

## 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.**

Professional Development	Action Plan	PD Sources	Evaluation
<b>Align curriculum with Next Generation NYS Learning Standards in ELA &amp; Math, K-12</b>	<ul style="list-style-type: none"> <li>• Administrators, Teachers, TA's attend BOCES sponsored trainings on new standards.</li> <li>• Use curriculum/faculty/PD times for alignment work within grade level/department and between grade levels/departments</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES content specialists</li> <li>• Central Office &amp; Building Level admins</li> <li>• Grade level/Department Teacher Leaders</li> <li>• NYS written standards</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps fully aligned to new standards by 6/2019</li> <li>• Ongoing implementation of strategies aligned to new standards as observed during classroom observations</li> <li>• Gap analysis of internal and external assessments by standard and type of question</li> </ul>
<b>Strengthen Inquiry Arc in NYS Social Studies Standards</b>	<ul style="list-style-type: none"> <li>• Administrators, Teachers, TA's attend BOCES sponsored trainings on new strategies.</li> <li>• Department collaboration on inquiry strategies and skills during curriculum mtgs and professional development days</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES content specialists</li> <li>• Central Office &amp; Building Level admins</li> <li>• Grade level/Department Teacher Leaders</li> <li>• NYS written standards</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing implementation of strategies aligned to new standards as observed during classroom observations</li> <li>• At least one social studies inquiry project at each grade level by 6/2019</li> </ul>

<p><b>Implement new NYS Science Learning Standards, K-8</b></p>	<ul style="list-style-type: none"> <li>• Administrators, Teachers, TA's attend BOCES sponsored trainings on new strategies.</li> <li>• Grade Level/Department collaboration on inquiry strategies and skills during curriculum mtgs and professional development days</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES content specialists</li> <li>• Central Office &amp; Building Level admins</li> <li>• Grade level/Department Teacher Leaders</li> <li>• NYS written standards</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps fully aligned to new standards by 6/2019</li> <li>• Ongoing implementation of strategies aligned to new standards as observed during classroom observations</li> <li>• At least one science inquiry project at each grade level, K-8, by 6/2019</li> </ul>
<p><b>Prepare for New NYS Science Learning Standards, 9-12</b></p>	<ul style="list-style-type: none"> <li>• Examination/Crosswalks and gap analysis of current standards and new NYSSLS</li> <li>• Administrators, Teachers, TA's attend BOCES sponsored trainings on new strategies.</li> <li>• Grade Level/Department collaboration on inquiry strategies and skills during curriculum mtgs and professional development days</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES content specialists</li> <li>• Central Office &amp; Building Level admins</li> <li>• Grade level/Department Teacher Leaders</li> <li>• NYS written standards</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps fully aligned to new standards by 6/2020</li> <li>• Ongoing implementation of strategies aligned to new standards as observed during classroom observations</li> </ul>
<p><b>Align new NYS Arts Standards, K-12</b></p>	<ul style="list-style-type: none"> <li>• K-12 arts teachers collaborate during dept. mtg. times and professional development days to spiral art and music programs</li> <li>• Attend BOCES sponsored training specific to content area and new standards</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES content specialists</li> <li>• Central Office &amp; Building Level admins</li> <li>• Grade level/Department Teacher Leaders</li> <li>• NYS written standards</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps fully aligned to new standards by 6/2019</li> <li>• Ongoing implementation of strategies aligned to new standards as observed during classroom observations</li> </ul>

<b>Integration of ELA and/or Math Standards in all content areas</b>	<ul style="list-style-type: none"> <li>• Analysis of Next Generation Standards in comparison to content area standards.</li> <li>• Write lessons/units that utilize Next Gen skills in content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Central Office &amp; Building Level admins</li> <li>• Grade level/Department Teacher Leaders</li> <li>• NYS written standards</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing implementation of cross-curricular standards as observed during classroom observations</li> </ul>
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**Goal:**  
**Strengthen core literacy skills for all students, grades K-12.**

<b>Professional Development</b>	<b>Action Plan</b>	<b>PD Sources</b>	<b>Evaluation</b>
<b>Full implementation of Teachers College Readers' Workshop, K-5</b>	<ul style="list-style-type: none"> <li>• Vertical sharing between grade levels to build continuity from grade to grade</li> <li>• Continue peer classroom visits to highlight best practices and build capacity</li> <li>• Self-contained teachers continue work to adapt units of study for</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES Content Specialist</li> <li>• Teachers College professional development trainings</li> <li>• Teachers College Readers' Workshop units of study</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing implementation of TCRW as observed during classroom observations</li> <li>• Gap analysis of internal and external assessments by standard and type of question</li> </ul>

	specific needs of individual students		
<p><b>Begin implementation Teachers College Writers’ Workshop, gr. 3-5</b></p>	<p><i>Year One (2018-19)</i></p> <ul style="list-style-type: none"> <li>• Build familiarity with key concepts and strategies in Writers Workshop during curriculum meetings and with help of BOCES Content Specialist</li> <li>• Teachers College trainers present and provide PD day to staff</li> </ul> <p><i>Year Two (2019-2020)</i></p> <ul style="list-style-type: none"> <li>• Full implementation of TCWW into daily instruction</li> <li>• Continued use of BOCES content specialist to support development of the program</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES Content Specialist</li> <li>• Teachers College professional development trainings</li> <li>• Teachers College Writers’ Workshop units of study and “Up the Ladder” guide</li> </ul>	<ul style="list-style-type: none"> <li>• Begin teaching writing using TCWW model</li> <li>• Ongoing implementation of TCWW as observed during classroom observations</li> <li>• Gap analysis of internal and external assessments by standard and type of question</li> </ul>
<p><b>Implement Wilson “Foundations” phonics program, K-3</b></p>	<p><i>Year One (2018-19)</i></p> <ul style="list-style-type: none"> <li>• Implement “Foundations” phonics program, grades K-1</li> <li>• PD from “Foundations” trainers, whole group and individual coaching</li> </ul>	<ul style="list-style-type: none"> <li>• “Foundations” specialist from Wilson</li> <li>• In-district teacher leaders</li> <li>• BOCES Content Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Use of “Foundations” methods during ELA instruction, K-1 in year one</li> <li>• Use of “Foundations” methods during ELA instruction, K-3 in year two</li> </ul>

	<p><i>Year Two (2019-2020)</i></p> <ul style="list-style-type: none"> <li>• Implement “Foundations” phonics program, grades 2-3</li> <li>• PD from “Foundations” trainers, whole group and individual coaching</li> </ul>		<ul style="list-style-type: none"> <li>• Analysis of reading skills data from DIBELS and other internal diagnostic measures</li> </ul>
<p><b>Continue to build and support Sustained Silent Reading program, gr. 6-8</b></p>	<ul style="list-style-type: none"> <li>• Regular professional conversations addressing areas for improvement</li> <li>• Implement further incentives for engagement in the program</li> <li>• Increase access to high quality, high interest, age appropriate reading material</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy consultant</li> <li>• Grade level/Dept. Teams</li> <li>• Building &amp; Central Office admins</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor student engagement through surveys and teacher progress</li> <li>• Students demonstrate growth on NYS gr. 6-8 ELA Assessments</li> </ul>
<p><b>Creation of aligned ELA portfolio, gr. 6-12</b></p>	<p><i>Year One (2018-2019)</i></p> <ul style="list-style-type: none"> <li>• create guiding principals and vision for portfolio use and contents</li> <li>• investigate possible platforms for maintaining a digital portfolio that will remain with the student, gr. 6-12</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level/Dept. teams</li> <li>• Building &amp; Central Office admins</li> <li>• BOCES specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of digital platform and plan for each grade level, year 1</li> <li>• Portfolio for each student, year 2</li> </ul>

	<ul style="list-style-type: none"> <li>determine the content of the portfolio at each grade level</li> </ul> <p><i>Year Two (2019-2020)</i></p> <ul style="list-style-type: none"> <li>implement portfolio at all grade levels</li> </ul>		
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**Goal:**  
**Strengthen core math skills for all students, grades K-12.**

<b>Professional Development</b>	<b>Action Plan</b>	<b>PD Sources</b>	<b>Evaluation</b>
<b>Refine internally created Math Benchmark Assessments, gr. K-8</b>	<ul style="list-style-type: none"> <li>Review benchmark blueprints to ensure alignment to Next Generation Math Standards</li> <li>Evaluate the reliability and rigor of each test</li> <li>Modify the assessments to better align with expected outcomes, where needed</li> </ul>	<ul style="list-style-type: none"> <li>District Data Coordinator</li> <li>BOCES professional development opportunities</li> <li>Building and Central Office admins</li> <li>PD offered by math professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>Determine degree of correlation between internal benchmarks and NYS Math Assessments</li> <li>Continuing growth in student math achievement on NYS Math Assessments, gr. 3-8.</li> </ul>
<b>Implementation of Math Lab for Algebra 1 at the High School</b>	<ul style="list-style-type: none"> <li>Write curriculum for Math Labs that reinforce key concepts and strategies in math</li> </ul>	<ul style="list-style-type: none"> <li>Math Department teachers</li> <li>Building and Central Administration admins</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly evaluation of student skills during the course to move</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop criteria for student placement in Math Lab</li> <li>• Develop protocol for moving students out of Math Lab when student skills deemed sufficient for success</li> <li>• Develop protocol for moving students into Math Lab mid-year when added support would be helpful</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES specialists</li> <li>• District Data Coordinator</li> </ul>	<p>students in and out of Math Lab</p> <ul style="list-style-type: none"> <li>• Increased number of students receiving a passing grade on the first try for Algebra I Regents exam</li> </ul>
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**Goal:  
Creation of STEM program, K-12.**

<b>Professional Development</b>	<b>Action Plan</b>	<b>PD Sources</b>	<b>Evaluation</b>
STEM electives, 9-12	<ul style="list-style-type: none"> <li>• Hire STEM teacher for high school</li> <li>• Create a sequence of courses in Comp. Sci. and Engineering principles that lead to mastery level success in the fields</li> <li>• Write curriculum for each course</li> </ul>	<ul style="list-style-type: none"> <li>• Online PD in computer based programs</li> <li>• BOCES PD offerings</li> <li>• Teacher leaders</li> <li>• District Tech Director</li> <li>• Building &amp; Central Office admins</li> </ul>	<ul style="list-style-type: none"> <li>• Fully enrolled courses, Fall 2019</li> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• STEM teacher work collaboratively with other content areas to align and support skills</li> </ul>		
<b>Technology/Science integration in Middle School Science</b>	<ul style="list-style-type: none"> <li>• Create a double period of Science with technology instruction integrated into the curriculum</li> <li>• Teachers collaborate to teach tech skills that support science and other academic content</li> <li>• Introduce project based learning lessons that integrate science and tech</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES trainings</li> <li>• Building and Central Office Admins</li> <li>• Grade level/dept. teams</li> </ul>	<ul style="list-style-type: none"> <li>• Continued success of 8<sup>th</sup> grade students on NYS Science Assessment</li> <li>• Monitor students' ability to transfer tech skills from science to other academic areas</li> </ul>

**Goal:**

**Provide Social Emotional Learning and Wellness instruction and support for all students, K-12.**

<b>Professional Development</b>	<b>Action Plan</b>	<b>PD Sources</b>	<b>Evaluation</b>
<b>Align new NYS Mental Health standards, K-12.</b>	<ul style="list-style-type: none"> <li>• Administrators, Support Professionals, Teachers, TA's attend BOCES sponsored</li> </ul>	<ul style="list-style-type: none"> <li>• NYS guidance document</li> <li>• BOCES trainings</li> <li>• Dept. and Support Staff teams</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health instruction added to curricula in all grade levels</li> </ul>

	<p>trainings on new standards.</p> <ul style="list-style-type: none"> <li>• Grade Level/Department collaboration on inquiry strategies and skills during curriculum mtgs and professional development days</li> </ul>	<ul style="list-style-type: none"> <li>• Building and Central Office Admins</li> <li>• Trainings by professional organizations</li> </ul>	
<p><b>Continued work with Opioid/Drug Awareness, K-12</b></p>	<ul style="list-style-type: none"> <li>• Expand “Too Good for Drugs” program into both 4<sup>th</sup>, 5<sup>th</sup> &amp; 6<sup>th</sup> grade at Elementary and Middle Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Certified trainer from county organization</li> <li>• Dept. and Support Staff teams</li> <li>• Building and Central Office Admins</li> <li>• Trainings by professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of the program by both grade levels</li> </ul>
<p><b>Continued “Dignity for all Students Act (DASA)” training</b></p>	<ul style="list-style-type: none"> <li>• Quarterly trainings to ensure alignment of district procedures and protocols with NYS requirements</li> <li>• Quarterly meetings to align procedures and protocols between buildings</li> <li>• Whole staff training on bullying/cyber-bullying prevention</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES trainings</li> <li>• Dept. and Support Staff teams</li> <li>• Building and Central Office Admins</li> <li>• Trainings by professional organizations</li> </ul>	

<p><b>Continued “Positive Behavior Intervention &amp; Support (PBIS)” training and implementation</b></p>	<ul style="list-style-type: none"> <li>• Quarterly meetings to share initiatives and successes between building teams</li> <li>• Data analysis of referral data</li> <li>• Whole staff trainings on positive interventions and behavior management strategies</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES trainings</li> <li>• Dept. and Support Staff teams</li> <li>• Building and Central Office Admins</li> <li>• District Data Administrator</li> <li>• Trainings by professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in specific, targeted referrals</li> <li>• Positive overall school climate</li> </ul>
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**Goal:**  
**Comprehensive training for all staff in strategies and support for English as a New Language (ENL) students.**

<b>Professional Development</b>	<b>Action Plan</b>	<b>PD Sources</b>	<b>Evaluation</b>
<p><b>Internal Professional Development program</b></p>	<ul style="list-style-type: none"> <li>• Whole staff training on specific strategies in content areas</li> <li>• Training developed to give Teaching Assistants strategies to support ENL students in general and special education classes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher leaders in the ENL Dept.</li> <li>• Building level admin support</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfilment of required CTLE hours for professional staff and Teaching Assistants</li> </ul>

<b>Push-in delivery of ENL services where appropriate and possible</b>	<ul style="list-style-type: none"> <li>• Training for ENL and general education teachers on collaborative teaching methods</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES trainings/individual trainers</li> <li>• Building and Central Office Admins</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize the time that ENL students spend immersed in general education setting</li> </ul>
<b>Encourage participation in R-BERN and Ulster-BOCES trainings, during and after school hours</b>	<ul style="list-style-type: none"> <li>• Specialized training by ENL professionals for our ENL teacher staff</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES and R-BERN trainings</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfilment of required CTLE hours for professional staff</li> </ul>

**Goal:**

**Integration of educational technology strategies in all content areas to foster inquiry based learning, deep thinking and greater engagement.**

<b>Professional Development</b>	<b>Action Plan</b>	<b>PD Sources</b>	<b>Evaluation</b>
<b>Teacher Tech PD series</b>	<ul style="list-style-type: none"> <li>• Bi-Monthly 1 hour after school PD series on technology strategies or tools</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher leaders</li> <li>• District Director of Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in the classes by district staff</li> <li>• Increased integration of educational technology, K-12</li> </ul>
<b>Annual EdTech Summit</b>	<ul style="list-style-type: none"> <li>• EdCamp format on Technology tools or strategies for an annual Supt. Conference Day</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher leaders</li> <li>• District Director of Technology</li> <li>• Building and Central Office Admins</li> </ul>	<ul style="list-style-type: none"> <li>• Rich agenda offerings for all teaching staff</li> <li>• Increased integration of educational technology, K-12</li> </ul>
<b>Technology/Science integration in Middle School Science</b>	<ul style="list-style-type: none"> <li>• Create a double period of Science with</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES trainings</li> </ul>	<ul style="list-style-type: none"> <li>• Continued success of 8<sup>th</sup> grade students on</li> </ul>

	<p>technology instruction integrated into the curriculum</p> <ul style="list-style-type: none"> <li>• Teachers collaborate to teach tech skills that support science and other academic content</li> <li>• Introduce project based learning lessons that integrate science and tech</li> </ul>	<ul style="list-style-type: none"> <li>• Building and Central Office Admins</li> <li>• Grade level/dept. teams</li> </ul>	<p>NYS Science Assessment</p> <ul style="list-style-type: none"> <li>• Monitor students' ability to transfer tech skills from science to other academic areas</li> </ul>
<p><b>Introduction of inquiry based/process-based learning practices, K-12</b></p>	<ul style="list-style-type: none"> <li>• Participation in several Ulster BOCES initiatives by teams in each building</li> <li>• Time for teams to work on curriculum writing and teaching with new mindset</li> </ul>	<ul style="list-style-type: none"> <li>• BOCES provided trainings</li> <li>• Building and Central Office Admins</li> <li>• Grade level/dept. teams</li> </ul>	<ul style="list-style-type: none"> <li>• Successful implementation of programs in each building</li> </ul>