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**THREE VILLAGE CENTRAL SCHOOL DISTRICT  
SETAUKET, NEW YORK**

**BOARD OF EDUCATION AGENDA MATERIALS**

**DATE OF BOARD MEETING: MARCH 30, 2016    DATE OF MATERIALS SUBMITTED: 03/24/16**

**OFFICE OF ORIGIN: EDUCATIONAL SERVICES    CATEGORY OF ITEM: ACTION**

**TITLE:    PROFESSIONAL DEVELOPMENT PLAN UPDATE 2014-2016**

**STAFF RECOMMENDATIONS:**

Upon the recommendation of the Superintendent of Schools be it resolved that the Board of Education adopt the plan.

**BACKGROUND RATIONALE:**

The New York State Board of Regents approved amendments to section 100.2 of the Regulations of the Commissioner of Education that required boards of education by September 1, 2000 to adopt a district plan for professional development and a plan for annual professional performance review. The regulations require that the Professional Development Plan be on file in the district should the Commissioner request to review it.

*NOT AN OFFICIAL RECORD; SUBJECT TO CHANGE*



**THREE VILLAGE CENTRAL SCHOOL DISTRICT**  
**Stony Brook, New York 11733**

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| <b>PROFESSIONAL DEVELOPMENT PLAN 2014-2016</b> |
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**DISTRICT NAME:** Three Village Central School District

**BEDS CODE:** 580201-06-0000

**SUPERINTENDENT:** Cheryl Pedisich

**ADDRESS:** 100 Suffolk Avenue, Stony Brook, New York 11790

**PHONE** (631) 730-4010 **Fax:** (631) 474-7784

**E-MAIL:** cpedisich@3villagecsd.org

**YEARS PLAN IS EFFECTIVE:** 2014 – 2016

**CURRENT DISTRICT TEAM**

**ADMINISTRATORS:**

|                             |   |
|-----------------------------|---|
| <i>Kevin Scanlon</i>        | <i>Assistant Superintendent for Educational Services</i>                        |
| <i>Gary Dabrucky</i>        | <i>Assistant Superintendent for Human Resources</i>                             |
| <i>Dawn Mason</i>           | <i>Executive Director of Pupil Personnel Services</i>                           |
| <i>Kerrin Welch-Pollera</i> | <i>Executive Director of Instructional Technology</i>                           |
| <i>Cathy Taldone</i>        | <i>Director School &amp; Community Partnerships &amp; School Age Child Care</i> |
| <i>Paul Gold</i>            | <i>Director Social Studies, K-12</i>  |
| <i>Alan Baum</i>            | <i>Principal, Ward Melville High School</i>                                     |
| <i>Brian Biscari</i>        | <i>Principal, Minnesauke Elementary School</i>                                  |
| <i>Kathryn White</i>        | <i>Principal, Mount Elementary School</i>                                       |
| <i>Nathalie Lilavois</i>    | <i>Principal, Setauket Elementary School</i>                                    |
| <i>Vincent Vizzo</i>        | <i>Principal, Murphy Junior High School</i>                                     |
| <i>Erin Connolly</i>        | <i>Assistant Principal Ward Melville High School</i>                            |
| <i>Corinne Keane</i>        | <i>Assistant Principal, Gelinas Junior High School</i>                          |

**TEACHERS:**

|                              |   |
|------------------------------|---|
| <i>Andrew Weik</i>           | <i>District Lead Teacher for Instructional Technology</i>             |
| <i>Eric Gustafson</i>        | <i>Elementary Teacher, Setauket School, TVTA Elementary VP</i>        |
| <i>Betsy Knox</i>            | <i>Information Specialist, Setauket School, Chief Negotiator TVTA</i> |
| <i>Brenda Lamiroult</i>      | <i>Elementary Teacher Leader, District-wide</i>                       |
| <i>Kristianna Martindale</i> | <i>Elementary Teacher Leader, District-wide</i>                       |
| <i>Gina Schwarz</i>          | <i>Elementary Teacher, Arrowhead</i>                                  |
| <i>Gina Varacchi</i>         | <i>Elementary Teacher, Setauket - STEM</i>                            |
| <i>Dawn Alexander</i>        | <i>ABA Consultant</i>   |
| <i>Claudia Reinhart</i>      | <i>President, Three Village Teachers Association</i>                  |

**UNIVERSITY:**

|                      |  |
|----------------------|--|
| <i>Linda Sprague</i> | <i>Higher Education Representative/Suffolk Community College</i> |
|----------------------|--|

**PARENT:**

|                          |                            |
|--------------------------|----------------------------|
| <i>Angelique Ragolia</i> | <i>Parent, PTA Council</i> |
|--------------------------|----------------------------|

**Number of school buildings in District: 8**

**Number of school-based professional development teams: 8**

**Indicate how school teams(s), if any, will be represented on the District team:**

Representatives from each building are members of the District team.

**Professional Development Planning Team**

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

All buildings are represented on the District committee.

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.**

All teachers certified after February 2004 participate in a minimum of 35 hours of professional development activities per year. According to contractual agreements, a professional planning period, ranging from 20 minutes at the elementary level to 40 minutes at the secondary level, is provided daily for all teachers. In addition, there is at least one Superintendent's Conference Day planned annually around District initiatives.

**Needs/Data Analysis for Professional Development Plans**

1. **Describe how the professional development plan is aligned with New York learning standards and assessments, student needs, and is articulated with and across grade levels.**

Stakeholders in the District have reviewed and analyzed the student achievement data and identified the key areas of concern. These groups included student government, PTA Council, site-based management teams, the Leadership Team, the Curriculum Development Committee and the Secondary and Elementary Program Review Committees. These data include: Regents exam pass rates, English Language Arts (ELA) and Mathematics results for Grades 4 and 8, dropout data, graduation rates, Regents diploma rates, attendance percentages to 2 and 4-year colleges.

Since the implementation of the NCLB act of 2001, and all subsequent federal and state mandated regulations the District recognizes the need to provide related staff development for all teachers. Opportunities are provided for articulation across grade levels and departments at the Superintendent Conference Days and remain a focus of grade level meetings and department meetings.

The K-12 Essentials of Learning for each grade level and subject area were created by staff members. The Essentials are aligned with the state standards and assessments and are updated regularly to reflect changes in the assessments. Grade level meetings are conducted to acquaint K-6 classroom teachers with the changes as well as to provide support for curricular initiatives. Professional development opportunities are provided for teachers based on the needs that emerge from the Essentials of Learning, state assessments and an annual review of state assessment results, as well as District priorities such as differentiation of instruction and balanced literacy.

The SAVE regulation from the State of New York requires two hours of training in safety education. Each year certificated staff received training in violence prevention. Building safety teams are trained annually in their building safety plans. Also, all staff received the Code of Conduct.

Professional development activities are also generated by individual growth plans, District initiatives, and teacher requests.

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

Ongoing activities focus on all academic areas and include initiatives such as technology, differentiated instruction, the Responsive Classroom, integration, literacy, and teacher training to meet the new state assessments.

This plan involves the constant monitoring of student progress through the analysis of state test data results and a comparison with the baseline data of 1998-99. The purpose of doing this is to enable us to identify the focus of our future professional development activities and affirm the effectiveness of the program. Teachers are provided the opportunity to learn new skills through knowledge gained as well as through demonstration and practice. A mentor-intern program, as described in the Three Village MTIP document, continues to serve as a critical way to help new teachers internalize and integrate new skills into their professional repertoire.

New teachers are required to attend an orientation program prior to the start of school. Monthly meetings are planned around topics designed to assist them in becoming acclimated to the District as well as to help them meet the demands of their assignments. All teachers are required to create an individual professional plan aligned to District focus areas. These plans are completed annually in early fall and are again reviewed at the end of the school year as an integral part of the evaluation process. Teachers are able to design a plan for professional growth and are provided with District resources to support them in the process.

**3. Identify how the data used supports the focus areas, indicators of success, strategies, and activities in the professional development plan.**

The Professional Development Plan uses all information reviewed for the purpose of improving and enhancing academic performance. The plan has, therefore, focused on increasing the capacity of teachers to meet the differentiated needs of students and keeping them abreast of the curricular changes brought on by the new assessments.

## Professional Development Strands

### A. Focus Areas

#### Student Performance – Across the Curriculum

- Integration of Common Core Curriculum
  - Geometry Training
- Regents and Advanced Regents Diploma
- Early Literacy
  - Literacy Framework
  - Leveled Literacy
- Response to Intervention (RTI)
- K-6 Science
- Graduation Requirements for Students with Disabilities
- Health Curriculum
- Writing Units of Study
- Enrichment Grades 4 and 5
- PBIS
- AIMSweb

#### Student Engagement/Safety

- Student Centered Learning
  - Design Qualities
  - Differentiated Instruction
  - Assessment Techniques
  - Strategies for Integration
  - Integration of Learning Standards
  - Curriculum Mapping
  - Enrichment
- Classroom Environment
  - Character Education
  - Bully Prevention
  - Classroom Management
  - Crisis Intervention – Non-Violent Intervention
  - Digital Citizenship and Internet Safety
  - Civic Engagement and Community Service
- Health and Wellness
- Internet Safety
- School Safety
- DASA
- Castle Learning

#### Technology (21<sup>st</sup> Century Skills)

- New Teacher Orientation and Grade Level Meetings include technology components
- Curriculum integration of software, online resources and Web 2.0 tools
- Technology integration with the Essentials of Learning

- Instructional software and web based resources including the incorporation of document cameras and interactive white boards
- Electronic communication tools
- Student Management and Reporting Programs
- District On-line Resources Virtual Reference Collection (VRC)
- Online Study and Review Programs (electronic textbook resources)
- Digital Citizenship
- Castle Learning

## **B. Delivery Systems**

### **Teachers as Reflective Practitioners**

- Conference Attendance
- District Hosted Workshops
- In-service Workshops
- Peer Literacy Coaching
- Peer Reviews
- Faculty/Department/Grade Level Meetings
- Professional Periods
- New Teacher Orientation
- Collegial Circles
- Mentoring
- Curriculum Development and Mapping

## **C. Evaluation sources**

- Faculty/Student Surveys
- Technology Survey
- District Committees
- Self-evaluation of the Individual Professional Development Plan
- Network Program usage reports
- My Learning Plan



THREE VILLAGE CENTRAL SCHOOL DISTRICT

**ANNUAL GOAL(S)**

(MUST BE COMPLETED BY ALL STAFF)

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ YEAR: \_\_\_\_\_

AREA OF FOCUS: \_\_\_\_\_

PLEASE CHECK ONE:

NON –TENURED \_\_\_\_\_

TENURED \_\_\_\_\_

1. How will your area of focus help you develop as a professional and improve student learning?
  
  
  
  
  
  
  
  
  
  
2. Why did you choose this area of focus?
  
  
  
  
  
  
  
  
  
  
3. What type of training or resources will you need to integrate this learning in your classroom?
  
  
  
  
  
  
  
  
  
  
4. How will you evaluate the success of your plan?

*Approved by Chair/Director:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Approved by Building Principal:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Please submit to Principal by October 20*



## 75 HOUR PD REQUIREMENT FOR TA IIIs

### Commissioner's Regulations (100.2)

School districts are required to provide 75 hours of professional development opportunities for teaching assistants holding Teaching Assistant III certificates issued after February 2, 2004.

### Reporting Requirements

This certificate holder shall maintain a record of completed professional development in *My Learning Plan*.

**Please note:** Your first professional development period begins the July 1 *after* the effective date of your TA III certificate and continues for five years. PD activities completed before this July 1 "begin date," do not count toward the requirement.

## OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT HOURS

### Out-of-District Activities

- In-service Courses ..... 15 hours/30 hours/45 hours
- Graduate Courses ..... 15 hours/30 hours/45 hours
- Professional Development Workshops. .... 'hour for hour'

*A copy of your completion certificate or transcripts for out-of-district activities must be submitted to your building principal as proof of attendance.*

### District Level Activities

- Teaching Assistant Orientation ..... 6 hours
- Grade Level Meetings ..... 3 hours for ½ day/6 hours for full day
- In-district Training ..... 3 hours for ½ day/6 hours for full day
- In-service Courses ..... 15 hours/30 hours/45 hours
- Collegial Circles ..... 'hour for hour'

### Building Level Activities

- Faculty Meetings ..... 1 hour per meeting
- Grade Level Meetings ..... 1 hour per meeting
- Professional Workshop Conferences ..... 'hour for hour'

The district **must** keep records for **seven** years, as they are subject to audit.

**Recommendation:** TA IIIs should keep their own personal records of professional development as a backup.

## 175 HOUR PD REQUIREMENT FOR TEACHERS

### Commissioner's Regulations (100.2)

School districts are required to provide 175 hours of professional development opportunities for teachers holding Professional Certificates issued after February 2, 2004.

### Reporting Requirements

This certificate holder shall maintain a record of completed professional development in *My Learning Plan*.

**Please note:** Your first professional development period begins the July 1 *after* the effective date of your professional teaching certificate and continues for five years. PD activities completed before this July 1 "begin date" do not count toward the requirement.

### OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT HOURS

*To receive PD hours for any of the activities listed below, you must be the recipient of the professional development (with the exception of the mentor/cooperative teacher programs).*

#### Out-of-District Activities

- |   |                            |
|---|----------------------------|
| ➤ In-service Courses . . . . .                | 15 hours/30 hours/45 hours |
| ➤ Graduate Courses . . . . .                  | 15 hours/30 hours/45 hours |
| ➤ Professional Development Workshops. . . . . | 'hour for hour'            |

*A copy of your completion certificate or transcripts for out-of-district activities must be submitted to your building principal as proof of attendance.*

#### District Activities

- |   |  |
|---|--|
| ➤ New Teacher Orientation . . . . .         | 12 hours                               |
| ➤ Department Meetings . . . . .             | 1 hour per meeting                     |
| ➤ Grade Level Meetings . . . . .            | 3 hours for ½ day/6 hours for full day |
| ➤ In-district Training . . . . .            | 3 hours for ½ day/6 hours for full day |
| ➤ Assessment Scoring . . . . .              | 3 hours for ½ day/6 hours for full day |
| ➤ Curriculum Writing and Revision . . . . . | 3 hours for ½ day/6 hours for full day |
| ➤ District Committee Member . . . . .       | 3 hours for ½ day/6 hours for full day |
| ➤ In-service Courses . . . . .              | 15 hours/30 hours/45 hours             |
| ➤ Collegial Circles . . . . .               | 'hour for hour'                        |

#### Building Activities

- |  |                    |
|--|--------------------|
| ➤ Faculty Meetings . . . . .                               | 1 hour per meeting |
| ➤ Department Meetings . . . . .                            | 1 hour per meeting |
| ➤ Grade Level Meetings . . . . .                           | 1 hour per meeting |
| ➤ Mentor Program/Cooperative Teacher . . . . .             | 10 hours maximum   |
| ➤ Peer Visitation/Observation . . . . .                    | 'hour for hour'    |
| ➤ Professional Workshop Conferences . . . . .              | 'hour for hour'    |
| ➤ Teacher-to-Teacher or Related Service Consultations. . . | 'hour for hour'    |

The District **must** keep records for **seven** years, as they are subject to audit.

**Recommendation:** Teachers should keep their own personal records of professional development as a backup.

## Attachment II – District Resources

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

The District continues to investigate alternative funding sources and human resources for professional development. Software and textbook companies provide training for teachers in using their technology products. We are actively reaching out to the business community for this purpose. The State University at Stony Brook continues to be a rich source of talent for collaborative efforts with the District. Partnerships were also sought with Suffolk County Community College through the Office of School and Community Partnerships. The District also works closely with MESTRACT, NYSUT and SCOPE to provide professional development. The Three Village Educational Foundation (3VEF), established in 2004, and SEPTA provide mini-grants to further enhance teacher's professional development in order to support, enrich and enhance the quality education provided to District students. These efforts will continue throughout the time of this plan.

Funds obtained through Title II and the mentor grant will continue to be sought and to be used to support professional development offerings.

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

### **Fiscal resource:**

- ☒ MESTRACT
- ☒ Consolidated Grants
- ☒ Title V Innovative Programs
- ☒ MTIP Grant 2001 - Present
- ☒ District Budget

### **Staff resources:**

- ☒ Content specialists
- ☒ Teacher Leaders
- ☒ Directors and Department Chairs
- ☒ Instructional Consultant
- ☒ Mentors

### **Providers:**

- ☒ Institutions of Higher Education
- ☒ Teacher Resource Centers (*MESTRACT*)
- ☒ BOCES (e.g., SCDN, BETAC, Model Schools)

### **Community:**

- ☒ Major employers
- ☒ Community-based organizations
- ☒ Parents

**Please identify any funds the District has received for professional development which are not used to implement this plan, and why.**

None

### Attachment III - Implementation Plan

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

#### I. Focus Area: Student Performance

Students in Grades 3 through 8 participate in the required state assessments in mathematics, English language arts (ELA), and science. This was the fourteenth administration for the Grade 8 science assessment and the sixteenth for Grades 4 and 8 ELA and mathematics. New York State adopted the Common Core State Standards (CCSS) in July 2010. The 2012-2013 school year marked the implementation of the CCSS for Grades 3-8 in ELA and mathematics. District performance on the 2014-2015 assessments, reported by levels, is shown in the Tables 1 and 2 below. As a result of state cutbacks in funding and the overall cost of developing, printing, and grading the exams, the grade 8 intermediate social studies assessment was discontinued by NYSED during the 2010-2011 academic year.

In November 2000 the NYSED introduced the concept of performance index as a means of measuring a school and district performance on the 4<sup>th</sup> and 8<sup>th</sup> grade assessments. The performance index (PI) is computed by summing the percentage of students scoring above level one and the percentage of students scoring above level 2, on each assessment.  $PI = \% \text{ of students scoring in levels } (2+3+4) + (3+4)$ . A minimum performance index of 135 was established for the 1999-2000 and 140 for the 2001-2002 results. Schools scoring below 150 on the 2003-2004 assessments and *thereafter* are required to file an improvement plan. Beginning with the 2005-06 school year students in grades 3-8 were required to take assessments in ELA and Mathematics. Annual progress will be determined by the performance of each subgroup participating in these assessments and the performance index will vary depending on the size of the subgroup.

The 2014-15 district performance index for all students who took the Grades 3-6 ELA was 145 (see Table 1); for all students in Grades 7-8 it was 188. The 2014-15 district performance index for all students who took the Grades 3-6 math was 168 (see Table 2); for all students in Grades 7-8 it was 177.

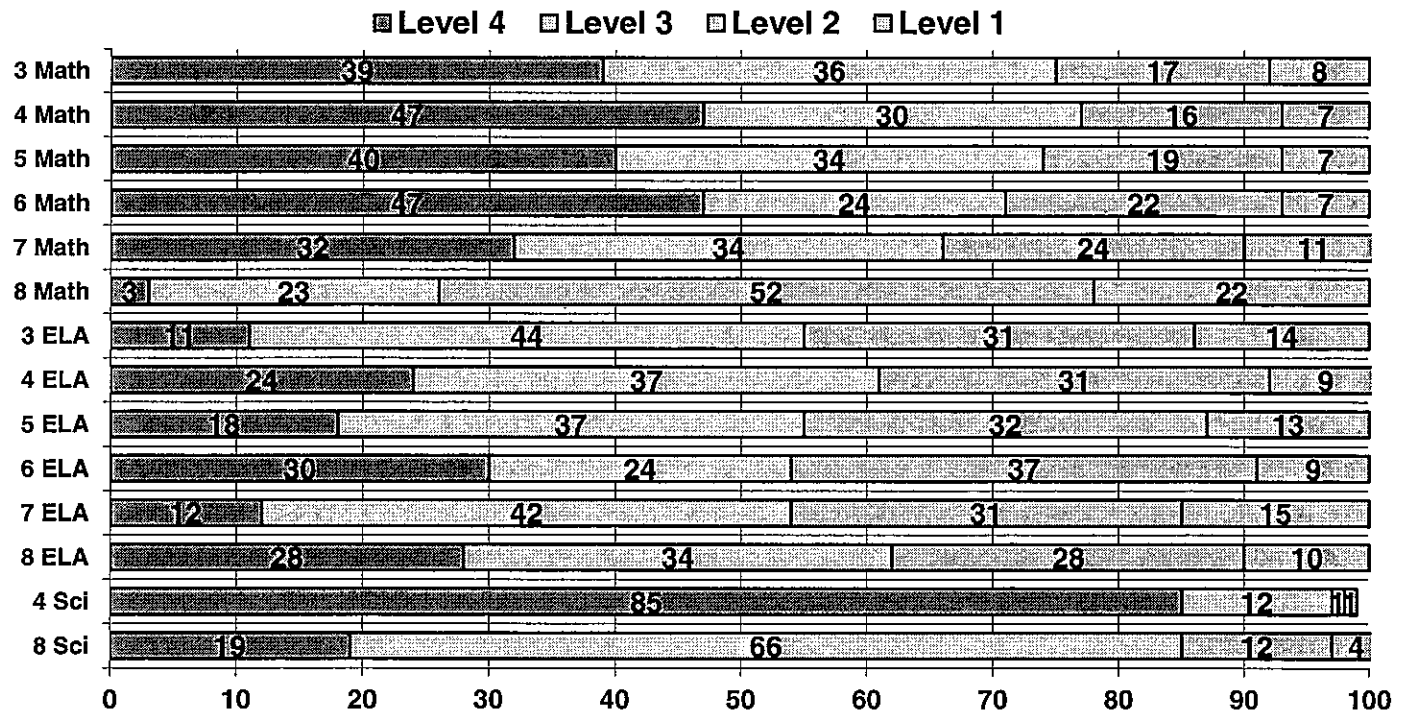
| Table 1. ELA Performance by Level (%) |         |    |         |    |         |    |         |    |               |                      |
|---------------------------------------|---------|----|---------|----|---------|----|---------|----|---------------|----------------------|
| 2014 - 2015                           | Level 4 |    | Level 3 |    | Level 2 |    | Level 1 |    | Total<br># Ss | Performance<br>Index |
|                                       | %       | #  | %       | #  | %       | #  | %       | #  |               |                      |
| <b>District Grade 4</b>               | 24      | 45 | 37      | 68 | 31      | 57 | 9       | 16 | 186           | 152                  |
| Arrowhead                             | 6       | 1  | 50      | 9  | 28      | 5  | 17      | 3  | 18            | 139                  |
| Minnesauke                            | 29      | 13 | 24      | 11 | 36      | 16 | 11      | 5  | 45            | 142                  |
| Mount                                 | 35      | 18 | 35      | 18 | 22      | 11 | 8       | 4  | 51            | 163                  |
| Nassakeag                             | 15      | 5  | 29      | 10 | 53      | 18 | 3       | 1  | 34            | 141                  |
| Setauket                              | 22      | 8  | 54      | 20 | 19      | 7  | 5       | 2  | 37            | 170                  |
| <b>District Grade 8</b>               | 28      | 60 | 34      | 75 | 28      | 62 | 10      | 21 | 218           | 152                  |
| Gelinas                               | 32      | 37 | 33      | 38 | 27      | 31 | 7       | 8  | 114           | 159                  |
| Murphy                                | 22      | 23 | 36      | 37 | 29      | 30 | 13      | 13 | 103           | 146                  |

Table 2. Math Performance by Level (%)

| 2014 - 2015             | Level 4 |    | Level 3 |    | Level 2 |    | Level 1 |    | Total<br># Ss | Performance<br>Index |
|-------------------------|---------|----|---------|----|---------|----|---------|----|---------------|----------------------|
|                         | %       | #  | %       | #  | %       | #  | %       | #  |               |                      |
| <b>District Grade 4</b> | 47      | 89 | 30      | 57 | 16      | 30 | 7       | 13 | 189           | 170                  |
| Arrowhead               | 33      | 6  | 44      | 8  | 11      | 2  | 11      | 2  | 18            | 167                  |
| Minnesauke              | 43      | 20 | 24      | 11 | 22      | 10 | 11      | 5  | 46            | 157                  |
| Mount                   | 57      | 32 | 25      | 14 | 13      | 7  | 5       | 3  | 56            | 177                  |
| Nassakeag               | 48      | 16 | 30      | 10 | 18      | 6  | 3       | 1  | 33            | 176                  |
| Setauket                | 42      | 15 | 39      | 14 | 14      | 5  | 6       | 2  | 36            | 175                  |
| <b>District Grade 8</b> | 3       | 2  | 23      | 16 | 52      | 36 | 22      | 15 | 69            | 104                  |
| Gelinas                 | 3       | 1  | 16      | 5  | 59      | 19 | 22      | 7  | 32            | 97                   |
| Murphy                  | 3       | 1  | 31      | 11 | 44      | 16 | 22      | 8  | 36            | 111                  |

The graph below reflects the 2014-15 district performance, by level, for the Grades 3-8 ELA and mathematics, and for the Grades 4 and 8 science.

### 2014-2015 District Performance for All State Assessments (% by levels)



In July 2010, the Commissioner of NYS Education cited weaknesses in the State's testing and scoring systems over the last several years, which created what Dr. Steiner referred to as "systemic grade inflation." Accordingly, students who score at the "proficient" level in middle school math, for instance, "stand only a 1 in 3 chance of doing well enough in high school to succeed in college math." The Board of Regents adopted tougher cut scores, which created a significant drop in the percentage of students considered proficient.

In an effort to better prepare students for entry into college, the New York State Education Department adjusted the proficiency (level 3) cut score, making it more difficult to score at a level 3 or 4. This change in the definition of proficiency holds students, teachers, and administrators accountable to a higher standard of achievement.

On January 10, 2011, the Board of Regents approved the recommended additions to the Common Core Learning Standards for English Language Arts & Literacy and Common Core Learning Standards for Mathematics, plus a new set of Prekindergarten Standards.

In 2013, the New York State Department of Education made significant changes to the grades 3-8 testing. Students were tested on the New York State P-12 Common Core Learning Standards (CCLS). The New York State Education Department has stated that the results on the 3-8 assessments represent a new "benchmark." Therefore, comparisons to data from previous years cannot be made accurately due to the fact that the assessments were based on the former standards.

Given the results of the 2014-2015 testing, it was determined that our district focus areas would continue to be on raising the number of students performing at proficiency levels, as well as raising the percentage scoring at the distinction level on all state assessments. Specific attention will be given to staff development efforts for teachers in integrated settings and to special education resource room teachers to assist them in aligning their work with general education classrooms.

### **Regents Diploma Rate**

#### **Baseline Data:**

During the 1998-99 school year, 70% of our graduating seniors were graduated with a Regents Diploma.

#### **Current Status:**

During the 2014-2015 school year, 97% of graduating seniors achieved a Regents Diploma or better (30% Regents Diploma, 67% Regents Diploma with Advanced Designation.)

### **AP Scholar designation**

#### **Baseline Data:**

During the 1998-99 school year, 100 students, 20% of the graduating class, received AP Scholar designation.

#### **Current Status**

During the 2014-2015 school year, 264 students, 46% of the graduating class, received AP Scholar designation.

## ***Priority I: Student Performance & Engagement / Program Implementation***

- 1. Initiative:** Implement a School Plan for Results in each school based on student performance data
  - **Results to be Achieved:** Improved student performance
- 2. Initiative:** Develop a plan for supporting teachers in delivering differentiated instruction
  - **Results to be Achieved:** Students will be appropriately challenged to improve performance
- 3. Initiative:** Continue to develop and implement the components of professional practice for engaging students in grades K-12
  - **Results to be Achieved:** Student engagement will increase and the quality of the work produced by students will improve
- 4. Initiative:** Implement the school based enrichment program for addressing the Gifted and Talented and more able learner elementary population
  - **Results to be Achieved:** Students will be appropriately challenged and the community concerns will be addressed
- 5. Initiative:** Develop a comprehensive Response to Intervention Plan K-12
  - **Results to be Achieved:** Consistency in the implementation and delivery of scientifically proven interventions to address student progress and needs
- 6. Initiative:** Implement a new secondary math curriculum
  - **Results to be Achieved:** The new mathematics curriculum will be implemented according to the established timeline and staff will receive the requisite support and resources to deliver the new curriculum

### **Attachment III – Implementation Plan**

#### **II. Focus Area: Student Engagement and Safety**

The Community That Cares Survey administered in 2007  
District Wide School Safety Plan  
Code of conduct  
Annual SAVE Program  
Emergency Procedure Drills  
Lockout, Lockdown Drills  
Internet Safety and Cyber Bullying  
Bully Prevention Programs  
Wellness Committee  
Emergency Management Team  
Character Education  
Peer Mediation  
S.A.V.E. Regulation Training  
Responsive Classroom

### **III. Focus Area: Technology**

#### **Professional Development in the Area of Technology**

We believe that instructional technology should be woven into each learning standard and that it is not considered a separate and isolated subject. Professional development activities in technology incorporate student learning objectives and grade level or subject area standards. It is important to note that, in order to ensure consistency throughout the District, whole departments and grade level teachers are trained, whenever possible.

#### **Professional Development Indicators:**

- Staff will be able to use the instructional software that is available on the network and the internet to improve student learning both within and without the school
- Teachers, students and parents will use student management software to view daily and period-by-period attendance, grading information and to access student information
- Teachers will be able to use the electronic grade book in the Infinite Campus student management system
- Teachers will be able to use technology as an integral component of instruction in every classroom
- Teachers will be able to communicate with students using anytime, anyplace learning via an online learning environment, Moodle
- Teachers will be able to use interactive, web-based, multi-media instructional tools
- Teachers will model ethical usage of all software, the Three Village network, and the Internet

#### **Evaluation of Professional Development**

- Faculty/Student Surveys
- Classroom Observations
- Individual Professional Development Plans
- Focus Groups
- Examples of Student Work/ Portfolios
- Server and application based user reports



| Technology Goals  | Professional Development Goals  |
|---|---|
| <p><b>Goal 1</b><br/> <b>Technology Support for Teaching and Learning</b><br/> <i>Provide students, teachers and staff with increased access to innovative technology resources, including assistive technologies, which also expand the boundaries of our school walls and support all aspects of teaching and learning in the 21<sup>st</sup> Century.</i></p>                              | <ul style="list-style-type: none"> <li>- Provide students and teachers with access to software and programs that will report individual student progress and assistance with learning.</li> <li>- Increase the use of technology for the purposes of providing differentiated instruction and individualized, targeted practice or remediation of skills and/or providing more challenging opportunities for those students who are ready to advance.</li> <li>- Increase the number of projectors, interactive whiteboards, and document cameras available to teachers, ultimately resulting in one per classroom.</li> <li>- Incorporate Web 2.0 tools into curriculum (web blogs, podcasts, discussion boards).</li> <li>- Continue to implement and pilot use of handheld devices in large group instruction.</li> <li>- Provide consideration and support for teacher generated project ideas that incorporate technology.</li> <li>- Identify in-district "experts" in the area of assistive devices for the purposes of turnkey training and workshop instruction.- Evaluate and implement assistive devices and software that help students achieve academic success.</li> <li>- Make new devices mobile, allowing all teachers and students equal opportunity and access.</li> <li>-Offer workshop opportunities in web-based mobile learning apps and platforms (Google Apps for Education).</li> </ul> |
| <p><b>Goal 2</b><br/> <b>Technology Integration</b><br/> <i>Continue to revise the district's Essentials of Learning to include the integration of technology into the curriculum, based upon Common Core (CCLS), ISTE NETS and 21<sup>st</sup> Century Skills. Standardize, align and communicate desired student technology skills across the grade levels and across the district.</i></p> | <ul style="list-style-type: none"> <li>- Technology Literacy skills, as defined by NYSED will be incorporated into content area and grade level curriculum.</li> <li>- Teachers and students will demonstrate ethical and safe use of the Internet.</li> <li>- Provide staff with an online catalog of available resources and access to shared lessons and resources that incorporate technology.</li> <li>- Offer a variety of inservice opportunities to teachers and staff.</li> <li>- Teachers will be able to use technology as an integral component of instruction in every classroom.</li> <li>- Communicate to teachers and parents the skills students have acquired in order to encourage continued use.</li> <li>- Information Specialists will instruct students in the district's online resources in accordance with the district's AUP and complete no less than 3 Internet Safety lessons at grades 3 -10 using the iSafe program. A new emphasis on plagiarism awareness and prevention will occur in 13-14.</li> <li>- Provide teachers with a wide range of technology rich and current course offerings.</li> <li>- Update and revise district's Technology Plan each year to reflect changes in hardware, software, and technology professional development requirements.</li> </ul>   |
| <p><b>Goal 3</b><br/> <b>Parental and Community Support</b><br/> <i>Provide the district's students, parents and community members with access to educational technology resources and current electronic information.</i></p>  | <ul style="list-style-type: none"> <li>-Provide ongoing training opportunities for support staff in the all areas of Infinite Campus.</li> <li>- Provide continued training and support in the use of the School Messenger communication system.</li> <li>- Provide training on Castle Learning with emphasis on support staff (PPS).</li> <li>-Provide training workshops and follow up support to all principals and support staff in the use of the new district web site.</li> <li>- Provide Gradebook training to all staff.</li> <li>- Provide training workshops and one on one in the use of Moodle.</li> <li>- Utilize Moodle for district training and sharing of resources.</li> </ul>   |
| <p><b>Goal 4</b><br/> <b>Systems Management</b><br/> <i>Utilize technology resources to maintain records, organize information and automate office functions.</i></p>   | <ul style="list-style-type: none"> <li>- Provide workshops and one-on-one training to staff in the use of Infinite Campus.</li> <li>- Provide training workshops in Infinite Campus and Microsoft Office to clerical staff.</li> <li>- Provide one-on-one training to users of SchoolMessenger, OASYS and MLP.</li> <li>- Provide training and support to teachers in student assessment programs.</li> <li>- Support student systems with annual uploads of basic student and class data.</li> <li>- Network systems personnel will attend workshops focused on industry standard strategies for disaster recovery, record retention, and security monitoring.</li> <li>-Provide appropriate staff with training on the new security camera system.</li> </ul>   |
| <p><b>Goal 5</b><br/> <b>Pursue Cost-Saving Technologies</b><br/> <i>Pursue cost-saving technologies, such as thin client and open source software. Utilize and implement technology to reduce costs and conserve natural resources.</i></p>  | <ul style="list-style-type: none"> <li>- Provide workshops in the use of Moodle.</li> <li>- Deliver SAVE Training online to all professional staff.</li> <li>- Provide workshops for assistive technology devices and software.</li> <li>- Provide workshops in the use of mobile devices.</li> <li>- Publish "Going Green" reminders to staff on ways to conserve.</li> <li>- Model the use of interactive board in North Country lab and in classrooms.</li> <li>- Initiate BYOD program and provide training to teachers.</li> <li>- Pilot programs that provide online textbooks.</li> <li>- Pursue and train staff "cloud-based" programs and storage.</li> </ul>  |

## Annual Professional Performance Review

Section 100.2 of the Commissioner's Regulations includes a requirement for an Annual Professional Performance Review plan (APPR).

### Criteria for Teacher Evaluation

The revised Commissioner's Regulations 100.2 require the following criteria for teacher evaluation:

- **Content knowledge:** The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;
- **Preparation:** The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;
- **Instructional Delivery:** The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction, and meaningful lesson plans resulting in student learning;
- **Classroom Management:** The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;
- **Student Development:** The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students;
- **Student Assessment:** The teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning;
- **Collaboration:** The teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers as needed, and appropriate support personnel to meet the learning needs of students;
- **Reflective and Responsive Practice:** The teacher shall demonstrate that practice is reviewed; effectively assessed and appropriate adjustments are made on a continuing basis.

### Assessment Approach

By the agreement between the Three Village Teachers Association and the Board of Education, non-tenured teachers are required to be observed by their supervisors a minimum of three times annually. By contract, tenured teachers must receive a minimum of one observation or participate in a Professional Growth Plan. The observed teacher and administrator participate in a pre and post conference prior to the completion of a written report for all formal observations. In addition, each teacher receives a written evaluation at the conclusion of the school year. In general, a teacher's annual evaluation is in narrative form and often includes a teacher's self-evaluation or reflection on the objectives achieved.

Once we have teachers on staff who have achieved their initial certificates (2004) or possess a transitional certificate, their evaluations will, at a minimum, include the requirements of the Commissioner's Regulations.

During the 2002-03 school year, a committee of teachers and administrators received training offered by Charlotte Danielson, a leading ASCD staff developer in the area of performance appraisal, to become informed of the practices reflecting a sound supervision and evaluation process. During the 2005-06 all administrators received further training in the Danielson Framework through a series of workshops and walk-throughs led by Dr. Joan Daly-Lewis. These workshops were designed to build the capacity for improved observation skills among administrators as well as to formulate a common language around observations and evaluation. The chart below outlines the domains addressed in the Danielson model of performance appraisal.

# DANIELSON FRAMEWORK: COMPONENTS OF PROFESSIONAL PRACTICE

|  |  |
|--|--|
| <p><b>Domain 1: Planning and Preparation</b></p> <p>Domain 1 (Planning and Preparation) includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are:</p> <ul style="list-style-type: none"> <li>1a. Demonstrating knowledge of content and pedagogy.</li> <li>1b. Demonstrating knowledge of students</li> <li>1c. Setting instructional outcomes</li> <li>1d. Demonstrating knowledge of resources</li> <li>1e. Designing coherent instruction</li> <li>1f. Designing student assessments</li> </ul> | <p><b>Domain 3: Instruction</b></p> <p>Domain 3 (Instruction) is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:</p> <ul style="list-style-type: none"> <li>3a. Communicating with students</li> <li>3b. Using questioning and discussion techniques</li> <li>3c. Engaging students in learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating flexibility and responsiveness</li> <li>3f. Utilizing technology</li> </ul>  |
| <p><b>Domain 2: The Classroom Environment</b></p> <p>Domain 2 (The Classroom Environment) addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:</p> <ul style="list-style-type: none"> <li>2a. Creating an environment of respect and rapport</li> <li>2b. Establishing a culture for learning</li> <li>2c. Managing classroom procedures</li> <li>2d. Managing student behavior</li> <li>2e. Organizing physical space</li> </ul>   | <p><b>Domain 4: Professional Responsibilities</b></p> <p>Domain 4 (Professional Responsibilities) addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and District environment. Its components are:</p> <ul style="list-style-type: none"> <li>4a. Reflecting on teaching</li> <li>4b. Maintaining accurate records</li> <li>4c. Communicating with families</li> <li>4d. Participating in a professional community</li> <li>4e. Growing and developing professionally</li> <li>4f. Showing professionalism</li> </ul> |

This committee will be making recommendations for the revision of our current supervision and evaluation process. It is anticipated that the process will reflect our core beliefs with a focus on student and staff engagement.

## I. Principal/Administrator Improvement Plan

### \* THIS PLAN APPLIES TO ALL ADMINISTRATIVE STAFF \*

The **Principal/Administrator Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in leadership and outlines a plan of action to address these concerns. The purpose of a PIP is to assist principals/administrators to work to their fullest potential. The PIP provides assistance and feedback to the principal/administrator and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal/administrator receives a rating of *developing or ineffective* in a year-end evaluation or when there is evidence of little or no improvement in areas indicated by evaluations and/or overall performance. The PIP must be in place no later than 10 school days after the opening of classes for the school year. Prior to its implementation, the PIP will be signed and dated by all parties. The principal's/administrator's signature confirms receipt only, and agreement is not required for implementation. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached forms will be used during the PIP plan.

A PIP shall be designed by the principal/administrator and the superintendent and his/her designee in collaboration with the president of the *Three Village Schools Administrators Association (TVSAA)* or his/her designee, with any differences to be resolved by a consensus determination. The TVSAA president will be notified when the district notifies the principal of an *ineffective or developing* rating.

The principal/administrator must be offered the opportunity for a volunteer peer mentor chosen from the TVSAA. The principal/administrator will select the mentor, with the approval of the superintendent and the TVSAA President. All dealings between the mentor and principal/administrator will be confidential. If there are no suitable mentors and/or no volunteers from the TVSAA, the parties shall consider other options. If the parties cannot agree, the final determination will be made by the Superintendent.

A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools or Assistant Superintendent for Educational Services after consultation with the principal/administrator on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. All costs associated with the aforementioned shall be borne by the District upon the prior approval of the Superintendent.

No later than November 15<sup>th</sup>, the superintendent shall meet with the building principal/administrator and the support team on the PIP to discuss and assess the building principal's/administrator's progress and provide written feedback to the principal/administrator regarding his/her progress on the PIP; on or before February 15<sup>th</sup>, the superintendent shall again meet with the building principal/administrator on the PIP to discuss and assess the building principal's /administrator's progress and provide written feedback to the principal/administrator regarding his/her progress on the PIP; on or before April 15<sup>th</sup>, the superintendent shall once again meet with the building principal/administrator on the PIP to discuss and assess the building principal's/administrator's progress and provide written feedback to the principal/administrator regarding his/her progress on the PIP. If at any time the superintendent believes that the goals have been met by the principal/administrator, (s)he shall sign a written acknowledgement of attainment. Timelines, as indicated above, may be altered and modified if agreed in writing by the parties.

In addition, the above meetings with the superintendent the building principal/administrator shall meet with the Assistant Superintendent for Educational Services periodically, throughout the school year, in order to discuss and assess the building principal's/administrator's progress on the PIP and to be provided

written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the year the PIP goals are met and the principal/administrator is rated “effective”, the PIP will terminate.

If the principal/administrator is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the superintendent in collaboration with the TVSAA adhering to the guidelines and requirements below. Continued concerns regarding a principal’s/administrator’s performance may warrant consideration of disciplinary procedures.

The Principal/Administrator Improvement Plan (PIP), set forth herein, will be used only for principals/administrators rated *ineffective* or *developing*. All aspects of the PIP shall be reviewed; however, only those aspects subject to negotiations shall be renegotiated as appropriate.

**Any PIP created must consist of the following components:**

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal/administrator to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal/administrator.
- III. **RESPONSIBILITIES:** Identify steps to be taken by the superintendent and the principal/administrator throughout the plan. Examples: school visits by the superintendent; supervisory conferences between the principal/administrator and superintendent; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the principal/administrator to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal/administrator is successful, partially successful, or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

## **TEACHER IMPROVEMENT PLAN (TIP) PROCEDURES**

- In consultation with appropriate administrators, the administrator directly in charge of supervision for the staff member will indicate a need for a TIP because of low evaluation scores or little or no improvement in areas indicated by evaluations and/or the optional *Concerns and Recommendations Worksheet* or for other documented administrative concerns.
- The Building Administrator/Supervisor discusses this decision with the Union President.
- The Building Administrator and the Union President will:
  - Designate a person to inform the teacher in need of a TIP
  - Set a date for the TIP meeting
- The teacher is informed by the designee that his/her Building Administrator/Supervisor is placing him/her on a TIP and is asked to attend the Initial TIP meeting.
- The Professional Support Team is formed. The group will report to the Assistant Superintendent for Educational Services and the Assistant Superintendent for Human Resources and will be responsible for recommending strategies for instructional change.
- **The Initial TIP Meeting is Held**
  - Participants: The Professional Support Team
    - The teacher in need of a TIP
    - Building Administrator and/or Supervisor
    - District Mentor, if available and appropriate
    - Union Representation
      - Union President and/or designee
      - TVTA Building Representative or designee
    - Additional participants, if agreed upon by all other participants
  - Agenda:
    - A union representative distributes copies of the Professional Support section and a blank TIP from the Performance Appraisal System to all participants.
    - Union representation explains that administration prepares their suggestions for completion of the TIP in advance, prior to the next TIP meeting.
    - The meeting participants mutually agree upon an 'Exemplary Teacher'. (The District Mentor, when available, is preferred.) This 'Exemplary Teacher' will become a member of the Professional Support Team, attend all other subsequent TIP meetings, and work closely with the teacher in need of support to address the Building Administrator's concerns.

- A date is chosen for the next meeting with the purpose of initiating the TIP.
  - A procedure for inviting the 'Exemplary Teacher' to participate in the support process and informing him/her of the next meeting date is agreed upon.
- **The Meeting to Initiate the TIP is Held**
    - Participants: The Professional Support Team
      - The teacher in need of Professional Support
      - Building Administrator and/or Supervisor
      - Exemplary Teacher
      - Union Representation
        - Union President and/or designee
        - TVTA Building Representative or designee
      - Additional participants, if agreed upon by all other participants listed above
    - Agenda:
      - The Exemplary Teacher's role is explained and clarified to all participants by Union Representation.
      - The components of the TIP are addressed by the Building Administrator and discussed by the entire Professional Support Team.
      - Subsequent meeting dates are identified and the TIP is modified, as needed. All formal meetings between the teacher in need of support and the Building Administrator and/or Supervisor will be scheduled with the entire Professional Support Team.

**Official Record:**

- The Union President or designee (see above) will record the Minutes of each TIP meeting. The Minutes and the TIP are approved by the entire team at the beginning of each subsequent meeting.
- The Minutes will be filed at the building level and only maintained in paper copies. Minutes will not be sent electronically.
- The TIP and subsequent modifications will be filed at the building and the Office of Human Resources.

The Progress Report will be filed at the building and the Office of Human Resources.

## APPEAL PROCESS

- A. The annual evaluation of a teacher shall be presented to the teacher by the principal/lead evaluator.
- B. Within ten (10) school days of receipt of an ineffective evaluation the teacher may request, in writing, review by the Superintendent of Schools, Cheryl Pedisich.
- C. The appeal writing shall articulate in detail the basis of the appeal. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge the substance, rating and/or adherence to the parties' annual professional performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.
- D. Within ten (10) school days, of receipt of the appeal, the Superintendent of Schools, Ms. Pedisich, shall render an initial determination, in writing, respecting the appeal. Thereafter, the affected teacher may elect review of the appeal papers by one outside expert who will be chosen from a panel of at least three persons selected by the District and TVTA, which panel shall be established by the parties.
- E. The initial panel shall include Laurie DeVore, Neil Lederer and Lorna Lewis. The panel composition shall be reviewed annually beginning on July 1, 2013. The panelists shall customarily be selected in rotating order; if a panelist is unavailable, the next listed panelist will be chosen. However, the parties may elect to deviate from the customary rotation depending upon the circumstances of the specific appeal. In the event that none of the panelists are available to review an appeal, the parties shall select a mutually agreeable expert. The cost of the expert review shall be borne by the District.
- F. The expert may recommend a modification of the TIP, or a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within ten (10) school days of delivery of the written request for review to the panel member. No hearing shall be held and the review shall be based solely upon the original appeal, Superintendent Pedisich's initial determination, supporting papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator. The expert's written review recommendation shall be transmitted to Superintendent Pedisich and the appellant upon completion. Superintendent Pedisich shall consider the written review recommendation of the expert and shall issue a written decision within ten (10) school days thereof. The determination of Superintendent Pedisich shall be final and shall not be grievable, arbitral, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed-upon process shall be subject to the grievance procedure.
- G. In the event that Cheryl Pedisich is no longer the Superintendent, the parties shall jointly select a replacement for Ms. Pedisich in the APPR appeals process. Pending the outcome of those negotiations, Ms. Pedisich's role in the appeals process shall be filled by the Assistant Superintendent for Educational Services.



- H. An overall performance rating of “ineffective” on the annual evaluation is the only rating subject to appeal. Teachers, who receive a rating of “highly effective” or “effective” or “developing” shall not be permitted to appeal their rating. Tenured teachers who are rated effective, highly effective, or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher’s personnel file. Such response shall be filed within ten (10) school days year including summer recess, of the teachers of the APPR evaluation.
- I. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district’s issuance and/or implementation of the terms of a teacher improvement plan. Probationary teachers who are rated ineffective, effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher’s personnel file. Such response shall be filed within ten (10) school days of the teacher’s receipt of the APPR evaluation.

