

OGDENSBURG CITY SCHOOL DISTRICT
OGDENSBURG, NEW YORK

SUBJECT: PROFESSIONAL DEVELOPMENT PLAN

DATE: February 1, 2016

REASON FOR BOARD CONSIDERATION:

To present to the Commissioners with the Professional Development Plan for the Ogdensburg City School District for the 2015-2016 school year.

FACTS AND ANALYSIS:

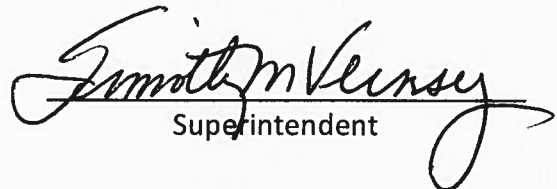
Mr. Kevin K. Kendall, Director of Curriculum, Instruction and Assessment, is present this evening to discuss and answer any questions the Commissioners may have regarding the 2015-2016 Professional Development Plan for the Ogdensburg City School District.

RECOMMENDED ACTION:

Moved by _____ and supported by _____ that, having the approval of the Superintendent of Schools, the Board of Education of the Ogdensburg City School District does hereby adopt the 2015-2016 Ogdensburg City School District Professional Development Plan this 1st day of February, 2016.

APPROVED FOR PRESENTATION TO THE BOARD:

KKK/alf
Attachment


Superintendent

Ogdensburg City School District

Professional Development Plan

2015-2016



10-29-2015

Professional Development – Planning Team

Name	Title	Constituencies Represented
Bob Ladouceur	Primary Teacher	Teacher
Carrie Sholette	Parent	Parent
Lauren Morley	Secondary Teacher	Teacher
Cindy Tuttle	High School Principal	Administration
Sue Jacobs	Kennedy School Principal	Administration
Paula Scott	Madill School Principal	Administration
Lori Rafferty	Middle School Teacher	Teacher
Kevin Kendall	Director of Curriculum and Instruction	Administration
Roberta Stillin-Dowman	Title I Coordinator	SLL BOCES

I. Professional Development Planning Team

A district team reviews and develops the Professional Development Plan (PDP). The Professional Development Planning Team has been actively involved in the following tasks:

- Data Analysis
- Prioritizing Needs
- Goal Setting
- Planning/Development Activities
- Plan Implementation
- Evaluation/Modifying Plan

II. Professional Development Plan Yearly Requirement and Compliance

The requirements of CR 100.2(dd) to have a Professional Development Plan for the succeeding school year have been met.

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The Superintendent of the district will certify to the Commissioner that the requirements of the Professional Development Plan for the succeeding school year have been met and are compiled and are applicable to the current school year.

The school district has complied with the Professional Development Plan applicable to the current school year.

The team will submit to the Board of Education a recommended Professional Development Plan by September 1. The Board of Education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

III. Content of the Plan

The plan focuses on improving student performance and teacher practice as identified through data analysis.

The following needs assessment sources were used to identify the professional development needs of the school district:

- School Report Card
- BEDS data
- Graduation rates
- State benchmarks for student performance
- Professional development needs assessment
- Staff Development Day feedback
- In service/Workshop evaluation/feedback

IV. Description of the Plan

All professional development is aligned with New York standards and assessments. Future professional development will emphasize improved student outcomes with an emphasis on literacy across the curriculum and writing. Common Core Learning Standards are being infused into all appropriate curriculum areas and more students will become involved and successful on the new state assessments.

Professional development opportunities currently existing are:

- Grade level and department planning time
- Faculty meetings
- Staff Development Days
- Technology/Standards support
- Mentoring Program
- Teacher Center or BOCES workshops/trainings
- Peer collaboration and visitation

- Summer curriculum development
- Speakers/consultants invited to present or work with teachers on research based practices (e.g., vocabulary instruction, differentiated instruction, artists in residence)

The Professional Development Planning Team researched effective practices in professional development and meets to articulate and plan for professional development across grade levels.

Key ideas of effective professional development include:

- Ongoing, sustained professional development
- Adequately funded professional development
- Mentoring new teachers
- Data driven needs identified by student assessments
- Follow through provided on initiatives
- Focus in targeted areas
- Evaluate effectiveness
- Meeting identified needs
- Multi levels of training (awareness, in-depth, support of new skills)
- Integration of professional development into classroom practice
- Application to student /teacher needs
- Time allotment to be successful in professional development initiatives
- Enabling teachers to collaborate
- Based on current information, research, and data
- Result driven staff development will be driven by student results

The plan will incorporate as many of these practices as possible to ensure that professional development is continuous and sustained. Our professional development plan addresses the needs of staff at all stages of their careers and is applicable to professional and supplemental school staff in general education and special education. A sustained effort in these goal areas reflects a continuous systemic approach to improve student performance. As the result of focused involvement in professional development, instructional staff will better meet the needs of the students they teach. Many staff are involved in curriculum review and alignment of tasks to assure access to general education curriculum for all students

The district will measure the impact of professional development on student achievement on all New York State tests. Increasing the number of students meeting proficiency in ELA and Math will indicate that classroom instruction is effective and meeting the needs of our students. Principal observations and evaluations (formal evaluations and informal "walk-throughs") will identify the use of effective classroom practices.

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V. Evaluation

A variety of needs assessments will be used to monitor the quality and effectiveness of each goal of the professional staff development program. From these assessments, gap analyses will determine adjustments relative to the overall and specific aspects of the staff development program.

A spring/summer annual review will be conducted by the Professional Development Planning Team to discuss the evaluation data and to discuss any changes that need to be made to this plan. The plan will be updated from that meeting will be sent to the Board of Education for review and approval.

The School District Professional Development Plan is created by a district committee for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial professional development to remain current and meet the learning needs of their students.

VI. Mentoring Program

The purpose of the Mentoring Program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice. Mentoring fosters the professional development of new teachers while improving teacher effectiveness and daily instruction. As research shows, quality teachers make all the difference in a child's education. Mentoring develops quality teachers and is crucial to maximizing student achievement. The goal of the program is to enhance the teaching/learning environment in the classroom by assisting new teachers in effective daily instruction.

One of the five essential components of our Professional Development Plan is the Mentoring Program. As of February 2004, all new teachers in New York State must be mentored for one year to earn their Professional certification. The program offers a team approach to provide on-going support, semi-monthly informational and support meetings, observational feedback, and in-service training.

The Mentoring Program includes:

- familiarizing new teachers with district policies and procedures
- pairing new teachers with mentors in their buildings
- an in-depth look at NYS Common Core Standards and core curriculum
- instructional/classroom management strategies
- coordinating various assessments to match lesson objectives
- becoming aware of the types of resources available
- strategies for preparing students for State tests and District standardized tests

The Mentoring Program has been developed and implemented consistent with the Teachers Association (collective bargaining unit).

New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 175 hours of professional development every five years as prescribed in the Professional Development Plan requirements.

On average teachers will be involved in a minimum of 15 hours of professional development activities on an annual basis. All Level III teaching assistants and long-term substitute teachers participate in professional development activities. These hours come from Staff Development Days in the fall and spring.

All teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards, assessment data, teacher recommendation, etc.

The district receives teachers that have already gone through professional development on school violence prevention and intervention. This training is now a requirement for teaching certification. On-going training opportunities are available through SLL BOCES workshops and other conferences.

Professional development will be provided to all professional and supplementary school staff who work with students with disabilities.

VII. Record Keeping

The district will maintain records of professional development successfully completed by all teachers and especially for certificate holders. These records will be kept electronically and retained by the school district for at least seven years from the date of completion of the professional development by the professional certificate holder and shall be available for review.

The district will maintain documentation of the implementation of the mentoring program described in the professional development plan. This information will be maintained by the school district for at least seven years from the date of completion of the mentoring activity and shall be available for review.

VIII. Annual Adoption

The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).

The plan or the annual update to the plan will be adopted at a public meeting by the Board of Education.

Data Analysis	
1.	School District Report Cards.
2.	Enrollment
3.	Attendance Rates of Students in Comparison to Similar Schools (from State Aid Reporting) and staff
4.	School Report Card Performance Data for Student subgroups: race/ethnicity, gender, disability status, English proficiency status, income level, and migrant status.
5.	Qualifications of Staff as Defined by NCLB (Highly Qualified)
6.	3 rd - 8 th Grade ELA assessment data
7.	3 rd - 8 th Grade Math assessment data
8.	STAR Reading and math assessments
9.	Regents assessment data
10	Graduation Rate

**Comprehensive Needs Assessment:
Student Achievement Data**

See attachments – School District Report Card and other NYS assessment data

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GOAL 1: Improve literacy skills K-12 by providing students with high quality, research based instruction in reading, language arts and writing.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Continue the development and implementation of the alignment of the CCLS standards in grades PK-12	Professional develop to support the implementation of the aligned curriculum: <ul style="list-style-type: none"> Literacy coordinator SLL BOCES workshops Summer curriculum writing 	Director of Curriculum and Instruction, principals and coordinator	Ongoing	Curriculum aligned	Classroom observations
Implement literacy across the content standards in all grades 9-12	Training for high school staff to embed literacy standards and instructional strategies in all content areas	Director of Curriculum and Instruction and principals	Ongoing	Curriculum maps	Classroom observations of instructional strategies
Improve literacy practices PK -6 through implementation of research based strategies <ul style="list-style-type: none"> Leveled Literacy Intervention Targeted intervention for intensive students PALS assessments Data meetings 	Grade level meetings and professional development will be provided to support the strategies. PLC structure for grade level and data meetings every 5 weeks.	Director of Curriculum and Instruction, principals and literacy coordinator	Superintendents conference and early release days will be utilized for staff development	Teachers implementing LLI and targeted interventions	Classroom observation and assessment results
Grade level and department teams will use data analysis information to select, learn and implement intervention strategies to support struggling learners	Collaborative planning to review data and identify needed intervention strategies	Principals	Ongoing	Intervention strategies identified and implemented	Classroom observations

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Continue implementation of Response to Intervention (RTI) program grades K-6	<ul style="list-style-type: none"> • Review and update Data Team/Grade Level and IST problem solving process/protocols • Review assessment data • Jim Wright presentation "RTI and the Common Core" • PD on progress monitoring • PD on district RtI process 	Principals and literacy coordinator	Ongoing	Updated process	<ul style="list-style-type: none"> • Meeting minutes/records • Benchmark Assessment information collected
Planned phase in to implement the Units of Study from Teachers College	<ul style="list-style-type: none"> • School visits • PD workshops • Summer Institute 	Principals and literacy coordinator	Grades K-2 in 2015-16 Grades 3-6 in 2016-18	Updated process	<ul style="list-style-type: none"> • Meeting minutes/records • Benchmark Assessment information collected
Implementation of phonics program for struggling students with disabilities	<ul style="list-style-type: none"> • PD workshops to support modules and domains 	CSE Chair and principals	2015-2016	PD presented	<ul style="list-style-type: none"> • Phonics program implemented

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GOAL 2: Improve mathematical skills grades PK-12 by providing students with high quality, research based instruction aligned to NYS Standards.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Continue the development and implementation of the alignment of the CCLS in grades PK-12	Professional develop to support the implementation of the aligned curriculum: <ul style="list-style-type: none"> SLL BOCES workshops Summer curriculum writing workshops 	Director of Curriculum and Instruction and principals	Ongoing	Curriculum aligned	Classroom observations
Grade level and department teams will use data analysis information to select, learn and implement intervention strategies to support struggling learners	Collaborative planning to review data and identify needed intervention strategies	Principals	Ongoing	Intervention strategies identified and implemented	Classroom observations

GOAL 3: Improve curriculum and instruction PK-12 through the implementation of data driven instruction.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Implementation of DDI	Training on the overview DDI implementation and writing questions for the 1st interim	BOCES Data Analyst, Director of Curriculum and Instruction and principals	Winter 2015	First interim questions drafted	Interim assessment reviewed
	Training on conducting data meetings and PLCs	BOCES Data Analyst, Director of Curriculum and Instruction and principals	Winter 2015	First interim assessments developed	Interim assessment reviewed

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	Grade level and department team data meetings	Principals	Winter 2015	Protocol for data meetings developed	Interim assessment reviewed
	Further professional development on DDI process and increasing rigor and quality of questions	Principals	Winter 2015	Training held	Interim questions reviewed for rigor

GOAL 4: Build a positive culture within schools and community.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Trainings on character education and culture	PD on improving climate and culture – Willow Sweeney presentation	Superintendent, Director of Curriculum and Instruction and principals	Ongoing	Training conducted	Classroom observations, faculty meetings, parent meetings
Parent engagement in supporting the CCLS	Planning Parent Nights with presentation for parents to understand NYS assessments, school report cards, CCLS and learn games and activities to support their child's learning	Principals	Planned implementation in 2016-2017	Parent Nights held	Parent survey

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**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**

School District: **OGDENSBURG CITY SCHOOL DISTRICT**

BEDS Code: **51-23-00-01-0000**

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school district or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis;
- (5) The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - reflects congruence between student and teacher needs and district goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(dd) to:
 - describe and implement a mentoring program for new teachers;
 - provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
 - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities;
 - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
 - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
 - provide staff with training in school violence prevention and intervention; and
 - provide professional development to all professional and supplementary school staff who work with students with disabilities.
- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).
(The latest version of CR 100.2(dd) can be found at: <http://www.p12.nysed.gov/part100/pages/1002.html> .)
- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Timothy M. Vernsey
Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

February 1, 2016
Date

Adopted by the Board of Education on Date:
February 1, 2016

Original Signature of President, Board of Education

**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**

The signed Professional Development Plan Statement of Certification is due on/before September 1 of each year and should be sent in hard copy to:

New York State Education Department
Title I School & Community Services
Room 364 EBA
89 Washington Avenue
Albany, NY 12234