




MARYVALE

Cheektowaga-Maryvale Union Free School District

James M. Maloney
Assistant Superintendent

Memorandum

TO: Board of Education

FROM: James Maloney 

DATE: April 12, 2018

RE: Professional Development Plan
For School Years 2017-18 & 2018-19

The Commissioner's Regulations require that all school districts in New York State develop and implement a professional development plan. This plan must be based on input from teachers and administrators throughout the district.

The Curriculum Office is submitting a plan to the Board of Education for school years 2017-18 and 2018-19. The plan complies with regulations, but more importantly, will address the professional development needs of our faculty.

I recommend that the Board of Education approve the plan.

cc. J. D'Angelo

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

School District: Cheektowaga-Maryvale UFSD

BEDS Code: 140702030000

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.

Joseph D'Angelo

Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

Date

Adopted by the Board of Education on Date:

April 17, 2018

Original Signature of President, Board of Education

Cheektowaga-Maryvale Union Free School District

Professional Development Plan

Adopted by the Board of Education on April 17, 2018

CHEEKTOWAGA-MARYVALE UNION FREE SCHOOL DISTRICT
Professional Development Plan

BEDS Code: 140702030000

Year(s): 2017-18 & 2018-19

Superintendent: Mr. Joseph D'Angelo

Contact Person: Mr. James Maloney

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Professional Development Team:

5 administrators 3 support professionals 5 teachers

1 higher education representative

Number of school buildings in district: 4

Members of the Maryvale Board of Education:

- Mr. Brian Pilarski, President
- Mr. Craig Meyers, Vice-President
- Mrs. Cindy Strong
- Mr. Ronald Morlock
- Mr. Jason Baier

Members of the District Professional Development Planning Committee:

- Mrs. Susan Sokolowski, Teacher
- Mrs. Peg Guzda, Teacher
- Mr. Thomas Stack, High School Principal
- Mrs. Marie Zimmer, Teacher
- Mrs. Trisha Winnicki, School Counselor
- Mr. Peter Frank, Middle School Principal
- Ms. Donna Hafner, Reading Specialist
- Mrs. Jennifer Aumer, Teacher
- Mrs. Eileen Crumb, Intermediate School Principal
- Mrs. Suzanne Dell'Oso, School Psychologist
- Mrs. Lisa Loomis, Teacher
- Mrs. Betsy Giangreco, Primary School Principal
- Dr. Kristin Vince-Garland, Higher Education Representative
- Mr. James Maloney, Assistant Superintendent of Curriculum & Instruction

Professional Development Plan
of the
Cheektowaga-Maryvale Union Free School District

~Introduction~

Professional development in the Cheektowaga-Maryvale Union Free School District is based on research which indicates that teacher quality is the single most powerful influence on student achievement. It is critically essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice.

The ultimate goal of professional development is the improvement of student learning. While being mindful of that core purpose, it is important to acknowledge the additional benefits of this comprehensive professional development plan:

- ❖ improving job satisfaction
- ❖ improving the district's ability to recruit and retain new educators
- ❖ increasing the faculty's knowledge of innovative practices
- ❖ meeting the NYSED requirements for professional development planning
- ❖ promoting the practice of professional learning communities, shared decision-making and inclusive leadership.

The scope of professional development in Maryvale will not be limited to attending a workshop or participating in a training session with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance through active participation of teachers in professional learning communities [PLC]. The teachers in the PLC will self-assess their practice, analyze data, identify possible courses of action, actively test new approaches, assess student results and then begin the process anew. Each professional learning community of teachers strongly believes that this work is best done with colleagues and not alone, because each of them is limited by his/her own perception of the problem and knowledge of possible solutions.

~Attributes~

The district's plan provides guidance on professional development and continues to safeguard specific attributes of effective professional development. These attributes will be used as evaluative indicators for all professional development planned, supported and provided by the district. These attributes include:

Attributes
1. Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.
2. Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.
3. Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.
4. Professional development is most effective when it takes place in professional learning communities.
5. Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.
6. Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
7. Professional development is most effective when adequate resources are provided.

~Standards~

The Cheektowaga-Maryvale Union Free School District recognizes and will adhere to the ten standards for high quality professional development that were developed by the New York State Education Department. These ten standards are:

- **Designing Professional Development:** Professional development 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.
- **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- **Parent, Family and Community Engagement:** Professional development 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.
- **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

~Goals~

The overarching goals of the Cheektowaga-Maryvale Union Free School District's Professional Development Plan are:

- 1) to increase student engagement in the learning process.
- 2) to assure that teachers participate in substantial learning so that they remain current with their profession
- 3) to increase and sustain teachers' knowledge and skill with the Standards for English Language Arts, Mathematics, Social Studies and Science.
- 4) to develop, refine and maintain all the necessary skills needed by teachers to participate as active members of a professional learning community (PLC).
- 5) to adhere to all the Regulations of the New York State's Commissioner of Education as it pertains to professional development .

~Determining Professional Development Needs~

Each of the four school programs are represented by teachers, other school support professionals and the building principal through the District's Professional Development Planning Committee. The committee uses information from a variety of sources. These sources include:

School Report Card	District Strategic Plan
BEDS Data	Student Attendance Rates
Minutes from PLC Meetings	Faculty Meeting Input
STAR assessments	NYS Student Performance Results
Coordinator Meetings	Advisory Council Meetings
Curriculum Work	Professional Conferences
Regional & District Trainings	District-Wide Faculty Surveys
Information from Building Leadership Teams & School Improvement Teams	

The Assistant Superintendent of Curriculum and Instruction works very closely with each building assisting them to plan, support and evaluate their building activities. All activities are aligned to each building's specific goals which are aligned to the district's strategic plan. The District's PDP Committee will meet regularly throughout the school year to plan, organize and evaluate all the professional development throughout the district.

~Teacher Involvement with Professional Development~

The Board of Regents adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

A registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. To support this requirement all teachers, regardless of certification, and teaching assistants will be required to participate in a minimum of 35 hours of professional development each year. For those teachers who are required to complete CTLE during their registration period will be required to document their time in the district's software program, so the district can enter this information into NYSED TEACH. In addition to the district submitting this documentation, each teacher is required to compile and safeguard a listing of all approved CTLE trainings that s/he has completed during the registration period and make it available to the New York State Education Department during an individual audit.

The following categories of activities are considered acceptable activities and learning opportunities for meeting the needs of the Maryvale Union Free School District to provide for building teacher capacity:

- Courses and other learning opportunities delivered from many providers, such as institutions of higher education, the Teacher Center of Cheektowaga, BOCES, other school districts, and independent CTLE approved professional development service providers.
- Course work linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of an advanced degree.

- Course work or other professional development activities completed to fulfill requirements for annotations to current certification.
- Course work completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirement for extension or certification.
- Professional Learning Community meetings collaborating about data analysis, guaranteed curriculum and/or effective instructional techniques and methodologies.
- Participation in regional training and collaborative scoring of State assessments.
- Mentoring programs (as mentor or mentee).
- Curriculum planning and development.
- District-sponsored BOCES training in curriculum development.
- Professional Conferences and Workshops.
- Participation in school-college teacher development partnerships.
- Participation in Faculty Meetings.
- Participation in Grade Level and Department Meetings.
- Participation in Superintendent's Conference Days.
- Service as a cooperating teacher for a student teacher.
- Delivering professional development at a faculty meeting or through a workshop.
- Serving on the District or Building Level SIT.
- Serving on a Building leadership Team.
- Serving on the District's Strategic Planning Committee.
- Serving on the PDP Committee.
- Participating in a coaching partnership with a Teacher on Special Assignment.
- Participation on Child Study Teams.
- Serving on a PBIS team.
- Developing and completing an Annual Renewal Awards (ARA).

By no means should this list be considered all-inclusive. Additional activities may be presented to the building principal for consideration when contemplating the teacher's professional development plan for the year.

~Documentation of Teacher's Professional Development~

Commissioner's Regulations stipulate the teachers' expected participation in professional development activities in the school year(s) is covered by the district's professional development plan. Therefore, all teachers in the Maryvale School District will devise an annual personal professional development plan. The Frontline Education PD and Evaluation Program (formerly My Learning Plan) is a web-based system designed to help teachers to develop professional development activities, submit requests for administrative approval, and evaluate progress. Each teacher is required to develop at least one annual professional development goal using the *Professional Goal Form* in the Frontline Education System.

~Mentoring Program~

The Maryvale School District provides a mentoring program for all teachers new to the district, who have not had mentoring in another district as a first year teacher. The mentor assigned to the mentee will provide guidance and support. This support will include information, encouragement and a better understanding of the culture of the Maryvale School District promoting effective delivery of instruction and learning by the student population.

Purpose:

The purposes of the mentoring program shall be to:

- ❖ provide support for new teachers to ease the transition from preparation to practice.
- ❖ Eliminate or reduce the number of problems faced by beginning teachers through effective instructional practice, effective classroom management practices and sensitivity to understanding of school community.
- ❖ Increase the skills of new teachers in order to improve student achievement in accordance with State learning standards.

Procedures for Selecting Mentors:

Each building principal will establish a mentoring committee which will be comprised of teachers in the majority and whose functions will include:

- ❖ Selection of mentor teachers from applications submitted by teachers who have tenure and demonstrated ability to act as a mentor to a first year teacher. Demonstrated ability would be judged by the committee after reviewing the application. The mentor should also have demonstrated skill in lesson planning,

essential elements of instruction, classroom management/discipline and differentiated instruction.

- ❖ Applicants should be sought and selected during the second semester of a school year for assignment in the following school year.



Role of Mentors:

The role shall include but not be limited to::

- ❖ general guidance and support provided in a confidential manner. All discussions between the mentor and mentee are to be held as strictly confidential and should not be shared with any other staff.
- ❖ Helping to eliminate or reduce the number of problems faced by new teachers by:
 - sharing/modeling effective instructional practices.
 - Helping the mentee understand clearly the expectations for a confidential mentor relationship.
 - Sharing/modeling effective classroom management practices.
 - Being a good listener.
 - Helping the mentee gain a sensitivity to and understanding of the school community through involvement in community groups and professional organizations along with the culture of the district and building.
 - Sharing strategies for establishing positive parental communication.
 - Participating in and helping plan building meetings with mentees as determined by the building committees.
 - Sharing information to help the mentee with school/district procedures, policies and practices.
 - Being a partner and critical observer who is willing to share expectations, take responsibility for suggestions, and serve as a coach.
 - Assisting mentee in reflection and analysis of lessons.
 - Being a model of professionalism.
 - Being responsible to keep the "Mentor Log" of contact time and activity and to see that the log is turned in to the Assistant Superintendent for Administrative Services who will keep all logs in a file as per the regulations of Record Retention.
 - Scheduling meetings with the mentee that most effectively accommodates the relationship.

Time Considerations:

Each mentor and mentee will be given up to five (5) classroom periods per year for “observation” which might include scripting, guided practice, or co-teaching. The Building Principal is directed to do as much as possible to see that the mentor and mentee are scheduled to minimize the need for either to miss instructional time. It is the mentor’s responsibility to schedule meetings with the mentee that most effectively accommodates the relationship.

~Continuing Teacher and Leader Education (CTLE)~

According to Subpart 80-6 of the Commissioner’s Regulations, a school district is eligible to apply for approval as a sponsor of CTLE to Professional Teachers and Leaders along with Level III Teaching Assistant certificate holders.

The Maryvale Union Free School District has been approved for sponsorship. For all CTLE activities sponsored by the district, records will be maintained for eight years from the date of the completion of the CTLE activity. These records will include:

- The date and location of the CTLE activity
- The name and curriculum vitae/resume of the instructor/presenter
- The objectives and learning methods of the CTLE activity
- The outline of the CTLE activity, the assessment methods used, and the number of contact hours of the CTLE activity
- A summary of any evaluation of the CTLE activity
- Copies of all promotional materials used in a CTLE activity
- Any evaluation of the need for the CTLE activity
- The list of certified professionals in attendance, including each attendee’s first name, last name, last four digits of their Social Security Number and their date of birth. **Note:** If the last four digits of their SS# and their date of birth is not recorded on the list, that confidential information is stored for any involved participant in the Frontline Education Management System.

The following independent consultants, companies or organizations are approved to provide services in compliance with the CTLE requirements:

Approved Provider	Approved Provider
Cheektowaga Teacher Center	Dr. Shawgi Tell

Buffalo Hearing & Speech Center	Dr. Lucy Calkins & Associates
Canisius College	Western New York Teacher Center
Buffalo State College	School Administrators Association of NYS
Niagara University	Regional Bilingual Education Resource Network West
State University of NY at Buffalo	Maryvale Union Free School District
Fredonia State University of New York	NY Technical Assistance Center on Disproportionality at NYU Metro Center
Erie I BOCES	NYS United Teachers Education & Learning Trust
Orleans Niagara BOCES	NYS Reading Association
Erie II BOCES	NYS Association for Health, PE, Recreation & Dance
DATAG	NYS Association for Bilingual Education
Solution Tree	Teachers College Columbia University
J. Davies & Associates	Mrs. LeAnn Nickelsen
Learning Forward	Association for Supervision & Curriculum Development
Bureau of Education & Research [BER]	New York Association of School Psychologists

Western New York Psychologists Association	

~Goals and Implementation Plans for 2017 - 2019 Professional Development~

The following professional development goals and objectives have been identified for the 2017-18 and 2018-19 school years. The Professional Development Planning Committee will assist with the implementation and evaluation of the professional development program. Based on the ongoing evaluation process, the committee will continue to review the needs and plan for future professional development opportunities.

DISTRICT GOALS

District Goal #1: Increase student engagement in all classrooms throughout the district.				
Target Area:	Timeline:	Professional Development:	Evaluation:	
<p>What will teachers know and be able to do as a result of professional development?</p> <p>Student Learning Targets, Learning Walks & Criteria for Success</p> <p>Through the Learning Targets, Learning Walks, Criteria for Success and Feedback training, teachers will be able to post daily learning targets for their students, develop criteria for success for these learning targets and provide meaningful feedback to their students.</p>	<p>When will this professional development occur in the next two years?</p> <p><i>Year 1: [2017-18]</i></p> <ul style="list-style-type: none"> Primary School teachers will be trained in these topics in the Fall & Spring. Intermediate School teachers will be trained in these topics in the Fall & Spring. Middle School teachers will be trained in these topics in the Spring. Discussions at Primary & Intermediate School faculty meetings throughout the year. Discussions at PLC meetings at Primary & Intermediate Schools throughout the year. Discussions at Building Leadership Team meetings at all three buildings in the Spring. 	<p>How will the district/building address the professional development needs?</p> <ul style="list-style-type: none"> Five full day trainings with LeAnn Nickelsen on Learning Targets, Success and Feedback. Coaching and observations in at least six classrooms in the district. 	<p>How will we know the professional development was effective?</p> <ul style="list-style-type: none"> Learning Targets will be posted in every classroom at the Primary & Intermediate Schools. Learning Targets will be posted in every sixth grade classroom at the Middle School. Sample documents including learning targets, Standards & criteria for success will be sent to LeAnn Nickelsen for her feedback to teachers. When asked, students will begin to describe the learning target for a lesson in their own words. 	

<p>Differentiation</p> <p>Through training in Differentiation, teachers will be able to differentiate their lessons meeting students' needs and increasing student engagement in learning.</p>	<p>Year 2: [2018-19]</p> <ul style="list-style-type: none"> Primary School teachers will be trained in differentiation in the Fall & Spring. Intermediate School teachers will be trained in differentiation in the Fall & Spring. Sixth grade teachers will be trained in differentiation in the Fall & Spring. Seventh & Eighth grade teachers will be trained in Learning Targets, Learning Walks, Criteria for Success & Feedback to students in the Fall. 	<ul style="list-style-type: none"> Six full day trainings with LeAnn Nickelsen on Differentiation, Learning Targets, Learning Walks, Criteria for Success and Feedback. Coaching and observations in at least six classrooms in the district. 	<ul style="list-style-type: none"> Learning Targets will be posted in every classroom at the Primary, Intermediate and Middle Schools. Each teacher at the Primary and Intermediate Schools will develop at least one differentiated lesson for review. Each teacher in 6th grade will develop at least one differentiated lesson for review.
<p>Effective Strategies to Engage English Language Learners</p> <p>By participating in a training and with coaching in their classrooms, teachers will implement effective teaching strategies for ELL students.</p>	<p>Year 1: [2017-18]</p> <ul style="list-style-type: none"> A coordinator from the R-BERN West will visit classes in the Primary, Intermediate & Middle Schools that have ELL students enrolled in them in the Spring. The Coordinator will meet with each principal to prioritize the professional development needs of the teachers. The Coordinator will provide a two hour training in April 2018 [half day Curriculum Day] for all PK-Grade 5 teachers on Effective Strategies for ELL students. For the months of April, May & June, the coordinator on a bimonthly basis will coach general education teachers in the Primary School regarding effective strategies for ELL students. The Coordinator will provide training to the Middle & High School ENL teachers on a new 	<ul style="list-style-type: none"> A two hour session in April on Effective Strategies for ELL students will be provided. Coaching and observations in at least six classrooms in the Primary School. There will be at least one day of training on a new kit that is designed for SIFE students. 	<ul style="list-style-type: none"> Involved teachers will use these strategies in their classrooms. During observations, principals will look for these strategies being used in the classroom. The Middle and High School ENL teachers will use the kit on a group of SIFE students during school year 2017-18.

	kit designed for SIFE students.		
	<p>Year 2: [2018-19]</p> <ul style="list-style-type: none"> The Coordinator will provide at least one 15 hour course for teachers who are interested in working with ELL students especially in a co-teaching classroom. The Coordinator will continue with his bi-monthly schedule of coaching teachers at the Primary School, especially those teachers who are involved in co-taught classrooms. 	<ul style="list-style-type: none"> On a bi-monthly basis, coaching and observations in at least six classrooms in the Primary School. A 15-hour summer workshop of training will be planned by the district using the coordinator as the trainer for an ARA project. The emphasis on the training will be implementing a co-taught classroom program with a general education teacher and an ENL teacher. 	<ul style="list-style-type: none"> Involved teachers will use these strategies in their classrooms. During observations, principals will look for these strategies being used in the classroom.

District Goal #2: To increase the faculty's awareness of the impact of poverty on the family and education.

Target Area:	Timeline:	Professional Development:	Evaluation:
<p>What will teachers know and be able to do as a result of professional development?</p> <p>Poverty</p> <p>Through the Differentiation training, teachers will be able to differentiate lessons based on the Seven Engagement Factors from Dr. Eric Jensen's research.</p>	<p>When will this professional development occur in the next two years?</p> <p>Year 2: [2018-19]</p> <ul style="list-style-type: none"> Primary and Intermediate Schools' teachers will be trained in differentiation in the Fall & Spring. Sixth grade teachers will be trained in Differentiation in the Fall and Spring. 	<p>How will the district/building address the professional development needs?</p> <p>Since LeAnn Nickelsen has been trained under the supervision of Dr. Eric Jensen, she will be highlighting the engagement factors with impoverished students as she trains the involved teachers in differentiation.</p>	<p>How will we know the professional development was effective?</p> <ul style="list-style-type: none"> Each teacher at the Primary and Intermediate Schools will develop at least one differentiated lesson for review. Each teacher in 6th grade will develop at least one differentiated lesson for review

District Goal #3: To increase academic achievement in the area of mathematics for students in kindergarten through grade 5.

Target Area:	Timeline:	Professional Development:	Evaluation:
<p>What will teachers know and be able to do as a result of professional development?</p>	<p>When will this professional development occur in the next two years?</p>	<p>How will the district/building address the professional development needs?</p>	<p>How will we know the professional development was effective?</p>
<p>Expansion of the Zearn Mathematics Program</p> <p>In School Year 2017-18, volunteer teachers at the Primary & Intermediate Schools will implement the Zearn Math Program in their classrooms.</p>	<p>Year 1: [2017-18]</p> <ul style="list-style-type: none"> Mr. Ross, the Mathematics Instructional Coach, will establish a coaching schedule for the entire school year to coach volunteer teachers in their classrooms on the different ways to implement Zearn. This coaching schedule will be more intensive for the Intermediate School, since there are more teachers who have indicated their desire to implement Zearn. 	<p>Year 1: [2017-18]</p> <ul style="list-style-type: none"> Mr. Ross will regularly talk to a neighboring district who provided the initial training on Zearn. Chrome books for each student will be provided in those classes whose teachers have volunteered to pilot this program. Mr. Ross will implement his coaching schedule throughout school year 2017-18. 	<p>Year 1: [2017-18]</p> <ul style="list-style-type: none"> Daily Zearn Math data will be reviewed by the classroom teacher and the coach to determine the progress of each student in the area of mathematics. Principals at the Primary and Intermediate Schools will be provided access to this daily data for their review and use. With support from the instructional coach, feedback will be obtained from the volunteer teachers regarding their first year using the Zearn Program. This information will be shared at PLC meetings.
<p>Mandated Zearn Mathematics Program</p> <p>In School Year 2018-19, all 2nd grade teachers will be required to implement the Zearn Math Program in their classrooms on a regular basis. All 3rd grade teachers will also be required to implement the program, since third grade will be returning to a traditional schedule. Fourth and fifth grade teachers will be strongly encouraged to use Zearn, since it will become a</p>	<p>Year 2: [2018-19]</p> <ul style="list-style-type: none"> Mr. Ross will establish a coaching schedule for the entire school year to coach teachers in their classrooms regarding the implementation of Zearn. The coaching schedule will be more intensive for new teachers to Zearn and mandated users. 	<p>Year 2: [2018-19]</p> <ul style="list-style-type: none"> Chrome books for each student will be provided in those classes whose teachers are using Zearn. Mr. Ross will implement his coaching schedule throughout school year 2018-19. 	<p>Year 2: [2018-19]</p> <ul style="list-style-type: none"> Daily Zearn Math data will be reviewed by the classroom teacher and the coach to determine the progress of each student in the area of mathematics. Principals at the Primary and Intermediate Schools will be provided access to this daily data

<p>mandated service in subsequent years.</p>			<p>for their review and use.</p> <ul style="list-style-type: none"> • With support from the instructional coach, feedback will be obtained from the teachers regarding their first year using the Zearn Program. • This information will be shared at PLC meetings.
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District Goal #4: To increase the faculty's awareness and knowledge of various cultures represented in the district's ELL population along with background information on refugees.

Target Area: What will teachers know and be able to do as a result of professional development?	Timeline: When will this professional development occur in the next one year?	Professional Development: How will the district/building address the professional development needs?	Evaluation: How will we know the professional development was effective?
Information Concerning Refugees The teachers will be able to identify information about what a family & their child experiences when leaving a foreign country and arriving in the Maryvale Schools. The teachers will be able to support refugees and provide them with information on relocation agencies.	Year 1: <ul style="list-style-type: none"> In the Spring, there will be three 2 hour sessions provided during the Superintendent's Conference Day. 	<ul style="list-style-type: none"> The District will create a schedule of trainings on Superintendent's Conference Day allowing teachers to register for one of these sessions based on their professional development needs. These training sessions will be facilitated by the Director of New American Integration program at the International Institute of Buffalo. 	<ul style="list-style-type: none"> The teachers who participate in this training will complete an evaluation form that will specifically ask how the teacher plans on using this information. This information will be disseminated to all involved administrators for their review.

District Goal #5: To increase the use of technology in every classroom throughout the district by both teachers and students.

Target Area:	Timeline:	Professional Development:	Evaluation:
<p>What will teachers know and be able to do as a result of professional development?</p> <p>Teacher Webpages</p> <p>Every teacher and other professional will be able to construct a teacher webpage on the district's new website.</p>	<p>When will this professional development occur in the next two years?</p> <p>Year 1: [2017-18]</p> <ul style="list-style-type: none"> Small group sessions consisting of teachers and other professionals will be scheduled with the BOCES CSLO trainer beginning in October and ending in early February. 	<p>How will the district/building address the professional development needs?</p> <ul style="list-style-type: none"> During each session, the CSLO trainer will provide instruction on how to create a teacher webpage on BlackBoard. The trainer will provide 1:1 support for each teacher who needs more intensive support for this training. 	<p>How will we know the professional development was effective?</p> <ul style="list-style-type: none"> By the end of school year 2017-18, each teacher and other professional will have a teacher webpage available to parents, students and community members.
<p>Use of Technology</p> <p>Every teacher in the district will increase their use of Google and other technologies in their classrooms.</p>	<p>Year 2: [2018-19]</p> <ul style="list-style-type: none"> Small group sessions consisting of teachers will be scheduled with the BOCES CSLO trainer throughout the year for half day and full day sessions. These groups will be formed based on the interests of technology by the teachers. 	<p>During each session, the CSLO trainer will provide instruction on how to use the technology of choice.</p> <ul style="list-style-type: none"> The trainer will provide 1:1 support to various teachers throughout the district in their respective classrooms. 	<p>By the end of school year 2018-19, at least 50% of the teachers in the district, will have increased their use of technology in their classrooms based on a pre and post assessment.</p>

District Goal # 6: To increase the effectiveness of each Professional Learning Community [PLC] within the district.

Target Area: What will teachers know and be able to do as a result of professional development?	Timeline: When will this professional development occur in the next two years?	Professional Development: How will the district/building address the professional development needs?	Evaluation: How will we know the professional development was effective?
<p>PLC Functions & Process</p> <p>Each teacher will be able to identify the 4 guiding questions that need to be addressed by the PLC during their meetings.</p> <p>Each PLC in the district will meet regularly to discuss and determine student learning using the 4 guiding questions.</p>	<p><i>Year 1: [2017-18]</i></p> <ul style="list-style-type: none"> At the beginning of the school year, Sharon Kramer from Solution Tree will facilitate training for teacher leaders, coordinators and administrators. On the opening staff development day, she will provide training to all the teachers in the district on the PLC process and the components of the PLC cycle. Dr. Kramer will return to the district for 4 days to meet with as many PLCs in the 4 schools throughout the district. 	<ul style="list-style-type: none"> Sharon Kramer from Solution Tree will facilitate a full day session on the PLC process with teacher leaders & coordinators. A copy of her book, <u>School Improvement for All</u>, will be given to each teacher leader, coordinator, building administrator and district administrator. Principals will use the book when meeting with teacher leaders and coordinators and also at faculty meetings. The administrators will form an administrative PLC book and use the book as a guide through the PLC process on a district-wide basis. In the Winter, she will observe the various PLCs and provide them feedback to improve the process. 	<ul style="list-style-type: none"> Review of PLC minutes Observations of PLC meetings Debriefing with Dr. Kramer and the administrators Feedback from Dr. Kramer at the PLC meetings.
	<p><i>Year 2: [2018-19]</i></p> <ul style="list-style-type: none"> Dr. Kramer will provide eight days of training and support to the PLCs and administrators in the district. She will offer whole group training, small group training and work directly with PLCs in the district. 	<ul style="list-style-type: none"> The needs of the staff will be reviewed using the 2017-18 evaluations and training will be designed to meet their needs and also move the PLCs into authentic PLC work that may regularly occur based on the new bell schedule. Principals will reinforce this work at building leadership team 	<ul style="list-style-type: none"> Review of PLC minutes Observations of PLC meetings Debriefing with Dr. Kramer and the administrators Feedback from Dr. Kramer at the PLC meetings.

		<ul style="list-style-type: none">meetings, faculty meetings and PLC meetings in their buildings. Principals will be provided the opportunity to observe other principals as they interact with their respective PLCs.	
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