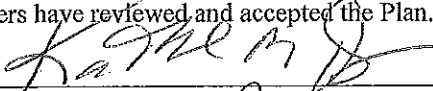
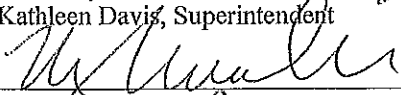
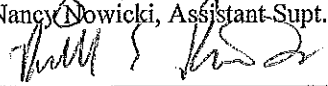
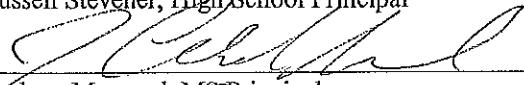
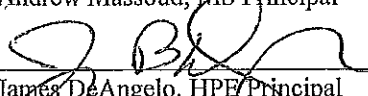
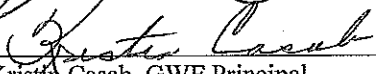
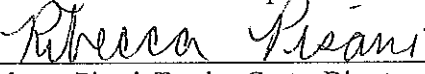
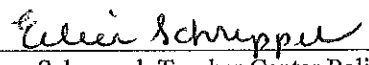
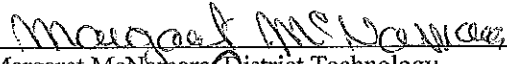
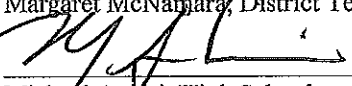
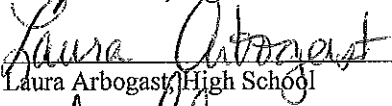
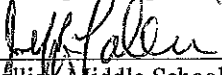
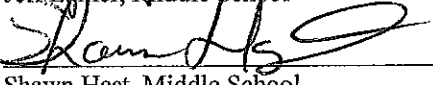

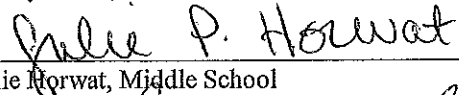
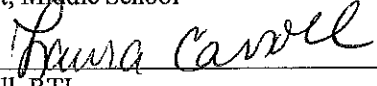

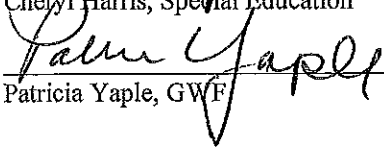


Professional Development Plan

2016 – 2017

The Professional Development Plan has been reviewed by the following committee members. Signatures indicate that the members have reviewed and accepted the Plan.

	6/21/16
Kathleen Davis, Superintendent	Date
	6/6/16
Nancy Dowicki, Assistant Supt. for Curriculum & Instruction	Date
	6/6/16
Russell Stevener, High School Principal	Date
	6/6/16
Andrew Massoud, MS Principal	Date
	6/6/16
James DeAngelo, HPE Principal	Date
	6/2/16
Kristin Casab, GWF Principal	Date
	6/6/16
Rebecca Pisani, Teacher Center Director	Date
	6/6/16
Eileen Schreppel, Teacher Center Policy Board Chairperson	Date
	6/6/16
Margaret McNamara, District Technology	Date
	6/8/16
Michael Arduri, High School	Date
	6/8/16
Laura Arbogast, High School	Date
	6-6-16
Jeff L. Hild, Middle School	Date
	6/7/16
Shawn Hast, Middle School	Date
	6/7/16
Stacey Smith, Middle School	Date
	6-6-16
Julie Horwat, Middle School	Date
	6/6/16
Laura Carroll, RTI	Date
	6/7/16
Cheryl Harris, Special Education	Date
	6/6/16
Patricia Yaple, GWF	Date

Goal #1: Enhance communication among all stakeholders throughout the district.

Increase continuity and communication among buildings

- Ensure vertical and horizontal planning K - 12
- Utilize Work Groups for Specific Initiatives

Improve interdisciplinary communication & program continuity

- Same as above

Understand the role and purpose of local and state assessment and SED regulations

- Analyze data to map and drive instruction
- Provide parents a clear explanation of purpose, types of and role assessment plays in their child's education

Proposed Objectives 2016 - 2017

The district will:

- Revise curriculum maps and course timelines via Rubicon/Atlas for instruction and post on the district website for easy access by parent and students
- Align Lucy Calkins Units of Study with New Core Standards
- Training in use of data from the Regional Information Center Scoring Service in targeted subjects to revise instruction to meet student needs. (COGNOS, STAR Reading & Math)
- Provide parents in grades 3-10 information on the state assessment system via mail, website, or newsletter.
- Expand the use of BUZZ for curriculum development, implementation and sharing
- Increase the number of co-building grade-level meetings (i.e. curriculum, new standards, grade level business, assessments, student work, etc.) (GWF/HPE/MS/HS) via release time, technology
- Add webpage(s) highlighting curriculum, extra curricular activities and our key partnerships
- Data Driven Instruction using NYS Assessment results.
- Provide training and implement PLC's – Professional Learning Communities

Goal #2: Integrate best instructional and evaluative practices.

Expand the consistent use of proven learning strategies supported by sustained professional development

- Provide Professional Development on research based instructional practices and follow-up by providing support with experts, ambassadors and local turnkey trainers
- Utilize and coordinate BOCES, Teacher Center, RIC, other districts, higher education, OHM Alignment Program and district program efforts.

Accommodate diversity to promote student success

- Implement strategies to foster awareness of a diverse clientele, recognizing differing academic and social needs, as well as diverse perspectives
- Implement instructional strategies that incorporate multiple intelligences and diverse learning styles
- Implement strategies and provide training to staff regarding Engaging Students with Poverty in Mind (Eric Jensen)
- Implement and provide training for staff, grades 3-6, on Explicit Direct Instruction (John Hollingsworth)
- Provide training to staff to assist parents in recognizing and understanding the diverse learning styles and needs of their child
- Encourage greater student ownership of their learning by providing “real world” examples in order to create “real world” applications. How to talk to business owners – create School to College and Careers with Middle School and High School.
- Focus character education on students accepting diversity and intolerance of bullying/cyberbullying
- Compliance with the Dignity for All Students Act/FERPA

Utilize technology when it efficiently promotes student understanding of learning standards

- Pilot programs to identify and evaluate new technology prior to its implementation
- Decisions about technology will be based on assessment of student needs (performance) and NYS initiatives (i.e. Computer Based Testing). Support for district curriculum and Common Core State Standards.
- Provide opportunities for staff to understand assistive technology as well as technology options (i.e. Makerspace, Nano Options).

Use best practice methods when initiating change

- Create a method to share best practices in technology with all appropriate stakeholders

Implement consistent instruction based on best practices

- Identify and implement a model for co-teaching/full-inclusion based upon differentiated learning in K-5 classrooms
- Implement Explicit Direct Instruction – grade 3-6
- Establish effective systematic policies and procedures for providing AIS/RTI and special education services to students in need in regular classrooms.
- Implement Project Based Learning
- Provide awareness and training to special and regular education teachers on various research-based reading approaches/programs to address students in need of foundational skills for example, reading decoding, reading comprehension, math calculation, etc., in and out of the regular education classroom based on student need.

Proposed Objectives 2016 - 2017

The district will:

- Conduct in-district courses or follow-up activities on Learner Focused School strategies including Differentiation, Scaffolding, Vocabulary Acquisition and Acceleration, Explicit Direct Instruction, Engaging Students with Poverty in Mind, etc.).
- Increase the number of staff attending BOCES programs focused on Common Core State Initiatives.
- Provide advanced training to administrators in evaluation training required by NYS
- Realign the Response to Intervention (RTI) program K- 8 to the Common Core State Learning Standards (monitor the fidelity of program)
- Provide staff with training to recognize the strategies to prevent bullying/cyberbullying and intolerance of others (SRO and Safe Schools Grant Resources, Safety Certification)
- Provide training to teachers (regular and special education) on the use of Assistive Technology to promote reading comprehension for struggling students
- Integrate various apps and technology into the curriculum in such a way as to support student learning of 21st Century skills including: communication, collaboration, critical thinking and creativity.
- Provide comprehensive training for targeted staff in relation to the ISTE technology standards (i.e. virtual field trips, video streaming, SMARTBoard, Ipads, CPS, etc.) as a support to classroom activities
- Continue the use of AIS Edge to monitor the performance of students receiving AIS/RTI services and to target instruction to individual needs
- Research and provide Online Learning Activities for teachers (*Buzz, Distance Learning, etc.*)

- Integrate STEM Model into K-6 BOCES Science Kits
- Train staff in OASYS, Charlotte Danielson Evaluation Rubric, Student Learning Objectives, FERPA.
- Continue Middle School STEAM – Grade 8, continue Nanoscience at high school.
- Expand Middle School STEAM – Grade 7
- Allow for teachers to attend training regarding Central Auditory Process and Oppositional Defiant Disorders.
- School to College Careers

Goal #3: Increase achievement levels for all students

Increase student achievement by raising expectations

- Expose students and teachers to career opportunities including 21st Century and STEM jobs/careers
- Develop consistent homework and grading policies that promote success in students
- Research afterschool Academic Assistance Program (AAP) which includes study skills instruction available to all students

Proposed Objectives 2016 – 2017

The district will:

- Continue with Academic Assistance Programs (AAP)
- Provide secondary content teachers with strategies that can be incorporated into their classrooms that promote reading by using Learner Focused Schools, Reading in the Content Area, and Reading Strategies for Assessment.
- Explore the concept of Learner Focused Schools, Differentiated Assignments and Scaffolding as an option of demonstrating understanding of key concepts and/or skills
- Research and provide Online Learning Opportunities for students
- Research alternate funding sources (grants)
- Provide training in Cognos, STAR, Professional Learning Communities, EDI
- Provide STEM training (Engineering By Design), Makerspace
- Provide STEAM Grade 7 and 8 Training – TIES/Siemens
- Continue to support the connection to SUNY Poly and other area colleges (P-16) for teachers and students.
- Support and promote New York State Master Teacher program (STEM).
- Support connection to the business community for teachers and students

Goal #4: Develop a written prioritized curriculum for all NYS Common Core Standards

Align curriculum, instruction and assessment to improve achievement on state assessments (mapping)

- Investigate and adopt when appropriate common program models for instruction
- Use educational scientific research when making curriculum decisions
- Improve (or increase) the use of assessment data as a means to change instruction and curriculum
- Provide time to develop learning units to address identified needs
- Attend specific training to understand new assessment requirements and realign curriculum and instruction

Time and resources will be used more efficiently to promote success

- Promote professional development opportunities outside teaching day

Proposed Objectives 2016 – 2017

The district will:

- Align curriculum maps in all curriculum areas via Rubicon/Atlas that are driven by NYS Common Core Standards, articulate key learning and concepts, power standards and identify key vocabulary
- Provide staff with training that will enable them to expand the curriculum maps via Rubicon/Atlas into learning units that include all key components focusing on Acquisition Lessons
- Train support staff on how to access curriculum maps via Rubicon/Atlas so they can align their instruction with regular classroom expectations
- Provide staff with training on differentiated learning/assignments that enable students to demonstrate understanding via various methods (i.e. BUZZ)
- Provide a systematic opportunity for teachers to revise curriculum documents and maps
- Introduce Work Groups on realigning maps with correlation charts
- Align, adapt and implement NYS ELA and Math Modules
- Identify curriculum mapping software and publish on district website

Goal #5: Expand Opportunities for Administrative and Teacher Leadership

- Continue support for mentor and National Board Certification and provide teachers with train the trainer opportunities in Learner-focused 6-12 math, RTI, Literacy Coaching
- Support for National Board **renewal** as well as initial.
- Provide leadership opportunities for teachers/administrators as Learner-focused School instructors, PLC Building Leaders and New Leadership Academy

Proposed Objectives 2016 – 2017

The district will:

- Support National Board Certification support workshop
- Provide New Teacher workshop
- Provide training for workshop instructors in Learner-Focused Schools and Professional Learning Communities
- Provide Grant Writing Opportunities
- Update APPR Plan to align with 3012-d of NYS Education Law
- Provide opportunities to attend New York State sponsored conferences