

Professional Development Plan for the 2016-17 School Year

District Name	School Name	Interim Principal Name	Plan Begin/End Dates
Pocantico Hills CSD	Pocantico Hills	Adam Brown	9/1/2016-6/30/2017

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>Build capacity of all teachers in literacy across the curriculum.</p> <p>Develop quantifiable indicators of student achievement at all grade levels.</p> <p>Be able to implement best practices in ELA and one other content area.</p>	K-4 Teachers and Teaching Assistants	<ul style="list-style-type: none"> Improve alignment of instruction to literacy standards, a priority goal in the district. Review of lesson plans and utilization of developmentally appropriate resources will occur in collaboration with the coaching consultants. Students will meet quantifiable indicators of student achievement set by administration.
2	Assist teachers in integrating technology into their unit plans and daily lessons.	K-8 Teachers	<ul style="list-style-type: none"> Teachers will be knowledgeable about a number of the 365 apps. Ensure teachers can use appropriate apps with students. Teachers will integrate appropriate apps and resources into their unit and daily lesson plans. Administrators will evaluate teachers on their use of integration of technology in the classroom.
3	Assist teachers in implementing the essential principles of Singapore Math.	K-8 Teachers	<ul style="list-style-type: none"> Ensure teachers use small group learning activities with appropriate resources. Ensure teachers use differentiated instruction lessons/resources provided by coaching consultants. Administrators will evaluate teachers on their use of integration of technology in the classroom.

<p>4</p>	<p>Enable teachers to explore innovations as depicted in the standards of the Common Core, specifically the alignment of science, math, and technology with other disciplinary areas.</p> <p>Enable teachers to attend important BOCES professional development workshops that emphasize special education, English Language Learners, the NYS standards, the Common Core, and positive discipline protocols.</p>	<p>K-8 Teachers</p>	<ul style="list-style-type: none"> • Teachers will share their learnings with their colleagues in a Faculty Meeting/Seminar format. • Teachers will team teach new learnings, as anticipated. • Faculty Meetings will highlight new learnings evidenced by innovations. • Teachers will be encouraged to try new learnings with their students; and will be observed one out of the two observations completed by administration.
<p>5</p>	<p>Enable teachers to pursue developmentally appropriate learning principles, in alignment with goals from curricular areas.</p> <p>Assist teachers in setting up learning centers that are developmentally appropriate and in alignment with district curricula.</p>	<p>PreK-2 teachers</p>	<ul style="list-style-type: none"> • There will be a significant change in the classrooms' configuration that will display developmentally appropriate placement of learning centers. • There will be a noticeable increase in the use of small group learning vs. whole group learning via administrator walk-thrus and evaluations. • Teachers will be actively engaged with students in these centers and will be noted during administrative observations/evaluations.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Literacy coaches will provide training for all teachers in unpacking and aligning literacy standards. All teachers will align instructional units with the literacy standards learned. 	<ul style="list-style-type: none"> Teachers will invite the literacy coaches to critique their aligned instructional units. In collaborative teams, teachers will create common lessons that will illustrate best practices. Teachers will implement aligned lessons and assessments and continually refine them in their respective teams. <ul style="list-style-type: none"> Literacy coaches will continue to support teachers in the application of learning to practice.
2	<ul style="list-style-type: none"> Technology coaches will provide training for all teachers in understanding and being able to use 365 Apps. Technology coaches will assist teachers in integrating technology into a lesson of their choice. Technology coaches will co-teach with teachers to ensure the implementation of the technology rich lessons across the curriculum. 	<ul style="list-style-type: none"> Teachers will invite the technology coaches to critique their aligned instructional units. In collaborative teams, teachers will create common lessons that will illustrate best practices. Teachers will implement aligned lessons and assessments and continually refine them in their respective teams. <ul style="list-style-type: none"> Technology coaches will continue to support teachers in the application of learning to practice.
3	<ul style="list-style-type: none"> Singapore Math coaches will provide training for all new teachers and those needing differentiated instruction. Singapore Math coaches will co-teach with teachers to ensure that differentiation exists in the lessons. 	<ul style="list-style-type: none"> Teachers will invite the Singapore Math coaches to critique their aligned instructional units. In collaborative teams, teachers will create common lessons that will illustrate best practices. Teachers will implement aligned lessons and assessments and continually refine them in their respective teams. <ul style="list-style-type: none"> Singapore Math coaches will continue to support teachers in the application of learning to practice.
4	<ul style="list-style-type: none"> Teachers will share their learnings with their colleagues in a Faculty Meeting/Seminar format. Teachers will team teach new learnings, as anticipated. Faculty Meetings will highlight new learnings evidenced by innovations. Teachers will be encouraged to try new learnings with their students, under the observations of administrators. 	<ul style="list-style-type: none"> The second faculty meeting of the month will be devoted to these new learnings. Teachers may volunteer to work together on new learnings. Administrators will select at least one out of the three observations to observe a new learning a teacher would like to highlight in his/her lesson.

5	<ul style="list-style-type: none"> • There will be a significant change in the classrooms configuration that will display developmentally appropriate placement of learning centers. • There will be a noticeable increase in the use of small group learning vs. whole group learning via administrator walk-thrus and evaluations. 	<ul style="list-style-type: none"> • Administrators and consultants will assist teachers in changing the configuration of their classrooms to encourage more active learning centers for children. • Administrators will note an increase in small group centers during walk-thrus, PreK-1st. • Administrators will evaluate the number and type of developmentally appropriate centers teachers design and implement, PreK-1st.
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> • Gravity Goldberg to provide three SCD to K-4 and then 5-8 teachers providing training and follow-up support. • Six teacher PD days dedicated to training and alignment work. • Dedicated time for collaborative teams to refine aligned lessons and assessments. • Funding for appropriate resources and materials. • Approximate Cost: \$21,000 but qualifies for BOCES Aid 	<ul style="list-style-type: none"> • Coaches from Gravity's Company • Selection of appropriate resources and materials
2	<ul style="list-style-type: none"> • Qualified trainers to provide Microsoft 365 trainings. • Time for teachers to participate in trainings. • Funding for substitutes so teachers can attend training. • Approximate Cost: \$20,000 	<ul style="list-style-type: none"> • Availability of administrators to support teachers. • Administrators advise teachers on needed revisions to lessons. • Interventions for struggling teachers.
3	<ul style="list-style-type: none"> • Qualified trainer to provide Singapore Math trainings. • Time for teachers to participate in trainings. • Funding for substitutes so teachers can attend training. • Funding for appropriate resources and materials. • Approximate Cost: \$16,000 	<ul style="list-style-type: none"> • Availability of administrators to support teachers. • Administrators advise teachers on needed revisions to lessons. • Interventions for struggling teachers. • Selection of appropriate resources and materials.

4	<ul style="list-style-type: none"> • Time during Faculty Meetings to allow for presentations on new learnings. • Funds to allow teachers to attend R&D workshops as well as BOCES professional development. • Approximate Cost: \$10,000 	<ul style="list-style-type: none"> • Time at Faculty Meetings.
5	<ul style="list-style-type: none"> • Funds for consultants to provide developmentally appropriate workshops. • Time for teachers to participate in trainings. • Funding for substitutes so teachers can attend trainings. • Funding for appropriate resources and materials. • Approximate Cost: \$4500 	<ul style="list-style-type: none"> • Availability of administrators to support teachers. • Selection of appropriate furniture, learning materials, and resources.