SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN
July 1, 2022 – June 30, 2025

DISTRICT NAME _____Troy City School District_____

BEDS CODE _____491700010000_____

SUPERINTENDENT: ___John Carmello_____

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YEAR(S) PLAN IS EFFECTIVE _____2022-2025_____

Composition of Professional Development Team

Ann Apicella – Member of the Board of Education
John Carmello – Superintendent of Schools
Donna Watson – Assistant Superintendent for Curriculum & Instruction
Juli Currey – Director of Grants, Academic Programs and Accountability
Amanda Klopott – Elementary School Principal
Nicole MacNeil – Mathematics Curriculum Leader
Sabina Dinardo – Elementary Principal
Catherine Culkin-Boice – College and Career Readiness Teacher (CTE)
Elizabeth Dowd – Technology Coach
Linda Stumbaugh – Middle School Instructional Coach
Matt Robinson – High School Assistant Principal
Josh Monk – Middle School Assistant Principal
Christina Kole – Director of Technology
Donna Fitzgerald – Director of Pupil Personnel Services
Courtney Little – Elementary Instructional Coach
Jamie Bowen – Curriculum Leader for ENL
Janna Hanusik-Spadoni – Speech and Language Therapist
Samantha Brewer – Assistant Director of Pupil Personnel Services
Ani Mooney – School Nurse
James Canfield – Principal at the Troy Community School
Jessica Maloney – Occupational Therapist
Judith Gawinski – ELA Curriculum Leader
Virginia DonVito-MacPhee – Elementary School Principal
Veronica Branca – ENL Teacher
Summer Logrippo - Assistant Director of Grants, Academic Programs and Accountability

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 all of 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. For the first time, all 8 of our schools have written a School Comprehensive Education Plan (SCEP) using the New York State Education Department's template. Our professional development plan responds to the SCEPs, recognizing and targeting 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 2021-2022 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 Next Generation 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. 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 and 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 2022, 2023 and 2024 in the areas identified in the district-wide curriculum management system (Summer of 2022 = ELA, Library, Foreign Language, Summer of 2023 = Social Studies, Art and Music and Summer of 2024 = Science, Physical Education and Health).

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 Next Generation 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 exist between Troy's students and students statewide. We recognize that the gap has been exacerbated by the Covid-19 Pandemic, and our plan directly responds to the demonstrated needs as they exist today.

   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 and our district-wide approved variance. 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 and middle levels 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. We are excited about the adoption of a new parent communication tool called ParentSquare.

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 2022-2023 school year, the cycle returns to Year 1 Areas,

including English Language Arts, Library and Foreign Language, which will be mapped for the third time in the district. In the 2023-2024 school year, the Year 2 Areas of Social Studies, Art and Music will be mapped, followed by the Year 3 areas of Science, Physical Education and Health. This will continue with the third review cycle of curriculum review, alignment and development over an eleven-year period, concluding in 2025-2026 with Mathematics, Technology, FACS, Business and a Counseling Program review. 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 2021-2022 school year and elaboration of current and future initiatives through 2025.

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) particularly with regard to chronic absenteeism 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.

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

PDP Goal #1	**To review, align and develop 21st century curricula (aligned with the Next Generation Learning Standards) to inform instruction and assessment**
Objective #1	To review, align and develop district-wide curricula in the areas identified for Years 1, 2, and 3 of the review.
Strategy:	To involve curriculum leaders and extended teacher leadership in the implementation of curriculum review, alignment and development in the Year 1 Areas (ELA, Library and Foreign Language)
Strategy:	To involve curriculum leaders and extended teacher leadership in the planning for curriculum review, alignment and development in the Years 2 and 3 Areas (Social Studies, Art, and Music, followed by Science, Physical Education and Health)
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 weekly DFS meetings in all schools K-8 focused on instructional next steps, creating a cycle of reflection) ● Continued examination and use of student achievement data from multiple sources (including Troy developed interim assessments) 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 specialists to assist with maximizing our use of technology to enhance curriculum development and support more engaging instructional practices ● Facilitation of DFS analysis by the Instructional team, Instructional Coaches, Curriculum Leaders and Assistant Director. ● Use of summer professional development days to train coaches on effective embedded coaching cycles, purposeful instructional planning and high-impact instructional practices. ● Improved identification of students needing intervention through extensive training on FastBridge, the district's research-based universal screener. ● Improved design and implementation of Multi-Tiered Systems of Support (MTSS) through extensive training for MTSS Liaisons and Data Liaisons on Frontline, the district's data management system.

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 with Dr. Powell on *Culturally Responsive Practices and the Common Core* and to partner with Dr. Powell 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 develop culturally responsive classroom libraries, building upon the collaboration with the Teachers College Reading and Writing Project • To promote increased family engagement, and operate from a strengths-based lens through training with NYSUT's Carolyn Williams • To increase the active engagement of male father figures through training with the District Family Engagement Committee

PDP Goal #3	To improve the teaching and learning of reading and writing within the Troy City School District
Objective #1	To incorporate 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 #2:	To improve literacy instruction across the curriculum (K-12) (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:	To provide intense professional development in explicit reading instruction (including guided reading groups) through the TCRWP
Proposed Activities:	• To provide professional development in small group instruction and conferring • To provide professional development in the teaching of Phonics at the primary level • 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 and phonics instruction • To examine Heggerty Phonemic Awareness curricula to enhance instruction at the primary level • To continue the embedded PD around Next Generation Standards in ELA • 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 instructional coaches (2 or 3 per building) working in the classroom to model, observe and provide feedback related to expert 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 ● Training on understanding all components of APPR leading to the annual Teacher Effectiveness Rating ● Participation in evaluations using the district's web-based teacher evaluation tools
Objective #2:	To provide a district-wide mentoring program, now expanded to three years instead of one, 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 ● 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 ● 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) ● Increased distance learning opportunities for students- host DL classes
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 Increased collaboration opportunities with the district technology coaches, technology liaisons, technology committee, and other district technology leaders
Proposed Activities:	● To begin to explore ways of expanding the use of Artificial Intelligence (AI) to help meet the demonstrated needs of students and families ● To provide targeted training on the following systems: ParentSquare, Frontline, 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 School Improvement Specialist, Melissa Macaluso. - 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/graphing data for IEP goal reporting - Training in the use of specialized designed instruction, explicit instruction, differentiation and scaffolding - To continue to create standards-based (i.e. Next Gen Standards) IEPs with well-developed sections: Present Levels of Performance, Annual Goals and Transition Plans - Training to strengthen social/emotional instruction throughout the day - 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 while accessing the curriculum - Training on different types of disabilities and the impact in the learning environment - Strengthening our assessment of students - administering, scoring and reporting out achievement testing results

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 Next Gen 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 training on the use of the new district-wide parent communication tool ParentSquare - To improve the website so that families may contact staff, obtain important information and download useful materials

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:
	   ● Bullying prevention
	   ● Supporting students with severe emotional and behavioral difficulties and mental health needs
	   ● De-escalation techniques
	   ● Restorative Justice practices
	   ● Second Step Curriculum

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:
__X__	Professional Grant Funds
__X__	Title I Funds and Title IIA Funds

Staff resources:
__X__	Curriculum leaders
__X__	Literacy and instructional coaches
__X__	Exemplary teachers (including teacher mentors)

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

Community (ICC Members)
__X__	Major employers
__X__	Community-based organizations
__X__	Parents

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

School District Professional Development Plan
Attachment IV: Implementation Plan

See Appendix A/B (Combined Document)

Attachment V: Evaluation Plan

See Appendix A/B (Combined Document)

Attachment VI: CTLE Activities Implementation Plan

See Appendix C

SCHOOL DISTRICT: **Troy City School District**_____   BEDS CODE__**491700010000**_____

SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

<u>STATEMENT OF ASSURANCES</u>

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)

_____8-3-2022_____
(Date)