**Highland Central School District Professional Development Plan**

**2018-2020**

**Goal:**
Align curriculum, both vertically and horizontally, with New York State Learning Standards across all content and grade levels.

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Action Plan</th>
<th>PD Sources</th>
<th>Evaluation</th>
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</table>
| Align curriculum with Next Generation NYS Learning Standards in ELA & Math, K-12 | • Administrators, Teachers, TA’s attend BOCES sponsored trainings on new standards.  
• Use curriculum/faculty/PD times for alignment work within grade level/department and between grade levels/departments | • BOCES content specialists  
• Central Office & Building Level admins  
• Grade level/Department Teacher Leaders  
• NYS written standards | • Curriculum maps fully aligned to new standards by 6/2019  
• Ongoing implementation of strategies aligned to new standards as observed during classroom observations  
• Gap analysis of internal and external assessments by standard and type of question |
| Strengthen Inquiry Arc in NYS Social Studies Standards          | • Administrators, Teachers, TA’s attend BOCES sponsored trainings on new strategies.  
• Department collaboration on inquiry strategies and skills during curriculum mtgs and professional development days | • BOCES content specialists  
• Central Office & Building Level admins  
• Grade level/Department Teacher Leaders  
• NYS written standards | • Ongoing implementation of strategies aligned to new standards as observed during classroom observations  
• At least one social studies inquiry project at each grade level by 6/2019 |
<table>
<thead>
<tr>
<th><strong>Implement new NYS Science Learning Standards, K-8</strong></th>
<th><strong>Prepare for New NYS Science Learning Standards, 9-12</strong></th>
<th><strong>Align new NYS Arts Standards, K-12</strong></th>
</tr>
</thead>
</table>
| • Administrators, Teachers, TA’s attend BOCES sponsored trainings on new strategies.  
• Grade Level/Department collaboration on inquiry strategies and skills during curriculum mtgs and professional development days | • Examination/Crosswalks and gap analysis of current standards and new NYSSLS  
• Administrators, Teachers, TA’s attend BOCES sponsored trainings on new strategies.  
• Grade Level/Department collaboration on inquiry strategies and skills during curriculum mtgs and professional development days | • K-12 arts teachers collaborate during dept. mtg. times and professional development days to spiral art and music programs  
• Attend BOCES sponsored training specific to content area and new standards |
| • BOCES content specialists  
• Central Office & Building Level admins  
• Grade level/Department Teacher Leaders  
• NYS written standards | • BOCES content specialists  
• Central Office & Building Level admins  
• Grade level/Department Teacher Leaders  
• NYS written standards | • BOCES content specialists  
• Central Office & Building Level admins  
• Grade level/Department Teacher Leaders  
• NYS written standards |
| • Curriculum maps fully aligned to new standards by 6/2020  
• Ongoing implementation of strategies aligned to new standards as observed during classroom observations  
• At least one science inquiry project at each grade level, K-8, by 6/2019 | • Curriculum maps fully aligned to new standards by 6/2020  
• Ongoing implementation of strategies aligned to new standards as observed during classroom observations | • Curriculum maps fully aligned to new standards by 6/2019  
• Ongoing implementation of strategies aligned to new standards as observed during classroom observations |
Integration of ELA and/or Math Standards in all content areas

- Analysis of Next Generation Standards in comparison to content area standards.
- Write lessons/units that utilize Next Gen skills in content areas.

Central Office & Building Level admins
- Grade level/Department Teacher Leaders
- NYS written standards

Ongoing implementation of cross-curricular standards as observed during classroom observations

Goal:
Strengthen core literacy skills for all students, grades K-12.

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| Full implementation of Teachers College Readers’ Workshop, K-5 | - Vertical sharing between grade levels to build continuity from grade to grade  
- Continue peer classroom visits to highlight best practices and build capacity  
- Self-contained teachers continue work to adapt units of study for | - BOCES Content Specialist  
- Teachers College professional development trainings  
- Teachers College Readers’ Workshop units of study | - Ongoing implementation of TCRW as observed during classroom observations  
- Gap analysis of internal and external assessments by standard and type of question |
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<tr>
<th>Specific Needs of Individual Students</th>
<th>Year One (2018-19)</th>
<th>Year Two (2019-2020)</th>
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</table>
| **Begin implementation Teachers College Writers’ Workshop, gr. 3-5** | - Build familiarity with key concepts and strategies in Writers Workshop during curriculum meetings and with help of BOCES Content Specialist  
- Teachers College trainers present and provide PD day to staff | - BOCES Content Specialist  
- Teachers College professional development trainings  
- Teachers College Writers’ Workshop units of study and “Up the Ladder” guide | - Begin teaching writing using TCWW model  
- Ongoing implementation of TCWW as observed during classroom observations  
- Gap analysis of internal and external assessments by standard and type of question |
| **Implement Wilson “Fundations” phonics program, K-3** | - Implement “Fundations” phonics program, grades K-1  
- PD from “Fundations” trainers, whole group and individual coaching | - “Fundations” specialist from Wilson  
- In-district teacher leaders  
- BOCES Content Specialist | - Use of “Fundations” methods during ELA instruction, K-1 in year one  
- Use of “Fundations” methods during ELA instruction, K-3 in year two |
<table>
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<tr>
<th>Year Two (2019-2020)</th>
<th>Continue to build and support Sustained Silent Reading program, gr. 6-8</th>
<th>Creation of aligned ELA portfolio, gr. 6-12</th>
</tr>
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</table>
| - Implement “Fundations” phonics program, grades 2-3  
- PD from “Fundations” trainers, whole group and individual coaching | - Regular professional conversations addressing areas for improvement  
- Implement further incentives for engagement in the program  
- Increase access to high quality, high interest, age appropriate reading material | Year One (2018-2019)  
- create guiding principals and vision for portfolio use and contents  
- investigate possible platforms for maintaining a digital portfolio that will remain with the student, gr. 6-12 |
| | - Literacy consultant  
- Grade level/Dept. Teams  
- Building & Central Office admins | - Grade level/Dept. teams  
- Building & Central Office admins  
- BOCES specialists |
| | | - Choice of digital platform and plan for each grade level, year 1  
- Portfolio for each student, year 2 |
| | | - Analysis of reading skills data from DIBELS and other internal diagnostic measures  
- Monitor student engagement through surveys and teacher progress  
- Students demonstrate growth on NYS gr. 6-8 ELA Assessments |
### Goal:
**Strengthen core math skills for all students, grades K-12.**

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| Refine internally created Math Benchmark Assessments, gr. K-8 | • Review benchmark blueprints to ensure alignment to Next Generation Math Standards  
• Evaluate the reliability and rigor of each test  
• Modify the assessments to better align with expected outcomes, where needed | • District Data Coordinator  
• BOCES professional development opportunities  
• Building and Central Office admins  
• PD offered by math professional organizations | • Determine degree of correlation between internal benchmarks and NYS Math Assessments  
• Continuing growth in student math achievement on NYS Math Assessments, gr. 3-8. |
| Implementation of Math Lab for Algebra 1 at the High School | • Write curriculum for Math Labs that reinforce key concepts and strategies in math | • Math Department teachers  
• Building and Central Administration admins | • Quarterly evaluation of student skills during the course to move |
- Develop criteria for student placement in Math Lab
- Develop protocol for moving students out of Math Lab when student skills deemed sufficient for success
- Develop protocol for moving students into Math Lab mid-year when added support would be helpful

- BOCES specialists
- District Data Coordinator

- Increased number of students receiving a passing grade on the first try for Algebra I Regents exam

Goal:
Creation of STEM program, K-12.

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| STEM electives, 9-12     | - Hire STEM teacher for high school  
                          - Create a sequence of courses in Comp. Sci. and Engineering principles that lead to mastery level success in the fields  
                          - Write curriculum for each course |

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| - Online PD in computer based programs  
  - BOCES PD offerings  
  - Teacher leaders  
  - District Tech Director  
  - Building & Central Office admins |
| - Fully enrolled courses, Fall 2019  
  - |

- District Data Coordinator

- BOCES specialists
<table>
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<th><strong>Technology/Science integration in Middle School Science</strong></th>
<th><strong>Action Plan</strong></th>
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| • STEM teacher work collaboratively with other content areas to align and support skills | • Create a double period of Science with technology instruction integrated into the curriculum | • BOCES trainings  
• Building and Central Office Admins  
• Grade level/dept. teams | • Continued success of 8th grade students on NYS Science Assessment  
• Monitor students’ ability to transfer tech skills from science to other academic areas |
| | • Teachers collaborate to teach tech skills that support science and other academic content  
• Introduce project based learning lessons that integrate science and tech | | |
| **Goal:**  
Provide Social Emotional Learning and Wellness instruction and support for all students, K-12. | **Professional Development** | **Action Plan** | **PD Sources** | **Evaluation** |
| **Professional Development** | **Action Plan** | **PD Sources** | **Evaluation** |
| Align new NYS Mental Health standards, K-12. | • Administrators, Support Professionals, Teachers, TA’s attend BOCES sponsored | • NYS guidance document  
• BOCES trainings  
• Dept. and Support Staff teams | • Mental Health instruction added to curricula in all grade levels |
| **Continued work with Opioid/Drug Awareness, K-12** | **Trainings on new standards.**
- Grade Level/Department collaboration on inquiry strategies and skills during curriculum mtgs and professional development days | **Building and Central Office Admins**
- Trainings by professional organizations |
|---|---|---|
| **Continued “Dignity for all Students Act (DASA)” training** | **Expand “Too Good for Drugs” program into both 4th, 5th & 6th grade at Elementary and Middle Schools** | **Certified trainer from county organization**
- Dept. and Support Staff teams
- Building and Central Office Admins
- Trainings by professional organizations |
| **Continued “Dignity for all Students Act (DASA)” training** | **Quarterly trainings to ensure alignment of district procedures and protocols with NYS requirements**
- Quarterly meetings to align procedures and protocols between buildings
- Whole staff training on bullying/cyber-bullying prevention | **BOCES trainings**
- Dept. and Support Staff teams
- Building and Central Office Admins
- Trainings by professional organizations |
| **Continued “Dignity for all Students Act (DASA)” training** | **Successful completion of the program by both grade levels** |
Continued “Positive Behavior Intervention & Support (PBIS)” training and implementation

- Quarterly meetings to share initiatives and successes between building teams
- Data analysis of referral data
- Whole staff trainings on positive interventions and behavior management strategies

- BOCES trainings
- Dept. and Support Staff teams
- Building and Central Office Admins
- District Data Administrator
- Trainings by professional organizations

- Reduction in specific, targeted referrals
- Positive overall school climate

Goal:
Comprehensive training for all staff in strategies and support for English as a New Language (ENL) students.

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| Internal Professional Development program | • Whole staff training on specific strategies in content areas  
• Training developed to give Teaching Assistants strategies to support ENL students in general and special education classes | • Teacher leaders in the ENL Dept.  
• Building level admin support | • Fulfilment of required CTLE hours for professional staff and Teaching Assistants |
<table>
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<tr>
<th>Push-in delivery of ENL services where appropriate and possible</th>
<th>Training for ENL and general education teachers on collaborative teaching methods</th>
<th>BOCES trainings/individual trainers</th>
<th>Maximize the time that ENL students spend immersed in general education setting</th>
</tr>
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<tbody>
<tr>
<td>Encourage participation in R-BERN and Ulster-BOCES trainings, during and after school hours</td>
<td>Specialized training by ENL professionals for our ENL teacher staff</td>
<td>BOCES and R-BERN trainings</td>
<td>Fulfilment of required CTLE hours for professional staff</td>
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**Goal:**
Integration of educational technology strategies in all content areas to foster inquiry based learning, deep thinking and greater engagement.

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<td>Teacher Tech PD series</td>
<td>Bi-Monthly 1 hour after school PD series on technology strategies or tools</td>
<td>Teacher leaders</td>
<td>Participation in the classes by district staff</td>
</tr>
<tr>
<td>Annual EdTech Summit</td>
<td>EdCamp format on Technology tools or strategies for an annual Supt. Conference Day</td>
<td>Teacher leaders</td>
<td>Rich agenda offerings for all teaching staff</td>
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<tr>
<td>Technology/Science integration in Middle School Science</td>
<td>Create a double period of Science with BOCES trainings</td>
<td>Rich agenda offerings for all teaching staff</td>
<td>Continued success of 8th grade students on</td>
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| **Introduction of inquiry based/process-based learning practices, K-12** | - Participation in several Ulster BOCES initiatives by teams in each building  
- Time for teams to work on curriculum writing and teaching with new mindset | - BOCES provided trainings  
- Building and Central Office Admins  
- Grade level/dept. teams | - Successful implementation of programs in each building |
| --- | --- | --- | --- |
| technology instruction integrated into the curriculum  
- Teachers collaborate to teach tech skills that support science and other academic content  
- Introduce project based learning lessons that integrate science and tech | - Building and Central Office Admins  
- Grade level/dept. teams | - NYS Science Assessment  
- Monitor students’ ability to transfer tech skills from science to other academic areas | --- |