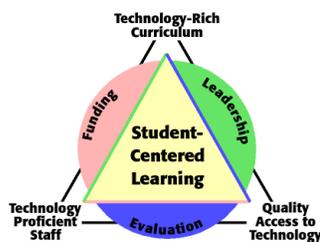


Oswego City School District  
Professional Development Plan  
2016-2018





*Oswego City School District  
Professional Development Plan 2016-2018*

|                         |   |
|-------------------------|---|
| <b>District Name:</b>   | Oswego City School District                             |
| <b>BEDS Code:</b>       | 4613-0001-0000  |
| <b>Superintendent:</b>  | Dean Goewey   |
| <b>Address:</b>         | 120 East 1 <sup>st</sup> Street, Oswego, New York 13126 |
| <b>Phone:</b>           | (315) 341-2001  |
| <b>E-mail:</b>          | dgoewey@oswego.org                                      |
| <b>Years effective:</b> | 2016-2018 School Year                                   |

**Oswego City School District Demographics**

The Oswego City School District (OCSD) is situated on the southern shore of Lake Ontario at the mouth of the Oswego River and at the northern terminus of the New York State Barge Canal. The school district includes all of the City of Oswego as well as portions of the Town of Minetto, Oswego, Scriba, and Volney in Oswego County and the Town of Sterling in Cayuga County. The land area included in the school district is approximately 65 square miles. The school district operates five elementary schools, one middle school (grades 7 & 8), and one high school.

**I. Composition of Professional Development Plan Team**

District Team

- 1 Superintendent Designee
- 4 Administrators/staff
- 5 Teachers
- 2 Teaching Assistants

Number of School buildings in district: 7

(i) A district team reviews and develops the Oswego Professional Development Plan (PDP). All mandated stakeholder groups are represented on the district team and will be accountable to serve as liaisons between their representative constituency groups and the Professional Development Plan Team. All grade levels (elementary, middle, and high school) are typically represented on the PDP Team. Elementary teachers serving on the PDP Team include: Cheryl Beck, Stephanie Dawson, Sean Fitzgerald, Rebecca James, Donna Miles, Kelly Moxley, Allison Peer, and Tracy Warner. Secondary faculty includes: Rachel Baker, Mary Alice Brennan, Lilly DeCaire, Gina Iorio and Katherine Mills. Teaching Assistants serving on the PDP Team are Kathleen Audlin and Jill Jacquin. Other PDP Team members include: Larry Schmiegel (Elementary Principal), Donna Simmons (Elementary Principal), Carrie Plasse (Director of Curriculum, Instruction and Accountability), and Jennifer Stanton (Director of Special Education).

(ii) The Professional Development Plan Team is actively involved in the following tasks:

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

## **II. Content of the Plan**

(i) Needs analysis, goals, objectives, strategies, activities, and evaluation standards

- (a) Identified target areas of the PDP include the tenets from the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE):
- Tenet 3 Curriculum Development and Support
  - Tenet 4 Teacher Practices and Decisions
  - Tenet 5 Student Social and Emotional Developmental Health
  - Tenet 6 Family and Community Engagement

*Oswego City School District Professional Development Plan*

- (b) The following needs assessment sources were used to identify the professional development needs of the Oswego City School District
- School Report Card
  - NYS and District Assessments (3-8 and Regents results)
  - Graduation Rates and Drop-Out Rates
  - Special Education Identifications and Annual Reviews
  - Oswego City School District's Annual and Long Range Goals
  - NYS Learning Standards
  - VADIR/DASA Reports
  - Supervisor and Department Data Analyses and Recommendations
  - Student Attendance and Discipline Reports
  - District Comprehension Plans (DCIP)/Schools Comprehension Plans (SCEP)
  - Professional Development Needs Survey (Google Docs)
  - In-service/Workshop evaluations/feedback

(ii) Description of the plan

- (a) The Oswego City 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. New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development every five years, as prescribed in the Professional Development Plan requirements for teachers, and 75 hours for teaching assistants every five years.
- (b) On average, teachers in the Oswego City School District will be involved in a minimum of 15 clock hours of professional development activities on an annual basis. These hours come from the OCSD Staff Development Days in the fall and spring. Teachers, on average, participate in many hours of our after school in-service program. New teachers will be required to participate in a New Teacher Institute which provides essential information on curriculum, instruction, assessment, and the use of technology in our district. OCSD teachers attend district workshops or conferences that relate to student learning as part of our Fall/Winter/Spring/Summer In-service Program. Professional development outside of the school day will be voluntary and compensated as per the negotiated agreement.

- (c) All professional development is aligned with New York Learning Standards and Assessments. Future professional development will emphasize improved student outcomes with a focus on student engagement, differentiating instruction to meet student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities. New York State Learning Standards are being infused into all appropriate curriculum areas and more students will become involved and successful on the new state assessments. Information has been shared with constituency groups throughout the development of this plan. Professional development opportunities currently existing within the Oswego City School District structure are:
- Grade level and department planning time
  - Faculty meetings
  - Staff Development Days
  - Technology/Standards courses offered in district
  - Standards-based learning and assessment courses
  - Mentoring program courses
  - Literacy courses offered in-district
  - Reading/Writing workshop courses
  - Teacher Center or CiTi/BOCES workshops/trainings
  - Peer collaboration and visitation
  - Regents week offerings
  - 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)
- (d) The Professional Development Plan Team researches effective practices in professional development and meets throughout the year 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
  - Evaluating 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
  - Staff development driven by student results
- (e) The Oswego City School District PDP will incorporate as many of these practices as possible to ensure that professional development is continuous and sustained. A comprehensive mentoring plan for all beginning teachers has been developed and implemented. Our PDP addresses the needs of staff at all stages of their careers and is applicable to 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.
- (f) The OCSD 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.
- (iii) The OCSD receives teachers that have already gone through professional development on school violence prevention and intervention. This training is now a requirement for teaching certification. DASA is also part of teacher certification training.
- (iv) Mentoring program plan
- (a) 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.

- (b) One of the 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. As a result, the Shoulder to Shoulder Mentoring Program was developed for all new teachers in the Oswego City School District. The program offers a team approach to provide ongoing support, semi-monthly informational and support meetings, observational feedback, and in-service training.

The mentoring program includes:

- familiarizing new teachers with OCSD policies and procedures
- pairing new teachers with mentors in their buildings
- an in-depth look at OCSD 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

- (c) The mentoring program has been developed and implemented consistent with the Oswego Classroom Teachers Association (collective bargaining unit).
- (d) As part of the OCSD Mentoring Program we have the following specific confidentiality criteria:

It is absolutely essential that beginning teachers and mentors understand the OCSD policy on confidentiality. Mentors should never be put in the role of evaluator or be expected to report to principals how things are going with the mentee. If this question is asked by an administrator, the mentor may simply reply with, "I think it would be best for you to ask \_\_\_\_\_ how things are going." Our beginning teachers need to feel confident they can reveal their insecurities, disappointments and fears to a trusted mentor who will use the information as a springboard for discussion. Principals and other supervisory administrators are reminded that the presence of a mentor is not a substitute for the support and guidance needed for new teachers.

There is also the issue of confidentiality regarding students. When the interest or safety of children is at risk, there should be no boundaries to confidentiality. Mentor teachers will be able to discuss, with the permission of the

mentee, any aspect of the mentee's performance with members of the district mentoring team, or other persons whose job is to help teachers (i.e. school counselors, resource teachers, other grade level teachers, etc.) Mentors, with the mentee's knowledge, may discuss the mentee's teaching performance with appropriate administrators if, in the mentor's professional judgment, the physical safety of a child or children is at risk. (e.g. The mentee is using corporal punishment in the classroom.)

Resource: Jon Saphier, Susan Freedman, Barbara Aschheim, 2001. *Beyond Mentoring*. MA: TEACHERS21.

- (e) The elements of the mentoring program, which include the procedure for selecting mentors, the role of mentors, the preparation of mentors, types of mentoring activities, and the time allotted for mentoring, are outlined in the Shoulder to Shoulder Mentoring Handbook and are included here.

### **1. Procedures for selecting mentors**

- a. Tenured teachers may apply to District Mentoring Committee for selection to the mentor pool
- b. Applicants shall be chosen for the pool based on the following criteria:
  - i. tenured teacher with permanent/professional certification
  - ii. demonstrates mastery of pedagogical and subject matter skills
  - iii. gives evidence of superior teaching abilities
  - iv. gives evidence of excellent interpersonal relationship qualities
  - v. indicates a willingness to participate as a mentor
  - vi. trained as a mentor
  - vii. agrees to spend regular, quality time with a new teacher
- c. District Mentoring Committee coordinates mentor match based on proximity in both teaching assignment and location
- d. The final decision rests with the building principal

### **2. Role of a mentor**

- a. Teachers accepted as mentors agree to the following responsibilities:
  - i. build a professional relationship, including establishing and maintaining professional respect, trust and confidentiality regarding the mentoring relationship
  - ii. provide professional, personal, and instructional support
  - iii. share on a day-to-day basis (when new teacher and mentor are in the same building)

- iv. communicate with new teacher at least once a week in a manner that promotes reflection
- v. solicit and accept feedback
- vi. facilitate the acquisition of resources and open communication
- vii. attend meetings with the district mentor team
- viii. participate in classroom visitations of your mentee and follow up with feedback
- ix. participate in a minimum of two observations during the school year
- x. use the mentor calendar as a guide to complete monthly reflection sheet and submit a copy to the district mentor team
- xi. participate in mentor training
- xii. complete and sign off on end-of-year checklist, documenting fulfillment of responsibilities
- xiii. complete end of year evaluation of Should to Shoulder Mentoring Program

### **3. Mentor Training**

- a. New mentors will be trained and compensated in accordance with Article VI Q of the negotiated agreement. During this time, mentors participate in a wide variety of activities, including but not limited to:
  - i. deepen their understanding of the mentor role
  - ii. deepen their understanding of the stages of new teacher development
  - iii. provide them with a repertoire of skills for working non-judgmentally with a colleague
  - iv. teach them how to build trust with a colleague
  - v. make them aware of mentoring pitfalls
  - vi. inform them of the resources and expectations of the mentoring program

### **4. Mentoring activities**

- a. The following are some of the activities that mentors will share with mentees:
  - i. Familiarize the new teacher with the district and building resources, guidelines, and expectation
  - ii. Linking the new teacher to resources
  - iii. Guiding the new teacher in areas of classroom management and design, discipline, scheduling, planning, and organization
  - iv. Sharing ideas, teaching strategies, information about the instructional process

- v. Visiting the new teacher's classroom and offering the new teacher opportunities to visit the mentor's classroom
- vi. Promoting self-reflection and self-analysis by the new teacher
- vii. Assisting the new teacher in setting goals
- viii. Offering non-judgmental, supportive listening
- ix. Maintaining confidentiality and professionalism, and sign a confidentiality agreement

#### **5. Time allotted for mentoring**

- a. Up to two observation sessions per year shall be available to mentors and new teachers. Mentoring pairs may request substitute coverage for activities such as visiting each other's classrooms/or the classrooms of others, planning and conferencing, attending workshops, or other mentoring activities they have designed
- b. Participants decide when and how to use the release time
- c. Mentors should make every effort to coordinate the scheduling of release time with other mentoring pairs for efficient use of substitute coverage

### **III. Development and Adoption of the Plan**

- (i) The plan is developed through collaboration with the Professional Development Plan Team. All mandated stakeholder groups are represented on the district team and will be accountable to serve as liaisons between their representative constituency groups and the Professional Development Plan Team. Elementary, middle, and high school are represented on the PDP Team by teachers appointed by their collective bargaining organization. Teachers serving on the PDP Team include elementary faculty: Cheryl Beck, Stephanie Dawson, Sean Fitzgerald, Rebecca James, Donna Miles, Kelly Moxley, Allison Peer and Tracy Warner. Secondary faculty includes: Rachel Baker, Mary Alice Brennan, Lilly DeCaire, Gina Iorio and Katherine Mills. Teaching Assistants serving on the PDP Team are Kathleen Audlin and Jill Jacquin. Other PDP Team members include: Larry Schmiegel (Elementary Principal), Donna Simmons (Elementary Principal), Carrie Plasse (Director of Curriculum, Instruction and Accountability) and Jennifer Stanton (Director of Special Education).
- (ii) The Professional Development Plan Team meets four times a year throughout the school year and convenes before October 1.

- (iii) The team will submit to the Board of Education the recommended Professional Development Plan by July. The Board of Education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

#### **IV. Reporting Requirements**

- (i) The superintendent of the OCSD 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.
- (ii) The OCSD will report to the department information concerning the completion of professional development for regularly employed certificate holders.

#### **V. Recordkeeping Requirements**

- (i) The OCSD will maintain records of professional development successfully completed by all teachers, 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 by the State Education Department.
- (ii) The OCSD 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 by the State Education Department.

#### **VI. Professional Development Plan District Resources**

- (i) The following are the professional development funds, staff resources, external professional development providers, and other human and fiscal resources that are available in the Oswego community:
  - (a) Fiscal resources:
    - District General Fund Allocations
    - Title I, Title IIA, and other competitive grant funds
    - BOCES Model Schools

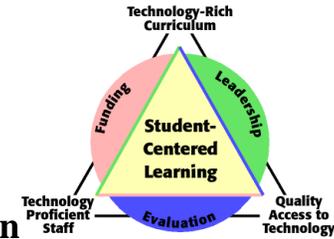
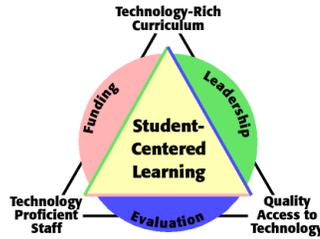
- (b) Staff resources:
  - Central Office Administrators
  - Building Level Administrators
  - Building School Improvement Teams
  - Curriculum Council
  - Turnkey Teacher Trainers
  
- (c) Providers:
  - State Education Department
  - BOCES/CiTi
  - SETRC
  - Institutions of Higher Education
  - Consultants
  - Vendors
  - Online resources
  - District Professional Resources
  
- (d) Community:
  - County/State organizations
  - Service organizations
  - Employers
  - Community members
  - Vendors
  - Parents

## **VII. Evaluation**

- (i) A variety of surveys and needs assessments will be used to monitor the quality and effectiveness of each objective 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.
  
- (ii) A spring annual review will be conducted by the Professional Development Plan Team to discuss the evaluation data and to discuss any changes that need to be made to this plan. The recommendations in the form of the plan that come from that meeting will be sent to the Board of Education for review and approval.

## **VIII. Attachment**

OCSD Professional Development Plan



## Oswego City School District Professional Development Plan Implementation Plan

### Tenet 3 Curriculum Development and Support (2016--2018)

**Goal #1: Align programs, practices with Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and for Mathematics, Annual Professional Performance Review (APPR), and data-driven decision making.**

**Objective #1: Train instructional leaders and faculty in all frameworks, practices, and requirements of the NYS Common Core Learning Standards and NYS Content Standards.**

| Professional Development              | Activity(ies) to accomplish objectives                                      | Coordinator Responsible                                | Timeframe (When/how long) | Evaluation standards Performance Measure/ Data Source  |
|---------------------------------------|---|--|---------------------------|--|
| Social Studies Toolkits               | Teachers becoming aware of how to use the Social Studies Toolkits           | Director of Curriculum, Instruction and Accountability | 2016-2018                 | Observations, feedback, surveys and notes  |
| Deconstruction of ELA Standards K-12  | Continuing to work on deconstructing the standards into concepts and skills | Director of Curriculum, Instruction and Accountability | 2016-2018                 | All standards will be broken into concepts and skills for teachers to use in lesson planning. Lesson plan review through observations. |
| Deconstruction of Math Standards K-12 | Continuing to work on deconstructing the standards into concepts and skills | Director of Curriculum, Instruction and Accountability | 2016-2018                 | All standards will be broken into concepts and skills for teachers to use in lesson planning. Lesson plan review through observations. |
| Next Generation Science Standards     | Science Committee reviewing the standards and noting changes                | Director of Curriculum, Instruction and Accountability | 2016-2018                 | Observations, feedback, surveys and notes  |

**Objective #2:** Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies for all students, which are based upon Common Core Learning Standards and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

| Professional Development   | Activity(ies) to accomplish objectives   | Coordinator Responsible                                | Timeframe (When/how long) | Evaluation standards Performance Measure/ Data Source                                     |
|--|--|--|---------------------------|---|
| Digging into the ELA and Math Modules for Differentiated Instruction | Teachers collaborating on ways to scaffold lessons for all learners                      | Director of Curriculum, Instruction and Accountability | 2016-2018                 | ELA/ Math 3-8 Testing, 5% increase in sub groups, lesson plan review through observations |
| Spiraling curriculum at the secondary level for English              | Examining the AP English course to help build strategies toward the AP and Regents exams | Director of Curriculum, Instruction and Accountability | 2016-2018                 | English Regents common core results   |

**Goal #2: Continue to support the integration of interdisciplinary curricula targeting the arts and advance technology applications to improve instruction, enhance student engagement and maximize learning in a 21<sup>st</sup> Century classroom.**

**Objective #1:** Train and support staff with the implementation of technology benchmarks for all students K-12

| Professional Development             | Activity(ies) to accomplish objectives  | Coordinator Responsible | Timeframe (When/how long) | Evaluation standards Performance Measure/ Data Source                       |
|--------------------------------------|---|-------------------------|---------------------------|---|
| Benchmarks for K-6                   | Training all staff regarding the district technology benchmarks                               | Director of Technology  | 2016-2017                 | 100% of staff will become familiar with the benchmarks                      |
| Aligning work to the benchmarks K-12 | Showing staff how to incorporate the technology benchmarks into projects/resources being used | Director of Technology  | 2016-2018                 | A continually growing list of resources for technology aligned to the CCLS, |

**Objective #2:** Train instructional staff in the application of instructional technologies (ELMOs, projection systems, interactive whiteboards, interactive slates, Google Apps, etc.)

| <b>Professional Development</b>  | <b>Activity(ies) to accomplish objectives</b>                         | <b>Coordinator Responsible</b> | <b>Timeframe (When/how long)</b> | <b>Evaluation standards Performance Measure/ Data Source</b> |
|--|---|--------------------------------|----------------------------------|--|
| Google courses <ul style="list-style-type: none"> <li>• Tour Builder</li> <li>• Classroom</li> <li>• Google Docs</li> <li>• Google Sheets</li> <li>• Google Slides</li> </ul>                | In-service offerings with support from CiTi technology and librarians | Director of Technology         | 2016-2018                        | Increase in teacher usage, by survey                         |
| Hour of Code <ul style="list-style-type: none"> <li>• Coding Apps</li> <li>• Coding Websites</li> </ul>  | In-service offerings with support from CiTi technology and librarians | Director of Technology         | 2016-2018                        | Increase in teacher usage, by survey                         |
| Presentation <ul style="list-style-type: none"> <li>• Prezi</li> <li>• Canva</li> <li>• FlipSnack</li> <li>• Bitstrips</li> <li>• Go Animate</li> </ul>                                      | In-service offerings with support from CiTi technology and librarians | Director of Technology         | 2016-2018                        | Increase in teacher usage, by survey                         |
| Digital Portfolio <ul style="list-style-type: none"> <li>• Seesaw Learning</li> </ul>  | In-service offerings with support from CiTi technology and librarians | Director of Technology         | 2016-2018                        | Increase in teacher usage, by survey                         |
| Video Making and Recording and Editing Apps <ul style="list-style-type: none"> <li>• RePlay</li> <li>• Clips</li> <li>• Playback</li> <li>• Show Me</li> <li>• Explain Everything</li> </ul> | In-service offerings with support from CiTi technology and librarians | Director of Technology         | 2016-2018                        | Increase in teacher usage, by survey                         |
| Research Data Bases <ul style="list-style-type: none"> <li>• CultureGrams</li> <li>• Pebble-Go</li> <li>• Online Encyclopedias</li> </ul>  | In-service offerings with support from CiTi technology and librarians | Director of Technology         | 2016-2018                        | Increase in teacher usage, by survey                         |

*Professional Development Plan*

| <b>Professional Development</b>  | <b>Activity(ies) to accomplish objectives</b>                         | <b>Coordinator Responsible</b> | <b>Timeframe (When/how long)</b> | <b>Evaluation standards Performance Measure/ Data Source</b> |
|--|---|--------------------------------|----------------------------------|--|
| iPad Apps <ul style="list-style-type: none"> <li>• Storykit</li> <li>• Educreations</li> <li>• Chatterpix</li> </ul> | In-service offerings with support from CiTi technology and librarians | Director of Technology         | 2016-2018                        | Increase in teacher usage, by survey                         |
| Online Assessment <ul style="list-style-type: none"> <li>• Plickers</li> <li>• Flubaroo</li> </ul>                   | In-service offerings with support from CiTi technology and librarians | Director of Technology         | 2016-2018                        | Increase in teacher usage, by survey                         |
| Copyright Understanding  | In-service offerings with support from CiTi technology and librarians | Director of Technology         | 2016-2018                        | Increase in teacher usage, by survey                         |
| Snap Search, Media Connect, FKS  | In-service offerings with support from CiTi technology and librarians | Director of Technology         | 2016-2018                        | Increase in teacher usage, by survey                         |

**Objective #3: Form collaborative partnerships and create interdisciplinary curricula and other enrichment opportunities.**

| <b>Professional Development</b>   | <b>Activity(ies) to accomplish objectives</b>              | <b>Coordinator Responsible</b>                         | <b>Timeframe (When/how long)</b> | <b>Evaluation standards Performance Measure/ Data Source</b> |
|---|--|--|----------------------------------|--|
| In-service to increase collaboration between the disciplines, including Music, PE and Art | Creating integrated lessons to increase student engagement | Director of Curriculum, Instruction and Accountability | 2016-2017                        | Lesson plan review through observations                      |

### Tenet 4 Teacher Practices and Decisions

**Goal #1: Ensure that all members of the Oswego professional staff develop the skills, knowledge and strategic practices and decision-making to effectively implement curriculum and best instructional practices in order to address the gap between what students know and need to learn.**

**Objective #1: Promote literacy development K-12 and in all content areas.**

| Professional Development   | Activity(ies) to accomplish objectives   | Coordinator Responsible                                | Timeframe (When/how long) | Evaluation standards Performance Measure/ Data Source                                  |
|--|--|--|---------------------------|--|
| Literacy in the Content  | All content area teachers working to deconstruct the Literacy standards                    | Director of Curriculum, Instruction and Accountability | 2016-2017                 | Document of learning objectives from the CCLS  |
| Literacy in the Content  | Teachers gathering ideas to integrate literacy in all content areas                        | Director of Curriculum, Instruction and Accountability | 2016-2017                 | Cross-curricular meetings and models produced for teachers to use in their instruction |
| Incremental planning and implementation of Response-to-Intervention frameworks for secondary literacy, reading instruction and interventions | RTI plan revision and secondary starting to increase data teams                            | Director of Student Services                           | 2016-2018                 | Plans are being implemented and followed in all buildings                              |
| Response-to-Intervention frameworks refocus on K-8 literacy  | Committee rewriting district RTI Plan and turn-key training the information to the faculty | Director of Student Services                           | 2016-2018                 | Plan is being implemented and followed in all buildings                                |

Professional Development Plan

**Objective #2:** Train and support instructional teams in design, creation and application of high quality assessments and effective progress monitoring tools.

| Professional Development                      | Activity(ies) to accomplish objectives  | Coordinator Responsible                                | Timeframe (When/how long) | Evaluation standards Performance Measure/ Data Source    |
|---|---|--|---------------------------|--|
| Rubric alignment in Math                      | Continuing to meet by grade level to discuss the module assessment rubrics          | Director of Curriculum, Instruction and Accountability | 2016-2017                 | All rubrics revised to create clarity for all raters K-6 |
| Writing Rubrics aligned K-12                  | Continuing the work on K-12 writing rubrics and common writing pieces as assessment | Director of Curriculum, Instruction and Accountability | 2016-2018                 | Final rubrics to be shared and writing samples reviewed  |
| Common assessments and grading policies, K-12 | Creating rigorous assessments and consistent grading requirements                   | Director of Curriculum, Instruction and Accountability | 2016-2018                 | Written document outlining grading policies              |

**Objective #3:** - Train staff to use a variety of Data Driven Instruction (DDI) protocols and summative and formative data sources which inform instruction.

| Professional Development    | Activity(ies) to accomplish objectives  | Coordinator Responsible  | Timeframe (When/how long) | Evaluation standards Performance Measure/ Data Source   |
|-----------------------------|---|--|---------------------------|---|
| Data Teams in All Buildings | Strengthen teacher-led professional learning communities in which teachers use student data, best-practice sharing, observations, and coaching to improve instruction | Director of Curriculum, Instruction and Accountability<br><br>Principals | September 2016            | Coordinated data teams in all buildings with debriefing |

**Objective #4:** Provide opportunities and support for staff to create lesson plans that are designed to instruct all groups of students.

| Professional Development    | Activity(ies) to accomplish objectives  | Coordinator Responsible                                | Timeframe (When/how long) | Evaluation standards Performance Measure/ Data Source             |
|-----------------------------|---|--|---------------------------|---|
| Differentiated Instruction  | Investigating and incorporating the use of Differentiated Instruction for ELA and Math lessons                                    | Director of Curriculum, Instruction and Accountability | 2016-2018                 | Lesson plans during observations and non-evaluative walk-throughs |
| Explicit Direct Instruction | Continuing to refine parts of the EDI process by focusing on specific parts, e.g. lesson importance, guided practice and closings | Director of Curriculum, Instruction and Accountability | 2016-2018                 | Based on teacher observations, what follow-up needs to be offered |

### Tenet 5 Student Social and Emotional Developmental Health

**Goal #1:** Establish a community focused on the prevention of harassment and discriminatory behaviors through the promotion of education measures meant to positively impact school culture and climate.

**Objective #1:** Continue to help staff understand and follow all revisions to the District’s Code of Conduct and Board policies regarding the Dignity for All Students Act.

| Professional Development      | Activity(ies) to accomplish objectives  | Coordinator Responsible                                | Timeframe (When/how long)               | Evaluation standards Performance Measure/ Data Source |
|-------------------------------|---|--|---|---|
| DASA training for all faculty | All faculty attending a workshop on DASA policies, new teachers reviewing the recording of 2015-2016 training | Director of Curriculum, Instruction and Accountability | 2016-2018                               | Agendas, sign-in sheets for all trainings             |
| DASA training for students    | All students hearing a consistent message regarding the policies of DASA                                      | Director of Curriculum, Instruction and Accountability | Fall of every school year 2016 and 2017 | Agendas for student trainings                         |

Professional Development Plan

**Objective #2:** Staff develops an awareness of student mental health issues and skill sets for effectively instructing and supporting such students.

| Professional Development   | Activity(ies) to accomplish objectives  | Coordinator Responsible      | Timeframe (When/how long) | Evaluation standards Performance Measure/ Data Source       |
|----------------------------|---|------------------------------|---------------------------|---|
| CPI Comprehensive Training | Training staff on student mental health issues and needs                      | Director of Student Services | 2016-2018                 | Teams within every building received training and retrained |
| CPI De-escalation Training | Training staff in how to de-escalate students through preventative techniques | Director of Student Services | 2016-2018                 | 80% of faculty will be trained                              |

**Objective #3:** Teach staff how programs/plans contribute to positive reinforcements of behaviors by using expectations that are explicitly taught, promoting a healthy environment in their school community, and having a consistent message.

| Professional Development  | Activity(ies) to accomplish objectives   | Coordinator Responsible                | Timeframe (When/how long) | Evaluation standards Performance Measure/ Data Source        |
|---------------------------|--|--|---------------------------|--|
| Alternative to Suspension | Investigating with administrators and faculty different alternatives to suspension and choosing a program that fits OCSDs needs. Further training will be required for the program | Director of Student Services           | 2016-2018                 | Decrease in suspension rate by 5%                            |
| FBA/BIPS                  | Training staff how to write FBAs/BIPs and how to collect data  | Director of Special Education Services | 2016-2018                 | Decrease in suspension rate by 5%                            |
| CDOS                      | Training staff and administrators at high school level on CTE eligible programs and correct document as a Pathway toward graduation  | Director of Student Services           | 2016-2018                 | Increase students using CDOS for diploma type                |
| Transition                | Training secondary staff to transition students with disabilities for career and college   | Director of Special Education Services | 2016-2018                 | Services increased for students transitioning to high school |

## Tenet 6 Family and Community Engagement

**Goal #1: Create a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.**

**Objective #1: School data is shared in a way that promotes dialogue among parents, students and school community members focused on student learning and success.**

| Professional Development   | Activity(ies) to accomplish objectives              | Coordinator Responsible                                | Timeframe (When/how long) | Evaluation standards Performance Measure/ Data Source |
|--|---|--|---------------------------|---|
| Book study, in-service related to improving data dialogues with families | Training on what and how to deliver data to parents | Director of Curriculum, Instruction and Accountability | 2017-2018                 | Feedback from parent conferences                      |

**Objective #2: Schools create learning experiences for parents and community members to support student learning and success.**

| Professional Development   | Activity(ies) to accomplish objectives                                       | Coordinator Responsible                                | Timeframe (When/how long) | Evaluation standards Performance Measure/ Data Source |
|--|--|--|---------------------------|---|
| Book study, in-service related to improving dialogue with families | Training on how to engage parents in the learning process for their students | Director of Curriculum, Instruction and Accountability | 2017-2018                 | Feedback from parent conferences                      |
| Leader in Me   | Parent training for the Leader in Me   | Director of Curriculum, Instruction and Accountability | 2017-2018                 | Attendance of parents for training                    |