**Dedicated to the Education of All Students**

# Professional Learning Plan

# 2022-2023

# Little Flower Union Free School District

2460 North Wading River Road
Wading River NY  11792
(632) 929-4300

**MISSION STATEMENT**

The mission of Little Flower UFSD is to meet the individual educational,
social and emotional needs of all students. We seek to create a learning environment
where our students foster the tenants of respect, responsibility, and self-worth so they can
transition back into their community and take pride in their accomplishments.

| District Name: | Little Flower UFSD |
|---|---|
| **BEDS Code:** | 580603020000 |
| **Superintendent:** | Harold J. Dean, Ed. D. |
| **Contact Person:** | Robert Scappatore<br>Principal |
| **Address:** | 2460 North Wading River Road<br>Wading River NY  11792 |
| **E-Mail:** | rscappatore@littleflowerufsd.org |
| **Facsimile Number:** | (631) 929-0303 |
| **Telephone Number:** | (631) 929-4300 |

## DISTRICT PLP TEAM

| Administrators: | Harold J. Dean, Ed.D., Superintendent<br>Robert Scappatore, Principal<br>Michael Gordon, Asst. Principal / Dir. Of Special Edu. |
|---|---|
| **Teachers:** | John Bannon<br>Sean Colfer<br>Justine Samuelson<br>Stephan Zawolik |
| **Teachers' Assistant:** | Debra Saunders-Wilson |
| **Parent Representative:** | Adeline Ruiz |
| **Higher Education Representative:** | Dr. Harold J. Dean, adjunct, St. Joseph's College |

**Number of school buildings in district:**  1

**Number of school-based professional learning teams:**  1

# CTLE

**Registration:**
Beginning on July 1, 2016 individuals who hold a:
- permanent or professional teaching certificate in the classroom teaching service,
- permanent or professional leader certificate in the educational leadership service (i.e., school building leader, school district leader, school district business leader), or
- a Level III Teaching Assistant certificate prior to July 1, 2016;

shall apply for initial registration during the 2016-2017 school year during his/her month of birth and shall renew his/her registration in the last of each subsequent five-year period thereafter.

## Continuing Teacher and Leader (CTLE) Requirements
Commencing with the 2016-2017 school year, holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing in a New York public school or board of cooperative educational services (BOCES) ***need to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period.*** This is a change from the current requirement of 175 hours for those who hold professional certificates, and from 75 to 100 hours for those who hold a Level III Teaching Assistant certificate.

Consistent with the previously established professional development requirements, the proposed amendment also requires that certificate holders complete the following CTLE requirements in language acquisition to address the needs of English language learner students:
For those holding a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and
For all other certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners.

| Record-keeping Requirements: 100 hours | • The District will maintain records for teachers, teacher assistants & administrators certified as of 2/04. <br> • Records will include: the name of the professional certificate holder, his/her teacher certification identifying number, the title of the program, the number of hours completed, and the date and location of the program. The District will retain the information for seven years from the date of completion of the professional development by the professional certificate holder. |
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This Professional Development Plan is consistent with 110.2(dd) of the Commissioner's Regulations and meets requirements of Subpart 80-6 for approved CTLE. Professionals working with our educators and leaders are listed in the plan. All have been vetted by the district and have a history of providing up to date, research based practices. It is understood that the consultants listed including leaders and educators within the district meet the requirements.

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## Little Flower Union Free School District Staff

*Administrators with specific expertise such as:*
- Technology
- Curriculum/Instruction
- Assessment
- Students with Disabilities
- ENL programs and practices
- Leadership: including MPPR and related standards for leadership
- Marzano Framework for Teaching and related rubrics for growth in practice

*Educational Leaders approved by administration as trained/qualified, and/or paid facilitators in areas such as:*
- Curriculum Development
- Professional Goal Setting Practices
- Assessment Development
- Data Analysis for improving student performance
- Instructional Practice PD in all areas of instruction and assessment
- Student Engagement
- Social/Emotional Learning

| Teacher Mentors | |
|---|---|
| The role of the mentor is integral to the success of new educators relative to curriculum, instruction, assessment, professional practice, and creating a positive and engaging learning environment. Structured mentoring programs have been proven to increase job satisfaction, performance, and retention. | • The role of the mentors shall include but will not be limited to providing guidance and support to the new teacher(s) of the District and activities are logged.<br><br>• Teachers who wish to be considered for mentoring positions will discuss their interest with the Principal. District and content area needs will be considered.<br><br>• Eligibility includes tenured teachers who have received APPR ratings of effective or highly effective in each of the three prior school years.<br><br>• Other ways of mentoring include meetings with new teachers, observation of other teachers and coaching.<br><br>• Mentors will receive support in the form of training and professional materials based on their needs as a mentor.<br><br>• Mentors will provide 20 hours of recorded mentoring in a new teacher's first year of service, and 10 hours of support in their second year of service. |

**I.** **Professional Learning Planning Team**
   1. *If school teams are not represented on the district professional learning team, describe briefly how the district plan will ensure that the needs of the schools in the district are met*
      N/A

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

      Number of hours will vary according to the individual teacher and the activities. However, each teacher will receive a minimum of 24 hours of professional development provided by the district.

**II.** **Needs/Data Analysis for Professional Learning Plans**
   1. *Describe how the professional learning plan is aligned with New York learning standards, assessments and student needs, and is articulated with and across grade levels.*

The Professional Learning Plan is aligned with the NYS Standards and assessments, student needs within and across grade levels in the following ways:

   1. Providing staff with the opportunity to revisit learning standards in order to identify indicators that are addressed and in what way assessed within lesson plans.
   2. Providing focused conversations around best practice with the opportunity to engage in learning the strategies, thus providing optimal support and preparation for greater success on the state assessments.
   3. Providing training in the Sanctuary Model, PBIS method of behavior modification, and training in the Therapeutic Crisis Intervention (TCI) Model.


### Implementation Plan Overview
Goal: Improve instructional methods, strategies and techniques to work with changing heterogeneous groups matching IEP goals with New York State Standards/Common Core. Professional Learning Committee, Common Planning groups and PBIS Committee will be the driving forces for staff development as it relates to New York State Standards/Common Core.


**III.** **Professional Learning Mission, Standards and Goals**
**Mission:**
To continually improve student performance, the Little Flower UFSD is committed to providing effective and comprehensive professional development and to provide:
   a. orientation to the district procedures for all new employees with strong mentoring component
   b. professional development opportunities to all employees regarding district wide goals and initiatives
   c. professional development opportunities as reflected by job expectations which are determined by job descriptions, characteristics of comprehensive learning experiences, individual needs and system goals.

### Professional Development Standards
According to the standards of Professional Development from the National Staff Development Council, and criteria outlined by the Center for the Study of Expertise in Teaching and Learning (CSETL) run by Dr. Giselle O. Martin-Kniep, the professional development opportunities will be organized to meet the following criteria:

**Organizing Centers**: The center is highly generative (broad/global) and is a compelling issue, concept or problem that is perfectly suited to all kinds of teachers.

**Program Rationale:** The rationale is eloquent and substantive; no one would doubt that this program is significant. The rationale clearly describes how this program prepares teachers by explaining the specific knowledge, skills and dispositions it addresses and by explaining its value.

**Program Overview and Outcomes:** The program overview and outcomes include clear and comprehensive descriptions of the scope and depth of the program and its relationship to a specific target audience. The overview identifies the outcomes and indicators addressed and assessed by each of the learning opportunities. The overview clearly describes how the work is structured with explanations of major components and time demands for each component.

**Learning and Assessment Opportunities:** The list is clear, comprehensive and complete. The descriptions of activities are clearly directive and concise; they explain and describe what why and how. Each learning and assessment opportunity is presented as it occurs in the program and in terms of how it relates to preceding or subsequent activities.

**Program Flexibility:** The extent to which the programs allows participants to negotiate their learning and assessment tasks by allowing teacher generated choice of content, strategies, products and /or performances. Time allotment is flexible for different teachers and accommodates differences among the products/performances selected.

**Engagement, Meaningfulness, Relevance:** Teachers are actively involved in most learning opportunities by constructing meaning of concepts or process in deductive or inductive ways. Learning opportunities allow teachers to see the program as worthy of their time and effort and are sensitive to individual and cultural needs.

**Academic Rigor:** The participants are engaged in the pursuit of important questions through the use of varied resources that depict multiple perspectives. The learning opportunities require teachers to engage in a thorough exploration of a theme, problem, issue or question by emulating best teacher practice. The resources used are substantive, up to date and span a wide range of forms and media. Learning opportunities require that teachers engage in field and academic research of multiple perspectives related to a topic or issue.

**Reflective Prompts and Questions:** The prompts and questions are clear, specific and reflective questions allow teachers to reflect on processes used, merits and shortcomings of processes, products and performances; questions allow teachers to analyze their learning strengths and weaknesses as well as their thoughts and feelings about the experience as learners. These questions are used throughout the program to improve teachers' self understanding and it informs their future planning and decision-making activities.

**Handouts, Writing:** The handouts are very easy to follow and relate to specific learning opportunities. Overall the writing is clear and stylistically engaging. The presenter/facilitator is keenly aware that there is an audience of educators and presents with explicitness and respect.

**Presentation:** The presentation and organization of the program enhances the story of the teachers' and students' learning. All program components bear a clear relationship to each other and to a central purpose. The program is carefully, meticulously and attractively assembled. Teacher and students work are strategically inserted into the program to represent samples and benchmarks of various tasks, assessments and projects. The work shows the range of performance, illustrates how the program works with various types of learners.

**Goals Implementation Plan:**

| GOAL I: Improve student performance in content areas at all levels. |
| --- |

| Objective 1: Improve student performance in English Language Arts. |
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| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
| --- | --- | --- | --- | --- |
| Introduce and develop strategies that facilitate and support literacy acquisition | Director of Curriculum/Data/Technology Classroom teachers Reading teacher(s) Staff development personnel | *~NYS Next Generation Learning Standards* ~Frameworks for Literature ~Stephanie Harvey's *Strategies that Work* *~The Multiple Intelligence of Reading and Writing* by Thomas Armstrong *~What Every Principal Should Know about Teaching Reading* by Marie Carbo ~Read 180 ~Accelerated Reader | Ongoing | Strategies introduced and collected for sharing among staff |
| Practice using strategies within a lesson and collect student work to evidence implementation | Classroom teachers Director of Curriculum/Data/Technology Reading Teacher(s) Staff development personnel | *~NYS Next Generation Learning Standards* ~Frameworks for Literature ~Stephanie Harvey's *Strategies that Work* *~The Multiple Intelligence of Reading and Writing* by Thomas Armstrong *~What Every Principal Should Know about Teaching Reading* by Marie Carbo ~Read 180 ~Accelerated Reader | Ongoing | Strategy identified in lesson plan |
| Implement a strategy in a different content area and analyze the extent to which students transferred knowledge and skill. | Classroom teachers Director of Curriculum/Data/Technology Staff development personnel | Peer coaching Mentoring | Ongoing | Strategy identified with student work collected as evidence |

| Objective 2: Improve student performance in Math |
| --- |

| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
| --- | --- | --- | --- | --- |
| Familiarize new and/or identified staff with NYS Next Generation Learning Standards grades 3-12. | Math specialist Director of Curriculum/Data/Technology | Standards and curriculum | Ongoing | Standards available in network's shared folder |
| Familiarize new and/or identified staff with grades 3-8 testing format and its alignment to State standards by taking sample portions of the tests (when deveopled). | Math specialist Director of Curriculum/Data/Technology | Standards Curriculum State Tests | Ongoing | Alignment identified |
| Introduce and develop strategies that facilitate and support numeracy acquisition | Math specialist Director of Curriculum/Data/Technology | BOCES SCOPE Other Conferences | Ongoing | Strategies identified and collected for teacher use |
| Practice using strategies within a lesson and collect student work to evidence implementation | Classroom teachers Math specialist Director of Curriculum/Data/Technology | Peer Coaching Mentoring | Ongoing | Lesson with strategies identified in plan book |
| Focused conversation on modifications or adaptations of strategies in order to support the hard to reach students. | Director of Curriculum/Data/Technology | Faculty meetings | Ongoing | Conversations documented during faculty meetings |

| Objective 3: Improve student performance in Social Studies |
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| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
|---|---|---|---|---|
| Familiarize new and/or identified staff with NYS Next Generation Learning Standards for grades 3-12. | Social Studies specialist Director of Curriculum/Data/Technology | Standards and Curriculum | Revisit complete annually | Standards available in network's shared folder |
| Familiarize new and/or identified staff with grades 5 & 8 testing format and its alignment to State standards | Social Studies specialist Director of Curriculum/Data/Technology | Standards, Curriculum, State Tests | Revisit annually | Alignment identified |
| Introduce and develop strategies that facilitate and support critical thinking and elaborate communication within the content area | Social Studies specialist Director of Curriculum/Data/Technology | BOCES SCOPE Other Conferences | Ongoing Revisit annually | Strategies identified and collected for teacher use post observation conferences at weekly Collaborative Planning Sessions |
| Practice using strategies within a lesson and collect student work to evidence implementation | Classroom teachers Social Studies specialist Director of Curriculum/Data/Technology | Peer Coaching Mentoring | Ongoing | Lesson with strategies identified in plan book |
| Focused conversation on modifications or adaptations of strategies in order to support the hard to reach students. | Director of Curriculum/Data/Technology | Faculty meetings and weekly Collaborative Planning Sessions | Ongoing | Conversations documented during common planning meetings |

| Objective 4: Improve student performance in Science |
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| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
| --- | --- | --- | --- | --- |
| Familiarize new and/or identified staff with NYS Next Generation Learning Standards for grades 3-12. | Science specialist Director of Curriculum/Data/Technology | Standards and Curriculum | Complete revisit annually | Standards available in network's shared folder |
| Familiarize new and/or identified staff with grades 4 & 8 testing format and its alignment to State standards | Science specialist Director of Curriculum/Data/Technology | Standards Curriculum State Tests | Complete revisit annually | Alignment identified |
| Introduce and develop strategies that facilitate and support critical thinking, problem solving and elaborate communication within the content area | Science specialist Director of Curriculum/Data/Technology | BOCES SCOPE Other Conferences | Ongoing | Strategies identified and collected for teacher use in post observation conferences and at weekly Collaborative Planning Sessions |
| Practice using strategies within a lesson and collect student work to evidence implementation | Classroom teachers Science specialist Director of Curriculum/Data/Technology | Peer Coaching Mentoring | Ongoing | Lesson with strategies identified in plan book |
| Focused conversation on modifications or adaptations of strategies in order to support the hard to reach students. | Director of Curriculum/Data/Technology | Faculty meetings Weekly Collaborative Planning Sessions | Ongoing | Conversations documented during common planning meetings |

**GOAL 2:  Broaden and enhance teachers' knowledge of curriculum, instruction and assessments.**

Objective 1:
Provide opportunities for staff to attend and facilitate conferences and work sessions related to required mandates and/or professional interests.

| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
|---|---|---|---|---|
| Disseminate conference information during faculty meetings & collaborative planning time | Director of Curriculum/Data/Technology Teachers | BOCES Local colleges Workshop/Conference Mailings | Ongoing | Dates of staff attending conferences Times of weekly meetings |
| Consult with those staff who attended conferences in order to develop activities related to their experience for faculty work sessions | Director of Curriculum/Data/Technology | | Ongoing | Meetings held and strategies developed for faculty work sessions |

Objective 2:
Provide opportunities for staff to connect, collaborate & identify needs.

| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
|---|---|---|---|---|
| Disseminate 'Needs Assessment' survey | Director of Curriculum/Data/Technology Curriculum/Program Development Committee | In-house expertise | Spring 2018 | Survey developed and disseminated Analyze results and identify appropriate next steps |
| Invite staff to showcase areas of passion and expertise to colleagues by facilitating an activity during a faculty work session and/or mini-workshops | Director of Curriculum/Data/Technology Curriculum/Program Development Committee | In-house expertise | Spring 2019 Ongoing | Activities facilitated or organized by staff placed on faculty meeting agendas |
| Provide opportunities for staff to pass on expertise to students outside of own class | Director of Curriculum/Data/Technology Curriculum/Program Development Committee | In-house expertise | Spring 2019 Ongoing | Class schedules Plan books |

| Objective 3: |
| --- |
| Provide opportunities for teacher/staff to review or become familiar with NYS Standards & 3-8 testing |

| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
| --- | --- | --- | --- | --- |
| Familiarize new and/or identified staff with NYS Next Generation Learning Standards for grades 3-11. | Director of Curriculum/Data/Technology | Core Curriculum | Ongoing | Core curriculum reviewed |
| Familiarize new and/or identified staff with grades 3-8 testing format and its alignment to State standards | Director of Curriculum/Data/Technology | Core Curriculum and pervious state tests | Ongoing | Sample tests reviewed |
| Have staff take the Commencement level ELA assessment in order to understand what literacy skills are to be assessed. | Director of Curriculum/Data/Technology Teachers of 8th Grade and higher | 8th Grade ELA and HS ELA exam | 2018 and on-going | Test completed and analyzed by staff for Literacy skills |

| Objective 4: Improve teacher/staff understanding of testing accommodations and test taking directions for state assessments. |
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| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
| --- | --- | --- | --- | --- |
| Familiarize staff with NYS web pages on testing accommodations | Curriculum Committee Director of Curriculum/Data/Technology | www.nysed.gov | Complete | Testing accommodations disseminated to staff with questions and answer time allotted. |

Objective 5: Participants will explore the relationship between priority outcomes, process indicators and core curriculum items, effective diagnostic assessments and their connection to standards-based curriculum, instruction and assessment.

| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
|---|---|---|---|---|
| Participants will use the NYS Standards, NYS Assessments, NYS Core Curriculum resources and student work in order to determine priority outcomes for their students | Director of Curriculum/Data/Technology<br><br>Common Planning Groups | NYS Standards, Core Curriculum | 2018 Ongoing | Priority outcomes established |
| Participants will design a diagnostic (pretest) assessment in order to determine where the students are in relation to the priority outcomes. | Director of Curriculum/Data/Technology<br><br>Common Planning Groups | Assessment design template | Fall 2018 and ongoing | Pretest designed STAR Reading and Math Used |
| Participants will strategize ways to align their curriculum and instruction to the priority outcomes. | Director of Curriculum/Data/Technology<br><br>Common Planning Groups | Curriculum and outcome template | Fall 2018 and ongoing | Feedback on Lessons |
| Participants will use reflection and peer feedback to understand the significance of their experiences, to encourage self-awareness and to set future goals as a teacher-learner. | Director of Curriculum/Data/Technology<br><br>Common Planning Groups | Discussion template | Ongoing | Reflection and feedback completed: Student talking point and Lesson Reflection packet |

| **GOAL 3: Incorporate Specially Designed Instruction into Lesson Plans/Student Work** |
|---|

| Objective 1:<br>Analyze units of study for Specially Designed Instruction in all content areas providing for evidence of thinking, analysis, problem-solving and skill development. |
|---|

| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
|---|---|---|---|---|
| Read student work generated throughout the year and especially the research project to find evidence of complex thinking, information processing, effective communication, collaboration/cooperation and habits of mind | Director of Curriculum/Data/Technology Classroom teachers Support staff (reading, speech) | ELA standards, indicators, core curriculum for all content areas Research Think Models Dispositions of Practice Student work | Ongoing during weekly collaborative planning sessions prep periods beginning winter 2018 and ongoing | Student work analyzed, gaps identified' Strategies for revisions identified |

**GOAL 4: Provide technology-based opportunities. (The learning acquired by the staff will be integrated into classroom activities that support NYS Learning Standards.)**

Objective 1:
To help teachers/staff gain proficiency in using technology as an instructional tool.

| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
|---|---|---|---|---|
| Provide opportunities for staff to attend technology courses | Technology committee | BOCES Model Schools SCOPE | Ongoing | Course listings registrations |
| Workshops on Power School, IEP Direct, Excel, iMovie, Gradebook, Garageband, Turningpoint,Video Conferencing, etc. | Technology Committee Technology teacher | Model Schools In-district expertise | Ongoing | Courses advertised Faculty meeting and staff development day agendas |
| Opportunities for visitations | Technology committee Technology teacher Model schools Rep. | Model Schools | Ongoing | Visitations completed Reports filed |
| Coaching opportunities | Technology Teacher Director of Curriculum/Data/Technology | Model Schools In-district expertise | Ongoing | Summary of activities sent to Director of Curriculum/Data/Technology |

Objective 2:
To maintain training programs for teachers in the use of non-network techniques (video cameras, digital still cameras etc.) to augment evidence of academic achievement.

| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
|---|---|---|---|---|
| Maintain series of workshops for staff in all vital areas of technology applications | Technology committee | BOCES Model Schools SCOPE | Ongoing | Course listings registrations |
| Implement a schedule of teacher/student learning activities involving non-networked technologies in all classrooms | Technology Committee Technology teacher | Model Schools In-district expertise | Ongoing | activities advertised Faculty meeting and staff development day agendas |

**GOAL 5: Participants will be trained in utilizing Rubicon Atlas and align curriculum, assessment and instruction.**

Objective 1:
Provide appropriate time, space and support for staff to connect, collaborate and develop Curriculum Maps/Assessments/Alignment to NYS Standards/Common Core

| Strategies/ Activities | Facilitator | Resources | Time frame | Performance Measure |
|---|---|---|---|---|
| Begin to implement units of study into curriculum management system. Review and analyze authentic tasks with the Curriculum Unit Development in Rubicon Atlas and develop and/or align Authentic Classroom Assessment/Tasks during weekly Collaborative Planning Sessions | Director of Curriculum/Data/Technology<br><br>Curriculum/Program Development Committee | Rubicon Atlas Curriculum Unit Development Rubric and the Rubric for Authentic Classroom Assessment Tasks. | Fall 2018 and ongoing | Director of Curriculum/Data/Technology will meet with teachers during common planning to assess progress. Rubrics read, discussed and applied to sample tasks |
| Review and analyze NYS Standards/Common Core against existing units of instruction | Director of Curriculum/Data/Technology<br><br>Curriculum/Program Development Committee | NYS Standards/Common Core | Winter 2018 Ongoing | Gap analysis for units of instruction completed Feedback on Lessons |
| Design an authentic and /or appropriate assessment to be implemented during the school year with the students. | Director of Curriculum/Data/Technology<br><br>Common Planning groups | Assessment Design template | Winter 2018 and ongoing | Design draft completed for Showcase Celebration of Learning |
| Revisit assessment techniques: Rubrics and other assessment devices | Director of Curriculum/Data/Technology<br><br>Common Planning groups | Sample Rubrics and checklists | Spring 2019 and ongoing | Assessment devices reviewed and selected for revised unit design |
| Revisit Reflection: Incorporate reflection into the unit design to address metacognition and goal setting. | Director of Curriculum/Data/Technology<br><br>Common Planning Groups | Sample Reflection prompts with student work | Spring 2019 Ongoing | Reflection samples analyzed |
| Peer sharing of teaching strategies / best practice that address skills and facilitate learning | Director of Curriculum/Data/Technology<br><br>Common Planning Groups | Faculty and staff In/external expertise | Spring 2019 Ongoing | Faculty meeting agendas Meetings during prep time documented and submitted to Director of Curriculum |

**GOAL 6: Assure that all instructional staff understand how to navigate the MAC OS**

Objective 1:
Provide training and follow-up support to ensure staff's ability to use their new mac workstation to deliver instruction and access all necessary programs (email, IEP, gradebook, curriculum, etc.).

| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
|---|---|---|---|---|
| PD in Mac basics | Director of Curriculum/Data/Technology | Small group training | 2018 and on-going | Completion & accuracy of data input |
| PD in iLife/Mac advanced | Director of Curriculum/Data/Technology | Small group training | 2018 and on-going | Completion & accuracy of data input |

**GOAL 7: Improve safety and security of students, staff, and facilities**

Objective 1:
Provide activities and experiences that promote a safe and united school environment for staff and students that relate to the incorporation of the Sanctuary & PBIS Model, TCI, and Emergency Response Planning

| Strategies/Activities | Facilitator | Resources | Timeframe | Performance Measure |
|---|---|---|---|---|
| Provide Sanctuary Training | Principal Sanctuary Trainers | Collaboration with residential agency | Ongoing 2018-2019 | Training completion certificates |
| Provide training in Violence prevention for all staff. | BOCES staff | BOCES TCI Model Justice Center Materials | 2018-2019 and ongoing | Staff attendance and handouts |
| Provide Therapeutic Crisis Intervention (TCI) Training | Certified TCI Trainers | TCI Manual & resources | Annually & on-going | Training verifying completion |
| Review & practice aspects of the Emergency Response Plan | Superintendent | Emergency Response Plan | Annually and on-going | Revisions adopted by committee & BOE |
| Provide opportunities for staff to participate in Project Adventure Activities and Character Education to build camaraderie and community | In-house staff Outside Consultants | Project Adventure Character Ed Resources | Completed annually | Participation in activities with debriefing activity and reflection |

**Student Engagement and Safety**

Tools such as the Developmental Assets Survey results will provide the district with information on student progress in areas such as responsibility and commitment to learning. This information will help design programs to ensure that staff and students are developing positively (i.e. academic motivation, self reliance).

**Asset Type/Name/Definition**
1. Family – RTC life provides high levels of love and support.
2. Positive family communication – Young person and his/her parent/guardian communicate positively, and young person is willing to seek parent/guardian advice and counsel.
3. Other adult relationships – Young person receives support from three or more non-parent adults.
4. Caring school climate – School provides a caring, encouraging environment.
5. Parent/guardian involvement in schooling – Parent/guardian is actively involved in helping young person succeed in school.

**Empowerment**
1. RTC/community values youth – Young person perceives that adults in the RTC/community value youth.
2. Youth as resources – Young people are given useful roles in the RTC/community.
3. Service to others – Young person serves in the RTC/community one hour or more per week.
4. Safety – Young person feels safe at home, school and in the RTC.

**Asset Type/Name/Definition**
**Boundaries and Expectations**
1. Creative activities – Young person spends three or more hours per week in lessons or practice in music, theater or other arts.
2. Youth programs – Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the RTC/community organizations.
3. Religious community – Young person spends one or more hours in activities in a religious setting.

**Commitment to Learning**
1. Achievement motivation – young person is motivated to do well in school.
2. School engagement – Young person is actively engaged in learning.
3. Homework – Young person reports doing at least one hour of study time every school day.
4. Bonding to school – Young person cares about his/her school.
5. Reading for pleasure – Young person reads for pleasure three or more hours per week.

**Positive Values**
1. Caring – Young person places high value on helping other people.
2. Equality and social justice – Young person places high value on promoting equality and reducing hunger and poverty.
3. Integrity – Young person acts on convictions and stands up for his/her beliefs.
4. Honesty – Young person tells the truth even when it is not easy.
5. Responsibility - Young person accepts and takes personal responsibility.
6. Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs.

**Social Competencies**
1. Planning and decision making – Young person knows how to plan ahead and make choices.
2. Interpersonal competence – Young person has empathy, sensitivity and friendship skills.
3. Cultural competence – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
4. Resistance skills – Young person can resist negative peer pressure and dangerous situations.

5. Peaceful conflict resolution – Young person seeks to resolve conflict non-violently.

**Positive Identity**
1. Personal power – Young person feels he/she has control over "things that happen to me".
2. Self-esteem – Young person reports having a high self-esteem.
3. Sense of purpose – Young person reports that "my life has a purpose".
4. Positive view of personal future – Young person is optimistic about his/her personal future.

### Student Feedback
Staff will find it helpful to get informal feedback from their students. Depending on the skill being learned, the feedback may be specific to that skill or set of skills or may be more general about perceptions of the class.

### Technology
Indicators: -    Teachers will use technology as an integral component of instruction in every classroom.
-    Staff will be able to use the instructional software that is available on the network to improve student learning.
-    Staff will have the capacity for communication through e-mail.
-    Teachers will be able to use interactive, multi-media Web-based communications
-    Teachers will be able to use word processing, spreadsheet and database software (Office 2000+)
-    Teachers will be able to teach students how to effectively use the resources available on the Internet.
-    Teachers will model ethical usage of all software, the Little Flower network and the Internet.

### Professional Learning Plans
Professional Development as described is continuous. It reflects congruence between students and teachers' needs, as well as District goals and objectives. Examples: Health Programs; Clinical Teams; Peer Review; Intensive Support Service.

Mentor Program – Provides new teachers with resources and guidance to help them make a successful transition to becoming self-confident, skilled professional teachers.

Clinical Team – While the mentoring program would address the needs of new teachers, the clinical team would assist the veteran teacher in improving instructional strategies and student learning.

Each clinical team, consisting of five (5) instructional staff members, would be trained in effective teaching strategies as well as the latest research on student learning. Depending on the individual teacher's needs (classroom management, thinking skills, reading/writing across the curriculum), the team would focus their efforts accordingly.

Intensive Support Services – Services would be provided for those teachers whose supervisors identify for extra support to meet the state standards for teachers. The support may be in the content areas, instructional strategies, classroom management or understanding the individual needs of students.

Self-Assessment – Groups can use the attached self-assessment tool (provided by National Staff Development Council in cooperation with the National Association of Elementary and Secondary School Principals [1995]) to determine the current state of implementation of the context, process and content of effective staff development for schools. The assessment can be used to reveal strengths as well as areas for improvement. A scoring guide and index follow the standards. Because of the value in obtaining multiple perspectives, the self-assessment will be most useful if completed by a group rather than individually.

| SELF-ASSESSMENT | Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **Context** | | | | | |
| 1. Staff development is ongoing and job-embedded. | 1 | 2 | 3 | 4 | 5 |
| 2. Staff development activities result in changes in classroom practice for most teachers on the staff. | 1 | 2 | 3 | 4 | 5 |
| 3. The budget allocation supports ongoing professional development. | 1 | 2 | 3 | 4 | 5 |
| 4. There is widespread support for professional development among administration, teachers, parents, school board members and other influential members of the community. | 1 | 2 | 3 | 4 | 5 |
| 5. Staff development is viewed as an essential component for achieving the purposes of the organization and is valued as an integral part of the strategic plan. | 1 | 2 | 3 | 4 | 5 |
| 6. Central administration supports the work necessary to accomplish school improvement goals and provides an adequate budget. | 1 | 2 | 3 | 4 | 5 |
| 7. Strategies for facilitating planning and learning during the school day exist. | 1 | 2 | 3 | 4 | 5 |
| 8. A minimum of twenty percent (20%) of the work week is devoted to joint learning and work. | 1 | 2 | 3 | 4 | 5 |
| 9. The school staff is organized into study groups to learn about the change process and/or about particular innovations. | 1 | 2 | 3 | 4 | 5 |
| 10. Teachers are observed randomly to determine their use of an innovation and the innovations effect on students. | 1 | 2 | 3 | 4 | 5 |
| **Process** | | | | | |
| 11. The school's improvement plan addresses important aspects of organizational effectiveness such as decision-making, communication and team functioning. | 1 | 2 | 3 | 4 | 5 |
| 12. Information about systems thinking and the change process are used in making school improvement decisions. | 1 | 2 | 3 | 4 | 5 |
| 13. The principles of adult learning permeate staff development. | 1 | 2 | 3 | 4 | 5 |
| 14. The learning climate of staff development activities is collaborative, informal and respectful. | 1 | 2 | 3 | 4 | 5 |
| 15. All critical phases of the change process (initiating, implementation and institutionalization) are addressed in the planning and delivery of programs. | 1 | 2 | 3 | 4 | 5 |
| 16. Staff and administration are aware of the "implementation dip" (things often get worse before they get better). | 1 | 2 | 3 | 4 | 5 |
| 17. Staff development decisions are based on data regarding valued student outcomes. | 1 | 2 | 3 | 4 | 5 |
| 18. Recognition of a need to seek improvement exists. | 1 | 2 | 3 | 4 | 5 |
| 19. Staff reading, study and discussion of educational innovations precede decisions concerning staff development. | 1 | 2 | 3 | 4 | 5 |
| 20. Research-based content serves as the core of staff learning. | 1 | 2 | 3 | 4 | 5 |
| 21. Improvement plans include a carefully designed framework for the integration of innovations being implemented. | 1 | 2 | 3 | 4 | 5 |
| 22. An instructional framework that describes how selected innovations collectively address school priorities exists. | 1 | 2 | 3 | 4 | 5 |
| 23. Program evaluation assesses participants' reaction to the program and measures participants' learning. | 1 | 2 | 3 | 4 | 5 |
| 24. Program evaluation assesses participants' use of new knowledge and skills and the impact on student learning. | 1 | 2 | 3 | 4 | 5 |
| 25. Staff development includes activities other than "training workshops" | 1 | 2 | 3 | 4 | 5 |
| 26. All staff development training activities include theory, demonstration, practice with feedback and coaching. | 1 | 2 | 3 | 4 | 5 |
| 27. Desired changes in on-the-job behavior are supported and result in improved student learning. | 1 | 2 | 3 | 4 | 5 |

| **Process** | | | | | |
|---|---|---|---|---|---|
| 28. Staff members regularly analyze and self-correct performance. | 1 | 2 | 3 | 4 | 5 |
| 29. Site-based management councils focus primarily on instruction and student learning. | 1 | 2 | 3 | 4 | 5 |
| 30. Consensus decision making is used in increase staff ownership. | 1 | 2 | 3 | 4 | 5 |
| 31. School teams/groups are models of effective interpersonal and group skills. | 1 | 2 | 3 | 4 | 5 |
| 32. Training and development in collaborative skills occur regularly, especially for new teams or committees. | 1 | 2 | 3 | 4 | 5 |
| **Content** | | | | | |
| 33. Teachers and administrators are knowledgeable regarding young adolescent development. | 1 | 2 | 3 | 4 | 5 |
| 34. Decisions about instruction and new programs are based on how well they reflect developmentally appropriate practice. | 1 | 2 | 3 | 4 | 5 |
| 35. Teachers' classroom management strategies increase academic learning time. | 1 | 2 | 3 | 4 | 5 |
| 36. Teachers are familiar with and utilize the research-based findings that support a safe and orderly environment. | 1 | 2 | 3 | 4 | 5 |
| 37. The school's staff possesses the knowledge, attitude and skills needed to ensure a quality education for all students. | 1 | 2 | 3 | 4 | 5 |
| 38. School data confirms that all students have equal access to and participation in the school's programs and activities. | 1 | 2 | 3 | 4 | 5 |
| 39. Students can discuss the connection between the various content areas and their real-life curriculum. | 1 | 2 | 3 | 4 | 5 |
| 40. The staff possesses the content knowledge and pedagogy necessary to design and deliver high-quality curriculum. | 1 | 2 | 3 | 4 | 5 |
| 41. Teachers use a variety of approaches to teaching, know underlying instructional theories and understand student learning. | 1 | 2 | 3 | 4 | 5 |
| 42. There is research to suggest that the content of the school's staff development programs will increase student learning. | 1 | 2 | 3 | 4 | 5 |
| 43. Through the use of a variety of instructional strategies, administrators and teachers demonstrate a belief that all students can learn. | 1 | 2 | 3 | 4 | 5 |
| 44. Teachers use strategies that demonstrate high expectations for all students. | 1 | 2 | 3 | 4 | 5 |
| 45. There is regular communication between the school staff and parent/families about individual student's academic progress. | 1 | 2 | 3 | 4 | 5 |
| 46. Parent/staff communication focuses on the school's goals, classes and curriculum with special attention to in-school and community opportunities to enhance student achievement. | 1 | 2 | 3 | 4 | 5 |
| 47. Student performance assessments include interviews, observations, portfolios, projects and demonstrations. | 1 | 2 | 3 | 4 | 5 |
| 48. Student performance assessments focus on what students can actually do with the knowledge and skills they have acquired. | 1 | 2 | 3 | 4 | 5 |
| 49. Adolescents are known as a complete individual by at least one adult. | 1 | 2 | 3 | 4 | 5 |
| 50. Open communication exists between student, family and advisor. | 1 | 2 | 3 | 4 | 5 |
| 51. Service learning activities are included in the curriculum. | 1 | 2 | 3 | 4 | 5 |
| 52. Service learning activities involve a meaningful application of knowledge and/or skills in real-world settings. | 1 | 2 | 3 | 4 | 5 |
| 53. Teacher teams engage in frequent and in-depth professional discussions about instruction and curriculum practices. | 1 | 2 | 3 | 4 | 5 |
| 54. Teachers find working on teams makes teaching more rewarding. | 1 | 2 | 3 | 4 | 5 |

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