Hudson Falls Central School District Professional Development Plan

2015 – 2018

June 2015

Superintendent: Mrs. Linda Goewey

BEDS Code: 641301060000

District: Hudson Falls Central School District
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Composite of Professional Development Teams

Number of school buildings in district: 5
Number of school-based professional development teams: 5

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

> *There are at least two teachers from each school on the district team. In addition to this representation, school level teams had a significant role in developing the building and district level goals, objectives and implementation plans for professional development.*

Professional Development Planning Team
   1. Scope of Professional Development Team Responsibility:

       The professional development team was involved in the following:

X   *Goal Setting*

X   *Need Analysis*

X   *Planning/Developing Activities*

X   *Plan Implementation*

X   *Evaluation/Modifying Plan*

X   *Resource Allocation*

X   *Objective Setting*

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

                              Thirty-Five

NEED/AND DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

1. Describe how the professional development plan is aligned with New York Common Core State Standards and assessment, student needs and is articulated within and across grade levels:

   Each of the district-wide goals is designed to improve student achievement as indicated by the student's performance on state assessments. All goals are directly aligned to improve student achievement.

   Much of the staff development work will occur at grade and/or building levels under the overarching district-wide professional development goals. In addition, articulation is occurring through the efforts of our District Shared Decision Making Team which meets monthly and which creates and revises the PDP. Articulation is also occurring through the continuous work of our building teams and our 6-12 departments. Much of the PDP training occurs at the departmental level. It is submitted to the Board of Education for approval.

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

   The plan is an outgrowth of a continuous process of data review and analysis, the purpose of which is increasing student achievement. This monitoring process falls to the District Shared Decision-Making Team (DSDMT) and to the Building Teams. These teams are charged with developing school improvement plans that will address Common Core State Standards and performance on state assessments. The development of the Professional Development Plan is determined by the data analysis and the school improvement process. Using this data in planning professional development will lead to improved student performance. The three-year plan is updated annually to chart and direct long-range plans to address district needs. The annual updates provide opportunity for midcourse adjustments depending on the most current student performance data.

Needs Assessment Sources Used

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

   X   New York State School Report Card

4

X NYSED School Accountability Reports
X Student Attendance Rates
X Graduation and Dropout Rates
X Student performance results disaggregated by ethnicity, gender, SES, and other special needs
X State Benchmarks for Student Performance
X Surveys
X Longitudinal Data
X Annual PDP Survey
X Superintendent Conference Days
X Guidance Cohort Data
X Quarterly Failure Data
X Student Growth Measurement

District Resources

Fiscal: Consolidated Application: Title I, Title IIA and D
  IDEA 611 and 619
  District Curriculum Office Funding

Human: There are several staff members who are routinely involved in staff development and others who periodically share expertise on specific subjects. Among these people are:

  Superintendent of Schools
  Assistant Superintendent for Curriculum & Instruction
  Building Principals
  Department Chairpersons
  Middle School Team Leaders
  Grade Level Coordinators
  District Network Team for RTTT
  Technology Administrator and Staff
  SRP Representative
  HFTA Representative

Other Providers:
  Capital Region BOCES
  WSWHE BOCES
  Various Consultants

HUDSON FALLS CENTRAL SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN
2015 - 2018

2016-17 Team Membership

Description of Teams

District Shared Decision-Making Team & Professional Development Team:

Administrators	Teachers	Other Staff	Parents
Mrs. Linda Goewey	Brenda Brooks	Carol Wirfel	Heidi Andrejkovics
April Struwing	Lynsey Fitzgerald	Charlene Mandolare	
Jim Bennefield	Deb Ferranti		
	Rebecca Sheldon		
	Melissa Dickinson		
	Thomas Aldridge		
	Nathan Kocak		
	Tracy Musto		
	Robert Livingston		
	Steve Casavant		
	Wendy Rogers		
	Rebecca Britten		

School Teams:

Kindergarten Center Building Leadership/Performance Team

Administrators	Teachers	Other Staff	Parents
Michael McTague	Lynsey Fitzgerald – Chair	Virginia Lynch	Heidi Andrejkovics
	Rebecca Britten		
	Stephanie Akins		

Primary School Building Leadership/Performance Team

Administrator	Teachers	Other Staff	Parents
April Struwing	Wendy Rogers – Chair	Christine Kearns	Heidi Andrejkovics
	Dina Valastro	Carol Wirfel	
	Karen Prakelt		
	Steve Casavant		
	Megan Armstrong		

Intermediate School Building Team

Administrator	Teachers	Other Staff	Parents
Michael McTague	Rebecca Sheldon – Chair	Helen Currie	Jessica Gregoire
	Lisa Winter	Beth McCarthy	
	Brenda Brooks	Colleen Gitto	
	Jennifer Chillrud		
	Terry Onofrio		
	Melissa Whitman		
	Darci Brewer		
	Jocelyn Lawrence		
	Lindsey Cote		
	Terri McCarty		

Middle School Building Team

Administrator	Teachers	Other Staff	Parents
Todd Gonyeau	Tom Aldridge - Chair	Michelle Sherwood	
Jordan Tezanos	Amy Porter		
	Tricia Chizek		
	Jeff Delisle		
	Nathan Kocak		
	Doraine Miller		
	Amanda Schaffer		
	Courtney Wendell		
	Jeff Mazurak		
	Mike Kissane		

High School Building Team

Administrator	Teachers	Students/Other Staff	Parents
Jim Bennefield	Tracy Musto – Chair	NCBI Rep.	
	Robert Livingston	Student Council Rep.	
	Debra Murphy	NHS Rep.	
	Jennifer French	Donna Fisher	
	Brianna Dingman	Michele Burke	
	Jim Shaw		
	Greg Smith		
	Jim Delancey		
	William Levett		
	+1 Rotating (English)		

District Goal I: Increase Student Achievement in all curriculum areas for all students.

TARGET AREA: What will teachers know and be able to do as a result of professional development?	PROFESSESIONAL DEVELOPMENT/RESOURCES: How will the district/building address the professional development needs?	TIMELINE: When will this Professional Development occur in the next 3 years?	EVALUATION: How will we know the Professional Development was effective?
Data Analysis: Through the use of improved UPK-12 assessment practices and analysis, the instructional staff will improve student achievement on classroom, local and N.Y.S. assessments.	- Data analysis workshops - Analysis of N.Y.S. assessments & student results - Superintendents Conference Days - Workshops - Facilitator & peer coaching - Professional literature & action research - In-service training - Early release day workshops - Instructional support materials on developing standards based assessments - Building study circles - Analysis of student work - Teacher Center support - Use of instructional technology to support data analysis	Year 1: - Introduction of data analysis research to UPK-12 staff - Staff training with common vocabulary & core knowledge - Faculty presenters & modeling - Lesson demonstrations & departmental/grade training - Peer coaching - Teacher Center summer workshops - Monthly topic at faculty meetings Year 2: - Increased use of data analysis in UPK-12 instruction. - Monthly topic at faculty meetings - Instructional focus of administrators & core academic leaders (dept. chairs, team leaders, grade level coordinators). - Modeling & lesson demonstrations - Peer coaching	- Yearly P.D.P. survey - Administrator observes application of Data Driven Instructional practices in classroom instruction. - Departmental application of data analysis - Curriculum review assessing effectiveness - Evidence of student achievement through student work

	• Data analysis integration through curriculum writing & development • Parent & community awareness	Year 3: • Increased use of data analysis in daily instructional practices • Collaborative sharing of best practices • Monthly faculty topic • Instructional focus of administrators & core academic leaders • Lesson demonstrations	

District Goal II: Increase Graduation Rate to meet and/or exceed NYS Graduation requirements.

TARGET AREA:	PROFESSESIONAL DEVELOPMENT/RESOURCES:	TIMELINE:	EVALUATION:
Differentiation of Instruction: Through the differentiation of UPK-12 instruction, student achievement will be improved at the grade and building level.	• Understanding By Design Unit Development • Differentiation of instruction workshops • Professional literature & action research • Superintendents Conference Day • Workshops • In-service training • Early release day training • Professional Learning Communities • Teacher Center educational support • Curriculum writing	Year 1: • Development of differentiation of instruction research to UPK-12 • Staff training with common vocabulary & core knowledge based on best practices in educational research • Staff training & faculty presentations • Monthly topic at Faculty Meetings • Instructional focus of administrators & core academic leaders (dept. chairs, team leaders, grade level coordinators). Year 2: • Increased use of differentiation of instruction research to UPK-12. • Monthly topic at Faculty Meetings	• Yearly P.D.P. survey • Administrator observes application of differentiated instruction practices in classroom instruction. • Review and analysis of curriculum • Evidence of Student Achievement through review of student work.

		- Instructional focus of administrators & core academic leaders (dept. chairs, team leaders, grade level coordinators). - Peer coaching Year 3: - Monthly topic at Faculty Meetings - Increased use of differentiation of instruction research in UPK-12 classrooms. - Instructional focus of administrators & core academic leaders (dept. chairs, team leaders, grade level coordinators).	

District Goal III:	Implement Common Core State Standards.

TARGET AREA:	PROFESSESIONAL DEVELOPMENT/RESOURCES:	TIMELINE:	EVALUATION:
Common Core State Standards for ELA & Literacy in History/Social Studies, Science and Technical Subjects and the New York State P-12 Common Core Learning Standards for Mathematics: • Through the use of Common Core State Standards strategies, the staff will promote students' improved academic achievement UPK-12.	• Common Core State Standards (CCSS) Implementation workshops • Professional literature & action research • Superintendents Conference Days • Workshops • In-service training • Early release day training • Professional development on Instructional support material • Professional Learning Communities • Teacher Center educational support • Curriculum writing • Use of instructional technology to support CCSS • Parent & community awareness	Year 1: • CCSS professional development workshops • PDP Updates • Instructional strategies/CCSS strategies shared with UPK-12 staff. • Staff training to promote common vocabulary, core knowledge, and appropriate strategies in all content areas • Faculty presenters & modeling • Lesson demonstrations & departmental/ grade training • Peer coaching • Teacher Center Training Year 2: • Increased use of CCSS strategies in UPK-12 instruction. • Monthly faculty meeting • PDP Updates • Instructional focus of administrators & core academic leaders (dept. chairs, team leaders, grade level coordinators). • Modeling & lesson demonstrations	• Yearly PDP survey to be developed • Supervisor observed application of CCSS practices demonstrated in classrooms. • Monthly Topic at Faculty Meetings

		• Peer coaching
		Year 3:
		   • Increased use of CCSS strategies in daily instructional practices
		   • Collaborative sharing of best practices
		   • Instructional focus of administrators & core academic leaders
		   • Lesson demonstrations & peer coaching	

District Goal IV:	Utilize Data Driven Instructional Strategies.

TARGET AREA:	PROFESSESIONAL DEVELOPMENT/RESOURCES:	TIMELINE:	EVALUATION:
Implement Data Driven Instructional Strategies UPK-12 **Curriculum Alignment:** • Through improved UPK-12 alignment of the curriculum with N.Y.S. Common Core State Standards, student academic achievement will be improved on local and state assessments.	• Curriculum alignment/standards training workshops • Professional literature & action research • Superintendents Conference Days • Workshops • In-service • Early release day training • Professional development Instructional support material • Building study circles • Teacher Center educational support • Use of instructional technology to support the improved curriculum alignment • Assessment development (formative and summative) • Parent & community awareness	Year 1: • Develop Common Assessments • Faculty presenters & modeling • Peer coaching • Teacher Center summer workshops • Curriculum alignment • Development of in-district specialists to support curriculum alignment & train district staff Year 2: • On-going Curriculum alignment through professional development in UPK-12. • Instructional focus of administrators & core academic leaders (dept. chairs, team leaders, grade level coordinators). Year 3: • Collaborative sharing of best practices for alignment and standards implementation • PDP Updates • Instructional focus of administrators & core academic leaders	• Yearly PDP survey • Supervisor observed application of improved curriculum practices demonstrated in classrooms. • Monthly topic at Faculty meetings • Review and analysis of curriculum alignment with standards

Hudson Falls Central School District Professional Development Plan: Kindergarten Center 2014-2015

District Goal	Strategy	Major Tasks	Activities	Evidence of Completion/Success
District Goal 1: Increase student achievement in all curriculum areas for all students	Use of data-driven and differentiated instructional strategies	Common planning time at specific grade levels to create common and consistent strategies to increase skill development	School related business days for curriculum related work	Rubrics created for quarterly ELA benchmarks, Pearson Topic tests and Math Fluency Assessments UPK alignment of assessments to the CCS Pre-K Foundational Skills
		Systematically identify students in need of Tier II supports	BT, CST, Faculty, Reading discussions regarding tools and goals for identifying students in need of Tier II interventions	Creation of consistent ELA goals for Tier II interventions and list of school resources available.
		To use IXL Math for the 2014-2015 school year	Created proposal to use IXL Math for the 2014-2015 school year. -at home -use at school	IXL training occurred at 3/27 Staff Development Day. Login information shared with parents during PTC. Lab time dedicated to all students accessing.
		Writing Workshop	Summer PD	Week long workshop specific to K launch of Writers Workshop. Consistency of charts, resources and pacing guides used 2014-2015 school year.
		Math Fluencies Training	Grade level worked on curriculum during the summer with Joe and	K: Math fluencies and corresponding beg. of year, mid-year and end of year assessments created

Hudson Falls Central School District Professional Development Plan: Kindergarten Center 2014-15

District Goal	Strategy	Major Tasks	Activities	Evidence of Completion/Success
District Goal 2: Increase graduation rate to meet and/or exceed NYS graduation requirements	Use of Response to Intervention protocols	Staff following District wide RtI protocols	Creation of District Wide RtI plan	Trainings 4x a year for RtI District Committee
		Grouping of students based on skill level not classroom placement for reading services	Reading Assistants Meetings	Quarterly meetings with Reading Assistants to confirm and/or modify reading groups
	Monitor demographic data through district SMS (School Tool) and implement tiers of intervention	Track absentee list quarterly	Quarterly report on absentee rate

Contacting families and outside agencies for follow up

Home visits | Letters, phone calls and meetings occurred quarterly with chronic absenteeism. Attendance plans created. |

Hudson Falls Central School District Professional Development Plan: Kindergarten Center 2014-15

District Goal	Strategy	Major Tasks	Activities	Evidence of Completion/Success
District Goal 3: Implement Common Core Standards	Use a committee to align report cards to the common core standards	Align UPK-5 report cards to the common core standards	A committee K-5 was developed and met	Meetings afterschool. New report card for the 2015-16 school year
		Develop common consistent implementation of UPK – Grade 3 Writer's Workshop	Summer 2014 PD with K teachers and Allison Hepfer	Follow-up day with Allison Hepfer for mid-year check-in with K teachers
			BOCES trainings with UPK	Grade level attendance Writing in Preschool with Dr. Affinito
		Continue common consistent implementation of Reader's Workshop	Summer 2015 PD with K teachers and Allison Hepfer	Summer PD with Allison Hepfer and Reading Units of Study for K
			Summer 2015 PD with UPK and K teachers	Get Ready! with UPK
		Continue common consistent implementation of Math Envisions	Grade level modified pacing guide and identified gaps in program	Attendance at K-2 NTI Math Training

Summer 2015 continuation of Math best practices with Joe |

				Lehet and Lesley Carpenter

District Goal	Strategy	Major Tasks	Activities	Evidence of Completion/Success
District Goal 4: Utilize data driven instructional strategies	Apply common and consistent use of student achievement data, such as formative and summative assessments, to our daily instruction (progress monitoring, pacing guides, benchmark assessments)	Use of individual student performance folders for students in UPK – Grade 3	Completion of literacy assessments 3x yearly: timeline will be provided	Literacy assessments collected in December, March and June
		STAR Assessment training	Use of Faculty meeting for training on how to use STAR assessments.	CST students identified through screenings
		Creation of grade level SMART Goals	Use of BT and grade level meetings to track progress toward ELA and Math goals through teacher inventories.	Teacher and grade level pie charts representing growth towards goals.
		Explore/pilot comprehensive Language Arts programs	-Two teachers pilot of Fundations - teacher piloted CCS modules -Ordered Saxon Phonics Program	-Met with Dr. Summers to review strengths and weaknesses of program -K attendance at NTI conference for CKLA -GLC to review Saxon -UPK and K representation on Literacy Committee.

Hudson Falls Central School District Professional Development Plan: Primary School 2014-15

District Goal	Strategy	Major Tasks	Activities	Evidence of Completion/Success
District Goal 1: Increase student achievement in all curriculum areas for all students	Use of data-driven and differentiated instructional strategies	Common planning time at specific grade levels to create common and consistent strategies to increase skill development	Monthly grade level curriculum meetings (2:30 – 3:35)	Meeting minutes from meetings
		Use of turn-key training in the district to provide expertise on instructional strategies on STAR assessments	Training provided to by BOCES	Trainings
		To have technology available in the classroom to support leveled instruction.	Created a proposal to have technology available in the classroom to support leveled instruction.	Proposal was created Technology in the classroom One classroom will "pilot" the use of tablets in their classroom and provide feedback on the best use of the devices.
		To use IXL Math for the 2014-2015 school year.	Created proposal to use IXL Math for the 2014-2015 school year. -at home -use at school -school- wide tracking of student progress	Proposal was created At the Feb. Faculty meeting training on IXL was provided Summer Program created to have students use the program
		Reading Club continued	Reading Club took	Reading Club occurs for 8 weeks, meets

			place. There were 2-8 week sessions. -focus on students who are not at grade level, but not receiving reading services	3x a week for 45 min. (there are 2 sessions)
		Math Club was implemented	Math Club took place, There was a 1–8 week session. -focus on students who are not at grade level for math. Will work on fluency and basic skills	Math Club occurs for 8 weeks, meets 3x a week for 45 min.
		Writing Workshop	Summer PD	Grade level time provided to create consistent anchor charts and pacing guides.
		Summer Curriculum writing	Grade levels will be working on curriculum during the summer	Grade 1: Math fluency & Number Sense Grade 2: Reading Workshop Grade 3: Problem Solving

Hudson Falls Central School District Professional Development Plan: Primary School 2014-15

District Goal	Strategy	Major Tasks	Activities	Evidence of Completion/Success
District Goal 2: Increase graduation rate to meet and/or exceed NYS graduation requirements	Use of Response to Intervention protocols	Staff following District wide RtI protocols	Creation of District Wide RtI plan	Trainings 4x a year for RtI District Committee
		Grouping of students based on skill level not classroom placement for reading services	Reading Teachers met	Student groups
	Monitor demographic data through district SMS (School Tool) and implement tiers of intervention	Track absentee list quarterly	Quarterly report on absentee rate Contacting families and outside agencies for follow up Home visits	Social worker generates quarterly reports on absentee rate Reports generated by School Tool List of interventions used to decrease a student's absentee rate

Hudson Falls Central School District Professional Development Plan: Primary School 2014-15

District Goal	Strategy	Major Tasks	Activities	Evidence of Completion/Success
District Goal 3: Implement Common Core Standards	Use a committee to align report cards to the common core standards	Align K-5 report cards to the common core standards	A committee K-5 was developed and met	Meetings afterschool New report card for the 2015-16 school year
		Develop common consistent implementation of UPK – Grade 3 Writer's Workshop	Grade levels had professional development at Lake George School District with Ginny Mondschein	Day training at Lake George School District with Ginny Mondschein Grade Level Meetings
		Continue common consistent implementation of Reader's Workshop	Grade levels had professional development at Lake George School District with Ginny Mondschein	Day training at Lake George School District with Ginny Mondschein Grade Level Meetings
		Continue common consistent implementation of Math Envisions	Grade levels working on consistent facts/fluency practice	Math fluency PD this summer Using EnVision program Grade Level Visits to Lake George

			Grade level curriculum meetings to share resources and information	Grade level minutes

District Goal	Strategy	Major Tasks	Activities	Evidence of Completion/Success
District Goal 4: Utilize data driven instructional strategies	Apply common and consistent use of student achievement data, such as formative and summative assessments, to our daily instruction (progress monitoring, pacing guides, benchmark assessments)	Use of individual student performance folders for students in UPK – Grade 3	Completion of literacy assessments 3x yearly: timeline will be provided	Assessments will be collected and data reviewed by building administered Blue folders were collected in November, February and June. Results were recorded on a classroom roster
		STAR Assessment training	Use of Faculty meeting for training on how to use STAR assessments.	Faculty Meeting March – how to use progress monitoring April- how to read results and determine growth for students.
		Look at Core Reading Program 1-3 and identify what is currently being done consistently at the grade levels.	Use of Faculty Meetings and grade level meetings to identify what we are using to teach phonics, phonemic awareness, vocabulary, fluency and comprehension Grade 1 & 2 attended NTI training for Core Knowledge	Completion of handout Handout was shared with DO

		PLC and data discussion training	Superintendent's Day Conf. BOCES will facilitate May curriculum meeting to review STAR data	Agenda

Intermediate School Professional Development 2012-2015

	What?	How?	When?	Who?	Accomplished?
District Goal I: Increased Student Achievement	Attendance	• Monitor attendance records. • Social Worker reward students for improved attendance from previous year	Daily	Administration, Nurse, classroom teacher, social worker	YES- 2012-13- 2014-15 • Decrease in absences **2014-2015 Updates** Social worker reward students for improved attendance from previous year
	Fluency-ELA	• Running records • Benchmark assessment for reading levels • Small group instruction	Sept-June	Classroom Teachers, Special education teachers, AIS ELA teachers, Reading Teacher	YES 2012-13- 2014-15 • Running records log sheet • F&P Benchmarks- Sept, Jan, June **2014-2015 Updates** Small group instruction
	Fluency-Math	• Math fact programs- such as Rocket math • IXL math website	Sept-June	Classroom Teachers, Special education teachers, AIS ELA teachers, Reading Teacher	YES 2014-15 **2014-2015 Updates** Small group instruction, Rocket math, IXL website
	Comprehension ELA/Math	• Flexible Grouping	Sept-June	Classroom Teachers, Special Education Teachers, AIS ELA teachers, Reading Teacher	YES 2012-13- 2014-15 • Leveled reading assessments • Benchmarks **2014-2015 Updates** Leveled Library
	Monitor Classroom Behavior	• License Plates • Individual Classroom Management Plans	Sept-June	Classroom Teachers, , Special Education Teachers, AIS ELA teachers, Reading Teacher	YES 2012-13- 2014-15 • Field trips attendance of 5th and 4th grade • Behavior records

	What?	How?	When?	Who?	Accomplished?
	Flexible Grouping	• Differentiated Instruction • Purchase differentiated materials • Leveled library	Sept-June During ELA Block	Administration, All instructional staff	YES 2012-13- 2014-15 • Improve student achievement through Benchmark by F&P
	AIS ELA/Math	• Differentiated Groups via data driven instruction	Sept-June During ELA / Math Block	Administration responsible for including AIS in master schedule and providing data for grouping in a time manner to all teachers, All instructional staff	YES 2012-13-2014-15 ELA N0 2014-15 Math (Proposed YES for 2015-2016 school year with hiring a math AIS teacher) • Increased test scores **2014-2015 Updates** Yes- ELA 2012-13 No- Math 2014-15 (Proposed yes for 2015-16 school year with hiring a Math AIS teacher grades 3-5)
	Summer School Selection Process	• Utilizing data from the classroom teacher as recorded in the SMART Goal Binder • Benchmark Assessments • Data Driven Instruction	Sept-June	Administration, Instructional Staff	New documented guidelines in the school handbook.?

	What?	**How?**	**When?**	**Who?**	**Accomplished?**

District Goal II: Increased Graduation Rate to meet and/or exceed NYS Graduation requirements.	Attendance	• Monitor attendance records. • Social Worker reward students for improved attendance from previous year	Daily	Administration ,Nurse, classroom teacher, social worker	YES- 2012-13- 2014-15 • Decrease in absences **2014-2015 Updates** Social worker reward students for improved attendance from previous year
	Fluency-ELA	• Running records • Benchmark assessment for reading levels • Small group instruction	Sept-June	Classroom Teachers, Special education teachers, , AIS ELA teachers, Reading Teacher	YES 2012-13- 2014-15 • Running records log sheet • F&P Benchmarks- Sept, Jan, June **2014-2015 Updates** Small group instruction
	Fluency-Math	• Math fact programs- such as Rocketmath • IXL math website	Sept-June	Classroom Teachers, Special education, AIS ELA teachers, Reading Teacher	YES 2014-15 **2014-2015 Updates** Small group instruction, Rocket math, IXL website
	Comprehension ELA/Math	• Flexible Grouping	Sept-June	Classroom Teachers, Special Education Teachers, AIS ELA teachers, Reading Teacher	YES 2012-13- 2014-15 • Leveled reading assessments • Benchmarks **2014-2015 Updates** Leveled Library
	Monitor Classroom Behavior	• License Plates • Individual Classroom Management Plans	Sept-June	Classroom Teachers, Special Education Teachers, AIS ELA teachers, Reading Teacher	YES 2012-13- 2014-15 • Field trips attendance of 5th and 4th grade • Behavior records
	Flexible Grouping	• Differentiated Instruction • Purchase differentiated materials • Leveled library	Sept-June During ELA Block	Administration, All instructional staff	YES 2012-13- 2014-15 • Improve student achievement through Benchmark by F&P

| | AIS ELA/Math | • Differentiated Groups via data driven instruction | Sept-June During ELA / Math Block | Administration responsible for including AIS in master schedule and providing data for grouping in a time manner to all teachers, All instructional staff | YES 2012-13-2014-15- ELA NO 2014-15 Math (Proposed YES for 2015-2016 school year with hiring a math AIS teacher) • Increased test scores **2014-2015 Updates** Yes- ELA 2012-13 No- Math 2014-15 (Proposed yes for 2015-16 school year with hiring a Math AIS teacher grades 3-5) |
| | Summer School Selection Process | • Utilizing data from the classroom teacher as recorded in the SMART Goal Binder • Benchmark Assessments • Data Driven Instruction | Sept-June | Administration, All instructional staff | New documented guidelines in the school handbook. ? |

	What?	How?	When?	Who?	Accomplished?
District Goal III: Implement Common Core State Standards	Understanding the Common Core	• Training • Release time • Curriculum hours (Paid) • Math Pacing Calendar • Reading Workshop Pacing Calendar • Writers Workshop Training • Staff Development Day	As soon as possible before May of 2012 with follow up trainings 2-4 times yearly.	Administration, All instructional staff	YES- 2012-13- 2014-15 • Lesson planning and increased student achievement. **2014-2015 Updates** Math Pacing Calendar, Reading Workshop Pacing Calendar, Writers Workshop Training, Staff Development Day

	Collaboration Time	• Curriculum Meetings and release time • Monthly Grade Level Meetings	After completion of common core training	Administration, All instructional staff	No 2014-2015 YES- 2014- 2015 Grade Level meetings. • Common Curriculum **2014-2015 Updates** Grade Level Meetings
	AIS ELA/Math	• Differentiated Groups via data driven instruction	September- June ELA/Math Blocks	Administration responsible for including AIS in Master schedule and providing data for grouping in a timely matter. Classroom Teachers, Special Education Teachers, support staff, and AIS ELA teachers	YES- ELA AIS 2014-15 No –Math AIS 2014-2015 • Increased test scores **2014-2015 Updates** YES- ELA AIS 2014-15 No –Math AIS 2014-2015

	What?	**How?**	**When?**	**Who?**	**Accomplished?**

| District Goal IV: Implement Common Core State Standards | Curriculum Mapping | • Align curriculum through release time or paid curriculum writing hours.
• ELA- Readers workshop E-books (distributed to staff in '14) and Training '13
• Writers workshop training(summer/Fall '14) and implementation
• Pacing Calendar w/consideration of Readers and writers workshop (scheduled for summer of '15)
• Math- Pearson implementation w/training- 2013-2014
• Math Pacing Calendar created summer '14
• Math pacing calendar revised (scheduled for summer of '15) | Completed by Sept 2012 and updated as needed through 2015 | Administration, Classroom Teachers, Special Education Teachers, support staff, and AIS ELA teachers | • Yes 2012-2013/2014-2015
• Curriculum Map in hand and on website (Not on website 2-14-15)
2014-2015 Updates
• ELA- Readers workshop E-books (distributed to staff in '14) and Training '13
• Writers workshop training(summer/Fall '14) and implementation
• Pacing Calendar w/consideration of Readers and writers workshop (scheduled for summer of '15)
• Math- Pearson implementation w/training- 2013-2014
• Math Pacing Calendar created summer '14
• Math pacing calendar revised (scheduled for summer of '15) |

	Common Assessments	• Provide training for creating, implementation and analyzing assessments with data • Summer '15 math PD proposal to create topic tests with MC, short answer and extended response • Math/ELA Tri-annual benchmarks • STAR Math/ELA • ELA- F&P Tri-annually	September 2012 to June 2013-through 2014-15 school year	Administration, All instructional staff	Yes- 2013-2015- STAR Testing and Benchmark testing. Proposed YES on Person Math Topic tests, summer 2015 • Math and ELA assessments which include a writing component. **2014-2015 Updates** • Summer '15 math PD proposal to create topic tests with MC, short answer and extended response • Math/ELA Tri-annual benchmarks • STAR Math/ELA • ELA- F&P Tri-annually
	Academic Intervention	• AIS- Tier 3 reading • AIS- hiring a math AIS teacher for grades 3-5 (2015-16 school year) • After school help- Individual teachers • Flexible grouping during Reader's Workshop • F&P- running records • Study hall- individual teachers •	September-June	Administration, Instructional Staff	YES-2014-15 • Academic Growth **2014-2015 Updates** • AIS- Tier 3 reading • AIS- hiring a reading teacher (2015-16) to increase Tier 3 services. • AIS- hiring a math AIS teacher for grades 3-5

Middle School Professional Development 2012 – 2015

	What?	How?	When?	Who?	Who?	Accomplished
District Goal I: Increase student achievement in all	*Strategy*	*Major Tasks/Activities*	*Dates – Begin/End*	*1. Responsibility*	*2. Workers*	*Evidence of Completion/Success*

				2012-2015	Teachers Principal		
curriculum areas for all students.	• Increase student achievement on NYS assessments • Increase student achievement on formative and summative assessments • Monitor student growth • Reading/ writing • SLO's (student learning objectives) • Literacy achievement	• Data Analysis • Use of data to direct instruction • Professional Development • Resident experts and turn-key trainings		2012-2015	Teachers Principal		• Test Results • Student grade level progression ***March 2013 Updates*** *Developed and implemented 6/8 week Math and ELA interim assessments to assess student understandings.* *Results of assessments created by Prosper were distributed to all Math/ELA teachers, AIS teachers, and resource room teachers.* *Teachers of all content areas outside of Math/ELA created SLO's and pre-assessments were given during the first 5 weeks of school.* *6th Grade teachers used Fountas & Pinnell program to track student reading comprehension levels 3 times a year. The program was also*

						given to targeted students in AIS ELA to help focus reading instruction. *School counselors ran a pilot program called ABC that was used to screen students for "at risk" behaviors (attendance, behavior, etc.)* ***Professional Development*** *Math teachers worked with Joe Lehet to create Common Core lessons.* *Jim Stevens attended NTI training for Common Core assessments and shared information school wide.* *Paige Jaegar instructed staff on developing academic vocabulary during a Superintendent's Conference.* **2015 Updates** • STAR

						Reading/math assessments given to grades 6&7 three times in 2015 and data was shared with instructional staff
						• Fountas and Pinnell levels were assessed in the fall and spring
						• Co-teaching models continued in both Math and ELA
						• Math teachers utilized the Digits curriculum
						• The Rewards, Wilson, and Just Words Reading Programs were implemented
						• Implemented 1:1 laptop initiative for all 6th graders
						• School counselors did a presentation to 6th graders on how to be successful in the middle school
						• Benchmarks were

| District Goal II: Increase Graduation Rate | • Expose students to choices/ opportunities they will have in HS and at the completion of HS

• Facilitate transition to HS

• Alignment on NYS test data with course grades | • Work readiness
• Work study
• Advanced classes
• Enrichment
• Honor Society
• Sports/Clubs
• Internships
• Mentor/Mentee Programs
• Career Café
• Funding for Programs
• Friends of Rachel | 2012-2015 | Teachers Principal | • Graduation Rate
• Student progression to next grade level
• Student involvement in tasks/activities

March 2013 Updates
Developed a plan (to be implemented during 2013-2014 school year) to embed college awareness into our school atmosphere and lessons.

College and career readiness presentations were made by school counselors.

Advanced classes were offered in Math.

Enrichment opportunities were realized through Project Enrich and CTY |

John Hopkins.

Mentor/Mentee program was continued this year.

Career Café was continued this year.

Friends of Rachel was continued this year.

Attendance reviews, Parent conferences, and a failure list were all used to raise awareness of students at risk of not graduating from Middle School.

- Teams continued to use college names
- Lessons were delivered by core teachers about team colleges
- College/Career Cafes were held regularly
- Upward Bound recruitment by guidance

						counselors • College Connection Day • RTI • IST
						• ABC Tracking data reported to core teachers quarterly • Guidance Counselors gave presentations on transition to summer school • Summer School & Summer Success for students in need of credit recovery or remediation • Co-teaching model for Math and ELA • Offered Least restrictive course offerings to students based on learner characteristics and following Spec Ed Continuum of Services

District Goal III: Implement Common Core Standards	• Align curriculum with new common core standards • Curriculum Mapping	• Time • Training • Instructional support • Communication	2012-2015	Teachers Principal		• Lesson Plans • Observations • Assessments • Collaboration ***March 2013 Updates*** *Use CCSS codes to identify the specific CCSS standard for each question on interim assessments.* *MS Math worked with Joe Lehet, a Common Core advisor, to develop Common Core lesson plans.* ***2015 Updates*** • Developed and administered benchmark assessments in all content areas • Worked with consultants Kathleen Skellie(ELA), Joe Lehet(Math), Patti Simonds(Spec Ed) • Shared data with

							==appropriate instructional staff==
District Goal IV: Utilize Data Driven Instructional Strategies	• Progress Monitoring • NYS test results • Common Assessment throughout departments	• Common Assessments across all core content areas • Data Analysis Teams • Collaboration • Time	2012-2015	Teachers Principal		• Increase in levels on all NYS tests • Adjusted curriculum/teaching according to data results • Implementation of common assessments ***March 2013 Updates*** *Reports of interim assessments created by Prosper are returned no later than 3 days after assessment date with results broken down by CCS standard.* *Teachers used results of Prosper data to direct instruction.* ==***2015 Updates***== • ==STAR reading and math in 6th and 7th grades== • ==Fountas and Pinell used in 6th grade== • ==Just Words,==

						<mark>Rewards, Wilson</mark> • <mark>IXL Math in all grades</mark> • <mark>1:1 laptops in 6th grade were used to incorporate instructional activities that track and report data</mark> • <mark>Regular academic and behavioral data review (team meetings, dept. meetings, child study team, administrative meetings)</mark>
	•	•				•

High School Professional Development 2012-2015

	What?	**How?**	**When?**	**Who?**	**Who?**	**Accomplished?**
District Goal I:	*Strategy*	*Major Tasks/Activities*	*Dates – Begin/End*	*1.Responsibility*	*2.Workers*	*Evidence of Completion/Success*
Increase student	• Increase	• Professional	2012-2015	Teachers		• Test Results

achievement in all curriculum areas for all students	student achievement on NYS assessments - Increase student achievement on formative and summative assessments *Pre-Assessments Formative Benchmarks* - Provide students with inquiry based learning opportunities	Development in Data Driven Instruction/ Data Analysis - Resident experts and turn-key trainings - Creation of local assessments which reflect the necessary content area and skill based knowledge needed for success on commencement level examinations in all disciplines	Principal	- Student grade level progression ***May 2015 Updates*** - *Development of SMART Goals for 2014-2015 school year.* - *Implementation of SCEP.* - *Approval of Science Research Course and Transition Courses in Math for the 15-16 school year.* - *Dr. Shea observed and provided feedback on ways that high school faculty could improve student engagement and differentiated instruction in the core subject areas.* - *Implementation of Peer Learning Center.* - *Global Regents Writing Skills Course (May & June).* - *LOTE Department implemented a common writing*

rubric for grades 7-12.

- *Departments received training with Google Docs.*
- *The arts department has developed and is utilizing a universal grading rubric for visual and performing arts.*
- *Tutorials have been created to support struggling learners (pre-teach, re-teach, homework support, etc.).*
- *Implementation of co-teaching model.*

March 2013 Updates
Common Core -
Courtney Jablonski
Paige Jaeger
Mike Decapiro

BOCES ELA, Art, PE, Music

						Local: Math, LOTE, SS, Science, Technology, Health

District Goal II:	Strategy	Major Tasks/Activities	Dates – Begin/End	1.Responsibility	2.Workers	Evidence of Completion/Success
Increase Graduation Rate	• Increased knowledge of school based resources to intervene for students in need • Systematic referral process	• Academic Intervention Services • Academic Club • Peer Tutoring Program • National Honor Society • Advanced classes • Sports/Clubs • Internships	2012-2015	Teachers Staff Principal		• Increased graduation Rate • Student progression to next grade level • Fewer students on failure lists • Student involvement in tasks/activities ***May 2015 Updates*** • *Students lacking Regents graduation requirements took January Regents Exams.* • *Regents Review classes held in December, January, May and June.* • *All 10th grade students took Global Regents, all 11th grade students took the Comprehensive English Regents, and all (two year) Algebra 1B students took the Integrated*

District Goal III:	Strategy	Major Tasks/Activities	Dates – Begin/End	1.Responsibility	2.Workers	Evidence of Completion/Success
						Algebra Regents in January. • *Students records are being reviewed to see if they meet the newly approved "4+1" graduation pathways.* • *Continued communication with students who are in danger of not meeting graduation requirements.* <u>***March 2013 Updates***</u> *AIS for Social Studies and English*
Implement Common Core Standards	Align curriculum with new common core standards	• Time • Training • Instructional support • Communication	2012-2015	Teachers Principal		• Lesson Plans • Observations • Assessments • Collaboration <u>***May 2015 Updates***</u> • *Common Core Algebra 1 and Living Environment curriculum was entered into Rubicon Atlas.* • *Common Core*

						Algebra 1 and Geometry teachers meeting monthly with consultant. • *Common Core Algebra 1 and Geometry teachers meeting monthly with Joe Lehet.* • *English Language Arts teachers meeting monthly with Kathleen Skellie.* • *All departments participated in ½ day training in infusing the ELA common core shifts into the curriculum with Kathleen Skellie.* • *Summer Curriculum writing to revise/write common core curriculum.* • *NTI Conferences for Common Core Mathematics.* • *The LOTE Department has aligned 7-12 curriculum with our new textbooks which are correlated with*

						the Common Core State Standards for ELA.
District Goal IV: Utilize Data Driven Instructional Strategies	• *Strategy* • Progress Monitoring • Common Assessments throughout departments	*Major Tasks/Activities* • Professional Development in Data Driven Instruction/ Data Analysis • Development of Common Assessments across all core content areas • Data Analysis Teams • Collaboration • Time	*Dates – Begin/End* 2012-2015	*1.Responsibility* Teachers Principal	*2.Workers*	*Evidence of Completion/Success* • Increase in levels on all NYS tests • Adjusted curriculum/teaching according to data results • Implementation of common assessments ***May 2015 Updates*** • *Carina Cook presented a workshop at the October Superintendent's Day regarding date driven instruction.* • *Administration of common, content specific quarterly assessments.* • *All faculty are using a common excel spreadsheet to enter data and identify students who are not*

						meeting course progress and achievement goals. ***March 2013 Updates*** *Katie Jones attended Department Chair meetings.*

District Goal	Evaluation	Measure/Source/Timeline
District Goal I	Increase Student Achievement in all curriculum areas for all students.	Yearly P.D.P. Survey Improved student performance NYS ELA & Math Exams in Grades 3-8 and HS Regents Exams by June 2015. Demonstrated application of UPK-8 Benchmarks as a measure of student growth; 9-12 RTiM reporting to measure attendance.
District Goal II	Increase Graduation Rate to meet and/or exceed NYS Graduation requirements.	Improved student performance on district and state assessments UPK-12. Use of data UPK-12 from RTiM Direct Monthly District Meetings (BT/Faculty/SDM/Grade Level)
District Goal III	Implement Common Core State Standards.	Yearly P.D.P. Survey Improved student performance NYS ELA & Math Exams in Grades 3-8 and HS Regents Exams by June 2015.

		Documented K-12 reading comprehension and math improvement demonstrated on grade-level testing.
		Monthly Faculty Meetings/ Grade Level Meetings/District SDM Team Updates
District Goal IV	Utilize Data Driven Instructional strategies.	Yearly P.D.P. Survey
		Improved student performance NYS ELA & Math Exams in Grades 3-8 and HS Regents Exams by June 2015.
		UPK-12 Curriculum reviewed and updated in by June 2015.
		Observed UPK-12 instructional use of the revised by June 2015.
		Documented UPK-12 staff collaboration reviewing the aligned curriculum at all grade-levels.
		Monthly Faculty Meeting Updates/District SDM Team Updates