

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

School District: _____

BEDS Code: _____

The superintendent certifies to the Commissioner that:

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

Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

Date

Adopted by the Board of Education on Date:

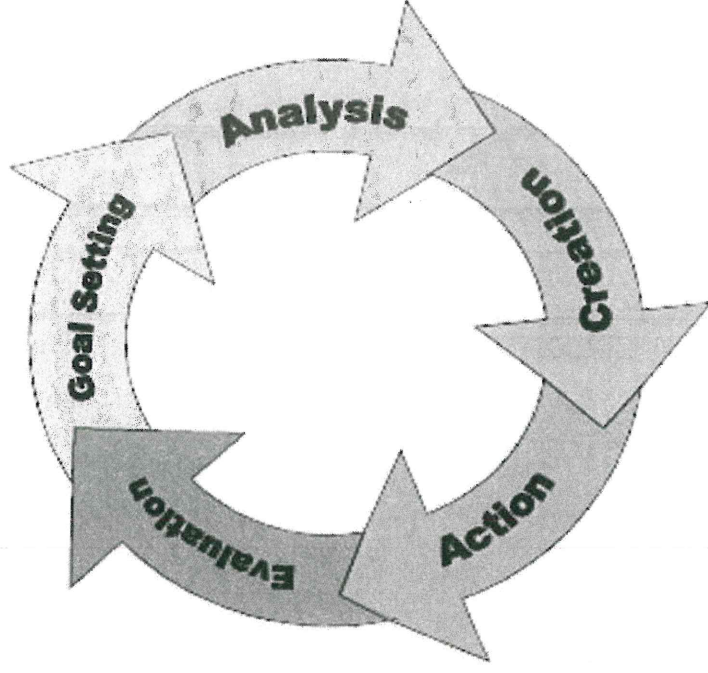
Original Signature of President, Board of Education

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

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

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

PROFESSIONAL DEVELOPMENT PLAN



2015-2016
EDWARDS-KNOX CENTRAL SCHOOL

I. Professional Development Planning Team

Professional Development Plan – PDP Planning Team		
Name	Title	Constituencies Represented
Lura Hughes	Principal	Administration
Julie McGraw	K-6 Title Teacher	Teachers
Karen Dandrow	Teacher	Teachers
Shammie Robinson	Parent	Parents
Monty Curtis	Special Education Teacher	Teachers
George Merritt	Superintendent	Administration
Rob White	Teacher	Teachers
George Merritt	Superintendent	Administrators
Amy Sykes	Principal	Administrators
Jaimie Gotham	Parent	Parent

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

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

II. Professional Development Plan Yearly Requirement and Compliance

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

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

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

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

III. Content of the Plan

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

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

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

IV. Description of the Plan

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

Professional development opportunities currently existing are:

- Grade level and department planning time
- Faculty meetings
- Staff Development Days
- Technology/Standards support
- Mentoring Program
- Teacher Center or BOCES workshops/trainings
- Peer collaboration and visitation
- Summer curriculum development
- Speakers/consultants invited to present or work with teachers on research based practices (e.g., vocabulary instruction, differentiated instruction, artists in residence)

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

Key ideas of effective professional development include:

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

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

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

V. Evaluation

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

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

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

VI. Mentoring Program

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

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

The Mentoring Program includes:

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

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

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

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

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

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

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

VII. Record Keeping

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

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

VIII. Annual Adoption

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

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

PDP Planning Summary

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings		
		Planning Team	All staff	Parents
June 19, 2015	Review Data and District Goals for Professional Development Plan	X		
November 24, 2015	Review and Update Professional Development Plan	X		

Communication Process To Inform All Constituencies in the Community:

- Overview of the plan will be disseminated and discussed at faculty and BOE meeting
- A handout of an overview of the plan will be distributed at Open House and district newsletter

Edwards-Knox Central School District

MISSION STATEMENT

The mission of the Edwards-Knox Central School District is to provide positive learning experiences in order to maximize the growth and potential of each student and to serve as a learning resource for the entire community.

This mission will be achieved through teaching and learning in an environment which is safe and positive, which encourages students to become responsible and to respect themselves and others and which focuses on social, emotional, intellectual, and physical dimensions.

This mission will be achieved through the cooperative efforts of students, parents, the community, the Board of Education, the professional staff, and the support staff.

Description of the School

Edwards-Knox is a small rural school with approximately 608 students in one PK -12 building. Approximately 78% of the students are eligible for free and reduced lunch and the minority population is about 5%. In 2014-2015, 100% of the teachers in the school district were highly qualified.

All children and youth enroll in, and have full and equal opportunity to succeed at Edwards-Knox Central School. All students regardless of their socio-economic status or ethnic group are provided the same educational programs equitably. The district strives to maintain and hire staff that is highly qualified.

Data Analysis

1.	School District Report Cards.
2.	Enrollment
3.	Attendance Rates of Students in Comparison to Similar Schools (from State Aid Reporting) and staff
4.	School Report Card Performance Data for Student subgroups: race/ethnicity, gender, disability status, English proficiency status, income level, and migrant status.
5.	Qualifications of Staff as Defined by NCLB (Highly Qualified)
6.	NYS ELA and math assessments grades 3-8
7.	STAR ELA and math assessments
8.	Regents assessment data 9 th – 12 th grade
9.	Graduation rate

Comprehensive Needs Assessment: Student Achievement Data

Student Achievement Data

- NYS Assessment Data Grades 3 – 12- See attached.

Proficiency is Level 3 and above

NYS ELA and math assessment data was reviewed for 2012 – 2015. The sub-group data for special education and economically disadvantaged students was examined. Trends in assessments at a grade level and for cohorts of students were studied. The state and BOCES averages were compared to the schools results.

Based on 2013-2014 NYS Report Card Data

Comprehensive Needs Assessment: Demographic Data * Based on BEDS data

Enrollment: 608

Attendance Rate: 95%

Eligible for Free & Reduced Lunch: Approximately 78%

Student Suspensions: 2%

Minority Population: 5%

Teachers with Appropriate Certification: 100%

Highly Qualified Teachers: 100%

Instructional Program/School Reform Strategies

- Curriculum Mapping of Common Core Standards
- Intervention- flooding
- Ongoing data analysis
 - RTI data meetings
- Elementary Literacy program
 - Leveled literacy
 - Daily 5
 - Literacy block
 - Literacy coaching
 - K-3 Core Knowledge skills strands, K-3 NYS Domains, 4-6 Expeditionary Learning
- Elementary Math program
 - NYS modules K-6
 - Math block
- Differentiated instruction in all academic areas
- DDI- interim assessments- quarterly with consortium (Harrisville and Clifton-Fine)
- Progress monitoring for students with disabilities
- Grades 7-11 math labs
- Grades 7-9 English Language Arts labs

Action Plans to Implement Strategies

GOAL #1: Improve literacy skills grades K-6 by providing students with high quality, research based instruction in reading, language and writing.

- Increase the number of students proficient at each grade level on the grades 3-8 NYS ELA assessments to reach 70% proficiency by 2017.
- Show a 10% growth in STAR Reading grades 2-6 data to reach 70% proficiency.
- Increase by 10% to reach 80% proficiency on Fountas and Pinnell Grades 4-6 assessments.
- Set a target of proficiency on the ELA Regents exams to maintain the number of students at college and career ready standards

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Improve literacy practices through implementation of research based strategies • Classroom literacy block • Leveled reading groups • Targeted intervention for at risk and high risk students • Flooding intervention schedule • District plan for ongoing implementation of modules and domains • Review pacing calendars	Grade level data meetings and professional development will be provided to support the strategies Support of Literacy Coach K-6 – embedded modeling Review calendars	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development Or Administration after school Meetings	• Reading block scheduled • Teachers implementing leveled reading groups and targeted interventions	Classroom observation and assessment results
Continue development and implementation of Response to Intervention (RTI) program grades K-6 • Grade Level Data Team and Strategy Review Team problem solving process/procedure • Quarterly meetings	• Refine Grade Level Data Team, SRT procedures, and Decision Tree • Review of assessments	Principal and grade level teams	Ongoing	• Intervention strategies identified and implemented • Data Team/Grade Level and SRT protocols developed	• Classroom observation • Meeting minutes/records • Benchmark Assessment information collected

Continued implementation of Phonics for Reading Program for students with disabilities	Review student achievement	Principal and Special education teachers	Ongoing	Student intervention targets	Student's achievement in reading
Continued implementation of Data Driven Instruction (interim assessments) Data analysis of students' assessments to identify areas of need	Analysis of ELA state and classroom assessments by classroom teachers grades 3-12 to adjust curriculum and instruction. K-12: continued implementation of interim assessments	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	- Areas of need identified – curriculum and/or instruction revised - Interim assessments developed and implemented	Summary of data analysis
Analysis of AIS students' assessments to develop individual student goals	Professional development provided to support the development of individual student goals	Principal and grade level teams	Ongoing – at Grade Level Data Team meetings	Student intervention plans developed	Student intervention plans written and implemented
Continued alignment of curriculum to the Core Standards and implementation of curriculum	Implement Professional development to support the implementation of CCLS SLLBOCES workshops	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	CCLS implemented	- Scope and sequence document developed - CCLS curriculum implemented
Research and implement a writing program with standard writing rubric. Also review vocabulary program.	Grade level data meetings and professional development will be provided to support the strategies Support of Literacy Coach K-6 – embedded modeling	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	Research completed and writing program and writing rubric developed. Vocabulary program developed.	Writing program and writing rubric implemented. Vocabulary program implemented.

Creation of ELA folder	Folder contents: • Sample work portfolio • Classroom grades	Principal and teachers	Ongoing	Folders developed	Use of folders by teachers
Grades 7-9 ELA Labs	Creating small group instruction	Principal and Grade level teachers	On-going	Strengthen student skills in identified areas	Increased assessment results

Action Plans to Implement Strategies

GOAL #2: Improve the mathematic skills K-12 by providing students with high quality, research based instruction aligned to the NYS Common Core standards.

- Increase the number of students at proficiency on the grades 3-8 NYS math assessments to reach 70% by 2017.
- Show a 10% growth in STAR math grades 2-6 data to reach 80% proficiency.
- Set a target of proficiency on the math Regents exams to maintain the number of students at college and career ready standards.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Data analysis of state and classroom assessments to identify areas of need Continue implementation of DDI (interim assessments)	Analysis of state, interim, and classroom math assessments by classroom teachers to adjust curriculum and instruction	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	Areas of need identified – curriculum and/or instruction revised	Summary of data analysis
Analysis of AIS students' assessments to develop individual student goals	Professional development provided to support the development of individual student goals	Principal and grade level teams	Ongoing – at Grade Level Data Team meetings	Student plans developed	Student intervention plans written and implemented
Strategy review teams and grade level teams will use data analysis information to select, learn and implement intervention strategies to support struggling learners	Collaborative planning to review data and identify needed intervention strategies	Principal and grade level teams	Ongoing	Intervention strategies identified and implemented	Classroom observation

Continue alignment of curriculum to the Core Standards and implementation of curriculum	Ongoing professional development to support the implementation of CCLS SLLBOCES workshops	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	Common Core Standards implemented	- Scope and sequence document developed - CCLS curriculum implemented
Creation of math folder	Folder contents: - Sample work portfolio - Classroom grades	Principal and teachers	Ongoing	Folders developed	Use of folders by teachers
Math labs grades 7-11 across the schedule	Provide math groups and monitor	Principal and grade level teachers	Ongoing	Monitor quarterly	Observations

F. Professional Development

1. Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.

The types of professional development offered will include but are not limited to the following: 1) job embedded (occurs during the regular school day to support instructional programs), 2) coaching (additional support from an outside agency to implement instructional programs/practices), 3) collaboration (two or more teachers working collaboratively on research-based practices and instructional procedures within the district or between districts), 4) modeling (observations of an expert teacher), 5) conferences/workshops (opportunities for teachers to select topics in local, state or national conferences), 6) grade level meetings (professional discussions), 7) curriculum development (supporting curriculum development in all content areas), 8) scoring and analysis of state and local assessments (groups of teachers score and analyze assessment data to identify areas of strength/weakness), 9) DDI (Data Driven Instructional meetings between three area districts on a quarterly schedule), and 10) mentoring (support to new teachers to better prepare them for the transition from preparation to practice with increased student achievement the aim). Methods of delivery may range from small to large group discussions, web based/online learning platforms, video conferencing, research/study sessions, professional learning communities, and blended learning environments.

The topics relating to professional development in the areas addressed in this plan include: Google classroom, teaching with 1:1 devices, integration and management of technology in the classroom, blended learning, flipped classrooms, internet safety, classroom response/survey systems, educational apps, SMART board instruction, incorporating videos within instruction, personal device inclusion, learning platforms, digital citizenship, global learning communities, student data collection/analysis or digital assessment, webpage content and copyright infringement responsibilities.

2. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technology integration training and support for teachers.

Title	Number of Current FTEs
SLL BOCES IT Curr. Coach	0.60
SLL BOCES Literacy Coach	0.20
	0.80