensure that staff, students, and parents are afforded opportunities for meaningful participation in the development and evaluation of programs and policies;

5. to practice economy and strive for maximum efficiency in the administration of district resources so as to obtain tax relief for the home owner through an affordable tax structure while continuing to meet the goals and objectives of the various programs and services;

6. to provide educational programs and services which fulfill the needs of the district and comply with Commissioner's regulations; and

7. to promote the development of a "community school" by providing services to community members who are not part of the regularly attending student body.

# PROFESSIONAL DEVELOPMENT PLANNING TEAM

1. **If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.**

   The district team is composed of a cross-section of teachers, K-12, Teacher Center Director, Facilitator for Mentor Program and administrators. Members of the district team act as liaisons to each individual building team with constituents at faculty meetings, department meetings, administrative meetings and PTA meetings. The PDP Committee will review the needs of the staff annually, reflecting teachers' suggestions from in-service evaluations and as they become known through various sources (SED, administrative meetings, etc.).

2. **On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.**

   The average number of hours a teacher will be involved with professional development on an annual basis is 41 hours (100 hours of Professional Development every five years as prescribed in Part 80 of the Commissioner's Regulations).  This will be fulfilled by their attendance at the following mandated professional development sessions:

   | | |
   |---|---|
   | Superintendent's Conference Days (3) | 15 hours |
   | PD Afterschool Contractual Time | 16 hours |
   | Monthly Professional Learning Contractual Time | 10 hours |

   Teachers may participate, and are encouraged to do so, in any number of professional development activities over and above the 41 hours mentioned above.

Our district follows the New York State Professional Development Standards which are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Attributes of effective professional development include the following:

• Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

• Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.

• Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. Practices address the needs of professionals

throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

• Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.

• Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

• Professional development is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

• Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional development recognizes that the pursuit of excellence is never ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.

• Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.

• Professional development is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

# Meeting NYS Standards for Professional Development in Farmingdale

To meet these standards, Farmingdale employs a full time ELA instructional coach and a full time Math instructional coach at each elementary building; a full time ELA instructional coach and a part-time Math instructional coach at the middle school; one full time district-wide technology staff developer and 5 Building Technology Specialists district-wide; Ten teacher leaders are appointed at both the Middle school and the High School. Secondary subject area directors, principals and assistant principals also support teachers in professional learning.

All teachers and administrators are members of professional learning communities that meet at least once per month to pursue learning goals.

Teachers and Administrators are provided with substantial professional development opportunities. Such activities may include, but not be limited to:

> Collegial Circles / Study Groups/Book Talks led by teachers
> Courses:  Graduate / In-Service / On-Line Instructor Training Opportunities
> One to one and group coaching by Instructional Coaches
> Professional Learning Communities
> Technology Training by Building Technology Specialists
> Conferences / Workshops:  In-District / Out-of-District
> Mentoring/ Mentor Training
> Curriculum Writing
> National Board Teacher Certification
> New Teacher Institute / Student Teacher Orientations
> Fine Arts Museum Visitations
> Independent Professional Reading
> Independent Research
> NYSED Test Development and Curriculum Writing
> Observations:  Pre / Post Conferences
> School or College Visitations

> All course work must have the prior approval of the Assistant Superintendent for Teaching and Learning. This promotes alignment with the New York State Standards. The district's weighting of selected NYSUT courses furthers this alignment. To the district's goals.

# NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

1. **The professional development plan is aligned with New York Learning Standards and Assessments, student needs and is articulated within and across grade levels.**

   Student needs are addressed with the review and analysis of districtwide assessments. Articulation takes place at building-wide and grade-level meetings.

**High Quality Professional Development includes**:

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.

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.

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.

2. **The professional development plan is continuous, reflecting a multi-year approach to improve student performance.**

   Farmingdale has historically committed itself to an ongoing program of staff development as evidenced by continuous communication among central administration, the teachers' union, the Teacher Center and PTA (parental groups). The establishment of ongoing multi-year school district educational goals has institutionalized this commitment.

   Implementation of these goals has been achieved by an evolving series of staff development opportunities that are regularly evaluated and revised.

3. **Data used supports the goals, objectives, strategies and activities in the professional development plan.**

   Staff development programs are developed as a result of the needs assessment profile. All staff development programs are required to have an evaluation component that is reviewed to evaluate the efficacy of the programs delivered. This district also engages in the analysis, interpretation and evaluation of testing results so as to effectively plan staff development at grade level meetings, department meetings and faculty meetings by using the following reports:  Nassau BOCES Data Warehouse, and Districtwide Common Assessments, NYSESLAT, SAT (Grade 2), AIMSWeb, NWEA, Reading and Math Benchmark Assessments, Core subject area quarterly common assessments and Regents exams results.

**Board of Education/ District SMART Goals:**

1. **Increase passing rate of all NYS Regents exams by 5 percent**
2. **Increase participation in Parent University to engage more parents in the learning process.**

**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 Professional Development requirements will be met through workshops, classroom coaching, peer coaching and collegial circles provided by:

Nassau BOCES, Western Suffolk BOCES and Eastern Suffolk BOCES , Molloy College, Hofstra University, Farmingdale Teacher Center, LIASCD, and the following consultants:

Education Protocols for Evaluation and Research – Ellie Paiewonsky, former BETAC Director

Gloria Wilson, Professor, Hofstra University

Andrea Honigsfeld, Professor, Molloy College

We are pursuing a partnership with Stony Brook University's Department of Linguistics and its School of Professional Development to offer a four course program that allows content area teachers to be eligible to teach English Language Learners (ELLs). This program will allow teachers to apply for the Supplementary Certificate in English to

## **Board of Education Approved list of Contracted Professional Development Consultants**

Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. There are times when we hire expertise from the field of education to provide job-embedded, on-going professional development in order to reach our goals.  The following consultants have been contracted to help support teacher and administrator learning goals.

Lea Leibowitz Consulting: Elementary & Middle School Classroom and Reading Teachers

Elena Aguilar Consulting: Art of Coaching by Lettecia Kratz – PD provided to Instructional Coaches

Newton Education Solutions - Dr. Nikki Newton- Elementary/ Middle School Mathematics

New Perspectives on Learning- Cathy Fosnot- Elementary/ Middle School Mathematics

Dreambox Learning- Elementary/ Middle School Mathematics

Education Protocols for Evaluation and Research – Ellie Paiewonsky, (former Nassau BOCES BETAC Director)- ELL teachers and administrators

Autism Consulting Services Dr. Howard Schneider, Kelly Mahoney – Special Education Teachers

Rose Psychological Services – Dr. Howard Schneider – Psychologists and Special Education Teachers

Stony Brook Psychiatric Services - Deborah Gerard- Teachers of students with IEPs

Logic Wing – Blanca Duarte – Technology in the classroom

Cauter Technology – Chris Cauter – Technology in the classroom

Dr. Peter Boonshaft – K-12 Music

LEPE, Inc. – Lynn Hefele- Physical Education & Common Core Standards – Elementary PE

# School District Professional Development Plan 2016-17

# Attachment I:  Needs Assessment Sources Used

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

| X | School Report Card |
|---|---|
| | New York:  The State of Learning (Chapter 655 Report) |
| X | BEDS data |
| X | NYSED Assessments |
| | Special designation schools, SURR, Title I |
| X | Student attendance rates |
| X | Graduation and drop-out rates |
| X | Student performance results disaggregated by ethnicity, gender, SES, and other special needs |
| X | State benchmarks for student performance |
| | TIMSS report |
| | Student aspirations |
| X | Other student surveys |
| X | Longitudinal data |
| X | Student/teacher ratios |
| | Teacher turnover rate |
| | Number of uncertified teachers |
| | Number of teachers teaching out-of-field |
| X | Teacher proficiency data |
| X | Teacher surveys |
| X | Teacher self-assessment |
| | Curriculum surveys |
| | Community employment opportunities |
| X | Other (specify): SAT (Grade 2), AIMS Web, NWEA, AP, SAT, ACT |

> Program Evaluations / Review Reports for District Programs
> NYS School Report Cards
> Nassau BOCES Data Warehouse
> District Common Assessments
> NYSESLAT
> National School Climate Survey

## Attachment II: Needs Assessment Prioritizing

*Congruence between student and teacher needs and district goals and objectives will determine plan priorities.*

| | Student Performance Deficiency | Teacher Content / Practice Needs | District Goal / Objective # |
|---|---|---|---|
| 1. | To improve student performance as measured by Federal, state and local assessments.<br><br>Increase passing rate of all NYS Regents exams by 5 percent<br><br>Increase reading and math levels for Elementary students | Staff development activities listed in Needs/Data Analysis will be used to assure congruence between student and teacher needs and district goals and objectives, and to address RTI objectives. | Goal 1 / Objective 1 |
| 2. | To provide opportunities for our special needs population to achieve all NYS standards. | Staff development activities will be designed to ensure high levels of equity and expectations for our special needs students. | Goal 2 / Objective 1 |
| 3. | To improve student performance by integrating technology into classroom instruction.<br>Google Classroom | Staff development activities will continue to encourage and support a wide range of technology oriented experiences for all professional staff. | Goal 3 / Objective 1 |
| 4. | To promote civility, citizenship, and character education among students through Project SAVE; Dignity for All Students Act, & Social/Emotional Learning Program | Staff development activities will be designed to address Project SAVE objectives, Dignity for All Students Act and to explain the new objective of SED guidelines concerning Social/Emotional Learning. | Goal 4 / Objective 1<br><br>Objective 2 |

\* See Attachment IV for Goals/Objectives

| New Teacher Support (Mentoring Program) | Implementation Plan | SED Goal |
|---|---|---|
| 1. To provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools | **New Teacher Mentoring Program** <br> In Addenda | Goal 1 / Objective 1 |
| 2. To increase the skills of new teachers in order to improve student achievement in accordance with the NYS Learning Standards | | Goal 2 / Objective 1 |

**A. School District Professional Development Plan**

# Attachment III:  District Resources

*What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?*

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal Resources:

| | |
|---|---|
| X | NCLB Title IIa |
| X | District Professional Development Budget |

Staff Resources:

| | |
|---|---|
| X | Curriculum developers |
| X | Content specialists |
| X | Exemplary teachers |
| X | Instructional Coaches |
| X | Administrators |

Providers:

| | |
|---|---|
| X | Institutions of Higher Education |
| X | Teacher Center |
| X | Nassau BOCES, Western Suffolk BOCES, Eastern Suffolk BOCES |
| X | Educational Consultants |

Community:

| | |
|---|---|
| X | Major employers |
| X | Community-based organizations such as Farmingdale Summit |
| X | Parents |

Please identify any funds the district has received for professional development which <u>are</u> <u>not</u> used to implement this plan and why. NONE

# Attachment IV: Implementation Plan

**Student Performance**

**Goal #1:** To improve student performance as measured by Federal, state and local assessments

**Objective #1:** To provide teachers with opportunities to develop strategies and tools necessary to improve student learning

**Objective #2:** To explore intervention activities addressing RTI (Response to Intervention) and the SED mandate of 2012 district-wide K-6 implementation.

**Objective #3:** To explore awareness level activities addressing RTI (Response to Intervention) at Grades 7-12.

Professional development described is continuous and sustained and reflects congruence between student and teacher needs and district goals and objectives.

| Strategy (ies) | Activity (ies) such as, but not limited to: | Who | Timeframe (when / how long) | Performance Measure / Data Source |
|---|---|---|---|---|
| Develop an increased knowledge and use of student performance data. | In-service, workshops, graduate courses, faculty meetings, department meetings, and the Board of Education approved consultants listed in the addenda. | Instructional staff K-12, administrative staff | Ongoing | *Federal, state and local assessments, CBM, standardized tests, student portfolios, teacher evaluation of student performance and academic growth |
| Strengthen content knowledge and instructional techniques | Graduate course work, in-service/ workshops, curriculum writing, collegial circles, mentoring, instructional coaching | Instructional staff K-12, administrative staff | Ongoing | *Longitudinal evaluation of student performance on multiple assessments and teacher evaluation of student performance and academic growth |
| Encourage reflection on the components of student performance and teaching practices | Collegial Circles, grade level meetings, department meetings, team meetings, school visitations, use of | Instructional staff K-12, administrative staff | Ongoing | *Longitudinal evaluation of student performance on multiple assessments and teacher evaluation of student |

| Strategy (ies) | Activity (ies)<br><br>such as, but not limited to: | Who | Timeframe<br><br>(when / how long) | Performance Measure / Data Source |
|---|---|---|---|---|
| | Danielson Frameworks with instructional coaches | | | performance and academic growth |

\* Data Sources/Reports:  SAT (Grade 2), AIMSWeb, NWEA MAP, NYSESLAT, Nassau BOCES Data Warehouse, District wide Common Assessments

# Attachment IV: Implementation Plan

**Student Performance**

**Goal #2:**        Provide opportunities for the special needs population to achieve all NYSED standards

**Objective #1:** To provide teachers with opportunities to develop strategies and tools necessary to improve student learning in the areas of special education, ENL and remedial programs.

Professional development described is continuous and sustained and reflects congruence between student and teacher needs and district goals and objectives.

| Strategy (ies) | Activity (ies) such as, but not limited to: | Who | Timeframe (when / how long) | Performance Measure / Data Source |
|---|---|---|---|---|
| Develop an increased knowledge and use of teaching modifications, co-teaching adaptations and differentiated instruction | Consultants, PLCs, Department meetings, in-service courses, curriculum writing, faculty meetings, graduate courses, school visitation, in/out- of-district conferences, workshops, collegial circles, and common planning time, mentoring, interdepartmental collaboration, release time | Instructional staff K-12, administrative staff | September 2016-June 2017 | *Federal, state and local assessments, standardized tests, student portfolios, teacher evaluation of student performance and academic growth, observations. |

* Data Sources/Reports:  SAT (Grade 2), NWEA MAP, NYSESLAT, Nassau BOCES Data Warehouse, District –wide Common Assessments

## Attachment IV: Implementation Plan

**Student Performance**

**Goal #3:**       To improve student performance by integrating technology into classroom instruction

**Objective #1:** To provide teachers with opportunities for the development and implementation of technology based instruction

Professional development described is continuous and sustained and reflects congruence between student and teacher needs and district goals and objectives.

| Strategy (ies) | Activity (ies) such as, but not limited to: | Who | Timeframe (when / how long) | Performance Measure / Data Source |
|---|---|---|---|---|
| Develop and apply knowledge of, and facility with, available technology such as Google Classroom, Google Drive, Apps and software | In class coaching, video-conferencing, PLCs, In-service courses/workshops, districtwide committee, independent study/research, in/out-of-district workshops/ conferences, graduate courses, curriculum writing, | Instructional staff K-12, administrative staff | August 2016- June 2017 | Statistics from Google Classroom, Student electronic portfolios, teacher evaluation of student use of technology, anecdotal records |

## School District Professional Development Plan

## Attachment IV: Implementation Plan

**Student Performance**

**Goal #4:** To promote civility, citizenship and character education among students through Project SAVE, DASA (Dignity for All Students Act) & exploration of program objectives for Social/Emotional Learning.

**Objective #1:** To provide all staff with DASA (Dignity for All Students Act) training

**Objective #2:** To provide all staff with school violence prevention training and child abuse prevention training

**Objective #3:** To explore awareness level activities addressing topics surrounding Social/Emotional Learning.

Professional development described is continuous and sustained and reflects congruence between student and teacher needs and district goals and objectives.

| Strategy (ies) | Activity (ies)<br><br>such as, but not limited to: | Who | Timeframe:<br><br>when / how long | Performance Measure / Data Source |
|---|---|---|---|---|
| Develop an integrated curriculum addressing strategies of awareness with respect to Project SAVE mandates & DASA using programs such as Second Step | In class coaching, support by Social Workers, Curriculum writing projects, in-service courses/workshops, collegial circles, faculty meetings | Instructional staff K-12, administrative staff | Ongoing | Teacher monitoring of student behavior, decrease in administrative referrals, detentions and suspensions |
| Provide training for all staff in violence prevention techniques and child abuse awareness | Superintendents' Conference Day, in-service courses<br><br>workshops, out-of-district conferences, faculty meetings | All staff | Ongoing | Teacher monitoring of student behavior, decrease in administrative referrals, detentions and suspensions |

| Strategy (ies) | Activity (ies)<br><br>such as, but not limited to: | Who | Timeframe:<br><br>when / how long | Performance Measure / Data Source |
|---|---|---|---|---|
| Participate in awareness level activities addressing Social/Emotional Learning & DASA | Administrative Council, faculty meetings, grade level meetings, team meetings, department meetings, Teacher Center offerings, consultants, conferences | All staff | Ongoing | Teacher & Administrator monitoring of student behavior |

## School District Professional Development Plan

## Attachment IV: Implementation Plan

**New Teacher Support**

**Goal #1:**    To provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools

**Objective #1:**  To provide new staff members with the Teacher Reflective Practice using the Danielson Framework for Teaching and teacher mentor support.

| Strategy (ies) | Activity (ies) such as, but not limited to: | Who | Timeframe (when / how long) | Performance Measure / Data Source |
|---|---|---|---|---|
| Understand, apply and reflect on the four domains of the Danielson Framework and the Farmingdale APPR process. | Reference Attached Documents –New Teacher Mentor Program | | | |

# School District Professional Development Plan

## Attachment IV: Implementation Plan

### New Teacher Support

**Goal #2:** To increase the skills of new teachers in order to improve student achievement in accordance with the NYS Learning Standards

**Objective #1:** To provide each new staff member with access to a qualified mentor and time with instructional coaches.

| Strategy (ies) | Activity (ies) such as, but not limited to: | Who | Timeframe (when / how long) | Performance Measure / Data Source |
|---|---|---|---|---|
| Develop and improve instructional skills in order to improve student achievement | Reference Attached Documents – New Teacher Mentor Program | | | |

**School District Professional Development Plan**

## Attachment V: Evaluation Plan

| Goal: Student Performance | Objective | Evaluation Plan | Performance Measure/ Data Source/Timeline |
|---|---|---|---|
| 1. Improve student performance as measured by Federal, state and local assessments | To provide teachers with opportunities to develop strategies and tools necessary to improve student learning as well as exploring awareness level activities addressing RTI | Collect, review and analyze data relative to teacher participation in professional development activities and generate appropriate recommendations | *Ongoing |
| 2. Provide opportunities for the special needs population to achieve all Regents standards | To provide teachers with opportunities to develop strategies and tools necessary to improve student learning in the areas of special education, ENL, and remedial programs | Collect, review and analyze data relative to teacher participation in professional development activities and generate appropriate recommendations | *Ongoing |
| 3. To improve student performance by integrating technology into classroom instruction | To provide teachers with opportunities for the development and implementation of technology based instruction | Collect, review and analyze data relative to teacher participation in professional development activities and generate appropriate recommendations | *Ongoing |

| | Goal: Student Performance | Objective | Evaluation Plan | Performance Measure/ Data Source/Timeline |
|---|---|---|---|---|
| **4.** | To promote civility, citizenship and character education among students through Project SAVE and the exploration of program objectives for Social/Emotional Learning | To provide all staff with school violence prevention training and child abuse prevention training, as well as to explore awareness level activities addressing Social/Emotional Learning | Collect, review and analyze data relative to teacher participation in professional development activities and generate appropriate recommendations | *Ongoing |

* Data Sources/Reports:  SAT (Grade 2), NYSTART, NYSESLAT, Nassau BOCES Data Warehouse, District-wide Common Assessments

**School District Professional Development Plan**


# Attachment V: Evaluation Plan


| Goal:  New Teacher Support (Mentoring Program) | Objective | Evaluation Plan | Performance Measure/ Data Source/Timeline |
|---|---|---|---|
| 1. To provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools | To provide new staff members with the New teacher in-service course and teacher mentor workshops and a professional learning community (PLC) | Peer evaluation by mentors and administrators will be provided to each new staff member.<br><br>Reference Attached Document – New Teacher Mentor Program | |
| 2. To increase the skills of new teachers in order to improve student achievement in accordance with the NYS Learning Standards & NYS CCSS | To provide each new staff member with access to a qualified mentor | | |

# ADDENDA