Spencerport Central Schools

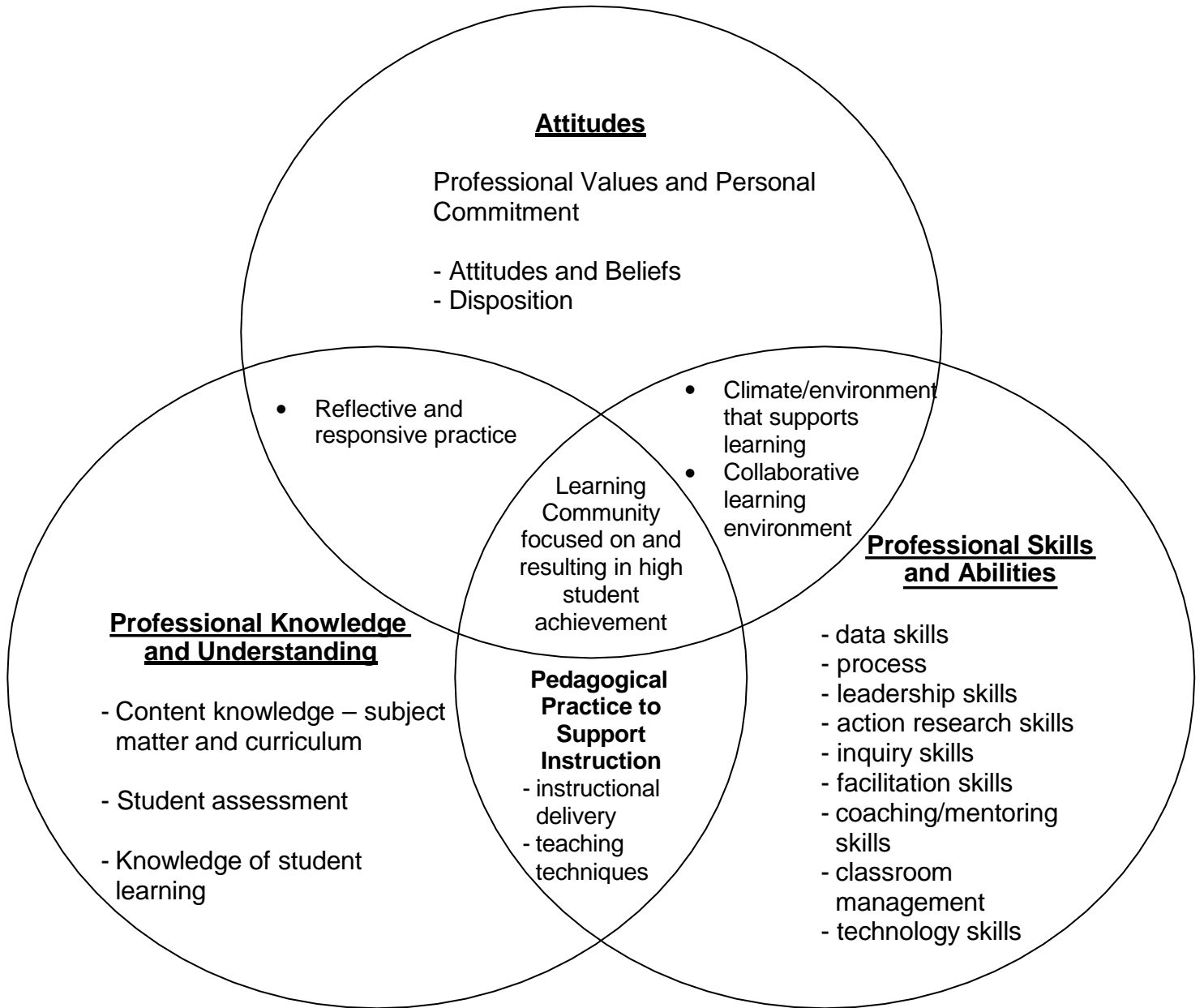## Professional Learning Plan

2018-2023

(Updated annually during October PLC Meeting)

> *Our mission is to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community.*

Lisa McCarthy
Director of Professional Learning

PROFESSIONAL LEARNING:
Ensuring Knowledgeable and Effective Teachers

Attitudes

Professional Values and Personal Commitment

- Attitudes and Beliefs
- Disposition

- Reflective and responsive practice

- Climate/environment that supports learning
- Collaborative learning environment

Learning Community focused on and resulting in high student achievement

Professional Skills and Abilities

Professional Knowledge and Understanding

- Content knowledge – subject matter and curriculum

- Student assessment

- Knowledge of student learning

Pedagogical Practice to Support Instruction
- instructional delivery
- teaching techniques

- data skills
- process
- leadership skills
- action research skills
- inquiry skills
- facilitation skills
- coaching/mentoring skills
- classroom management
- technology skills

"A Framework for Professional Learning" -NYSED Department

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Professional Learning Committee

Allen, Cory	Chief Information Officer
Chesebro, Joe and Jan	Brockport College, Parent Representative
Colosi, Rich	BOCES IT
Crumb, Amy	Teacher Designated by STA
DeAngelis, Judy	Teacher Assistant
Gibbardo, David	Board of Education Representative
Grosodonia, Patty	Teacher Designated by STA
Guadagnino, Malena	Teacher Designated by STA
Gurz, Elizabeth	Teacher Designated by STA
Hutton, Kevin	Board of Education Representative
Kanaley, Thomas	Teacher Designated by STA
Kincaid, Christine	Teacher Designated by STA
Kingsbury, Elissa	Teacher Designated by STA
Marasco, Michelle	Teacher Designated by STA
McCarthy, Lisa	Director of Professional Learning
McLaren, Michelle	Teacher Designated by STA
Kimberly McLean	Teacher Designated by STA
Milgate, Dan	Superintendent of Schools
Mueller, Katherine	Teacher Designated by STA
Timothy O'Connor	Director of Student Services
Paolini, Kristen	Director of Curriculum
*Pascuzzi, Andrea	Admin. Designated by SASA
Randich, Elizabeth	Teacher Designated by STA
Roth, Elizabeth	Teacher Designated by STA
Schultz, Steven	Teacher Designated by STA
Zinkiewich, Ty	Superintendent's Designee

*Special Education Member

The overall implementation of this plan is monitored by the Director of Professional Learning.

Spencerport Central Schools
Spencerport, New York 14559

Our Mission is to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community.

I.   Professional Learning Philosophy

Professional learning in the Spencerport Central School District is integral to the teaching and learning process and directly supports the mission of the district, "Our Mission". As a district we have high expectations for student achievement. The most significant factor affecting student achievement is the instructional staff. Therefore, we believe excellence in teaching is paramount to excellence in student performance. Professional learning is committed to providing educators with the tools they need to help students succeed.

All members of our learning community are personally and professionally responsible to set goals for their professional growth and are encouraged to pursue professional learning opportunities. To reach this goal, professional learning opportunities are open to all instructional staff. Programs are developed to provide a variety of training levels or entry points. The program promotes self-reflection and continuous growth.

Professional learning is focused upon improving student achievement. The professional learning   program is comprehensive in scope and content. The professional learning program is based upon research, best practices in education, New York State Teacher Standards, District Approved Guidelines, and provides a common language for all staff within a collaborative setting. In all cases, it is an on-going process to support understanding, practice, reflection, and collaboration.

All program goals are directed to maximize effective instruction which should lead to increased student outcomes. All instructional staff need to understand the New York State learning standards and assessments if they are to design and implement congruent instruction. They need state-of-the art pedagogy to run their classrooms in an orderly fashion to maximize student engagement. All instructional staff need to convey high expectations in the classroom to help all learners believe in themselves and exert effort in their studies. Teachers need to be able to design congruent lessons which maximize learning potential for all learners, and provide appropriate challenges. Finally, all instructional staff need to learn the skills necessary to increase learning outcomes for students with learning disabilities.

The yearly professional learning program will be based upon an analysis of student achievement and will respond to emerging educational issues. Therefore, each year the content of professional learning programs will be driven by educational priorities such as the NYS Standards, subject-area specific needs, improvement plans, and district initiatives. This plan is in accordance with the New York State Continuing Teacher Leader Education (CTLE) requirements and the New York State Professional Learning Standards. This plan also includes professional learning provided by approved sponsor Monroe 2-Orleans BOCES and the Mid-West RBERN (see attached list of sessions)

The purpose of professional learning is to have an impact on the capabilities of instructional staff; therefore, it is important that the program is continuously monitored to see that it is affecting the desired results.

II.   Program Goals and Objectives

Curriculum committees, departments, school planning committees, administrators, and the Professional   Learning Committee reviewed needs assessments data to identify the following program goals and objectives. Each program goal is aligned with the District Strategic Objectives.

1. **Increase staff members' understanding of NYS Standards, ISTE Standards and Assessments, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2023, 100% of all students will score at or above Standard on all assessments.)**
   Objective A
      Align instruction with expected assessment outcomes.
   Objective B
      Increase rigor and challenge in all courses/grade levels so that more students achieve mastery.
   Objective C
      Increase understanding and implementation of Standards-based instructional strategies to help all learners meet and exceed the Standards.
   Objective D
      Integrate technology and ISTE Standards into standards-based lessons.

   Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed
   *   expectations as outlined in Spencerport's curriculum and New York State standards.*
   New York State Professional Learning Standards: 1, 2, 3, 4, 5, 6, 8, 9 and 10

2. **Provide new teachers (district, content, grade level) with transition and orientation to the district, curriculum, school practices   and expectations. (Target Goal: 100% of new hires will complete all induction training and be supported to use these skills within their first three years of employment.)**
   Objective A
      Build understanding of subject area curriculum/standards/assessments.
   Objective B
      Build understanding of district policy, procedures, and expectations.
   Objective C
      Build repertoire of district expected classroom practices and common language among staff.
   Objective D
      Continue the mentoring program aligned to new state guidelines.

   Strategic Objective #3:   Each student will possess the knowledge, skills and attitudes to meet or exceed
   *   expectations as outlined in Spencerport's curriculum and New York State standards.*
   New York State Professional Learning Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

3. **Increase instructional staff's understanding of differentiation and use of enrichment strategies, which includes personalized and/or blended learning of instruction, to be responsive to the needs of all learners. (Target Goal: By 2023, 100% of instructional staff will incorporate differentiated lessons and activities.)**

    Objective A
    > Develop capacity of instructional staff to differentiate instruction to provide challenging learning opportunities for all students.

    Strategic Objective #2: Each student will demonstrate love of learning through the passionate pursuit of personal interests.
    Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.
    New York State Professional Learning Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

4. **Increase teachers' and administrators' understanding and use of effective teaching practices to improve instruction for all learners. (Target Goal: 100% of staff will be provided with professional learning opportunities, ranging from training to follow up, to expand repertoire of effective teaching practices.)**
    Objective A
    > Increase understanding of *Positive Behavior Intervention System* and use of effective classroom management strategies.

    Objective B
    > Increase understanding and use of research based instructional strategies for increasing student achievement and empowerment.

    Objective C
    > Increase use of character education principles, bullying prevention, and the Learningal Assets.

    Strategic Objective #1: Each student will participate continuously, respectfully and willingly in improving community well-being.
    Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State Standards
    New York State Professional Learning Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.

5. **Provide opportunities to meet required state training. (Target Goal: 100% of affected staff will receive required state training.)**
    Objective A
    > Plan for and schedule any required state training.

    Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards
    New York State Professional Learning Standards: 1, 2, 3, 4, 6, 8, 9 and 10

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6. **Continue to identify and use sound research and/or evidence-based and best practices as the foundation for all staff learning. (Target Goal: By 2023, all Professional Learning Committee members and Curriculum and Staff Learning Committee members and district trainers will use and model best practices.)**

   Objective A

      Professional Learning Committee members will identify and use current research and best practices in the design of the staff learning plan.

   Objective B

      Professional Learning Committee members will set up and follow a process to share staff learning research with curriculum committees and building planning teams to support quality staff learning.

   Objective C

      Link effective teaching practices and research based best practices in curriculum/instruction with all staff learning activities.

   Strategic Objective #1: Each student will participate continuously, respectfully and willingly in improving community well-being.

   Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.

   New York State Professional Learning Standards: 1, 2, 3, 4, 5, 6, 8, 9 and 10

7. **Teachers will use strategies to address the individual needs of student with disabilities (whole child approach).** (Target Goal: By 2023, 80% of students with disabilities will be College and Career Ready (Regents, Local, SACC, CDOS)

   Objective A

      All teachers of Students with Disabilities will receive training and use specific strategies to support increased literacy including digital literacy and numeracy achievement.

   Objective B

      All teachers of Students with Disabilities will increase their knowledge to address the social and emotional needs of students with disabilities.

   Objective C

      Teachers of Students with Disabilities will partner with parents to address the needs of the whole child.

   Strategic Objective #2: Each student will demonstrate love of learning through the passionate pursuit of personal interests.

   Strategic Objective #3: Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.

   New York State Professional Learning Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

III. **Professional Learning Program Delivery**

Professional Learning opportunities will be addressed through a variety of venues including:
- District-sponsored summer courses (all aligned to NYS Professional Learning Standards)
- District-sponsored academic year course offerings (all aligned to NYS Professional Learning Standards)
- District-grade level and curriculum teams or study groups
- School-site training follow up
- BOCES-sponsored workshops and institutes (see attached listing)
- Professional associations such as NYS Science Teachers' Association, and NYS Math Teachers' Association (those on the NYS approved vendor listing)
- District approved and/or created on-line learning opportunities
- Conference Days
- Mentoring

In order to maximize time for instruction, and not to conflict with SED required training or professional conferences, to the greatest extent possible, district-sponsored learning opportunities will be offered either after-school hours during the academic year, online or during the summer.

We recognize the Commissioner's regulation that professional learning will have "volitional participation after school hours." Therefore, required courses such as the Core programs and required Standards training will be offered during the work day or remunerated.

It is the expectation that teachers and administrators will participate in at least 20 hours of professional learning each year. These hours may include, but are not limited to, Superintendent's Conference Day: October, March and/or July-August. These days are substantial since they are carefully structured standards-related articulation and learning days, or provide skills training in district and state initiatives. The remaining hours will be at the selection of the teachers and administrators to meet their yearly professional learning goals.

For those teachers hired 1999/00 and thereafter, the Core programs are expected to be completed within the first three years of employment. These programs, along with the follow-up, New Teacher Seminar Series, Orientation and Conference Days, provide new staff with 100+ hours of professional learning to meet the 100 hours for the certification (CTLE) requirement in 2016 and thereafter.

Substitute teachers that are employed more than 40 contiguous days are encouraged to participate in professional learning during their assignment. This includes, but is not limited to, classroom management, lesson design, cultural and linguistic competency, understanding the needs of ELL students, working with children with special needs and best practice pedagogy.

Goals for Program Planning, Delivery, and Evaluation

1. Provide opportunities for faculty to collaborate, team plan, and participate in shared decision making.
2. Provide faculty with professional resources and materials to advance program goals, and develop reflective teaching practices.
3. Provide follow-up as a part of program delivery; job-embedded where possible.
4. Evaluate professional learning programs through the use of formal and informal measures to assess if they are meeting district/teacher/student needs.

IV. **Guiding Goals and Criteria**

The Professional Learning Plan integrates the following professional goals and criteria.

New York State Standards for Teaching

Purpose: The New York State Education Department (SED) has recommended that these Standards for teaching be used as guidelines for professional learning plans. According to SED, "New York must clearly identify the knowledge and skills a teacher must have to meet the learning needs of students. These teacher standards will help shape our teacher education programs and guide preparation of teacher certification examinations."

1. Knowledge of Students and Student Learning:
   Teachers acquire knowledge of each student, and demonstrate knowledge of student learning and learning to promote achievement for all students.
2. Knowledge of Content and Instructional Planning:
   Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
3. Instructional Practice:
   Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
4. Learning Environment:
   Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
5. Assessment for Student Learning:
   Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
6. Professional Responsibilities and Collaboration:
   Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, learning, and learning.
7. Professional Growth:
   Teachers set informed goals and strive for continuous professional growth.

Rationale: As a first step in setting standards for teachers, the Regents reviewed the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), of which New York State is a member, and the standards and principles developed by others, including the National Board for Professional Teaching Standards (NBPS). The standards proposed parallel these nationwide efforts and will serve to support achievement of the New York State student learning standards. These teacher standards, therefore, should be the basis for developing standards for the approval of teacher education programs, more detailed requirements for specific teaching certificates, and guidelines for professional learning. (2011, SED)

New York State Professional Learning Standards

In a commitment to raising the knowledge, skills, and opportunity of its citizens, New York State seeks to enhance students' cognitive, social, emotional and academic achievement throughout its schools. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional learning to sustain and enhance their practice. Indeed, teacher professional learning is an essential element of comprehensive school improvement. The professional learning needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional learning planning, design, delivery and assessment, and should serve as a foundation for all professional learning in our schools. (SED, 2009)

1. *Designing Professional Learning*: Professional learning design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. *Content Knowledge and Quality Teaching*: Professional learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally0 appropriate instructional strategies and assess student progress.
3. *Research-based Professional Learning*: Professional learning is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. *Collaboration:* Professional learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. *Diverse Learning*: Professional learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. *Student Learning Environments*: Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. *Parent, Family and Community Engagement*: Professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. *Data-driven Professional Practice*: Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. *Technology*: Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. *Evaluation*: Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

V.   **District Strategic Plan Objectives for Spencerport Central School**

Purpose: The Professional Learning Plan should support staff to meet the District Strategic Plan Goals and Objectives and these objectives are noted by each Professional Learning Plan goal.

1. *Each student will participate continuously, respectfully and willingly in improving community well- being.*

2. *Each student will demonstrate love of learning through the passionate pursuit of personal interests.*

3. *Each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport's curriculum and New York State standards.*

Spencerport Annual Professional Performance Review

Purpose: The Professional Learning Plan includes support for staff to meet the performance criteria established in the APPR. Some programs provide direct teaching of these areas, while other programs support these criteria through follow-up, department meetings, workshop practices, or curriculum projects.

The NYSUT Seven Teaching Standards of the APPR Process:

Standard I: Knowledge of Students and Student Learning

Standard II: Knowledge of Content and Instructional Planning

Standard III: Instructional Practice

Standard IV: Learning Environment

Standard V: Assessment and Student Learning

Standard VI: Professional Responsibilities and Collaboration

Standard VII: Professional Growth

VI. **Professional Learning Needs Assessment Data**

The Professional Learning Committee organized its needs assessment process from input from curriculum committees and/or the direct review of the following documents: professional learning program evaluations, school improvement plans, curriculum surveys and improvement plans for Math and Language   Arts, Pupil Data Reports, and School Report Card data. This needs analysis identified educational or instructional needs for training. The program goals and objectives were based upon these needs.

I. **Professional Learning Program Evaluations:** Participants in district workshops complete feedback forms for all professional learning programs. These were used to identify the following needs.

Core	Standards	OTHER
Classroom Management ■ Classroom Management strategies and comprehensive plans ■ Discuss ideas with colleagues ■ Modeling instruction/strategies ■ Conflict management **Elements of Instruction** ■ Lesson planning ■ Writing objectives for lessons ■ Build Standards into lessons ■ Congruency ■ Student engagement **4MAT/Differentiation** ■ Awareness of learning styles ■ Differentiation of activities/units ■ Blended and Personalized Learning **Literacy for All** ■ Balanced Literacy ■ Content area literacy ■ Aligned with NYS Standards **TESA** ■ High expectations for performance ■ Integration ■ Teacher Researcher **New Teacher Seminars** ■ Resources ■ Preparation for the first week ■ General orientation to district philosophy and expectation ■ Familiarity with S tandards/Assessments/Literacy ■ Dialogue with others	**Standards/Assessments** ■ Learning about assessments /practices ■ Classroom strategies to reach Standards ■ College and career readiness skills ■ Data analysis **Integrating Students With Disabilities** ■ Collaborative teaching ■ Differentiation training ■ Training on RtIm Direct, CSE process, and legal updates ■ Strategies to work with students who have special needs, e.g. autism. ■ ELA strategies to increase student achievement. **Instructional Practices for All Learners** ■ Training to be responsive to all learners (i.e., differentiation of instruction, enrichment strategies) **Teaching for Productive Student Behavior** ■ Effective teaching practices to improve instruction for all learners	**Technology** ■ Ability to use district Software ■ Integrating technology into curriculum ■ Infinite Campus Implementation ■ Adaptive technology Implementation ■ 21 Century skills/ISTE Standards ■ Digital Conversion **Certification and Leadership** ■ Required training

II. **School Improvement Plans:** Each school planning team writes a plan based upon analysis of student test data and school surveys. Professional learning services need to be aligned with identified school needs. The following are some of the school needs aligned with district initiatives:

  a. **Differentiation:**
- Blended learning
- Personalized learning
- Enrichment clusters
- STEM

  b. **Student Achievement:**
- ELA/Math
- Common Core Standards
- NYS Standards
- ISTE Standards
- Instructional leadership and mentoring
- Students with disabilities and consultant training
- IST/RTI training
- Curriculum alignment with standards
- Student engagement and empowerment
- Balanced Literacy training and follow-up
- 6+1 Writing Traits
- Wonders
- Math Expressions
- iReady

  c. **P**
  B - School management of student behavior
  I - Strategies to promote effort and motivation
  S - Strategies for student success
  :

  d. **Comprehensive Health and Wellness:**
- Risky behavior, nutrition, wellness, bullying, asset behavior
- ACES

  e. **Digital Conversion:**
- Integrating technology with the curriculum to promote teaching learning

III. **Curriculum Surveys and Program Reviews:** ELA teacher Leaders and ELA K-12 program reviews specifying professional learning needs based upon identification of critical skills using assessment results. Math continues to implement new curriculum/assessment initiatives.

- Implementing the Common Core New York State Math Standards/Assessments
- Data analysis training
- Assessment scoring training
- Research on District initiatives such as differentiation, digital conversion, technology, etc.
- ELA and Special Education skills training

IV.   **Student Assessment Results:** The following items are analyzed to determine the focus content of the professional learning plan:

- New York State and District Assessments
- Reports generated from Western New York Regional Information Center Data Warehouse
- Student attendance and discipline rates
- Graduation and drop-out rates
- Classification rates
- State benchmarks for student performance
- School Report Card: The School Report Card identifies improvements needed based upon assessment results for all students: general education and students with disabilities

V.   **Committee Reports:** The PBIS Committee provided a plan to include district training and school support. The RtI Committee provided a plan to include tiered interventions for all students grades K-5. Both of these   committee reports are infused into the Professional Learning Plan.

VI.   **Additional Data Sources:**
- BEDS data
- Longitudinal data
- Teacher turnover rate
- Teacher Professional Performance Review, Observations/Evaluations
- Focus group structured interviews and feedback on specific workshops (i.e., New Teacher Induction)
- Professional Learning Program Review Survey to all teachers

VII.   Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, as well as ISTE Standards, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2023, 100% of all students will score at or above Standard on all assessments.)

Objective A: Align instruction with expected assessment outcomes.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Increase understanding of assessments	Training in Assessment	Instruction Office	District	Ongoing	
	New Teacher Assessment Training	Director of Professional Learning Curriculum Administrators	District	August NTO and December Seminar	• Seminar PowerPoint • Evaluation reports • Principals/Teacher Leader anecdotal records • Student assessment results • Student Learning Objectives
	Scoring Training for NYS Assessments to include training on computer-based scoring.	Curriculum Administrators	District		
	Assessment Training for Teaching Assistants/Aides	Director of Professional Learning Spencerport Staff District Trainers	District	Ongoing	• Evaluation sheets • Principal anecdotal records
	NWEA MAP Growth assessments in Math and ELA, grades 6-8	Curriculum Administrators	District	Fall and Spring, annually	• Data Growth Reports
	eDoctrina	Curriculum Administrators BOCES2	District	2019-2023	• Presentation materials • Data reports • Evidence of assessments created and used
2) Align curriculum, parallel assessments, and materials with Standards	Curriculum Preparation	ASI Director of Professional Learning Content Area Administrators Teacher Leaders Teachers Director of Curriculum	District and Title IIA	2018-2023 (July)	• Reports from committees • Curriculum documents in Atlas • Sample units • Parallel tasks • Student assessment results
	Curriculum Design Training	Director of Professional Learning Director of Curriculum	District and Title IIA	Ongoing	• Training PowerPoint (UBD) • Common expectations document • Curriculum documents in Atlas
	Data Driven Assessment Analysis	Content Area Administrators Teacher Leaders Teachers Administrators	District and Title IIA	2018-2023 (Summer and Fall)	• Documents/Action Plans
	Superintendent Conference Days	ASI Director of Professional Learning Content Area Administrators	District and Title IIA	2018-2023 (October, March)	• Feedback forms • Principals' anecdotal records • Reports from committee members
	Curriculum and Staff Development Council	ASI Director of Professional Learning Content Area Administrators	District	2018-2023 (8 meetings per year)	• Meeting agendas and minutes • Teacher Leader reports • Student assessment results • CSD Council Evaluation Forms
	Department and/or Faculty Meetings	Principals	District	2018-2023	• Schoology resources

		Assistant Principals Team and/or Teacher Leaders		(select meetings during the year)	• Agendas and minutes • Exit passes and feedback forms
	Writing Rubric Training	K-5 TOSA Curriculum Administrators	District	2019-2020	• Feedback forms • Anchor Papers

VII. Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, as well as ISTE Standards, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2023, 100% of all students will score at or above Standard on all assessments.)

Objective B: Increase student empowerment and challenge in all courses/grade levels so that more students achieve mastery.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Build understanding of mastery and student empowerment.	• Professional articles • Curriculum and Staff Learning Council • Educational book study teams • Professional learning offerings including Blended Learning	Team/Teacher Leaders Director of Professional Learning ASI Content Area Administrators School Principals	District and Title IIA	Ongoing	• Lesson Plans • Anecdotal Data • Classroom Observations (Announced and Unannounced) • CSD Council Evaluation • Schoology resources • Student Data
2) Develop lessons that foster student empowerment.	• Questioning techniques • Curriculum Design Process Training • Higher Level Thinking Skills Training • 21st Century Learning Skills • Performance-Based Assessments	Teacher Leaders Director of Professional Learning Principals Content Area Administrators Enrichment Specialists District Trainers	District and Title IIA	Ongoing	• Lesson Plans • Anecdotal data • Number of students achieving mastery • Classroom Observations (Announced and Unannounced) • Schoology resources • Performance-Based Assessments

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, as well as ISTE Standards, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2023, 100% of all students will score at or above Standard on all assessments.)

Objective C: Increase understanding and implementation of Standards-based instructional strategies to help all learners meet and exceed the Standards.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Use Standards-based Guidelines	• Core Programs: Classroom Management, Elements of Instruction, Literacy for ALL, TESA, 4MAT, Differentiation of Instruction and New Teacher Seminar Series	Director of Professional Learning District Trainers	District and Title IIA	2018-2023 (sessions in summer, fall and spring)	• Evaluation sheets • Teacher prepared lessons/units aligned with Standards • Principals' anecdotal records • Student assessment results
	• Standards-based practices for teachers and teaching assistants/aides	Director of Professional Learning Content Area Administrators District Trainers	District	2018-2023 (sessions in summer, fall and spring)	• Evaluation sheets • Principals' anecdotal records • Self-reflection
	• Observation conversations and teacher reflections	Administrative Staff	District	2018-2023 (sessions in summer, fall and spring)	• Principals' anecdotal records • Student assessment results • Self-reflection
	• Training for Curriculum and Staff Development Council	ASI Director of Professional Learning Content Area Administrators	District and Title IIA	Ongoing	• Anecdotal records • Survey instruments • CSD Council/Minutes and Evaluation Forms • Program and Standards Action Plans
	• Next Generation, Common Core, NYS and ISTE Standards	ASI Administrators Monroe BOCES2	District and Title IIA	Ongoing	• Awareness and unpacking Standards • Units/Curriculum aligned to Next Generation, Common Core and ISTE Standards • Lesson plans that align to new Standards • Observations that show use and reflection of Standards
	• <mark>Hybrid/Remote Learning</mark>	Administrators BOCES2 Instructional Technology Specialist	District	March 2020 to Present	• edweb data • Reopening Materials Schoology course • Frontline evaluations • Microsoft form data • Survey result of needs

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, as well as ISTE Standards, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2023, 100% of all students will score at or above Standard on all assessments.)

Objective C: Increase understanding and implementation of Standards-based instructional strategies to help all learners meet and exceed the Standards.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
2) Use content specific strategies	Math • Math Expressions K-5 • Math in Focus 6-8 • Textbooks/Digital Resources • Math Workshop K-5 • Blended Learning	Math Content Area Administrator Teacher Trainers K-5 TOSAs	District and Title IIA	As needed	• Feedback sheets • Lessons • Principal and Teacher Leader anecdotal records • Observations (announced and unannounced) • Evaluations • Unit Tests
	• Sharing of Best Practices and Action Research Models	Content Area Administrators School Principals Math Teacher Leaders Teachers Outside trainers K-5 TOSAs	District and Title IIA	Ongoing	• Lesson/Unit Plans • Teacher reported level of use • Principal and Teacher Leader anecdotal records • Observations (announced and • unannounced) • Evaluations
	• Math Standards Implementation and Testing Training Sessions	Math Content Area Administrators Math Teacher Leaders K-5 TOSAs	District and Title IIA	As needed	• Principal/Teacher Leader anecdotal records • Lesson plans • Student assessment results • Teacher Leader feedback • Observations (Announced and Unannounced) • Evaluations
	• Training in the Next Generation Math Standards (focus on the 8 Practice Standards)	Math Content Area Administrators Math Teacher Leaders K-5 TOSAs	District	As needed	• Resources/Units/Curriculum aligned to State Standards • Lesson plans that align to State Standards • Observations that show use and reflection of State Standards
	• iReady Assessment Training • IXL Diagnostic and Instructional Training • NWEA • Other math programs	K-5 TOSAs	District and Title IIA	As needed	• Teacher reported level of use • Student assessment results • iReady Reports • IXL Reports

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, as well as ISTE Standards, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective C: Increase understanding and implementation of Standards-based instructional strategies to help all learners meet and exceed the Standards.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
2) Use content specific strategies (continued)	<u>Content</u> • Elementary Science Program Training in kits (BOCES 4 ~~& STEM Scopes~~)	BOCES 2 Elementary Science Content Area Administrator K-5 TOSAs	District and BOCES 2 CoSER	As needed	• Teacher reported level of use • Principal and Teacher Leader anecdotal records • Student assessment results • Lesson Plans
	• Elementary Science Program Summer Training	BOCES ESP Staff	BOCES 2 CoSER	As needed	• Evaluations • Teacher use
	• Grade 4 Training for assessments/strategies	Elementary Science Content Area Administrator Teacher Leaders K-5 TOSAs	District	As needed	• Lesson Plans • Student assessment results • Observations (Announced and Unannounced) • Evaluations • Principal anecdotal notes
	• Next Generation of Science Standards (NYSSLS)	Science Content Area Administrators Teacher Leaders Monroe BOCES2 K-5 TOSAs	District	As needed	• Resources/Units/Curriculum aligned to Common Core Standards Assessments • Lesson plans that align to new NYSSLS Standards • Observations that show use and reflection of NYSSLS Standards
	• Inquiry Based Teaching	Science Content Area Administrators Teacher Leaders K-5 TOSAs	District	**As** needed	• Resources/Units/Curriculum aligned to inquiry-based teaching model • Lesson plans that align to inquiry-based teaching model • Observations that show use and reflection of inquiry-based teaching model
	• STEM	Science Content Area Administrators Team Leaders K-5 K-5 TOSAs	District	As needed	• STEM lesson/unit plans • Observations that show use and reflection of STEM
	• Social Studies Framework	Social Studies Content Area Administrators, Teacher Leaders Monroe BOCES 2 K-5 TOSAs	District	As needed	• Resources/Units/Curriculum aligned to Social Studies Framework Assessments • Lesson plans that align to new Social Studies Framework • Observations that show use and reflection of Social Studies Framework
	• Inquiry Based Teaching	Social Studies Content Area Administrators Teacher Leaders K-5 TOSAs	District	As needed	• Resources/Units/Curriculum aligned to inquiry-based teaching model • Lesson plans that align to inquiry-based teaching model • Observations that show use and reflection of inquiry-based teaching model

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, as well as ISTE standards, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective C: Increase understanding and implementation of Standards-based instructional strategies to help all learners meet and exceed the Standards.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
2) Use content specific strategies (continued)	ELA • Balanced Literacy and Follow-up Training	Team Leaders Teacher Leaders K-5 TOSAs	District and Title IIA	Ongoing	• Evaluation sheets • Director/Principal/Teacher Leader anecdotal records • Student assessment results • Observations (Announced and Unannounced)
	• Phonemic Awareness and Phonological Skills Training and Instruction Follow-Up • Fountas and Pinnell Phonics Kits K-3	Teacher Leaders K-5 TOSAs	District and Title IIA	Ongoing	• Teacher reported level of use • PLM Evaluations • Student assessment results
	• Wonders Literacy Training	Team Leaders Teacher Leaders K-5 TOSAs	District and Title IIA	Ongoing	• Teacher reported level of use • Student assessment results
	• On-going iReady Assessment Training • Achieve 3000 • NWEA and Lexile scores	Team Leaders K-5 TOSAs Director of Curriculum	District and Title IIA	Ongoing	• Teacher reported level of use • Student assessment results
	• On-going RtIm Direct Training (Tiered Interventions)	Director of Professional Learning, Marcy Clapper, RtIm Direct Trainers K-5 TOSAs	District and Title IIA	Ongoing	• Training materials • Student record in RtIm Direct
	• Leveled Literacy Intervention (LLI) • Fundations	BOCES II District Trainers	District and Title IIA	Ongoing	• PLM record of attendance and evaluation • Reported use • Student Assessment results • Lesson Plans

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, as well as ISTE standards, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective C: Increase understanding and implementation of Standards-based instructional strategies to help all learners meet and exceed the Standards.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
2) Use content specific strategies (continued)	• Guided Reading	Team Leaders Teacher Leaders K-5 TOSAs	District and Title IIA	Ongoing	• Evaluation sheets • Lesson Plans • Director/Principal/ Teacher Leader anecdotal records • Teacher reported level of use • Student assessment results • Observations (Announced and Unannounced)
	• Running Reading Records/ Informal Reading Inventory (Fountas and Pinnell)	Team Leaders Teacher Leaders K-5 TOSAs	District and Title IIA	Ongoing	
	• Literature Circles	Team Leaders Teacher Leaders K-5 TOSAs	District and Title IIA	Ongoing	
	• 6 + 1 Traits of Writing	Team Leaders Teacher Leaders K-5 TOSAs	District and Title IIA	Ongoing	• Lesson Plans/ Observations (announced and unannounced) • Evaluations • Principals' Observations
	• Writer's Workshop Training	Team Leaders Teacher Leaders K-5 TOSAs Monroe2 BOCES	District and Title IIA	Ongoing	• Lesson Plans/ Observations (announced and unannounced) • Evaluations • Principals' Observations
	• Close Reading	Content Area Administrators, Teacher Leaders, Director of Professional Learning K-5 TOSAs	District and Title IIA	Ongoing	• Training Materials • Lesson Plans/ Observations (announced and unannounced) • Evaluations • Principals' Observations
	• Vocabulary Learning	Content Area Administrators, Teacher Leaders, Director of Professional Learning K-5 TOSAs	District and Title IIA	Ongoing	• Training Materials • Lesson Plans/ Observations (announced and unannounced) • Evaluations • Principals' Observations
	• Genre Writing	Content Area Administrators, Teacher Leaders, Director of Professional Learning K-5 TOSAs	District and Title IIA	Ongoing	• Training Materials • Lesson Plans/ Observations (announced and unannounced) • Evaluations • Principals' Observations • Scored Writing Pieces

	• Book Studies aligned to Standards/Best Practices	Director of Professional Learning District Trainers Administrators K-5 TOSAs	District and Title IIA	Ongoing	• Training Materials • Lesson Plans/ Observations (announced and unannounced) • Evaluations • Principals' Observations
	Physical Education • Best Lessons/Practices Sharing	Director of Health & PE Teacher Leaders	District	Ongoing	• Lesson Plans/Observations (Announced and Unannounced) • Evaluations • Director/Principal/Teacher Leader anecdotal records
	District Initiatives • Financial Literacy • College and Career Readiness Standards • Social Emotional Learning • Culturally Responsive Education • Blended Learning • Play Workshop	Instruction Office Building Administrators Content Area Administrators TAC-D Marcia kish- outside consultant Kristi Mraz- outside consultant	District	Ongoing	• Teacher Reports • PFL Online course completion • CDOS Certificates • Co-op hours and participation • Survey Results • Conference Day Reports
	Music/Art/Library/Technology • Selected technology or State of the art priorities	Teacher Leaders Content Area Administrators K-5 TOSAs	District	Ongoing	• Program Evaluations • Lesson Plans/Observations (Announced and Unannounced) • Evaluations • Student Performance

Implementation Plan

LONG TERM GOAL #1: Increase staff members' understanding of NYS Standards and Assessments, as well as ISTE standards, and increase the use of strategies to help all students reach these Standards. (Target Goal: By 2018, 100% of all students will score at or above Standard on all assessments.)

Objective D: Integrate technology and ISTE Standards into standards-based lessons.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Increase use of district and Monroe BOCES 2 software and subscriptions	• Various productivity and software training	BOCES 2 Instructional Technology Specialist Enrichment Specialists Chief Information Officer K-5 TOSAs	District and Monroe BOCES 2	Ongoing	• Feedback sheets • Teacher-created products • Reported Level of Use • Principal anecdotal records • Observations (Announced and Unannounced) • Usage reports (when available) • Software Request Forms
2) Increase use of adaptive technology	• Specific assistive technology/training for teachers and aides	Director of Special Education Assistive Technology Specialists BOCES 2 Trainers	District BOCES 2 CoSER	Ongoing	• Feedback sheets • Reported Level of Use • Director/Principal anecdotal records • Students with Disabilities reports • Observations (Announced and Unannounced) • Software Request Forms • BOCES2 Loan Closet
3) Increase integration of technology into curriculum	• Curriculum resource training sessions • ISTE Standards Guideline Training • DCT/DCLT Meetings • Edcamp Style Faculty Meetings	Director of Professional Learning Instructional Technology Specialist ASI Content Area Administrators DCT/DCT (LT) Members	District BOCES2 Trainings	Ongoing	• Feedback sheets • Curriculum documents • Principal/teacher anecdotal records • Student assessment results • DCT Agendas/DCT Building Based Training • Observations (Announced and Unannounced)
	• RIT Training for Technology Teachers (Project Lead the Way) • Technology Capstone Class at the HS	ASI BOCES 2 Vince Falbo	District	Ongoing	• Curriculum documents • Principal anecdotal records • Student results • Observations (Announced and Unannounced) • Student Projects
	• Increase the Instructional use of Technology • Innovative PD opportunities • Online Courses	BOCES 2 Instructional Technology Specialist Enrichment Specialists Chief Information Officer District Trainers DCT/DCT (LT)	District BOCES 2 CoSER	Ongoing	• Curriculum documents • Principal anecdotal records • Student results • Observations • Attendance and Feedback on Innovative PD sessions • Schoology Courses and Enrollments
	• DCT/DCT(LT) • DCT Turnkey Trainings • Webinars with Marcia Kish and select consultants	ASI Chief Information Officer BOCES 2 Instructional Technology Specialist	District	Ongoing	• Student and staff surveys • Informal administrator observations • Student results • Teacher videos

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		K-5 TOSAs DCT/DCT (LT)			• DCT(LT) Goal Sheets
	• Instructional Technology aligned with Common Core and Next Generation Standards	BOCES 2 Instructional Technology Specialist District Trainers Chief Information Officer Content Area Administrators	District BOCES 2 CoSER	Ongoing	• Administrative observation • Staff learning attendance records • Reported level of use • Observations (Forman and Informal)
	• Book Studies	Administrators Team and Teacher Leaders	District	Ongoing	• Book study minutes/notes • Observations in classrooms
	• Learning Management System	ASI Director of Professional Learning Chief Information Officer BOCES2 Inst. Technology Specialist	District	Ongoing	• Meeting agendas • Trainings in PLM PL • Schoology Analytics (parent, teacher, and student use) • Program review • LMS Districtwide Analytics
	• <mark>SeeSaw</mark>	BOCES2 Inst. Technology Specialist Chief Information Officer	District	Ongoing	• Trainings in PLM PD • SeeSaw Analytics (parent, teacher, and student use) • Recorded sessions
	• <mark>Trainings to Support Hybrid/Remote Learning including Zoom</mark>	BOCES2 Inst. Technology Specialist Chief Information Officer	District	Ongoing	• Trainings in PLM PL • Observations in classrooms • Reported Use • Recorded sessions

Implementation Plan

LONG TERM GOAL #2: Provide new teachers (district, content, grade level) with transition and orientation to the district, curriculum, school practices and expectations. (Target Goal: 100% of new hires will complete all induction training and be supported to use these skills within their first three years of employment.)

Objective A: Build understanding of subject area curriculum/standards/assessments.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) 100% of new staff introduced to curricular and ISTE standards.	• New Teacher Orientation to Standards and Technology	Administration District Trainers	District	August	• Teacher feedback • Lesson Plans • Attendance
	• New Teacher Seminar Series on Standards including Next Generation and ISTE	Director of Professional Learning District Trainers	District	September to May	• Teacher feedback • Attendance • Lesson plans
2) 100% of new staff introduced to common assessments	• New Teacher Assessment Training (Follow up by curriculum committees)	Content Area Administrators BOCES 2 Mentors	District	Ongoing	• Teacher feedback • Attendance • Student assessment results • Lesson plans
3) 100% of new staff introduced to curriculum and where to access curricular materials	• New Teacher Seminars	Director of Professional Learning Content Area Administrators Trainers	District and Title IIA	September to May	• Attendance • Principal and Teacher Leader anecdotal records
	• New Teacher Mentor Program (Spencerport Teachers Achieving Results Together: S.T.A.R.T.) • New Administrator Mentoring Guidelines	Director of Professional Learning Principals Teacher Leaders Team Leaders ASI/Mentors	District	Ongoing	• Attendance • Student assessment results • Documentation • Mentoring Handbook and/or mentoring logs

Implementation Plan

LONG TERM GOAL #2: Provide new teachers (district, content, grade level) with transition and orientation to the district, curriculum, school practices and expectations. (Target Goal: 100% of new hires will complete all induction training and be supported to use these skills within their first three years of employment.)

Objective B: Build understanding of district policy, procedures, and expectations.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Use of policy, procedures and expectations.	• New Teacher Orientation	Administration Director of Professional Learning Mentors	District	August	• Teacher feedback • Principals' anecdotal reports
	• New Teacher Seminar Series	Administration Director of Professional Learning Mentors	District	September to May- <mark>new two year plan</mark>	• Teacher feedback • Principals' anecdotal reports • School surveys
	• New Teacher Mentor Program S.T.A.R.T. • New Administrator Mentoring Guidelines	Director of Professional Learning Mentors	District	Ongoing	• Mentoring Handbook and/or Mentoring Logs • Principal data • Teacher Leader Reports • Surveys

Implementation Plan

LONG TERM GOAL #2: Provide new teachers (district, content, grade level) with transition and orientation to the district, curriculum, school practices and expectations. (Target Goal: 100% of new hires will complete all induction training and be supported to use these skills within their first three years of employment.)

Objective C: Build repertoire of district expected classroom practices and common language among staff.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) 100% of new hires trained in CORE programs within first three years	• Core Programs: Classroom Management, Elements of Instruction, Literacy for ALL, TESA, 4MAT, Differentiation of Instruction and New Teacher Seminar Series	Director of Professional Learning Principals District Trainers	District and Title IIA	August to May	• Teacher feedback • Principals' anecdotal reports • Unit/lesson products
2) 100% of new hires will be supported with the transfer and implementation of CORE Program skills	• Follow up in all Core Programs	Director of Professional Learning District Trainers Mentors Principals	District and Title IIA	September to May	• Coaching records • Unit/lesson product • Teacher reflections • Principals' anecdotal reports

Implementation Plan

LONG TERM GOAL #2: Provide new teachers (district, content, grade level) with transition and orientation to the district, curriculum, school practices and expectations. (Target Goal: 100% of new hires will complete all induction training and be supported to use these skills within their first three years of employment.)

Objective D: Continue the mentoring program aligned with state guidelines.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
3) Monitor mentoring program in compliance with SED	• Mentor training	ASI/Mentors Director of Professional Learning School Principals Curriculum Administrators District Trainers	District	September to June	• Publication of Mentoring Guidelines and yearly meeting dates • Anecdotal data • PLM records of attendance and evaluation • Surveys • Lesson plans
	• Mentoring introductions at schools	Principals	District	September to June	• Principals' reports • Mentors' and Mentees' reports
4) Mentor training	• Mentor training	Administrators District Trainers	District	August, October and as needed	• New Teacher Mentoring Guidelines • Feedback from mentors • Evaluation sheets

Implementation Plan

LONG TERM GOAL #3: Increase instructional staff's understanding of differentiation and use of enrichment   strategies, which includes personalized and/or blended learning of instruction, to be responsive to the needs of all   learners. (Target Goal: By 2023, 100% of instructional staff will incorporate differentiated lessons   and activities.)

Objective A: Develop capacity of instructional staff to differentiate instruction to provide challenging learning   opportunities for all students.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Ensure common language among administrators/leadership	• Curriculum and Staff Development Council • Team Leader Meetings • ILT/IO/Admin Council Meetings	ASI Administrators Director of Professional Learning Principals Team and Teacher Leaders	District Title IIA	Ongoing	• Feedback sheets • Principal/Teacher Leader anecdotal records • ILT/IO/Admin Council Agendas
	• Identify methods to encourage use of common language among staff • Team Leader Meetings • ILT/IO/Admin Council Meetings	ASI Director of Professional Learning Principals Enrichment Specialists	District	Ongoing	• Feedback at staff meetings • Principal anecdotal records • ILT/IO/Admin Council Agendas

Implementation Plan

LONG TERM GOAL #3: Increase instructional staff's understanding of differentiation and use of enrichment strategies, which includes personalized and/or blended learning of instruction, to be responsive to the needs of all learners. (Target Goal: By 2023, 100% of instructional staff will incorporate differentiated lessons and activities.)

Objective A: Develop capacity of instructional staff to differentiate instruction to provide challenging learning opportunities for all students.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
2A) Develop Capacity of Enrichment Specialists	• Monthly Meetings with Enrichment Specialist and Director of Professional Learning	Director of Professional Learning	District and Title IIA	September to June	• Minutes
	• BOCES 2 Technology and Professional Learning Series	Monroe BOCES 2	BOCES 2 CoSER	September to June- ==as offered==	• Teacher feedback • Minutes • Implementation into trainings
	• Advanced Study/Consortium	Director of Professional Learning BOCES 2	District	==4 times/year (on hold for 2019-2020 and 2020-2021)==	• Attendance • Minutes • Design of Programs
	• Regularly scheduled Enrichment Specialist meetings	Enrichment Specialists	District	Monthly	• Attendance • Minutes • Materials developed for ~~computer labs~~ Blended Learning Lessons and District presentations
	• NYSCATE	Enrichment Specialists	District	2 Enrichment Specialists every other year	• Conference materials • Sharing at ES meetings • Implementation into enrichment groups and ES curriculum

Implementation Plan

LONG TERM GOAL #3: Increase instructional staff's understanding of differentiation and use of enrichment   strategies, which includes personalized and/or blended learning of instruction, to be responsive to the needs of all   learners. (Target Goal: By 2023, 100% of instructional staff will incorporate differentiated lessons   and activities.)

Objective A: Develop capacity of instructional staff to differentiate instruction to provide challenging learning   opportunities for all students.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
3) Use Basic Skills/Rationale	• D.I. Basic Training, 4MAT Awareness and other district course offerings	District Trainers Director of Professional Learning	District	March	• Feedback sheets • Lesson plans
	• Basic Skills and Practice (DI, 21st Century, Common Core Standards, ISTE Standards, Blended Learning, Schoology, STEM)	Director of Professional Learning Administrators Enrichment Specialists District Trainers Marcia Kish	District	Ongoing	• Feedback Sheets • Lesson Designs • Reported level of use

Implementation Plan

LONG TERM GOAL #3: Increase instructional staff's understanding of differentiation and use of enrichment strategies, which includes personalized and/or blended learning of instruction, to be responsive to the needs of all learners. (Target Goal: By 2023, 100% of instructional staff will incorporate differentiated lessons and activities.)

Objective A: Develop capacity of instructional staff to differentiate instruction to provide challenging learning opportunities for all students.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
4A) Refined use in classroom	• Extension/ Strategies for D.I.., STEM and 21st Century skills, Blended Learning (District Course offerings)	Trainers Director of Professional Learning Enrichment Specialists	District	Ongoing	• Feedback sheets • Lesson plans • Reflections
	• Differentiation of Instruction in curriculum areas • Schoology	Director of Professional Learning Enrichment Specialists Team/Teacher Leaders	District and Title IIA	Ongoing	• Units/lesson plans
	• Inquiry-based/Problem-based learning and implementation of ISTE standards	Director of Professional Learning Trainers TOSA's Enrichment Specialists Team/Teacher Leaders	District BOCES 2 Title IIA	Ongoing	• Units/lesson plans • Principal observations and report of usage in schools

LONG TERM GOAL #3: Increase instructional staff's understanding of differentiation and use of enrichment   strategies, which includes personalized and/or blended learning of instruction, to be responsive to the needs of all learners. (Target Goal: By 2023, 100% of instructional staff will incorporate differentiated lessons   and activities.)

Objective A: Develop capacity of instructional staff to differentiate instruction to provide challenging learning   opportunities for all students.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
4C) Refined use of 21st Century skills, instructional technology and skills needed to meet ISTE standards	• DCT/DCLT	ASI Chief Information Officer K-5 TOSAs DCT/DCLT Members	District	Ongoing	• DCT/DCLT Teacher data resulting from classroom visits/collegial conversations • Surveys • Lesson Plans for Teacher Push-in
	• Technology Professional Learning	Director of Professional Learning BOCES 2 Technology Instructional Specialist Technology trainers	District	Ongoing	• Feedback • Principal observations and report of usage in schools

Implementation Plan

LONG TERM GOAL #4: Increase teachers' and administrators' understanding and use of effective teaching practices to improve instruction for all learners. (Target Goal: 100% of staff will be provided with professional learning opportunities, ranging from training to follow up, to expand repertoire of effective teaching practices.)

Objective A: Increase understanding of *Positive Behavior Intervention System* and use of effective classroom management strategies.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Use Behavior and Classroom management strategies	• Classroom Management and Proactive and Positive Classroom Management	Director of Professional Learning District Trainers	District and Title IIA	Summer and Fall each year	• Teacher feedback • Management Plans • Principals' anecdotal records
	• Selected sessions on behavior management strategies	Director of Professional Learning Service Providers Family and Support Center: Drug and Alcohol Counselor District Trainers	District and Title IIA	Ongoing	• Teacher feedback • Principals' anecdotal records
	• Dealing with Disruptive Students, Mental Health Issues in the Classroom and other mental health related trainings including Restorative Practices • Anxiety Recognition	Director of Professional Learning Family and Support Center: Drug and Alcohol Counselor District Trainers 7/31-8/1, 2018: Amy O'Sullivan and Tamara Sullivan	District and Title IIA	Ongoing	• Teacher feedback • Principals' anecdotal records
	• Therapeutic Crisis Intervention and Therapeutic Crisis Intervention Recertification • Peace Circles	TCI Trainers BOCES2 and other approved trainers	District	Ongoing	• Teacher feedback • Principals' anecdotal records • TCI resource binder, final assessment • TCI 'diploma'
	• Behavior Management for Support Staff and Aides • TCI without Restraints (De-escalation Strategies)	Director of Special Education Selected Trainers TCI Trainers Director of Family Support Center District Trainers	District	Ongoing	• Participants' feedback • Reported level of use • Principals' anecdotal records
	• Integrating Trauma Sensitivity and Social Emotional Learning through PBIS	Director of Student Information Services PBIS Building Coaches	Director of Family Support Center District	Ongoing	• Benchmarks of Quality through PBIS • PBIS Team feedback
2) 100% of staff will have an introduction to essential understanding of PBIS	• Conflict Cycle Training, FBA (Functional Behavior Assessment), BIP (Behavior Intervention Plan)	Director of Professional Learning Special Education Dept. BOCES 2 Staff Family Support Center Staff	District and Title IIA	As needed	• Attendance Reports • Principals' anecdotal records • % referral reduction
	• PBIS Training Awareness and School Training	PBIS Content Area Administrators Principals PBIS Coaches	District and Grants	Ongoing New Teacher Orientation PBIS Quarterly Coaches meeting	• Participant feedback • Principals' anecdotal records • School Plan • % referral reduction • Benchmark of Quality through PBIS

Implementation Plan

LONG TERM GOAL #4: Increase teachers' and administrators' understanding and use of effective teaching practices to improve instruction for all learners. (Target Goal: 100% of staff will be provided with professional learning opportunities, ranging from training to follow up, to expand repertoire of effective teaching practices.)

Objective B: Increase understanding and use of research based instructional strategies for increasing student achievement and empowerment.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Use strategies to build upon students' strengths.	• Strength Based assessment RTI (Response to Intervention) BIT (Behavior Intervention Team) • Peer Mentoring	Director of Special Education Director of Professional Learning District Trainers	District and Title IIA	As needed	• Participant feedback • Principals' anecdotal records • Reported IST/RtI use • Student assessment results
2) Use variety of learning styles strategies.	• 4MAT/Differentiation – Awareness and related sessions	Director of Professional Learning District Trainers	District and Title IIA	Offered each Spring	• Participant feedback • Unit/Lesson Plans • Principals' anecdotal records
3) District Initiatives to support social emotional well-being and diversity	• SEL and CRE Trainings (faculty meetings, committee meetings, district trainings and book studies)	Director of Student Services Administrators NYU Shane Wiegand Dr. Case	District	Ongoing	• Faculty meeting agendas and PowerPoint presentations • Frontline evaluations • Use of strategies in classrooms • Equity Committee agendas, PowerPoint presentations and minutes

LONG TERM GOAL #4: Increase teachers' and administrators' understanding and use of effective teaching practices to improve instruction for all learners. (Target Goal: 100% of staff will be provided with professional learning opportunities, ranging from training to follow up, to expand repertoire of effective teaching practices.)

Objective C: Increase use of character education principles, bullying prevention, and the Learning Assets.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Implement practices to promote character, civility & citizenship education.	• School-based support (e.g., department meetings, PBIS)	Administration Teacher Leaders	District	Ongoing	• Attendance • Principals' anecdotal Records • Reviewing PBIS data (Safe Schools Report) yearly to analyze effectiveness of training.
	• Dignity for All Students Act Training -Bulling -Cyberbullying	Superintendent ASI DASA School Coordinator	District	Yearly- mandatory training	• Attendance • Decrease of incidents at schools • Activities at schools
	• Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention Certification Training	GV BOCES Other certified trainers	District	As needed for certification	• Attendance • Certificate posted in TEACH
	• Increase awareness of Trauma Sensitive Practice (including staff understanding of the impact of Adverse Childhood Experiences – ACEs – on student learning) • Explore use of Restorative Practice approach • Movement Based Practices for Students (GoNoodle, Soft Starts, Kids Yoga and Meditation) • Social Emotional Learning (SEL) Awareness and Strategies	Director of Student Information Services Director of Professional Learning Chief Information Officer Family Support Center Principals Director of Special Education	District Coordinated Care Services, Inc. (CCSI)	Ongoing	• Student climate surveys (ie., Youth at Risk Survey, Surveys offered through PBIS apps) • Reduction in referrals • Progress Monitoring through RtI

Implementation Plan

LONG TERM GOAL #5: Provide opportunities to meet required state training. (Target Goal: 100% of affected staff will receive required state training.)

Objective A: Plan for and schedule any required state training.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Meet state requirements	• Lab Safety Training	Lab Safety Trainer	District and Title IIA	August each year	• Documentation of attendance • Use of Lab Safety guidelines • Participant Feedback
	• CPR/AED/First Aid Training • Recertification Training • CPR/AED/First Aid Training for Nurses • Recertification Training for Nurses	CPR District Trainer(s)	District	As needed Every 2 years for recert.	• Documentation of attendance • Participant feedback • Instructor Records
	• Sexual Harassment Training • Dignity for All Students (DASA) Training • Hazard Communications (Blood Borne Pathogens) • Computer Use Policies • School Safety • School Violence Training • Data Security	Online through GCN	District	Early Fall Annually	• Documentation of Attendance through GCN • GCN Certificates of Completion
	• Project S.A.V.E. Training (see addendum) • Emergency Response Drills • Food Service Staff • Transportation Emergency Drills • Student Health Procedures	Administrators	District	Ongoing per NYSED Regulations	• Certificates of Completion • Drill Logs
2) School- initiative Training	• Infinite Campus	Administration Director of Student Information Services Selected school trainers New Teacher Mentors	District	As needed Training for New Teachers in August	• Accurate use of Infinite Campus • Principals' anecdotal records
	• Frontline	Director of Professional Learning Systems Manager Instructional Technology Specialist Computer Systems Analyst Selected school trainers	District	As needed Training for New Teachers in August	• Accurate use of Frontline modules
	• APPR training	ASI for BOCES2 ASI Principals, Assistant Principals, and other Instructional Administrators	District	Annually	• Accurate use of Professional Learning Management System (Professional Growth)

	• RtI and RtIm Direct training	Director of Special Education or designees BOCES2 Trainers	District	As needed	• Training PowerPoint • RtI Teams • Accurate use of forms
	• Pandemic/Safety Training	Director of Student Services District Medical Director	District	Spring 2020 to ongoing (until the end of the Pandemic)	• Completion of mandatory training in Reopening Materials Schoology course • Adherence to established guidelines

Implementation Plan

LONG TERM GOAL #5: Provide opportunities to meet required state training. (Target Goal: 100% of affected staff will receive required state training.)

Objective A: Plan for and schedule any required state training.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
	• Atlas training	Director of Professional Learning Director of Curriculum Content Area Administrators Team/Teacher Leaders New Teacher Mentors	District	As needed Training for New Teachers in August	• Webinars • CSDC minutes • Accurate use of Atlas
	• iReady	Monroe2 BOCES Director of Curriculum K-5 TOSAs	District	As needed	• Training PowerPoint • RtI Teams • Accurate use of system • Benchmark reports

Implementation Plan

LONG TERM GOAL #6: Continue to identify and use sound research and best practices as the foundation for all staff learning. (Target Goal: By 2018, all Professional Learning Committee members and Curriculum and Staff Learning Committee members and district trainers will use and model best practices.)

Objective A: Professional Learning Committee members will identify and use current research and best practices in the design of the staff learning plan.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Develop a cadre knowledgeable of current research and best practices in staff learning.	• Articles, online resources distributed at Professional Learning Committee meetings	Director of Professional Learning	District	Ongoing	• Compendium of Resources • Evidence of research-based practices in the planning and implementation of staff learning • Building Plans
	• Professional Learning Committee shares practices with respective building planning teams and curriculum committees	Director of Professional Learning Committee Members	District	Ongoing	• Meeting report

Implementation Plan

LONG TERM GOAL #6: Continue to identify and use sound research and/or evidenced based and best practices as the foundation for all staff learning. (Target Goal: By 2018, all Professional Learning Committee members and Curriculum and Staff Learning Committee members and district trainers will use and model best practices.)

Objective B: Professional Learning Committee members will set up and follow a process to share staff learning research with curriculum committees and building planning teams to support quality staff learning.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Curriculum committees are knowledgeable of research and best practices	• Distribution and review of professional learning research and instructional research to Curriculum and Staff Learning Council	Director of Professional Learning ASI Content Area Administrators	District	Ongoing	• Compendium of Resources • Building Plans • Department meeting minutes • Observation reports and comments
	• Network of professional learning goals and objectives with curriculum committees and planning teams	Director of Professional Learning Professional Learning Committee members	District	Ongoing	• Professional Learning Plan
	• Mentor Networks	Director of Professional Learning Professional Learning Committee member	District and Title IIA	Ongoing	• Participant products
	• Curriculum and Professional Learning Council Committee input into program learning	Director of Professional Learning	District	Ongoing	• Online Catalog • Professional Learning Plan

Implementation Plan

LONG TERM GOAL #6: Continue to identify and use sound research and/or evidenced based and best practices as the foundation for all staff learning. (Target Goal: By 2018, all Professional Learning Committee members and Curriculum and Staff Learning Committee members and district trainers will use and model best practices.)

Objective C: Link effective teaching practices and research based best practices in curriculum/instruction with all staff learning activities.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) Trainers use best practices in training.	• Training for Enrichment Specialists	Director of Professional Learning Gifted & Talented Consortium BOCES 2	District and Title IIA	Ongoing	• Differentiation Survey • Participant feedback • Presentation of programs
	• Training of Technology Programs	BOCES ITS BOCES 2Technology Trainings	District	Ongoing	• Participant feedback • Training materials • Presentation of programs
	• Training of New Teacher and Admin Mentors	Director of Professional Learning Administrators District Trainers	District and Title IIA	Ongoing	• New Teacher Mentoring Guidelines • New Admin Logs • Participant feedback • Training materials • Presentation of programs
	• Training for Teachers in Best Practice	Director of Professional Learning DCT/DCLT Team and Teacher Leader Meetings Department Meetings Faculty Meetings	District and Title IIA	Ongoing	• Presentation of Programs/Practices • Training Materials • Meeting Minutes • Observation in Classrooms

Implementation Plan

LONG TERM GOAL #7: Teachers will use strategies to address the individual needs of students with disabilities (whole child approach). (Target Goal: 80% of students with disabilities will be College and Career Ready (Regents, Local, SACC, CDOS)

Objective A: All teachers of students with disabilities will receive training and use specific strategies to support increased literacy including digital literacy and numeracy achievement.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
1) All teachers of Students with Disabilities will receive training and use specific strategies to support increased literacy including digital literacy and numeracy achievement	• **Trainings** Assistive Technology Applications Digital Literacy access	BOCES 2 Assistive Technology Dept. Director of ELA / Administrators	District and Title IIA	As needed	• Lessons • Anecdotal Data • Student Assessment Results
	Elementary: • Wonders • Fountas & Pinnell (K-5) • IReady (K-6) • Math Expressions • IXL	K-5 TOSAs Team Leaders	District, Title IIA and IDEA	As needed	• Proficiency Report • Running Reading Records • IReady Report (Diagnostic and Progress Monitoring) • IXL Reports
	• CT and Co-teaching Model • Differentiated Instruction in a Digital World	Director of Special Education Director of Professional Learning Director of Curriculum	District	As needed	• Use of Strategy
	• Assistive Technology software and access	Director of Special Education BOCES 2 Assistive Technology Dept.	District	Ongoing	• Reported use • Documented use
	• Understanding RtI model	Director and Coordinators of Special Education Director of Professional Learning	IDEA	Ongoing	• ELA Assessment Results
	• Understanding and use of data to inform instruction (SIP, RtI) • IST (High School 5 week Reviews)	Director and Coordinators of Special Educations ASI Building Principals/Asst. Principals Director of Professional Learning	District and Title I	Ongoing	• ELA Assessment Results • Lessons • Anecdotal Data • Student Assessment Results • Data plans
	• RtI Intervention Strategies - Fundations - Wilson - Leveled Literacy Intervention (LLI) - Research/evidence-based interventions - Orton Gillingham	Director and Coordinators of Special Educations BOCES 2 Trainers Director of Professional Learning	District and Title I	As needed	• Student achievement data/progress monitoring • Tier II and III reports from RtIm Direct • Reported use • Lesson plans
	• Specially Designed Instruction (SDI) K-12	Director and Coordinators of Special Education Ellen Rossetti (BOCES 2 consultant)	District	September to June	• Faculty PPT • Observation Logs • C&SD Presentation notes and PPT

Implementation Plan

LONG TERM GOAL #7: Teachers will use strategies to address the individual needs of students with disabilities (whole child approach). (Target Goal: 80% of students with disabilities will be College and Career Ready (Regents, Local, SACC, CDOS)

Objective B: All teachers of students with disabilities will increase their knowledge to address the social and emotional needs of students with disabilities.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
2) All teachers of Students with Disabilities will increase their knowledge to address the social and emotional needs of students with disabilities.	• Adverse Childhood Experiences (ACES) • Social Emotional Learning Standards • Restorative Practices • Culturally Responsive Education	Director and Coordinators of Special Education Instruction Office	District	As needed	• Attendance • Grades • IEP Progress Notes • Effective Interventions
	• Autism Training	Director of Special Education Monroe BOCES 2 Autism Specialist	District Monroe BOCES 2 Autism Specialist	As needed	• Attendance • Data collection • Progress monitoring • Effective behavior strategies

	• Trauma Informed Schools	Family Support Center and Counselors Director and Coordinators of Special Education Trained Trauma Informed Staff to turn-key approach	District	As needed	• Family Support Center Data
					• Student Support Center Data
					• Evidence of trauma informed practices
					  ❖ Administrator Observations
					  ❖ Data collection
					  ❖ Student feedback

	• Therapeutic Crisis Intervention (TCI) Training • Functional Behavior Assessment (FBA) / Behavior Intervention Plan (BIP)	District Trainers	District	Ongoing	• Attendance • Effective Behavior Intervention Strategies • BIP progress monitoring
	• Mental Health	Special Education Office School Counselors School Social Workers School Psychologists Family Support Center	District	Ongoing	• Attendance • Effective interventions for SWD/at risk students • Counseling plans • Progress monitoring
	• RtIm Direct Training for behavior (use of forms and analysis of data)	RtIm Direct Trainers School Psychologists	District	As needed	• Training materials • Attendance records • RtIm Direct website

Implementation Plan

LONG TERM GOAL #7 Teachers will use strategies to address the individual needs of students with disabilities (whole child approach). (Target Goal: 80% of students with disabilities will be College and Career Ready (Regents, Local, SACC, CDOS)

Objective C: All teachers of students with disabilities will partner with parents to address the needs of the whole child.

OBJECTIVES	PROFESSIONAL LEARNING ACTIVITIES	PERSON RESPONSIBLE/ PROVIDERS	RESOURCES	YEARLY SCHEDULE 2018-2023	EVALUATION OF PROFESSIONAL LEARNING ACTIVITIES
3) Teachers of Students with Disabilities will partner with parents to address the needs of the whole child.	• Workshops for parents • School Calendar of Events, Activities & Parent Meetings • CSE meetings / Parent input and participation • Parent Advisory Group • Culturally Responsive Education	Special Education Department	District Community Resources	Ongoing	• Workshop materials • Workshop evaluations • District/Building Calendars
	• Special Education Website • Schoology • Communication systems (home/school) • Specially Designed instruction	Special Education Department Special Education Teachers Related Service Providers	District	Ongoing	• Number of visits to the site • Administrator observation process – evident of home/school communication
	• Graduation Pathways and options shared with parents • Revisions to Graduate Requirements	Special Education Department School Counselors Transition Specialist	District	Ongoing	• Graduation plans