

Monroe-Woodbury Central School District

*Professional Development Plan
(PDP)*

July 2016

Monroe-Woodbury Board of Education

2016-2017

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Colleen Dunning, M-W High School	

I. Introduction

The key components of this regulation for professional development included the following:

- A. A committee representing teachers, administrators, parents, and higher education institutions was formed during the 1999-2000 school year to develop the PDP. A majority of the members of the professional development committee must be teachers selected by their collective bargaining unit.
- B. The PDP committee must work collaboratively to identify student needs, teacher needs, goals, objectives, strategies and activities for professional development.
- C. The PDP must describe the alignment of professional development with the New York Common Core Learning Standards and assessments. It must also address how the school district will measure the impact of professional development on student achievement and teachers' practices.
- D. The first PDP was submitted to the Board of Education in June 2000. From then on, the committee has submitted an updated revision of the PDP to the Board of Education for approval on an annual basis.
- E. Beginning with the 2016-2017 school year, each school district must describe how it will provide their newly certified teachers and Level III teaching assistants with opportunities to participate in 100 hours of professional development every five years (20 hours per year) by a sponsor approved by NYSED. The professional development provided by the district must align with the goals outlined in the Professional Development Plan.

This is the sixteenth Professional Development Plan created by the Monroe-Woodbury School District's PDP Committee.

II. The Monroe-Woodbury Professional Development Plan

A. Composition of Professional Development Team

A team representing teachers, administrators, and parents must be formed to develop the Professional Development Plan. A majority of the members of the professional development team must be teachers selected by their collective bargaining unit.

With cooperation from the Teachers Association (MWTA) and the Administrators Association (MWAA), members of the PDP committee were recruited to create the first plan in the spring of 2000. The membership of this committee currently consists of the following:

Administration Representatives

1. Central Office: Eric Hassler, Assistant Superintendent for Curriculum & Instruction
2. District-Wide: Karin Morales, Director of Instructional Support Programs/ESL
3. Grades K-1: Karen Brock, Principal of Sapphire Elementary School
4. Grades K-1: Christopher Berger, Principal of Smith Clove Elementary School
5. Grades 2-5: Matthew Kravatz, Principal of North Main Elementary School
6. Grades 6-8: Dalila Serrano, Assistant Principal of Monroe-Woodbury Middle School
7. Grades 9-12: Heath Yarmus, Assistant Principal of Monroe-Woodbury High School
8. Grades 9-12: Cindy Schneider, Dean of Monroe-Woodbury High School

Grades K-1 Faculty Representatives

1. Jennifer Bird (SC)
2. Christine Hiller (SE)
3. Kate Menzo (SC)

Grades 6-8 Faculty Representatives

1. Doreen Croyle (MS)
2. Kelly Manno (MS)
3. Justine Seeley (MS)

Grades 9-12 Faculty Representatives

1. Michelle Bulla
2. Marc Gawron
3. Colleen Dunning

Grades 2-5 Faculty Representatives

1. Jeanne Amerino (CV)
2. Teresa Brown (PT)
3. Laura Chait (PT)
4. Jodi Fischbein (PT)
5. Rosemarie Leghorn (CV)
6. Margaret McHale (CV)
7. Jeanna Palmer (NM)
8. Nicole Shaw (NM)

Pupil Personnel Services Representative

1. Colleen Dunning

The Professional Development Advisory Board reviewed the document from the period of May 2016 – June 2016. Recommendations were submitted from each grade level to update our Professional Development Plan as reflected in this document.

B. Goals and Objectives

The following is a list of the professional development goals and objectives developed by the committee:

Goal #1: To improve student performance in all academic disciplines.

Objective: Faculty in all disciplines will continue to implement the New York State Common Core Learning Standards, and professional development will support instruction aligned to the standards.

Goal #2: To meet the social, emotional and wellness needs of all students.

Objective: Faculty will develop a deeper understanding of the social, emotional, economic, and medical needs that could impact students' behavior and academic success.

Goal #3: To support the transition to Google Apps for Education.

Objective: Faculty will expand their knowledge and application of Google Apps for Education, including Google Classroom, Gmail, Calendar, Docs, Slides, and Sites.

Goal #4: To expand professional development to meet NYSED Commissioner's Regulations Part 154.

Objective: Faculty will expand their knowledge and application of instructional strategies, inclusive of language and content objectives, that will support English Language Learners as they increase English proficiency.

Goal #5: To improve safety and security of students, faculty, staff and facilities.

Objective: Implement additional strategies to improve performance of faculty, staff and students during drills and emergency situations.

C. Alignment and Impact of the PDP

The PDP must describe the alignment of professional development with the New York learning standards and assessments. It must also address how the school district will measure the impact of professional development on student achievement and teachers' practices by looking at all available data.

New York State has just adopted the Common Core Standards and has established the required standards for grades K-12. The new regulations for English as a New Language (ENL) students will require teachers and administrators to revisit how instruction is provided to ENL students.

The Math Committee underwent an intensive search six years ago for a new math program that would better meet the needs of students. Envision Math was selected, as it balanced the needs of high achievers as well as those struggling to master skills. The committee meets four times a year to evaluate Benchmark Assessments, Scope/Sequence and Fact Tests.

D. Approval by the Board of Education

The PDP was first submitted to the local Board of Education by June 1, 2000; thereafter, the team will submit an updated revision of the PDP to the Board of Education for approval on an annual basis.

The PDP Committee is comprised of teachers and administrators who annually review progress towards established professional development goals. Through the evaluation of student achievement and performance measures, the PDP Committee makes recommendations for revisions of established professional development goals. The Board of Education is provided an updated Professional Development Plan on an annual basis for review and approval.

E. Professional Development for Staff Members Certified after February 2004

Beginning with the 2016-2017 school year, the Professional Development Plan of each school district must describe how the school district will provide their newly certified teachers and Level III teaching assistants with opportunities to participate in 100 hours of professional development every five years (20 hours per year) by a sponsor approved by NYSED. The professional development provided by the district must align with the goals outlined in the Professional Development plan.

Starting July 1, 2016, teachers who hold a Professional Certificate or teaching assistants who hold a Title II certificate are required to complete 100 hours of professional development over a five-year period (approximately 20 hours per year) in order to maintain certification.

The ultimate goal of all efforts in this area is to increase the capacity of faculty members to enable and assist all students to higher academic achievement. The New York State Education Department recommends that the content of these professional development opportunities be directly related to:

- Enhancement of teachers' subject matter knowledge [content]
- Teacher knowledge, use and application of appropriate teaching techniques [pedagogy]
- Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies [assessment]
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [student/classroom management]

F. Mentor Teacher/Intern Program

After February 2004, school districts are required to include their mentoring program for new teachers in the Professional Development Plan. The mentoring program must include procedures for selecting mentors, the role of mentors, the preparation of mentors, types of mentoring activities, and the time allotted for mentoring.

During the 2002-03 school year, the Monroe-Woodbury School District and the Monroe-Woodbury Teachers Association worked together to design a Mentor Teacher/Intern Program. The program was implemented at the beginning of the 2003-04 school year, serving 33 new teachers and 3 new teaching assistants. Since that time the Monroe-Woodbury Mentor Teacher/Intern Program has supported over 250 new teachers and teaching assistants.

The goals of the Monroe-Woodbury Mentor Teacher/Intern program are:

- To orient new teachers and teaching assistants to their workplace.
- To provide emotional support and general guidance about the school district's professional culture.
- To assist new teachers and teaching assistants with curricular and classroom management issues, grade level and building goals and standards, and other professional issues.

All tenured faculty members may apply to mentor a new staff member. From the pool of applicants, mentors are selected by the Mentor Selection Committee, which includes the MWTA president, the MWTA vice president, two district-wide Mentor Program coordinators, four grade level representatives (one each from K-1, 2-5, 6-8, and 9-12).

Mentors attend training in August and attend further workshops during the fall and spring semesters. They meet with their interns on a regular basis (at least one hour per week for teachers, thirty minutes per week for teaching assistants), keeping a log of topics and suggestions. In cooperation with building administrators, mentors and their interns observe in each other's classrooms at least twice during the school year. Mentors are expected to maintain confidentiality of discussions, observations, and other contacts with their interns that pertain to professional issues.

Grades K-1: Sapphire and Smith Clove Elementary Schools

Goal #1: To improve student performance in all academic disciplines.

Objective: Faculty in all disciplines will continue to implement the New York State Learning Standards and Common Core Standards, and professional development will support instruction aligned to the standards.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ ELA – Common Core Standards response activities ▪ Guided Reading – Following F & P format and use of leveled readers ▪ ELA Pacing Guide ▪ Common Core Instructional Shifts ▪ Fountas and Pinnell Phonics 	Teachers Reading Specialists ELA Committee Related Service Providers	STAR Early Literacy/Star Reading CKLA Domains assessments F & P assessments Running Records LLI assessments ELA Live Binder
<ul style="list-style-type: none"> ▪ Math – enVision math program (aligned with Common Core Learning Standards) ▪ Investigate the NY State Math Domains 	Teachers Teaching Assistants AIS Math Teacher D-W Math Committee Related Service Providers	Benchmark assessments enVision program assessments Schoolnet assessments Fact Test
<ul style="list-style-type: none"> ▪ Writing – Lucy Calkins Units of Study and other supplemental materials ▪ ELA Pacing Guide ▪ Writing Workshop 	Teachers ELA Committee Related Service Providers	Student writing Teachers College Writing Project
<ul style="list-style-type: none"> ▪ Science – Science 21 	Teachers Science Committee	Student observations Unit assessments

Grades K-1: Sapphire and Smith Clove Elementary Schools

Goal #1: To improve student performance in all academic disciplines. (Continued)

Objective: Faculty in all disciplines will continue to implement the New York State Learning Standards and Common Core Standards, and professional development will support instruction aligned to the standards.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Social Studies – PNW BOCES SS/ELA curriculum 	Teachers	Unit assessments Extended Response activities
<ul style="list-style-type: none"> ▪ Instructional Support Teams 	Teachers/Support Staff Related Service Providers	Student Data
<ul style="list-style-type: none"> ▪ Data Inquiry Teams 	Data Team members	Student Assessment Data
<ul style="list-style-type: none"> ▪ Communication: grade-level, between grade levels, and between schools in support of student success 	All Staff	Alignment and consistent protocols

Grades K-1: Sapphire and Smith Clove Elementary Schools

Goal #2: To meet the social, emotional and wellness needs of all students.

Objective: Faculty will develop a deeper understanding of the social, emotional, economic, and medical needs that could impact students' behavior and academic success.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Olweus program ▪ Compliance with “Dignity for All Act” ▪ Little Crusaders Winners’ Walk ▪ Literary Character Education ▪ Lunchtime Theater ▪ Diversity/Char. Ed./Anti-bullying Assemblies ▪ Behavior Incentive Programs ▪ Multi-Cultural Activities ▪ Family Nights 	All Staff Parents School- Community	Student observations and effect on student behavior VADIR Reports Bus referrals DASA Reports Attendance Records at Functions Positive Behavior Referrals
<ul style="list-style-type: none"> ▪ Communication-continued support of strong community relations and parental collaboration in support of student success 	All Staff	Parent and School-Community feedback Attendance at functions Records of parental and school-community involvement
<ul style="list-style-type: none"> ▪ Health and Wellness-follow BOE policy 	All Staff, Parents	Compliance with BOE policy
<ul style="list-style-type: none"> ▪ District and building level safety protocols 	All Staff	Student observations and effect VADIR reports Bus Referrals “Dignity for All Act” Report of bullying referrals

Grades K-1: Sapphire and Smith Clove Elementary Schools

Goal #3: To support the transition to Google Apps for Education.

Objective: Faculty will expand their knowledge and application of Google Apps for Education, including Google Classroom, Gmail, Calendar, Docs, Slides, and Sites.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Create a shared agenda and minute taking document for running meetings ▪ Email a form to admins and show the automatic summary data at a meeting ▪ Share a Google Doc with admins that outlines the vision of Google Apps at the school ▪ Share Google Sites as a dashboard or one stop shop for staff and administrators. Post useful updates, links, resources and calendars. ▪ Work with school secretaries to make one key school process paperless by using Google Apps (i.e. send weekly announcements only via email) 	Teachers Teaching Assistants Administrators Clerical Related Service Providers	Google Forms/Docs Surveys Google Sites
<ul style="list-style-type: none"> ▪ Create Google Sites as teacher webpages ▪ Share lessons with colleagues through Google Drive ▪ Shared Meeting minutes ▪ In-service trainings/webinars 	Teachers Related Service Providers	Google Classroom Site Shared Drive for resources Shared Folders with committee members

Grades K-1: Sapphire and Smith Clove Elementary Schools

Goal #4: To expand professional development to meet NYSED Commissioner’s Regulations Part 154.

Objective: Faculty will expand their knowledge and application of instructional strategies, inclusive of language and content objectives, that will support English Language Learners as they increase English proficiency.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Share ENL strategies for classroom teachers through presentations by ENL teachers ▪ In-service trainings offered to increase understanding and support of English Language Learners ▪ Curriculum and Grade Level meetings arranged for more in-depth discussions with target audiences ▪ Provide professional literature for teacher reference 	Teachers Teaching Assistants Administration Director of Instructional Support	Differentiated instruction Student Assessment Data Teacher Centers Professional Literature
<ul style="list-style-type: none"> ▪ Share webinars with staff that focus on strategies to support English Language Learners 	Teachers Teaching Assistants Administrators Director of Instructional Support	Differentiated instruction Student Assessment Data Teacher Centers Professional Literature

Grades K-1: Sapphire and Smith Clove Elementary Schools

Goal #5: To improve safety and security of students, faculty, staff and facilities.

Objective: Implement additional strategies to improve performance of faculty, staff and students during drills and emergency situations.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none">Provide strategies for improved performance during drills and emergency situations	Director of Security & Emergency Preparedness Assistant Superintendent for Business & Management Services Building Administrators	Drills Protocol Reminders

Grades 2-5: Central Valley, North Main Street, Pine Tree Elementary Schools

Goal #1: To improve student performance in all academic disciplines.

Objective: Faculty in all disciplines will continue to implement the New York State Learning Standards and Common Core Standards, and professional development will support instruction aligned to the standards.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Science 21 resource integrated into science instruction ▪ Social Studies ▪ Continue implementation of BOCES programs 	Administrators Teachers	Classroom Assessments Grade 4 Science Engageny.org Putnam-Northern Westchester BOCES SS/ELA Site
<ul style="list-style-type: none"> ▪ Math ▪ Utilize enVision program to meet Common Core Standards 	Administrators Teachers Teaching Assistants	Common Core Assessments in Math District Benchmark Assessments Engageny.org Common Core Learning Adapted Math Modules IXL Reflex Math
<ul style="list-style-type: none"> ▪ Writers Workshop Lucy Calkins Units of Study ▪ Continue alignment of Common Core Learning Standards across content areas ▪ Review Common Core Learning Standards for changes and integration to M-W program 	Administrators Teachers	Common Core Assessments in ELA Common Core Learning Standards Benchmark assessments Engageny.org Grammar Books ELA Pacing Guide Teachers College Writing Project

Grades 2-5: Central Valley, North Main Street, Pine Tree Elementary Schools

Goal #1: To improve student performance in all academic disciplines. (Continued)

Objective: Faculty in all disciplines will continue to implement the New York State Learning Standards and Common Core Standards, and professional development will support instruction aligned to the standards.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Reading ▪ Common Core Learning Standards for ELA ▪ Support reading comprehension across all disciplines ▪ Expand the usage of F & P Leveled Literacy approach with a nonfiction focus ▪ Understands and uses more sophisticated vocabulary, phonics, grammar, usage and mechanics 	<p>Administrators Teachers</p>	<p>Common Core Assessments in ELA Common Core Learning Standards ELA Pacing Guides F&P Assessments District Benchmark Assessments STAR Literacy Assessment Test Prep ENL Test Prep Sessions Teacher made assessments</p>

Grades 2-5: Central Valley, North Main Street, Pine Tree Elementary Schools

Goal #2: To meet the social, emotional and wellness needs of all students.

Objective: Faculty will develop a deeper understanding of the social, emotional, economic, and medical needs that could impact students' behavior and academic success.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Continue review of district-wide health/wellness policy 	DLC (District Leadership Committee) BLC (Building Leadership Committee) Teachers/Administrator	Wellness assessments (i.e. obesity rates, illness reports)
<ul style="list-style-type: none"> ▪ Anti-bullying initiatives revisit district anti-bullying curriculum and district-wide initiatives to include current research ▪ Continue Olweus program K-8 ▪ Continue the use of building level teacher/staff teams in creation of behavioral rubrics, consequences, and staff, student and community anti-bullying education. 	Teachers Administrators	Referrals VADIR reports Olweus Clubs Extracurricular Activities School Climate Survey
<ul style="list-style-type: none"> ▪ Continue to explore the impact of and potential responses to cyber-bullying ▪ Communicate with and educate parents on some of the prevalent issues associated with bullying and how these issues can be addressed 	Teachers Administrators Parents	Discipline referrals Parent/student reporting DASA Reporting Computer classes in each building Cyber-bullying evening for parents

Grades 2-5: Central Valley, North Main Street, Pine Tree Elementary Schools

Goal #3: To support the transition to Google Apps for Education.

Objective: Faculty will expand their knowledge and application of Google Apps for Education, including Google Classroom, Gmail, Calendar, Docs, Slides, and Sites.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Create Google Sites as teacher webpages ▪ Share lessons with colleagues through Google Drive ▪ Shared Meeting minutes ▪ In-service trainings/webinars 	Teachers Related Service Providers	Google Classroom Site Shared Drive for resources Shared Folders with committee members
<ul style="list-style-type: none"> ▪ Create a shared agenda and minute taking document for running meetings ▪ Email a form to admins and show the automatic summary data at a meeting ▪ Share a Google Doc with admins that outlines the vision of Google Apps at the school ▪ Share Google Sites as a dashboard or one stop shop for staff and administrators. Post useful updates, links, resources and calendars. ▪ Work with school secretaries to make one key school process paperless by using Google Apps (i.e. send weekly announcements only via email) 	Teachers Teaching Assistants Administrators Clerical Related Service Providers	Google Forms/Docs Surveys Google Sites

Grades 2-5: Central Valley, North Main Street, Pine Tree Elementary Schools

Goal #4: To expand professional development to meet NYSED Commissioner’s Regulations Part 154.

Objective: Faculty will expand their knowledge and application of instructional strategies, inclusive of language and content objectives, that will support English Language Learners as they increase English proficiency.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Share ENL strategies for classroom teachers through presentations by ENL teachers ▪ In-service trainings offered to increase understanding and support of English Language Learners ▪ Curriculum and Grade Level meetings arranged for more in-depth discussions with target audiences ▪ Provide professional literature for teacher reference 	Teachers Teaching Assistants Administration Director of Instructional Support	Differentiated instruction Student Assessment Data Teacher Centers Professional Literature
<ul style="list-style-type: none"> ▪ Share webinars with staff that focus on strategies to support English Language Learners 	Teachers Teaching Assistants Administrators Director of Instructional Support	Differentiated instruction Student Assessment Data Teacher Centers Professional Literature

Grades 2-5: Central Valley, North Main Street, Pine Tree Elementary Schools

Goal #5: To improve safety and security of students, faculty, staff and facilities.

Objective: Implement additional strategies to improve performance of faculty, staff and students during drills and emergency situations.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Provide strategies for improved performance during drills and emergency situations 	Director of Security & Emergency Preparedness Assistant Superintendent for Business & Management Services Building Administrators	Drills Protocol Reminders

Grades 6-8: Middle School

Goal #1: To improve student performance in all academic disciplines.

Objective: Faculty in all disciplines will continue to implement the New York State Learning Standards and Common Core Standards, and professional development will support instruction aligned to the standards.

Strategy/Activity/Topic	Who	Performance Indicators/Professional Resources
Opportunities to use new technologies for 21 st Century Skills <ul style="list-style-type: none"> ▪ SMARTBoard and ELMO ▪ GradeCam ▪ Notebook ▪ Power School, Schoolnet ▪ Ebooks, online encyclopedias ▪ Database for articles and primary sources to support instruction ▪ Animoto 	Building administration Director of Information Services Technology Staff Rockland Teachers' Center MHRIC Faculty and staff Orange Ulster BOCES	<ul style="list-style-type: none"> ▪ Increase in implementation of new technology resources in the classroom ▪ Increase in instructional planning that integrates technology into the lessons ▪ Opportunities to use new technologies
Support departmental and district goals, objectives, curriculum <ul style="list-style-type: none"> ▪ Strengthening extended response in all content areas 	Building administration Department chairs Consultants Faculty and Staff	<ul style="list-style-type: none"> ▪ Implementation of new information and instructional strategies into the classroom ▪ NYS assessments ▪ SLOs ▪ Modules from NYS, EngageNY
Articulation <ul style="list-style-type: none"> ▪ Support open communication between grade levels and schools both intra & inter-scholastically through peer observation and inter-school meetings 	Building administration Teacher teams AIS staff Building Leadership Committees District administration Faculty and staff	<ul style="list-style-type: none"> ▪ Building Leadership committee goals and objectives ▪ District Leadership Committee

Grades 6-8: Middle School

Goal #2: To meet the social, emotional and wellness needs of all students.

Objective: Faculty will develop a deeper understanding of the social, emotional, economic, and medical needs that could impact students' behavior and academic success.

Strategy/Activity/Topic	Who	Performance Indicators/Professional Resources
Understanding current issues and trends in adolescent development for faculty, staff, students and parents <ul style="list-style-type: none"> ▪ Risky Behaviors ▪ Suicide ▪ All emotional and social disabilities ▪ Bullying & Cyber Awareness ▪ Olweus Program Implementation ▪ Physical Wellness ▪ Healthy Schools Initiative ▪ DASA Implementation ▪ Safety Protocols Established 	Building administration Director of PPS SNTs Consultants Office of Mental Health Faculty and staff DASA Coordinator Title IX Officer Guidance Counselors School Social Workers School Psychologists Safety Monitors	<ul style="list-style-type: none"> ▪ Greater sensitivity to the needs of fragile students ▪ Professional development in spectrum disorders for regular education and special area teachers ▪ Professional development in bullying recognition, intervention, and prevention strategies ▪ School Climate Survey Data ▪ Refer to appropriate support staff

Grades 6-8: Middle School

Goal #3: To support the transition to Google Apps for Education.

Objective: Faculty will expand their knowledge and application of Google Apps for Education, including Google Classroom, Gmail, Calendar, Docs, Slides, and Sites.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Portable Electronic Devices ▪ Google: Sites, Drives, Docs, and Classroom ▪ My Learning Plan ▪ District-wide opportunities for training on new programs ▪ Online resources will be provided for Faculty and Staff 	District Administration Building Administrators Technological Staff Microcomputer Center Department Chairs Orange Ulster BOCES Google Contact Person	Course evaluations for future training purposes Use Google forms/surveys to evaluate training and gain opinions and needs of staff Use evaluations to create leveled training

Grades 6-8: Middle School

Goal #4: To expand professional development to meet NYSED Commissioner’s Regulations Part 154.

Objective: Faculty will expand their knowledge and application of instructional strategies, inclusive of language and content objectives, that will support English Language Learners as they increase English proficiency.

Strategy/Activity/Topic	Who	Performance Indicators/Professional Resources
State & Federal Updates <ul style="list-style-type: none"> ▪ Staff will be updated on <ul style="list-style-type: none"> - Educational /Law Changes - Graduation Requirements - Assessment Requirements - Performance Evaluations 	Teachers Director of ESL	Compliance with regulations Graduation rates
English Language Learners <ul style="list-style-type: none"> ▪ Identify ENL support models to better meet student and faculty needs ▪ Increase understanding of mandates ▪ Increase understanding of various cultures as well as greater understanding of the language acquisition process ▪ Strategies to support teachers to enhance ENL instruction ▪ Increase communication between ENL staff and regular classroom teachers 	Building administration Director of ENL/ ENL staff IST teams AIS staff Consultants BETAC	Compliance with regulations NYSESLAT passage rate NYS assessments Identification of implementation of classroom instructional strategies District data on NYS assessments Greater integration of English language learners into classrooms with greater access to the curriculum Document parent meetings of ENL students ENL staff meet with teachers during team meetings

Grades 6-8: Middle School

Goal #5: To improve safety and security of students, faculty, staff and facilities.

Objective: Implement additional strategies to improve performance of faculty, staff and students during drills and emergency situations.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Provide strategies for improved performance during drills and emergency situations ▪ Train necessary faculty and staff on new procedures for drills ▪ Train necessary staff on technology of surveillance equipment ▪ Entire district will practice for drills 	Director of Security & Emergency Preparedness District Administration Building Administrators School Safety Monitors Local Police Departments Local Fire Departments Micro Computer Center School Nurses Guidance Department Faculty and Staff Professional Consultants	<u>Emergency Drills: Lockdown, Lockout, Evacuate, Shelter</u> <u>Fire Drills</u> Protocol Procedures School Climate Survey Results

Grades 9-12: High School

Goal #1: To improve student performance in all academic disciplines.

Objective: Faculty in all disciplines will continue to implement the New York State Common Core Learning Standards, and professional development will support instruction aligned to the standards.

Strategy/Activity/Topic	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Opportunities to learn to use technologies ▪ School Net ▪ Google Classroom 	Teachers Technology Department Building Administrators	Increase use and implementation of new technology resources in the classroom Increase use of instructional planning that integrates technology into the lessons Increased use of tools such as class web sites, group emails to communicate class related information
<ul style="list-style-type: none"> ▪ Support the RTI/AIS Program ▪ Continue to use AIS as vital program to support weaker students 	Building administration IST teams Psychologists/Social Workers/Guidance Counselors Director of ESS Director of ISS Director of Special Ed Director of PPS Teachers	Student growth as measured by NYS assessments and report cards IST plan documented outcomes of tiered interventions Benchmark tests Classroom assessments AISM data on student services Full implementation of tiered intervention protocol Parent feedback

Grades 9-12: High School

Goal #2: To meet the social, emotional and wellness needs of all students.

Objective: Faculty will develop a deeper understanding of the social, emotional, economic, and medical needs that could impact students' behavior and academic success.

Strategy/Activity/Topic	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Understand current issues and trends in adolescent development ▪ Suicide Prevention ▪ Bullying ▪ Cultural awareness ▪ Mental health ▪ Safetalk program ▪ DASA ▪ To meet the post-secondary goals and needs of all students 	Building administration PPS Counselors / Dean Psychologists SNTs DASA Coordinator Central Office Teachers	Positive impact on classroom environment and school culture More effectively address the needs of all students Greater sensitivity to diverse populations and strategies to support success Greater sensitivity to the needs of students with anxiety disorders Promotion of wellness behaviors in the classroom Greater understanding of relationship between wellness and student achievement Use of most updated strategies to support the needs of all students Teachers promoting wellness behaviors in the classroom and school environment Seminars and workshop opportunities for staff that promote health and wellness. New DASA coordinator implemented provisions of DASA law. Climate Survey
<ul style="list-style-type: none"> ▪ Protocols for at risk students 	Central and building administration PPS Counselors Psychologists/ Social Workers SNTs BERT Team	Revision to Building Emergency Response Team (BERT) plan to reflect designated protocols for addressing a crisis, sharing information and locating resources. Plan shared with all faculty/staff

Grades 9-12: High School

Goal #3: To support the transition to Google Apps for Education.

Objective: Faculty will expand their knowledge and application of Google Apps for Education, including Google Classroom, Gmail, Calendar, Docs, Slides, and Sites.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Google for the Teacher - Understanding the key applications and uses for GAFÉ to aid the teacher in their day-to-day work. Topics will include Gmail, Calendar, Docs/Slides conversions, and creating a Google Site. Includes introduction to Chrome browser. ▪ Google for the Classroom - Understanding Google Classroom, its key uses, and integration with GAFÉ in the classroom setting. Topics will include philosophy of and methodology for presenting various forms of information (announcements, assignments) on the Google Classroom. Includes an introduction to differences between the Teacher/Student interface of Google Classroom. 	<p>OU BOCES Staff Google trainers Trained MW teachers and TAs</p>	<p>Teachers will complete in-class activities to demonstrate proficiency in the presented material. Teachers will develop a lesson using one of the applications/extensions/add-ons presented in the course. Discussion/Development of a Professional Learning Network (PLN) that will have brief tutorials on presented materials. Videos will be stored on school servers.</p>

Grades 9-12: High School

Goal #3: To support the transition to Google Apps for Education. (Continued)

Objective: Faculty will expand their knowledge and application of Google Apps for Education, including Google Classroom, Gmail, Calendar, Docs, Slides, and Sites.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Google for the Student - Understanding GAfE compatible sites, for student/teacher use. Includes introduction to Chromebooks. Teachers will learn about how "Sign in With Google" works and how extensions/add-ons work in Google. ▪ Google for 504/IEP/ENL - Understanding how GAfE can meet the needs of students with accommodations. Teachers will be presented with step-by-step instruction to meet the needs of the 504/IEP/ENL student using GAfE and Chromebooks/Chrome browser. ▪ Without Worksheets - Introduction to assessing students in the Google Classroom beyond worksheets. Various classroom tested free and free-mium applications will be presented. 	<p>OU BOCES Staff Google trainers Trained MW teachers and TAs</p>	<p>Teachers will complete in-class activities to demonstrate proficiency in the presented material. Teachers will develop a lesson using one of the applications/extensions/add-ons presented in the course. Discussion/Development of a Professional Learning Network (PLN) that will have brief tutorials on presented materials. Videos will be stored on school servers.</p>

Grades 9-12: High School

Goal #4: To expand professional development to meet NYSED Commissioner’s Regulations Part 154.

Objective: Faculty will expand their knowledge and application of instructional strategies, inclusive of language and content objectives, that will support English Language Learners as they increase English proficiency.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none"> ▪ Effective presentation and reinforcement of Tier II and Tier III academic vocabulary that will enhance ELL students’ comprehension of essential content ▪ Creating a Word Wall with tier II and tier III academic vocabulary words that can be incorporated during instruction 	Teachers Teaching Assistants Guidance Counselors School Psychologists Administrators	ELL students will acquire essential academic vocabulary. ELL students will improve their ability to understand questions and answers on multiple choice tests. ELL students will improve their ability to read for comprehension and to interpret, analyze and evaluate documents. ELL student will improve their performance on content assessments (quizzes, chapter tests, midterms, finals, Regents Exams)
<ul style="list-style-type: none"> ▪ Delivering comprehensible input to ELL students while presenting information ▪ Scaffolding reading and writing activities to support ELL students in meeting content and language objectives ▪ Modeling responses to questions that require higher-order thinking skills 	Teachers Teaching Assistants Guidance Counselors School Psychologists Administrators	ELL students will comprehend the essential content and will be better able to participate in class activities. ELL students will benefit from vocabulary support, sentence starters and prompts, allowing them to perform tasks while reinforcing proper sentence structure. ELL students will improve their ability to respond to questions that require higher-order thinking skills.

Grades 9-12: High School

Goal #5: To improve safety and security of students, faculty, staff and facilities.

Objective: Implement additional strategies to improve performance of faculty, staff and students during drills and emergency situations.

Strategy/Activity	Who	Performance Indicators/Professional Resources
<ul style="list-style-type: none">Provide strategies for improved performance during drills and emergency situations	Director of Security & Emergency Preparedness Assistant Superintendent for Business & Management Services Building Administrators	Drills Protocol Reminders

Monroe-Woodbury Professional Development Providers 2016-2017

<ul style="list-style-type: none"> ● Monroe-Woodbury Central School District 	<ul style="list-style-type: none"> ● Orange-Ulster BOCES
<ul style="list-style-type: none"> ● Putnam Northern Westchester BOCES 	<ul style="list-style-type: none"> ● Rockland BOCES
<ul style="list-style-type: none"> ● National School Climate Center 	<ul style="list-style-type: none"> ● Cal Ripken Sr., Foundation
<ul style="list-style-type: none"> ● Southern Westchester BOCES 	<ul style="list-style-type: none"> ● NYS Education Department
<ul style="list-style-type: none"> ● Science Teachers Association of NYS 	<ul style="list-style-type: none"> ● NYS English Council
<ul style="list-style-type: none"> ● NYS Council of Superintendents 	<ul style="list-style-type: none"> ● Dutchess BOCES
<ul style="list-style-type: none"> ● Ulster BOCES 	<ul style="list-style-type: none"> ● NYS School Board Association
<ul style="list-style-type: none"> ● NYS Association for Computers and Technical Education 	<ul style="list-style-type: none"> ● NYS Association for Health, Physical Education, Recreation, and Dance
<ul style="list-style-type: none"> ● Mid-Hudson Regional Information Center 	<ul style="list-style-type: none"> ● Orange County Alcohol and Drug Abuse Council
<ul style="list-style-type: none"> ● Data Analysis Technical Assistance Group 	<ul style="list-style-type: none"> ● Teachers College, Columbia University
<ul style="list-style-type: none"> ● Hudson Valley Regional Bilingual Education Resource Network 	<ul style="list-style-type: none"> ● LEGO Education
<ul style="list-style-type: none"> ● Mid-Hudson School Study Council 	<ul style="list-style-type: none"> ● PowerSchool Group
<ul style="list-style-type: none"> ● SUNY New Paltz (including Hudson Valley Writing Project and Annual Multi-cultural Conference) 	<ul style="list-style-type: none"> ● Key Performance Administrative Summer Conference Michele Phillips
<ul style="list-style-type: none"> ● Love & Logic 	<ul style="list-style-type: none"> ● Wilson Language Training
<ul style="list-style-type: none"> ● Zones of Regulation 	<ul style="list-style-type: none"> ● Fountas and Pinnell/Heinemann
<ul style="list-style-type: none"> ● Al's Pals 	<ul style="list-style-type: none"> ● ASCD
<ul style="list-style-type: none"> ● NYS Association of School Personnel Administrators 	<ul style="list-style-type: none"> ● Lesley University

<ul style="list-style-type: none"> ● CENTRIS 	<ul style="list-style-type: none"> ● The Wallace Foundation
<ul style="list-style-type: none"> ● International Society for Technology in Education 	<ul style="list-style-type: none"> ● Center for Educational Leadership
<ul style="list-style-type: none"> ● Learning Tree International 	<ul style="list-style-type: none"> ● Consortium for School Networking
<ul style="list-style-type: none"> ● Dawn Neiman 	<ul style="list-style-type: none"> ● Crisis Prevention Institute
<ul style="list-style-type: none"> ● Dr. Janis Whitlock-Suicide Prevention 	<ul style="list-style-type: none"> ● Hudson Valley Behavioral Solutions
<ul style="list-style-type: none"> ● Child Mind Institute 	<ul style="list-style-type: none"> ● Helen Hayes Assistive Technology
<ul style="list-style-type: none"> ● Vital Behaviors 	<ul style="list-style-type: none"> ● Holistic Learning Center
<ul style="list-style-type: none"> ● Dr. Robin Hock, Audiologist 	<ul style="list-style-type: none"> ● Westchester Creative Arts Therapy
<ul style="list-style-type: none"> ● Columbia University 	<ul style="list-style-type: none"> ● Ability Builders
<ul style="list-style-type: none"> ● Gay, Lesbian, Straight Education Network 	<ul style="list-style-type: none"> ● Stacey Chisholm
<ul style="list-style-type: none"> ● Sikh Coalition 	