

PROFESSIONAL DEVELOPMENT PLAN



**PORT JERVIS
SCHOOL DISTRICT
2017-2018**

Port Jervis City School District
 9 Thompson Street
 Port Jervis, NY 12771

BEDS Code: 44180005000

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Years Plan is Effective: 2017-2018

Name	Position
Ruth Anne Zuclich	Interim Superintendent
Mike Rydell	Assistant Superintendent for Instruction
Andrew Marotta	Principal, Port Jervis High School
Heidi Nyland	Assistant Principal, High School
Tom Rickard	Assistant Principal, High School
Brett Cancredi	Principal, Anna S. Kuhl Elementary School
Nicole Ey	Assistant Principal, Anna S. Kuhl Elementary School
Matt Wentworth	Assistant Principal, Anna S. Kuhl Elementary School
Jared Kahmar	Principal, Hamilton Bicentennial Elementary School
Jean F. Lain	Principal, Port Jervis Middle School
Anthony Lazzaro	Assistant Principal, Port Jervis Middle School
Jody Hanlon	CSE Chairperson
Meagan Sullivan	Director of Pupil Personnel Services
Ryan Schupp	Teacher, PJHS
Larry Gotham	Community representative
PLC Associates	Outside educational expert
Padraic McCarthy	Teacher, PJHS
Rebecca Fedorick	Teacher, PJHS
Diane Bloodgood	Teacher, PJHS
Patricia Aumick	Teacher, PJMS
Kyle Ross	Teacher, PJMS
Mary Ann Knapp	Teacher, PJMS
Craig Fisher	Teacher, ASK
Catharine Stellato	Teacher, ASK
Lynda Valentine	Teacher, HBE
Shannon Vicchiariello	Teacher, HBE
Lisa Vilord	Teacher, HBE
Karen Howard	Parent
Elaine Tedesco	Public Relations Specialist

Composition of Original Professional Development Planning Committee:

Robert B. Witherow, Assistant Superintendent for Instruction
Scott Palermo, Assistant Superintendent for Pupil Personnel Services
Sharon Dickstein, Principal, Hamilton Bicentennial School
Richard K. Roberts, Principal, Port Jervis Middle School
Mary Case, Elementary Parent
Marianne Mayfield, Secondary Parent
Hugh Spangenberg, Higher Education Representative
Nancy Wagner, Curriculum Specialist
Nancy Caporusso, Teacher, Port Jervis High School
Nancy Northup, Teacher, Sullivan Avenue Elementary School
Barbara Tangen, Teacher, Hamilton Bicentennial Elementary School
Scott Reichert, Teacher, District Gifted and Talented Teacher
Ray Proulx, Teacher, Port Jervis Middle School
Jim Colaiaco, Teacher, Port Jervis Middle School
Maura Brady, Teacher, Anna S. Kuhl Elementary School
Judith Brown, Teacher, Anna S. Kuhl Elementary School

The Port Jervis School District is comprised of four (4) school buildings - two elementary, one middle school and one high school. Each school was represented by building administrators and teachers as member of the district professional development team.

The district expects that on an average each teacher will participate in twenty (20) hours of professional development during the 2017-2018 school year.

Needs/Data Analysis for Professional Development Plans

The Port Jervis School District Professional Development Planning Team members have reviewed the many new mandates and initiatives that have been adopted this year by both New York State and from national standards. Additionally, the school district has worked closely with members of the New York State Education Department Office of Accountability to engage in a process of self-reflection and detailed planning for the purposes of implementing best practices while promoting continuous inquiry and improvement.

Although the current Plan is for a single year, periodic review is embedded within to provide for updating and modifying, thereby guaranteeing a continuum of ongoing teacher training.

In creating the Port Jervis City School District Professional Development Plan, the Committee utilized the following needs/assessment sources:

- Annual Professional Performance Review data
- BEDS data
- Graduation rates and drop-out rates
- School Report Cards and Accountability Data
- Standardized and State Assessments (ELA, math, and science) disaggregated by accountability groups
- State benchmarks for student performance

- Student attendance rates
- Student/teacher ratios
- Teacher and staff input
- Student discipline data

The District Plan provides for a variety of training programs to ensure that the needs of the students, teachers, and district are addressed. Particular emphasis is placed on training APPR, Professional Learning Communities, data driven instruction, MAPS training. A large portion of the planned programs are designed to increase the use of data and PLCs to improve professional practice and student outcomes. This, of course, is consistent with the goals of the district.

During each of the past five budget years, the District committed considerable resources to support staff in-service programs. District personnel have secured sources of external funding to assist with staff training in addition to allocating state and federal funding for this purpose.

In order to meet the District’s professional development plan goals for the 2017-2018 school year, the District will utilize the following internal and external resources:

Fiscal resources	Conference/Staff Development budget Curriculum Writing Budget Title I, II and Focus funds IDEA funds SIG 1003(a) funds
Staff Resources	Curriculum development of new or changing courses Curriculum Mapping Data Analysis Technology Coaches Mentor teachers
Providers	District Staff BOCES and its component affiliates NYSED approved vendors/consultants/CLTE NYSUT PLC Associates NWEA EdVista Heinemann Lesley & Columbia Universities NYLEARNS Eric Sheninger Dr. Birchak Tang Math
Community	Major employers Community-based organizations Cornell Cooperative Extension Parents

The professional learning activities of Port Jervis are designed to be in alignment with the Common Core Learning Standards and assessments, as well as student needs. The goals outlined in this plan are a natural outgrowth of a system of professional learning that the District has supported across time and reflects the changing landscape of accountability for student outcomes by focusing on data-driven decision-making.

Goal #	District Professional Development Plan Goal	Action Steps	Provider
1	ELA curriculum development	<ul style="list-style-type: none"> ● Develop congruent K-12 ELA curriculum maps that are aligned to the Common Core Learning Standards ● Use research-based protocols to focus on student learning outcomes ● Utilize the PLC structure to integrate theories and research to foster professionalism and support transfer of the learning to practice ● Support PLCs in creating common formative assessments ● Create opportunities for teachers to learn strategies for increasing student engagement ● Support the implementation of balanced literacy instruction ● Pilot Units of Study Reading and Writing program 	<ul style="list-style-type: none"> ● District staff ● BOCES ● Heinemann ● Lesley University ● Columbia University ● PLC Associates
2	Math curriculum development	<ul style="list-style-type: none"> ● Initiate Math Curriculum Mapping (K-12) ● Utilize data to make curriculum, pacing, and material adjustments ● Guided Math 	<ul style="list-style-type: none"> ● District staff ● BOCES ● Heinemann ● Lesley University ● Columbia University ● PLC Associates ● NYLEARNS ● Tang Math ● Dr. Nicole Newton

3	Student Engagement	<ul style="list-style-type: none"> ● Provide professional development in designing learning targets and using those to drive instruction ● Provide professional development and coaching on creating higher order questions and utilizing at least one per lesson ● Provide professional development opportunities to increase student-centered and project-based learning opportunities throughout the District ● Build teachers' capacity to employ a variety of highly engaging strategies to meet the needs of a variety of learners 	<ul style="list-style-type: none"> ● District Staff ● BOCES ● Heinemann ● PLC Associates ● Lesley University ● Columbia University ● NWEA ● Eric Sheninger ● Tang Math
4	Professional Learning Communities	<ul style="list-style-type: none"> ● Encourage participation in summer PLC training and provide ongoing opportunities for training ● Build the culture of collaboration across grade levels ● Support the implementation of the critical components of the effective PLC ● Analyze student data to design targeted interventions ● Collect data continuously from a variety of sources about student performance and the effectiveness of professional learning: <ul style="list-style-type: none"> Formal (e.g. MAPS scores, common summative assessments) Informal (e.g. common formative assessments, check for understanding, student work) 	<ul style="list-style-type: none"> ● PLC Associates ● NWEA ● BOCES
5	Leadership Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning	<ul style="list-style-type: none"> ● Administrators will participate in summer PLC training Data driven instruction/Monitoring progress/ Providing feedback ● Participate in Leverage Leadership coaching/training sessions throughout the year ● Continue professional learning with focus on collaboration, trust, and capacity-building ● Continue to provide lead evaluator calibration opportunities ● Increase the utilization of data to drive informed curriculum and programmatic decision-making 	<ul style="list-style-type: none"> ● PLC Associates ● District staff

<p>6</p>	<p>Climate and Culture</p> <p>Create an environment that builds trust to promote positive, proactive and productive communication</p>	<ul style="list-style-type: none"> • Utilize <u>Learn by Doing</u> to build effective collaboration among staff • Schedule motivational speaker to address secondary staff • Design a system of recognition for staff and students • Establish a Culture and Climate Committee • Design and distribute a survey to assess staff and student perception of climate and culture • Implement positive, research-based responses to crisis • Increase awareness to mental health issues and concerns • Explore positive behavior programs and initiatives 	<ul style="list-style-type: none"> • BOCES • PLC Associates • District staff
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