

**SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN
July 1, 2019 – June 30, 2022**

DISTRICT NAME Troy City School District
BEDS CODE 491700010000
SUPERINTENDENT: John Carmello
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YEAR(S) PLAN IS EFFECTIVE: 2019-2022

Composition of Professional Development Team

Diane Allen - Instructional Coach
Lois Batsios - Teaching Assistant
Melissa Boucher - Teacher
Jamie Bowen - ENL Curriculum Leader
Maxine Brisport - Family Engagement Coordinator
James Canfield - Administrator
Seth Cohen - TTA President, Teacher
Catherine Culkun-Boice - Counselor
Juli Currey - Grant Coordinator
Jennifer DeMarco - Rtl Director
Sabina Dinardo - Dean of Students
Virginia DonVito-MacPhee - Administrator
Elizabeth Dowd - Instructional Coach
Arianna Feliciano - Teacher
Donna Fitzgerald - Director of Pupil Services
William Flax-Leight - Teacher
Jamie Gargano - LOTE Curriculum Leader
Judi Gawinski - ELA Curriculum Leader
Theresa Kaniff - Executive Secretary
Ashley Kenyon - ENL Teacher
Kerri Klinowski - CSE Chairperson
Courtney Little - Teacher
Nicole MacNeil - Math Curriculum Leader
Jessica Maloney - Occupational Therapist
Ani Mooney - Nurse
Sarah O'Hearn - Teacher
Amy Prabhakaran - Assistant Director of Pupil Services
Matthew Robinson - Administrator
Erin Sheevers - Director of Technology
Veronica St. John - ENL Teacher
Linda Stumbaugh - Instructional Coach
Melissa Sullivan - Teacher
Natelege Turner-Hassell - Administrator
Kira Vasconez - Teacher
Donna Watson - Assistant Superintendent for Curriculum and Instruction

Number of school buildings in district: 8

Number of school-based professional development teams: 8

PROFESSIONAL DEVELOPMENT PLANNING TEAM

1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.

Representatives from the district-wide Professional Development Planning Committee (PDPC) are involved in the ongoing planning, delivery and evaluation of staff development throughout the school year. This committee includes teacher, staff and administrative representation from the school buildings in the district. Those building level representatives act as liaisons to the building-based planning teams and faculty members in each building. Our professional development plan recognizes and targets both district-wide and building-based initiatives.

2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

Mandatory staff development occurs on district superintendent's conference days and professional development days throughout the year. For the 2019-2020 school year, the district has maintained an intense commitment to professional development with extensive embedded staff development designed to improve administrator, faculty and staff knowledge and skills related to the New York State P-12 Common Core Learning Standards and ensuring that Troy's students are graduating college and career ready. The district hosts four conference days annually, totaling twenty-four hours (see last year's attached agendas). Faculty and staff members are also invited to participate in book studies offered in-house and attend ten monthly professional forums organized through the district-wide mentoring program, totaling an additional ten hours each. Finally, the district offers eight early release days at the elementary and secondary levels, and weekly team time at the middle level which affords teachers the opportunity to participate in professional development as part of extended grade level/department meeting time (this totals minimally to sixteen hours). As a result, faculty and staff members have a minimum of sixty hours of professional development available to them annually within the district. These opportunities would enable all leaders, teachers and teaching assistants to meet or exceed the required number of hours of professional development over a five-year period. Beyond the above stated opportunities, the district also supports curriculum writing leader, teacher and staff attendance at workshops and conferences hosted by outside organizations. Support for these opportunities may include release time, substitute compensation, in-service credit, registration fees or stipends for curriculum writing in the summers of 2019, 2020 and 2021 in the areas identified in the district-wide curriculum management system.

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

1. Describe how the professional development plan is aligned with New York State P-12 Common Core Learning Standards and assessments, student needs and is articulated within and across grade levels.

The professional development plan includes goals, strategies and activities directed toward helping all students achieve the New York State P-12 Common Core Learning Standards (“the standards”) and demonstrate attributes and behaviors aligned with district-wide initiatives. Curriculum review, alignment and development are directly tied to the standards. The training related to Culturally Responsive Practice is designed to ensure that all students and subgroups have access to rigorous, grade level, common core work without any disproportionality in school programs and services. The initiative to improve Reading instruction at kindergarten through grade eight is founded not only on the standards for English Language Arts but on the wealth of scientifically based Reading research available in recent years (Calkins’ Units of Study, Instructional Strategies Approach, etc.). Our emphasis will extend beyond using assessments to inform instruction to work on closing the achievement and opportunity gaps that exists between Troy’s students and students statewide.

Our mentoring training will assist beginning teachers and inform discussion between those teachers and their mentors that includes standards appropriate for a particular grade level and content area (i.e. the “major work of the grade”). In addition, training will be incorporated to address the many areas associated with the changes to the Annual Professional Performance Review Plan (APPR), consistent with 3012-d, including but not limited to the following: Danielson 2013, OASYS and SLOs. Increased training on the full and *effective* integration of technology into our district-wide programs and services will include its use in curriculum, instruction and assessment for all students. The training related to improving the achievement of students with disabilities will involve differentiating the content (based on the learning standards), processes and products for student learning. This work will extend to include the support of instructional coaches working at the elementary level to provide multiple entry points for students and necessary scaffolds to ensure rigorous, grade level work for all students.

As the final component of the planned professional development for the Troy City Schools, training is also necessary in two critical areas – meeting the social and emotional needs of students and engaging parents and families in strong partnerships for education. Our proposed professional development plan speaks to a method of communication for all initiatives on both district and building levels to ensure horizontal and vertical alignment.

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

The members of the Professional Development Planning Team (PDPT) developed this plan collaboratively, in response to the results of teacher evaluations to superintendent’s conference days, embedded training and participation in a plethora of local, state, national and international conferences. This plan also responds to various DTSDE reviews conducted at School 2, Carroll Hill Elementary School and at the district-level, which resulted in multi-year improvement plans. Information from these studies also informed the development of a district-wide curriculum management system (which includes a four-year cycle of review, alignment and development). In the 2019-2020 school year, the cycle returns to *Year 2 Areas*, including Social Studies, Art and Music, which will be mapped for the second time in the district. In the 2020-2021 school year, the *Year 3 Areas* of Science, Health and Physical Education will be mapped, followed by the Year 4 Areas in 2021-2022 of Math, Business, Technology, Family and Consumer Sciences and a Guidance Program review. This will complete the second full cycle of curriculum review, alignment and development over an eight-year period. Within the area of Special Education, this plan includes goals for multiple years regarding students with disabilities. As we analyze the results of our

curriculum, instruction, and assessments aligned to the standards, particularly in English Language Arts and Mathematics in grades 3 through 8, our data continues to be critical in helping us to identify and respond with support to areas in need of improvement, and subsequent training. Evaluation will be based upon continued collection and analysis of student achievement data and other student outcome measures (behavioral data, attendance data, etc.) as appropriate. The areas identified in our proposed plan are both a continuation of district goals from the 2018-2019 school year and elaboration of current and future initiatives through 2022.

3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.

The areas identified for both building-based and district-wide initiatives have been identified after a careful analysis of student achievement data from the New York State School Report Card, the revised accountability indicators under the Every Student Succeeds Act (ESSA) and school-wide measures collected as part of the district's multiple measures indexing system. The district relied on survey information as well from multiple stakeholders (parents, students, faculty and staff) for the purpose of identifying priority areas for staff development. All goals, objectives, strategies and activities are designed to support improved professional practices that will yield improvements in student achievement.

School District Professional Development Plan

Attachment I: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

- School Report Card
- New York: The State of Learning (Chapter 655 Report)
- BEDS data
- The CAR report
- Special designation schools, SURR, Title I
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs.
- State benchmarks for student performance
- TIMSS report
- Student aspirations
- Other student surveys
- Longitudinal data
- Student/teacher ratios
- Teacher turnover rate
- Number of uncertified teachers
- Number of teachers teaching out-of-field
- Teacher proficiency data
- Teacher survey (using Survey Monkey)
- School Reviews Using the Diagnostic Tool for School and District Effectiveness (DTSDE)

Troy City School District Professional Development Plan:
PDP Goals, Objectives, Strategies and Activities
2019-2022 - Final

PDP Goal #1 – **To review, align and develop 21st century curricula (aligned with the NYS P-12 Common Core Learning Standards) to inform instruction and assessment**

Objective #1 – To review, align and develop district-wide curricula in the areas identified for Years 2, 3 and 4 of the review (starting with a strategy to complete the 18-19 areas)

Strategy: To involve curriculum leaders and extended teacher leadership in the completion of curriculum review, alignment and development in the Year 1 Areas (English Language Arts, World Languages, Information Literacy (Library) and English as a Second Language)

Strategy: To involve curriculum leaders and extended teacher leadership in the implementation of curriculum review, alignment and development in the Year 2 Areas (Social Studies, Art and Music)

Strategy: To involve curriculum leaders and extended teacher leadership in the planning for curriculum review, alignment and development in the Year 3 Areas (Science, Physical Education and Health) and Year 4 Areas (Math, Business, Technology, Family and Consumer Sciences and a Guidance Program review)

Proposed Activities:

- Provision of embedded professional development on the role of Efficacy and the Data Feedback Strategy (DFS) Process by grade level/department (to include the identification of proficiency targets)
- Continued examination and use of student achievement data from multiple sources (including Troy developed multiple measures indexing system) to inform curriculum, instruction and assessment at all levels
- Use of building-based planning team meetings, grade level/team meetings, new teacher orientation and faculty meetings to communicate the revised curriculum to faculty and staff
- Use of technology and instructional coaches to assist with maximizing our use of technology to enhance curriculum development and support more engaging instructional practices

**As this plan concludes in June of 2022, the district will be completing the second full cycle of curriculum review, alignment and development for all content areas, Pre-K through grade 12.*

PDP Goal #2 - **To improve the use of culturally responsive practices throughout the Troy City School District**

Objective #1 – To support the use of culturally responsive practices in all classrooms and departments throughout the district

Proposed
Activities:

- To support continued professional development on *Understanding Implicit Bias* and *Culturally Responsive Practices* and to monitor and evaluate the evidence of impact within the system
- To review and analyze all data by subgroups (academic, behavioral, suspension, etc.) and make recommendations for improvements
- To supplement our culturally responsive classroom libraries with additional books (as per Calkins' recommendations)

PDP Goal #3 – To improve the teaching and learning of reading and writing within the Troy City School District

Objective #1 – To maximize the use of embedded staff developers from the Teachers College Reading and Writing Project to support improved teaching and learning in the area of literacy (use of Calkins' Phonics Units as well as Units of Study for Reading and Writing)

Objective #2 – To improve literacy instruction across the curriculum by developing in teachers understanding and use of explicit strategies to support the areas of Vocabulary, Reading, Writing, Speaking and Listening (translating research on the five areas of Reading instruction - phonics, phonemic awareness, vocabulary, fluency and reading comprehension into consistent instructional practices in kindergarten through grade 6)

Objective #3 – To comprehensively review our use of assessments and interventions for Tier I, Tier II and Tier III students and make recommendations for improvements

Strategy: To provide intense professional development in explicit reading instruction (including guided reading groups)

Proposed
Activities:

- To provide professional development in small group instruction
- To develop curricula that is scaffolded with multiple points of access for students
- To examine Lucy Calkins "Units of Study" as they relate to the implementation of guided reading and writing practices
- To support the use of the Instructional Strategies Approach (ISA)
- To improve "close reading" practices at all levels
- To review and assess our use of valid and reliable assessments for a variety of purposes: screening, diagnostic, progress monitoring and outcome-based
- To support embedded professional development through the use of Teachers College Reading and Writing Project staff developers and Troy CSD instructional coaches working in the classroom to model, observe and provide feedback related to expert reading and writing instruction
- To provide targeted training on F&P reading bands, with a focus on implications for instruction at all levels (including HS)

PDP Goal #4 – To recruit and retain highly qualified faculty members and provide support throughout a teacher’s career

Objective #1 – To support all teachers through the entire process of the new Annual Professional Performance Review

Strategy: To evaluate the needs of teachers and target subsequent training and support to meet on-going needs

Proposed Activities:

- Participation in training on Danielson’s 2013 Teacher Practice Rubric (OASYS Version)
- Training on understanding all components of APPR leading to the annual Teacher Effectiveness Rating
- Participation in evaluations using the new web-based teacher evaluation tools

Objective #2 – To provide a district-wide mentoring program that comprehensively addresses the demonstrated needs of mentors and beginning teachers throughout the year(s)

Strategy: To evaluate the needs of mentors and beginning teachers prior to the start of school and target subsequent training and support to meet the on-going needs of program participants

Proposed Activities:

- Participation in training for mentors on how to be an effective mentor
- Participation in a new teacher orientation and meetings throughout the year
- Observational classroom visits focused on instructional strategies
- Participation in weekly mentor/beginning teacher conferences
- Participation in sessions with Superintendent Carmello as part of the monthly professional forums
- Evaluation of the effectiveness of the mentoring program annually

PDP Goal #5 – To promote a safe and secure environment for all students, district employees and visitors

Objective #1 – To continue to design professional development opportunities to facilitate compliance with Project Safe Schools against Violence in Education (SAVE) legislation

Strategy: To utilize district-wide conference days and encourage participation of district-wide faculty and staff at conferences and workshops related to violence prevention and intervention

Proposed Activities:

- Continuation of the efforts of district-wide and building-based safety teams as outlined in the District-Wide School Safety Plan
- Participation in drills and table top exercises to ensure safety during a variety of emergency situations

- Participation in workshops related to blood borne pathogens, CPR, AEDs, suicide prevention, cyber-bullying, internet safety and social networking sites
- Participation in emergency preparedness training to include bus safety and field trip procedures
- TCI training for select leaders, teachers and staff

PDP Goal #6 – To continue to promote increased *effective* technology integration and the use of 21st Century tools throughout the district

Objective #1 – To maximize our knowledge and use of technology to enhance curriculum, instruction and assessment for all students

Strategy: Utilize leveled district-wide conference days and encourage maximum participation of district-wide faculty and staff at conferences and workshops related to effective technology integration

Strategy: Increased collaboration opportunities with the district technology coaches, technology liaisons, technology committee, and other district technology leaders

Proposed Activities:

- Training on what effective technology integration is utilizing the SAMR model
- Continued training on the use of the district’s web-based curriculum management software program, other online programs, and/or other blended learning opportunities
- Participation in targeted training that supports effective technology integration in the classroom (i.e. Video, Collaboration, Communication, Blackboarding, virtual field trips, and other specific hardware and software utilized for educational purposes)
- Expanded learning opportunities for students by increasing distance learning classes hosted by Troy

Objective #2 – To maximize our knowledge and use of technology to enhance district-wide programs and services (systems)

Strategy: Utilize leveled district-wide conference days and encourage maximum participation of district-wide faculty and staff at conferences and workshops related to effective technology integration

Strategy: Increased collaboration opportunities with the district technology coaches, technology liaisons, technology committee, and other district technology leaders

Proposed Activities:

- Targeted Training on the following systems: OASYS, eSD guru, Google Apps for Education, eBeam, webex, etc.)

PDP Goal #7 – To improve the academic achievement of students with disabilities and those who are academically at risk

Objective #1 – To provide professional development opportunities for faculty and staff to improve our understanding of how to successfully meet the needs of students with disabilities

Strategy:

- To examine student achievement and disciplinary data of students with disabilities and target professional development opportunities toward improved teaching and support practices

Proposed Activities:

- Continued analysis of student achievement and disciplinary data to inform the delivery of rigorous instruction for students with disabilities
- Continued embedded professional development with the Special Education Coach and Instructional Coaches
- Use of conference days, department meetings and in classroom time to work on a variety of related topics:
 - Training in utilizing a variety of progress monitoring tools
 - Training in the use of specially designed instruction, explicit instruction, differentiation and scaffolding
 - To continue to create standards-based IEPs with well-developed sections: Present Levels of Performance, Annual Goals and Transition Plans
 - Training to increase rigorous instruction of CCLS (critical vocabulary)
 - Training in understanding brain development, poverty and trauma and the effect on students' learning and behavior
 - Training for teaching assistants to enhance students' independent application of skills, increase engagement and self-regulation/monitoring of behavior
 - To continue to improve our use of i-Pads and other assistive technologies to enhance engagement and instruction

PDP Goal #8 – To improve family/community engagement in and promote shared ownership for students' academic programs and social/emotional well-being.

Objective #1 – To examine alternative and multiple ways to improve reciprocal communication with families

Strategy:

- To improve our use of 21st Century tools to promote effective reciprocal communication between schools and families

Proposed Activities:

- To provide explicit training on the NYS P-12 Common Core Standards and supporting students' success to families in a way that is meaningful and helpful to them (in a setting that they prefer)

- To provide continued PD for all school leaders, faculty and staff on successful strategies for engaging families, including explicit training on conducting successful home visits
- To continue to improve the website so that families may contact staff, obtain important information and download useful materials in their native language as applicable

Objective #2 –

To monitor and evaluate the effectiveness and impact of the Social Emotional Development and Learning (SEDL) Plan

Strategy:

- To continue to meet as a district-wide SEDL, monitoring and evaluating various data sources to determine evidence of impact and to identify professional development needs

Proposed Activities:

- To provide professional development opportunities in the following areas:
 - Improving Attendance
 - Bullying prevention
 - Supporting students with severe emotional and behavioral difficulties and mental health needs
 - De-escalation techniques
 - Restorative Justice practices
 - Second Step Curriculum
 - Alternatives to suspension

School District Professional Development Plan
Attachment III: District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal resources:

- Professional Grant Funds
- Title I Funds and Title IIA Funds

Staff resources:

- Curriculum leaders
- Literacy and instructional coaches
- Exemplary teachers (including teacher mentors)

Providers:

- Institutions of Higher Education
- Teacher Resource Centers
- BOCES (e.g., SCDN, SETRC, BETAC)
- Outside Consultants

Community (ICC Members)

- Major employers
- Community-based organizations
- Parents

Other

- IDEA Grants
- Mini-grants
- District Staff Development Funds
- New York State Mentor Teacher Internship Program (MTIP) grant funds (if applicable)

**School District Professional Development Plan
Attachment VI: Implementation Plan**

See Appendix A (Combined Document)

**School District Professional Development Plan
Attachment V: Evaluation Plan**

See Appendix A (Combined Document)

SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrations, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instructions 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.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

(Date)

Appendix A: 2019-2022 Troy City School District Professional Development Implementation and Evaluation Plan

Goal #1: To review, align and develop 21st century curricula (aligned with the NYS P-12 Common Core Learning Standards) to inform instruction and assessment

Objective #1: To review, align and develop district-wide curricula in the areas identified for Years 2, 3 and 4 of the review (completing the second full review cycle)

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"> • To involve curriculum leaders and extended teacher leadership in the completion of curriculum review, alignment and the development in the Year 2 Areas (Social Studies, Art and Music) • To involve curriculum leaders and extended teacher leadership in the implementation of curriculum review, alignment and development in the Year 3 Areas (Science, Physical Education and Health) • To involve curriculum leaders and extended teacher leadership in the planning for curriculum review, alignment and development in the Year 4 Areas (Mathematics, Technology, Family and Consumer Sciences and Business) 	<ul style="list-style-type: none"> • Provision of embedded professional development on the role of Efficacy and the Data Feedback Strategy (DFS) Process by grade level/department (to include the identification of proficiency targets) • Continued examination and use of student achievement data from multiple sources (including Troy developed multiple measures indexing system) to inform curriculum, instruction and assessment at all levels • Use of building-based planning team meetings, grade level/team meetings, new teacher orientation and faculty meetings to communicate the revised curriculum to faculty and staff • Use of technology and instructional coaches to assist with maximizing our use of technology to enhance curriculum development and support more engaging instructional practices 	<p>Assistant Superintendent for Curriculum and Instruction Principals/Questar III Curriculum Leaders PPS Director/RtI Coordinator/Director of Technology/Director of Athletics Information Literacy Specialists General Education Teachers Special Education Teachers Technology and Instructional Coaches</p>	<p>Summers 2019, 2020, 2021 Ongoing 19-20, 20-21, 21-22</p>	<p>K-12 Curriculum Mapping using adopted tool (Curricuplan) Documented 21st Century student outcomes Lesson plans designed to address specific student needs as evidenced by data and that integrate technology and the library</p>

Goal #2: To improve the use of culturally responsive practices throughout the Troy City School District

Objective #1: To support the use of culturally responsive practices in all classrooms and departments throughout the district

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"> To continue to provide training in the area of culturally responsive practices for all administrators, faculty and staff 	<ul style="list-style-type: none"> To support continued professional development on <i>Understanding Implicit Bias</i> and <i>Culturally Responsive Practices</i> and to monitor and evaluate the evidence of impact within the system To review and analyze all data by subgroups (academic, behavioral, suspension, etc.) and make recommendations for improvements To supplement our culturally responsive classroom libraries with additional books (as per Calkins' recommendations) 	Assistant Superintendent for Curriculum and Instruction Principals/Questar III PPS Director RtI Coordinator/Coaches Dr. Tiffany Powell Informational Literacy Specialists General Education Teachers Special Education Teachers Technology and Instructional Coaches	Summers 2019, 2020, 2021 Ongoing 19-20, 20-21, 21-22	Development of culturally responsive lessons, units and classroom libraries Elimination of disproportionality in suspension and other discipline data Improved academic achievement for all students and all subgroups

Goal #3: To improve the teaching and learning of reading and writing within the Troy City School District

Objective #1: To maximize the use of embedded staff developers from the TCRWP to support improved teaching and learning in the area of literacy

Objective #2: To improve literacy instruction across the curriculum by developing teachers' understanding and use of explicit strategies to support Vocabulary, Reading, Writing, Speaking and Listening

Objective #3: To comprehensively review our use of assessments and interventions for Tier I, Tier II and Tier III students and make recommendations for improvements

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"> To provide intense professional development in explicit reading instruction (including guided reading groups) 	<ul style="list-style-type: none"> To provide professional development in small group instruction To develop curricula that is scaffolded with multiple points of access for students To examine Lucy Calkin's 	Assistant Superintendent for Curriculum and Instruction Principals/Questar III PPS Director RtI Coordinator Technology & Instructional Coaches/Information Literacy Specialists General Education Teachers	Summers 2019, 2020, 2021 Ongoing 19-20, 20-21, 21-22	Full implementation of Lucy Calkins Units of Study for Phonics, Reading and Writing Improved instruction in the 5 key areas of Reading Observation of classroom instruction that employs Balanced Literacy Practices Improved student achievement in

	<p>“Units of Study” as they relate to the implementation of guided reading and writing practices</p> <ul style="list-style-type: none"> • To support the use of the Instructional Strategies Approach (ISA) • To improve “close read” at all levels • To review and assess our use of valid and reliable assessments for a variety of purposes: screening, diagnostic, progress monitoring and outcome-based • To support embedded professional development through the use of TCRWP staff developers and Troy CSD instructional coaches working in classrooms to model, observe and provide feedback related to expert Reading instruction • To provide targeted training on F&P reading bands, with a focus on implications for instruction at all levels (including HS) 	Special Education Teachers		Reading and ELA
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Goal #4: To recruit and retain highly qualified faculty members and provide support throughout a teacher’s career

Objective #1: To support all teachers through the entire process of the new Annual Professional Performance Review

Objective #2: To provide a district-wide mentoring program that comprehensively addresses the demonstrated needs of mentors and beginning teachers throughout the year(s)

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"> • To evaluate the needs of teachers and target subsequent training and support to meet on-going needs • To evaluate the needs of mentors and beginning teachers prior to the start of school and target subsequent training and support to meet the on-going needs of program participants 	<ul style="list-style-type: none"> • Participation in training on Danielson’s 2013 Teacher Practice Rubric (OASYS Version) • Training on understanding all components of APPR leading to the annual Teacher Effectiveness Rating • Participation in evaluations using the new web-based teacher evaluation tool • Participation in training for mentors on how to be an effective mentor • Participation in a new teacher orientation and meetings throughout the year, including sessions with Superintendent Carmello • Observational classroom visits focused on instructional strategies • Participation in weekly mentor/beginning teacher conferences • Evaluation of the effectiveness of the mentoring program annually 	<p>Mentor Program Coordinator Assistant Superintendent for Curriculum and Instruction Principals/CASDA Curriculum Leaders PPS Director/RtI Coordinator/Director of Technology/Director of Athletics Information Literacy Specialists General Education Teachers Special Education Teachers Technology and Instructional Coaches</p>	<p>2019-2022 school years</p>	<p>Retention of teachers who demonstrate effective or highly effective teaching practices</p>

Goal #5: To promote a safe and secure environment for all students, district employees and visitors

Objective #1: To continue to design professional development opportunities to facilitate compliance with Project Safe Schools against Violence in Education (SAVE) legislation

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"> To utilize district-wide conference days and encourage participation of district-wide faculty and staff at conferences and workshops related to violence prevention and intervention 	<ul style="list-style-type: none"> Continuation of the efforts of district-wide and building-based safety teams as outlined in the District-Wide School Safety Plan Participation in drills and table top exercises to ensure safety during a variety of emergency situations Participation in workshops related to blood borne pathogens, CPR, AEDs, suicide prevention, cyber-bullying, internet safety and social networking sites Participation in emergency preparedness training to include bus safety and field trip procedures TCI training for select leaders, teachers and staff 	District-wide and building level safety teams Building principals PBIS Committees All faculty and staff	Ongoing through 2019-2022	Various improved measures of safety: improved drill times, increased recognition of positive student behaviors, reduction in student disciplinary referrals and suspension rates, and a reduction in violent and disruptive incidents

Goal #6: To continue to promote increased *effective* technology integration and the use of 21st Century tools throughout the district

Objective #1: To maximize our use of technology to enhance curriculum, instruction and assessment for all students

Objective #2: To maximize our knowledge and use of technology to enhance district-wide programs and services (systems)

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"> Utilize leveled district-wide conference days and encourage maximum participation of district-wide faculty and staff at conferences and workshops related to effective 	<ul style="list-style-type: none"> Training on what effective technology integration is utilizing the SAMR model Continued training on the use of the district's web-based 	Director of Technology Assistant Superintendent for Curriculum and Instruction Principals, District Administrators, Curriculum Leaders All Faculty and Staff	Ongoing through 2019-2022	Use of web-based curriculum software program throughout the summers of 2019, 2020 and 2021 Increased participation in technology training Increased use of technology in the classroom

<p>technology integration</p> <ul style="list-style-type: none"> Increased collaboration opportunities with the district technology coaches, technology liaisons, technology committee, and other district technology leaders Utilize leveled district-wide conference days and encourage maximum participation of district-wide faculty and staff at conferences and workshops related to effective technology integration Increased collaboration opportunities with the district technology coaches, technology liaisons, technology committee, and other district technology leaders 	<p>curriculum management software program, other online programs, and/or other blended learning opportunities</p> <ul style="list-style-type: none"> Participation in targeted training that supports effective technology integration in the classroom (i.e. Video, Collaboration, Communication, Blackboarding, virtual field trips, and other specific hardware and software utilized for educational purposes) Increased distance learning opportunities for students-host DL classes Targeted Training on the following systems: OASYS, eSD guru, Google Apps for Education, eBeam, webex, etc.) 	<p>Secretarial Staff Related Service Providers Technology and Instructional Coaches Informational Literacy Specialists</p>		<p>Increased evidence of on-line and blended learning Use of i-pads for all students</p>
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Goal #7: To improve the academic achievement of students with disabilities and students academically at risk

Objective #1: To provide professional development opportunities for faculty and staff to improve our understanding of how to successfully meet the needs of students with disabilities

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"> To examine student achievement and disciplinary data of students with disabilities and target professional development opportunities toward improved teaching and support practices 	<ul style="list-style-type: none"> Continued analysis of student achievement and disciplinary data to inform the delivery of rigorous instruction for students with disabilities Continued embedded professional development with Special Education and Instructional Coaches 	<p>Special Education Coach Assistant Superintendent for Curriculum and Instruction Principals/CASDA Curriculum Leaders PPS Director/RtI Coordinator/Director of Technology/Director of Athletics/Librarians General Education Teachers Special Education Teachers</p>	<p>Ongoing through 2019-2022</p>	<p>Improved performance of SWDs on state assessments Reduced classification rate Improved teaching practices Effective RTI processes</p>

	<ul style="list-style-type: none">• Use of conference days, department meetings and in classroom time to work on a variety of related topics:<ul style="list-style-type: none">○ Training in utilizing a variety of progress monitoring tools○ Training in the use of specialized designed instruction, explicit instruction, differentiation and scaffolding○ To continue to create standards-based IEPs with well-developed sections: Present Levels of Performance, Annual Goals and Transition Plans○ Training to increase rigorous instruction of CCLS (critical vocabulary)○ Training in understanding brain development, poverty and trauma and the effect on students learning and behavior○ Training for teaching assistants to enhance students' independent application of skills, increase engagement and self-regulation/monitoring of behavior○ To continue to improve our use of i-Pads and other assistive technologies to enhance engagement and instruction	Technology and Instructional Coaches		
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Goal #8: To improve family/community engagement in and promote shared ownership for students' academic programs and social/emotional well-being.

Objective #1: To examine alternative and multiple ways to improve reciprocal communication with families

Objective #2: To monitor and evaluate the effectiveness and impact of the Social Emotional Development and Learning (SEDL) Plan

Strategy	Activity	Who	Time Frame	Performance Measure
<ul style="list-style-type: none"> • To improve our use of 21st Century tools to promote effective reciprocal communication between schools and families • To continue to meet as a district-wide SEDL, monitoring and evaluating various data sources to determine evidence of impact and to identify professional development needs 	<ul style="list-style-type: none"> • To provide explicit training on the CCSS and supporting students' success to families in a way that is meaningful and helpful to them (in a setting that they prefer) • To provide continued PD for all school leaders, faculty and staff on successful strategies for engaging families • To improve the website so that families may contact staff, obtain important information and download useful materials • To provide professional development opportunities in the following areas: <ul style="list-style-type: none"> ○ Bullying prevention ○ Supporting students with severe emotional and behavioral difficulties ○ De-escalation techniques ○ Restorative Justice practices • Second Step Curriculum 	Parent Outreach Coordinators, Assistant Superintendent for Curriculum and Instruction Principals, Curriculum Leaders, PPS Director, RtI Coordinator, Director of Technology/Teachers	Ongoing through 2019-2022	Improved parent attendance at events and conferences More opportunities for parents to communicate with the school Improved participation of parents representing all students demographically