**Little Falls City School District**

**Professional Development Plan**

**2016-2017**

**BEDS:** 210800050000

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\* This plan is a working document and will be reviewed and revised annually.

\* Locate/View LFCSD Professional Development online at: www.lfcsd.org

**The City of Little Falls**

Founded in 1811 as a village an incorporated as a city in 1895, Little Falls has over 200 years of rich Upstate New York history. Statistics from the US Census Bureau for the City of Little Falls can be seen below:

Socio-Economic Figures- Little Falls, New York

Population: 4,946

Median Age: 41.1

Percentage of High School Graduates: 87.5%

Individuals below poverty level: 18.8%

Median Income per household: $ 38,528

Mean income per household: $ 51,107

**Little Falls City School District**

The Little Falls City School District serves approximately 1,137 students in grades Kindergarten through Grade 12. The District has two instructional buildings: Benton Hall Academy with approximately 517 students Kindergarten through grade five and Little Falls Middle School/ High School with approximately 266 students grade six through grade eight and the High School with approximately 354 students grades nine through twelve. The District employs approximately 170 people, 110 teachers and 60 support personnel.

Classes in grades K-5 average 18 students and secondary class sizes average 23 students. The New York State Board of Regents has designated Little Falls City School Distract as high-need. Approximately 46.3% of the students receive free or reduced price lunches. Approximately 48% of graduating seniors attend a 2-year college and 35% of graduating seniors attend a 4-year college.

Approximately 85% of Little Falls City School District classrooms have Internet access in classrooms. Classrooms have an average of at least five computers linked to a network. Advanced Placement courses are offered in US History, Biology, Chemistry, and Art. There are vocational programs offered through the Herkimer County BOCES Technical Center

**Mission Statement**

The mission of the Little Falls City School District is to be educationally affective and academically effective, to provide, enhance and encourage:

* Quality education
* A positive environment
* Self-esteem
* Lifelong learning

**NYSED Requirements for Professional Development**

Districts must develop Professional Development Plans that meet the requirements described in section 100.2 (dd) of the Regulations of the Commissioner of Education for the State of New York. The purpose of the Plan shall be to “improve the quality of teaching and learning by ensuring that staff participates in substantial professional development opportunities that are aligned with the Common Core Learning Standards of New York State in order to remain current with their profession and meet the learning needs of their students.”

The Plan “shall include a description of how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities directly related to student learning needs *and* how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development for teachers and 100 hours for teaching assistants every five years.”

Additionally, public school districts “are required to have a Professional Development Plan which describes the efforts made to ensure that professional development is continuous and sustained, that the methods and approaches for delivering professional development have been shown to be effective, and the manner in which the school district will measure the impact of professional development on student achievement and teachers’ practices.”

Lastly, the district’s Professional Development Plan must contain the following required components:

* A Needs Assessment
* Goals and Objectives for Professional Development
* Activities for Professional Development
* Elements of the District’s Mentoring Program
* Evaluation Standards for Professional Development

**NYS Professional Development Standards:**

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

**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. Parents, 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
* **Little Falls City School District Professional Development Plan Vision:**
* The mission of professional development in the Little Falls City School District is to promote and enhance professional excellence for the members of the educational community through a variety of opportunities that are collaborative, continuous, embedded in daily practice, and focused on student achievement. We strive to strengthen the culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Throughout this document, we reference the ultimate goal of professional development: improved student learning. While being mindful of that core purpose, it is important to acknowledge the additional benefits of this comprehensive professional development plan:

* Improving job satisfaction
* Improving our ability to recruit and retain new educators
* Increasing our knowledge of innovative practices
* Meeting the NYSED requirements for professional development planning
* Promoting shared decision-making and inclusive leadership

The scope of professional development (PD) in Little Falls will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self- assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions.

The Little Falls City School district is dedicated to increase learning for all students and dramatically narrow the achievement gap by:

* Personalizing instruction through the use of ongoing formative assessment at the classroom level;
* Focusing on professional development that supports teachers in the gradual release of instruction.
* Increase highly effective and engaging instruction supported through the implementation of Google Classroom;
* Engage instructional technology leaders to support a shared understanding of best instructional technology integration practices for all teachers that results in higher student engagement and achievement;
* Define what each student must know and do for readiness by creating curriculum documents that identify the high priority standards and alignment district wide;
* Curriculum cycles to create guaranteed and viable curriculum district wide;
* Create clear curricular pathways that lead to college and career readiness;
* Embed core life skills in the district curriculum modeled on The Partnership for 21st Century Skills;
* Redesign student support services (RTI, AIS and SPED);
* Creating a Quality Improvement Plan at the Middle school level to help increase special education students succeed
* Increase family and community engagement, connection, ownership and partnership by offering parent information sessions throughout the school year.

LFCSD includes in its vision for systemic development the concept of continuous improvement. Continuous improvement is the overarching goal for professional development that must be the driving force for improved teaching and learning. This Professional Development Plan is designed to assure all teaching staff have the opportunity to strengthen and develop their pedagogical skills and content knowledge within a collaborative professional culture.

**Professional Development Plan Committee:**

The Professional Development Committee members include various staff members from throughout the district, including teachers, administrators, parent representatives, curriculum coordinators, technology director and other support staff.

|  |  |
| --- | --- |
| Dr. Keith Levatino, Superintendent | Jocelyn Beers, MS SPED |
| Bart Tooley, High School Principal | Deborah Mowers, ELA Teacher on Special Assignment |
| Brian Coleman, Middle School Principal | Jennifer Smith, Elementary Teacher/Parent |
| Joe Long, Benton Hall Academy Principal | Tracy Young, Elementary Teacher on Special Assignment in Library |
| Maria Lindsay, Assistant Principal/Curriculum Coordinator | Joe Morotti High School Social Studies/Parent |
| Leeann Dooley Assistant Principal/ Technology Director |  |
| Monica Tooley, LFTA President |  |
| Samual Salamone, High School Science |  |

**Professional Development Planning Process**

The LFCSD professional development planning process is:

1. Identify school/district educational goals

* Review existing educational goals for state, district and schools
* Analyze student achievement data: past, present, projected trends
* Diagnose areas of student need
* Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and district’s priorities whenever possible

1. Plan for implementation

* Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
* Identify sources of expertise to assist with identified needs and goals
* Select PD content and process at each level (district, school, team, or individual)
* Identify sources and uses of financial resources

1. Implement professional development strategies

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

1. Monitor progress

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

**Evaluation of Professional Development**

Professional development evaluation uses multiple measures to assess the effectiveness of the knowledge and skills acquired in improving professional practice. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience, such as participant reactions, surveys, interviews, and through department/team meeting feedback. The Professional Development Team will revise the Professional Development Plan based upon the input and feedback from teachers.

**Tracking Professional Development Hours**

The teachers, teacher assistants, and other staff are responsible for transmitting promptly to the Superintendent of Schools documents or photocopies relating to completion of professional development hours. Staff is responsible for logging hours into TEACH account and keeping accurate records of hours completed.

**Professional Development Needs Analysis**

The Little Falls City School District reviews multiple sources to develop the professional development cycle. The following are analyzed annually to determine the focus and content of the professional development plan:

Student Achievement Data

* School Report Card
* NYS and District Assessments (3-8 testing and Regents exams)
* NWEA Data
* Disaggregated Student Achievement Data
* Report Cards
* VADIR Reports
* Supervisor and Department Data Analysis and Recommendations
* Counseling and Social Work Records
* Student Attendance and Discipline Reports
* Graduation rates
* Special Education Identifications and Annual Reviews
* Common Core Learning Standards
* AIS/RtI Reports
* Surveys
* Needs assessment generated by faculty and staff
* STAR Assessments
* DIBELS/Easy CBM
* Fountas and Pinnell Leveling System

Additional Data Sources

* Strategic Roadmap
* DTSDE Reviews
* QIP Data Collections (Middle School)
* BEDS Data
* Longitudinal Student Performance Data
* Teacher Retention and Turnover Rates
* Annual Professional Performance Reviews
* Program Reviews
* SED Regulations and Mandates
* Mentor Program
* Instructional Rounds
* Alternate Assessment

**Models and Constructs for Professional Development**

Professional development opportunities exist in many forms at all instructional levels for staff.

**General staff development** opportunities include attendance at large group sessions spearheaded by district leadership, Board members, union leaders, and/or outside professionals representing organizations committed to big ideas. The best example of this professional development opportunity is Superintendent’s Conference Day(s).

**New Teacher Orientation** sessions are an example of required professional development for new staff. Generally held over a series of 2-3 days in late August, employees new to the district participate in various pedagogical trainings from coaches and content specialists. In addition, workshops that support understanding of district expectations and professional responsibilities are provided to instructional staff.

**Instructional Rounds** provide building teams with the opportunity to harvest trends and best practices. Instructional Rounds are done within the school district as well as visiting neighboring schools.

**Participation in online and traditional coursework** comprises another definition of professional development for district staff on topics that contribute to professional growth in an area of choice or need. Participation in the National Board Certification process is an example of both types of professional development.

**Workshops and follow-up workshops** provide opportunities for staff to increase knowledge and to gain insights into current research, effective teaching strategies and state initiatives, as well as to develop skills for supporting reflective practice. These can occur at the school, district, local or national level. These workshops are not limited to instructional personnel.

**Building-based professional development** is initiated by building leadership in response to specific school needs. Support is provided to staff by teacher leaders (coaches, PARs, NWEA coordinator, RTI coordinator, PBIS coordinator), building administrators, outside presenters or consultants, members of school staff on matters such as the development of character education programs, initiation of a child study team, targeted efforts to better utilize data in instructional planning, incorporation of successful PBIS (positive behavior intervention strategies), and differentiated instruction, by way of example. Building-based staff development encourages reflective practices through the empowerment of staff. Professional staff is able to identify a problem and/or respond to an issue and design a plan to address the concern with onsite support.

**Curriculum initiatives** drive systemic professional development. The district believes that when those responsible for the delivery of the curriculum are directly engaged in the development process, high quality curriculum results. Support is provided for any one of the three phases of curriculum development (writing, implementing, evaluating). Attention is given to grade level alignment as well as K-12 vertical alignment in curriculum development and discussions about the ease and roadblocks to successful implementation and integration become the content of professional exchange.

**Data Driven Instruction** is a critical area of professional development for staff. Information from both state and local assessments give the district and schools within the district an enormous amount of test data to interpret. From individual student profiles and specific subgroups to building and district-wide scores, data analysis helps staff to identify positive and negative trends in student responses. These patterns underscore areas in curriculum and in its instructional delivery which can be improved to better meet the needs of our population of students, whose needs are diverse and differentiated. Data analysis

**Job-embedded professional development** for teachers and staff occurs during the regular school day. Support for instructional programs and teaching is achieved through the Coaching model. Coaches help teachers implement instructional methods and practices that increase student achievement results. Work begun during the school day continues, at times, in the early morning and after-school hours under the guidance of Coaches and Instructional Supervisors. *(Coaching support document attached in supplement resources.)*

**Study Groups** provide professional development opportunities at the building levels, where groups of teachers can meet regularly to study a topic relevant to their teaching to gain a deeper understanding of research based practices and instructional procedures, oftentimes with their building leader and/or a member of the coaching department. Professional readings are generally done in advance of the study group meeting and become a conversation topic within the meeting.

**Lesson Study** provides professional development for teachers by studying effective student focused lesson models, conducting a lesson while other teachers observe, conducting reflective discussion of the lesson after it is delivered, using evidence gathered from the presentation to improve the lesson and instruction, and revising the lesson and teaching it in another setting to gauge changes in student response and mastery.

**Grade Level meetings** are professional development opportunities, when teachers, and at times with coaches, focus on an essential question (“How did we improve student listening comprehension this week through read-alouds?” or “What are some examples of strategies that we used this month to reduce office referrals?”) and have discussions about them. Meeting to review student work products so that there is shared expectation for student success is one of the best uses of grade level meeting time.

**Horizontal Team meetings** provide professional development through focused meetings of all content areas at one grade level (i.e. all 7th grade English, Social Studies, Math, and Science teachers meet to discuss academic intervention efforts with the school social worker and psychologist) to plan follow-up action for students.

**Vertical Team meetings** provide professional development through focused meetings with multiple grade levels in the same content areas (i.e. 7th and 8th grade teachers of Science meet in an effort to ensure that there is curricular alignment in the subject and so that each teacher understands the requisite skills he/she is responsible for teaching in the Science curriculum).

**Focused professional development opportunities** arise out of the need for all staff members at the district or school level to better understand a particular skill, strategy or concept. These can include content-specific topics or specialized study for long-term substitutes and/or specialized offerings for support staff, paraprofessionals, teaching assistants, transportation, school lunch personnel, clerical and custodial staff.

**Other Service Providers**

* Workshops offered through
  + BOCES
  + Model Schools
  + School Library System
  + Teacher Center
* Individual Professional Development Conferences
* Private Educational Consultants
* County Resources
* Safety Consultant Firms (Police, Fire, Etc.)
* Community-based Organizations
* Open Room/Class Books
* Google Educators
* LGBTQ Alliance
* QUESTAR
* Exemplary Teachers
* Independent trainers
* Institutions of Higher Education: EX: HCCC, MVCC, Utica College, Poly Tech, Albany, Grand Canyon, Buffalo, Rochester, Saint Rose,
* NYSUT
* Various Vendors
* Google Summits (EduTech)
* EdTechTeam
* ISTE
* Khan Academy
* Webinars
* Red Cross
* NYSCOSS
* MVSAO
* STANYS
* NYSECTA
* ASBO
* SAANYS
* NYSSBA
* SBI
* CASDA
* HARC
* Kids Oneida/Herkimer
* NYSAPHERD
* SDE
* BER
* ASCD
* Handwriting Without Tears
* Scholastic
* Envisions
* McMillan/McGraw-Hill
* Kelberman Center
* UCP
* Castle Learning
* Center of Learning Disabilities
* Syracuse University
* IXL
* Seesaw
* Fountas and Pinnell
* NASSP
* NYSCATE
* NASA
* Youtube EDU
* TED Talks
* Periscope
* NASP
* YWCA

**Goal 1:** Curriculum Cycle: Development of a Guaranteed and Viable Curriculum

**Objective 1:**

* Promote Literacy development K-12 and in all content areas
* To Improve student performance in all subject areas.

**Strategy:**

* Sustain long-term commitment to professional development in literacy via targeted learning of best instructional practices
* Include Common Core literacy frameworks in curriculum maps for each discipline
* Continue to support elementary teachers’ administration and use of Fountas and Pinnell Benchmark Reading Assessments and Leveled Literacy for Intervention for RtI Progress Monitoring
* Continue to develop collaborative structures for literacy coaching at the elementary level
* Establish strong partnerships with higher education and research centers
* Facilitate Curriculum Mapping with continued focus on workshop structures and alignment with RtI plans, Common Core Standards, curriculum calendars, etc.
* Explore digital portfolios as an additional tool for model reading and writing progress monitoring
* To provide teachers professional development to facilitate implementing common core learning standards. To standardize the language of instruction in the content areas, district wide

**Objective 2:** Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based upon learning standards and best practices

**Strategy/Activities:**

* Content Area Development – Learning research-based instructional techniques to improve student achievement in content areas
  + Reading, Writing, and Language Arts approaches – Reader's and Writer’s Workshop, Guided Reading and Writing, Fountas and Pinnell, Book Clubs, etc.
  + Math, Science and Social Studies
  + Special Education including Speech and Language, OT, PT
  + Foreign Language
  + Counseling, Social Work, Guidance
  + Fine Arts including Music, Art, Drama
  + Physical Education and Health
  + Library, Media, and Instructional Technology
  + Business Education, Technology Education, and Family and Consumer Science
* Through orientation and mentoring, provide knowledge of LFCSD programs and their relationship to NYS and Common Core learning standards
* Provide mentoring to new teachers in using appropriate teaching strategies; help new teachers to become familiar with expected instructional practices
* Continue to create awareness and fluency in a common language supporting NYS Learning Standards (CC) implementations
* Provide PD to help staff design, use, evaluate, and revise instructional practices related to identified gap groups and student need
* Incremental planning and implementation of Response-to-Intervention frameworks for secondary literacy and reading instruction and interventions
* Further develop Performance Plus database for analysis of NYS and local assessment data
* Provide responsive and targeted professional development opportunities in all content areas and specialties
* Assess alignment of PD offerings with identified needs (departments and school)
* Develop and implement protocols and procedures for data informed planning for professional development

**Who:** All Teachers K-12

**Trainers:** Superintendent

Building Principals

Assistant Principals

Curriculum Coordinator

Director of Student Accountability/Director of Technology

Lead Teachers

BOCES trainers

Data Coordinator

Model Schools

Outside Expert

**When:** District Release Time

After School Hours

Summer Professional Development Time

After-School

Team Meetings

Department Meetings

Faculty Meetings

Superintendent's Conference Days

**Performance Measures:** State Assessments

Subject and/or grade-level based performance-based assessments

Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)

Observation/feedback notes from Building and Assistant/House Principals and Instructional Administrators

**Goal 2:** Data Analysis

**Objective:**

* To analyze NYS exams, NYSED data and benchmarks for trends then revise instruction accordingly.
* To analyze local assessments for trends to provide corrective instruction.

**Strategy:**

* Examine what is being taught in comparison with what is being assessed
* Examine assessments/review data analysis in ELA, Social Studies, Math and Science.

**Activities:**

* Elementary grade-levels and secondary departments will collaboratively analyze benchmarks, NYS Exams and local exams
* Provide training on use of available data and formative assessments to identify and plan for highly able students in order to establish students for which differentiation is needed
* Provide training on use of available data and formative assessments to identify struggling students and areas of need in order to establish areas in which differentiation is needed.
* Provide training on using available data reports and software to track student progress

**Who:** K-12 Teachers, Administrators, Teacher Assistant, Teacher Aides

**Trainers:** Curriculum Coordinators

Grade-level Chairs District Administration

K-12 teachers

Outside Expert

**When:** District Release Time

After School Hours

Summer Professional Development Time

After-School

Team Meetings

Department Meetings

Faculty Meetings

Superintendent's Conference Days

**Performance Measures:** Item Analysis Reports Revised Curricula

**Data Source:** NYS Exam Item Analysis

Unit Test Item Analysis

State Assessment

STAR Assessment

Subject and/or grade-level based performance-based assessments

Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)

Observation/feedback notes from Building and Assistant Principals and Instructional Administrator

**Goal 3a:** Instructional Technology - to increase the use of instructional technology to include Google Classroom, Google Suite, e-Books, Accelerated Reader, Noodle Tools, IXL, CoreClicks, BUZZ (SMS), Seesaw, Coding, virtual field trips, robotics, teacher/student websites, CPS student response systems and to raise teacher awareness of Web 2.0 tools such as wikis, blogs, podcasts, and social bookmarking.

**Goal 3b:** Technology Use – SchoolTool, electronic grading and attendance, Moodle, Accelerated Reader, IXL, DIBELS, EasyCBM

**Objective 3a:** To integrate technology with curriculum by sharing resources and ideas and lesson plans via Google Classroom, Google docs, and other web application

**Objective 3b:** To be proficient in the use of technology as a productivity tool

**Strategy:**

* Provide hands on experience using various types of instructional media
* Provide meetings for instructional planning with the goal of curriculum integration
* Provide a variety of opportunities for staff to develop technology skills for instruction, communication, and presentation
* Provide opportunities for staff to develop instructional skills enhanced by use of technologies
* Provide training in instructional tools such as: ELMOs, projection systems, interactive whiteboards, active response systems, active slates, IPads, and Google Apps
* Provide staff with opportunity to learn current advancements in web-based technology resources (Web 2.0 and 3.0, media streaming, cloud computing, social networking, Wikis, blogs, simulations, open source, etc.)

**Activities:**

* Presentation and practical experience based on speaker expertise
* Professional Learning Communities

**Who:** K-12 Teachers, Administrators, Teacher Assistant, Teacher Aides

**Trainers:** District Technology Committee

District staff

Professional trainers

Model Schools

Open Room/Class Books

EduTech(Google Summit)

**When:** District Release Time

After School Hours

Summer Professional Development Time

After-School

Elementary AM & Secondary PM meeting time

Team Meetings

Department Meetings

Faculty Meetings

Superintendent's Conference Days

**Performance Measures:**

**Data Source:** Teacher Survey

District Goals

District Technology Plan

Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)

Building calendars for use sign out and use of hardware

Observation/feedback notes from principals and instructional administrators

**Goal 4:** Mentoring Program

**Objective:**

* To facilitate new teachers transition into the District by providing them with the guidance, support, encouragement, and direction needed to reach their full potential as professional educators in the Little Falls City School District
* To encourage and provide an opportunity for those more experienced teachers who are selected as Mentors to share their knowledge, talents, and skills with their Interns

**Strategy:**

* To orient new teachers to their new workplace and to familiarize new teachers with district and building procedures
* To provide emotional assistance, support and general guidance about the District’s professional culture
* To assist new teachers with curricular and classroom management issues, specific and broad grade level/building goals and standards, as well as other professional issues
* To help new teachers transition from preparation to practice.

**Activities:**

* Individual meetings with mentor and Mentees
* Professional Learning Communities

**Who:** K-12 Teachers, Administrators, Teacher Assistant, Teacher Aides

**Trainers:** Curriculum Coordinators

Grade-level Chairs

District Administration

K-12 teachers

Outside Expert

**When:** District Release Time

After School Hours

Summer Professional Development Time

After-School

Team Meetings

Department Meetings

Faculty Meetings

Superintendent’s Conference Days

**Performance Measures:**

Teacher Feedback Teacher Surveys

Administrative Feedback

Subject and/or grade-level based performance-based assessments

Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)

Observation/feedback notes from Building and Assistant/House Principals and Instructional Administrators

**Data Source:** Retention Rates NYSED

District Report Card

**Goal 5:** School Safety

**Objective**: Create a safe working and learning environment

**Strategy:**

* Develop a sense of confidence about school safety among staff and students
* Develop an awareness of a building emergency management plan, terrorism,violence prevention including bullying, child abuse training, gang and sexual harassment
* Hold regularly scheduled building safety team meetings
* Hold fall and spring district safety team meetings

**Activities:**

* Engage district safety team to lead our efforts and monitor/assist building safety teams
* Tabletop drills
* Lock down drills, with follow up meeting

**Who:** K-12 Teachers, Administrators, Teacher Assistant, Teacher Aides

**Trainers:** Little Falls Police Department,

New York State Police

BOCES Safety Office

School Attorneys

**When:** District Release Time

After School Hours

Summer Professional Development Time

After-School

Team Meetings

Department Meetings

Faculty Meetings

Superintendent's Conference Days

**Performance Measures:** District and Building Safety Plans

**Data Source:**

Observations

Teacher Input

District Goals

School Report Card

SED Initiatives

Meeting Minutes

Drill Logs

**Goal 6:** Specific Subject Area Training

**Objective**:

* To provide teachers with training in their specific subject area that would help align their teaching with the NYS and Common Core Standards and Assessments

**Strategy:**

* To group teachers by discipline and have an expert in the subject area, provide examples of specific activities and ideas that would help the teachers more effectively prepare their students to meet the NYS Standards

**Activities**:

* Specific activities in the appropriate subject area as per presenter
* Workshops on strategies for teaching reading & writing across content areas
* Training on use of technology, and specific software that can increase the use of technology for instruction and assessment and on the changes in instructional methods needed to allow students to engage in screen- based learning or assessment

**Who:** K-12 Teachers, Administrators, Teacher Assistant, Teacher Aides

**Trainers:** District Technology Committee

District staff

Professional trainers

Model Schools

Open Room/Class Books

**When:** District Release Time

After School Hours

Summer Professional Development Time

After-School

Team Meetings

Department Meetings

Faculty Meetings

Superintendent’s Conference Days

**Performance Measures:** Teacher evaluation Lesson plans

**Data Source:**

Observations

Teacher Input

District Goals

School Report Card

SED Initiatives

**Goal 7:** Differentiated Instruction/Response to Intervention (RTI)

**Objective:**

* Provide opportunities for teachers to have access to various methods of differentiating curriculum in the K-12 classroom to allow all students to succeed

**Strategy:**

* To train teachers in how to differentiate instruction, use multiple approaches and utilize these strategies in the classroom; to become familiar with the Response to Intervention Model

**Activities:**

* Workshop Presenters Guided activities, Videos

**Who:** Superintendent

Curriculum Coordinator

Teacher Leaders

Director of Special Education

BOCES

Outside Experts

**When**: District Release Time

After School Hours

Summer Professional Development Time

After-School

Team Meetings

Department Meetings

Faculty Meetings

Superintendent's Conference Days

**Performance Measures:**

Lesson plans

Observations Data collected from iObservations

**Data Source:**

Observations

Teacher Input

District Goals

School Report Card

SED Initiatives

**Goal 8:** QIP (Voluntary Middle School to improve special education student performance.)

**Objective**:

* Work in collaboration with regional specialists and school-based teams utilizing the Quality Improvement Process (QIP) to analyze data, review district practices, prioritize needs and support districts through professional development in the target areas of literacy, positive behavioral supports and special education delivery for students with disabilities.

**Strategy:**

* School improvement support and intervention strategy for schools identified in the Improvement (year 1) phase of NYS Differentiated Accountability (DA) system
* BOCES gives districts the support and assistance in developing and implementing improvement strategies to address the needs of schools in the Improvement phase
* This is developed using the goals, objectives and improvement activities in the CEP

**Activities**:

* Staff meetings about special education topics
* Provide direct training to regular education teachers on the role of direct consultant teachers in the classroom
* Training of teachers, paraprofessionals and student support professionals on motivating disengaged students

**Who:** K-12 Teachers, Administrators, Teacher Assistant, Teacher Aides

**Trainers:**

Regional Special Education Technical Assistance Support Center

Special Education School Improvement Specialists (SESIS)/BOCES

Curriculum Coordinators

Administrators

**When**: District Release Time

After School Hours

Summer Professional Development Time

After-School

Team Meetings

Department Meetings

Faculty Meetings

Superintendent's Conference Days

**Performance Measures:**

**Data Sources:** RSE-TASC Walk-Through Tool

NYSED State Assessment Data

AYP Status

Professional Development Plan Approval Signatures:

|  |  |
| --- | --- |
| Dr. Keith Levatino, Superintendent | Jocelyn Beers, MS SPED |
| Bart Tooley, High School Principal | Samual Salamone, High School Science |
| Brian Coleman, Middle School Principal | Jennifer Smith, Elementary Teacher/Parent |
| Joe Long, Benton Hall Academy | Monica Tooley, LFTA President |
| Maria Lindsay, Assistant Principal/Curriculum Coordinator | Joe Morotti High School Social Studies/Parent |
| Leeann Dooley Assistant Principal/ Technology Director | Deborah Mowers,Teacher on Special Assignment |
| Tracy Young, Elementary Teacher on Special Assignment in Library |  |