Professional Learning Plan
2019-2020

A Professional Learning Plan (PLP) is developed annually and must include:
- needs analysis, goals, objectives, strategies and evaluation standards
- means by which the district will provide all teachers with substantial professional learning
- strategies directly related to student learning needs as identified in the school district report card and other sources as determined by the school district
- teachers' expected participation in professional learning including an estimate of the average number of hours each teacher is expected to participate in professional learning:
  - All Stakeholders will be provided with a minimum of <u>20</u> hours of Professional Learning, which will be provided by the District at Orientation Day, Superintendent's Conference Day, Mandatory Professional Learning Experiences and Building/Department meetings.
  - Regulations that begin July 1, 2016 mandate that new teachers and level III teaching assistants hired after February 2, 2004, are mandated to receive 100 hours every five years. These hours will be provided by the District by offering learning experiences that align with the suggested offerings from the State.
  - Additional learning experiences will be offered by the District designed to meet the varied learning needs of our staff.
- alignment with New York State Learning Standards including support in developing culturally responsive and developmentally appropriate lessons and assessments that will meet the needs of all learners.
- articulation across grade levels and departments
- efforts made to ensure professional learning is culturally responsive, continuous and sustained and methods and approaches are shown to be effective
- a description of the professional learning activities provided to all professional staff and supplementary school personnel who work with students with disabilities
- the manner in which the school district will measure the impact of professional learning on student achievement and teachers' practices

Vision for the William Floyd School District's Professional Learning Plan:

The William Floyd School District believes that every student is capable of learning and achieving individual success and should be provided with significant opportunities to build on their strengths and interests and explore potential careers. We also believe that we achieve greater success with students when adults: share a vision, invest in its attainment, align the work to be done, and work collaboratively with colleagues, families, other districts, colleges, and businesses. To ensure success of all students, adult learning is ongoing and barriers to assisting students are removed in successful districts. Our prevailing attitude is that we need to learn to remain relevant to our students and be masters of our craft. Employees understand the importance of continuing to develop their skills and take responsibility for their learning. Professional learning opportunities are provided by the District and are ongoing. Parent education is ongoing on a variety of topics pertinent to parenting, student development and learning, and students' post-high school lives. Adult learning opportunities will be relevant and supportive of the shifting needs of our students.

Guiding Principles for the William Floyd School District's Professional Learning Plan:

Our professional learning program is designed to build skills and capacities through focused and ongoing professional learning activities. Learning will include Schools' and District's goals for improvement. Sound and practical professional learning programs are necessary tools that will allow us to improve instructional practice, enhance professional knowledge, and implement culturally responsive curriculum.	Professional Learning will improve literacy across the content areas by offering a plan that will: ● Align curriculum and programs across grade levels, departments, and the District ● Provide strategies to identify and support students' needs ● Meet the needs of all student and adult learners ● Cultivate leadership in our staff ● Grow our skills via small learning networks ● Cultivate the skills of new teachers and administrators by mentoring them and supporting them ● Provide focused work on the needs of English Language Learners, and other students needing alternative learning techniques	Professional Learning will: ● Be grounded in knowledge and research ● Be culturally responsive and reflect the needs of the community ● Provide a common language around best practices ● Be accessible and inclusive to all staff ● Support local and state initiatives ● Draw on the expertise of staff and cultivate them as leaders in areas where they excel ● Take into account the differing degrees of experience of adult learners ● Increase the likelihood that students' needs are met ● Align with the District Strategic Plan and New York State Standards and Assessments

The Creation of the William Floyd School District's Professional Learning Plan:

Analysis of the district report card, assessment, and District data indicates that a focus on literacy across the content areas, including a close read and application of the New York State Learning Standards, including supporting documents provided by NYSED , is necessary to create culturally responsive learning environments that will support all learners.

Professional learning will provide opportunities for stakeholders to develop tools to evaluate the impact of currently implemented curricula and use it to make culturally responsive instructional shifts that better meet the needs of the learners they support.

A Professional Learning Team, whose foundational team included members of the William Floyd Teacher Center Policy Board, created this plan. Also included in the team were additional members whose expertise was required in the establishment of subcomponents of the plan. The final makeup of the team included a majority of teachers as well as District administrators (including two curriculum specialists), teaching assistants, parents, and a representative from an Institute of Higher Learning.

The professional learning team and/or district stakeholders analyzed data including
- The school district report card
- District data
- Surveys of staff
- Evaluation of Professional Learning Activities implemented in the 2018-2019 District Professional Learning Plan

Based on the analysis of data, student and teacher needs were identified. A District goal and supporting objectives were identified. The team determined that providing stakeholders with training that allows them to better support all learners in the area of literacy across the content areas would continue to be the focus of the plan. Also included in the plan are items connected to the New York State Department of Education (NYSED) Next Generation ELA and Mathematics Learning Standards Roadmap.

The plan will be evaluated at the end of the 2019-2020 school year to identify the impact of professional practice and student performance. Data included in this analysis may include:
- The District Report Card
- District Data
- Evaluation Trend Data
- Participant Feedback
- Survey Data

Analysis of this and other available data will determine what modifications need to be considered if we are to meet the goals and objectives defined by the plan. Analysis of this data will be completed in multiple forums, including: the planning committee, District and Building Leadership Committees, and Inquiry Meetings.

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William Floyd School District's Professional Learning Plan to Support Teachers, Teaching Assistants and Administrator Professional Learning Requirements

The efforts of the State Professional Standards and Practices Board for Teaching have resulted in formal processes, known as Continuing Teacher and Learner Education (CTLE), which promote and support professional learning for all educators and other school personnel. Effective professional learning fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and for impact on student learning.

CTLE activities must be offered in appropriate subject areas, relating to the establishment of CTLE requirements for Professional and Level III Teaching Assistant certificate holders, which:

- will expand educators' content knowledge and the knowledge and skills necessary to provide rigorous, developmentally appropriate and culturally responsive instruction and methods for assessing student progress;
- is research-based and provides educators with opportunities to analyze, apply, and engage in research;
- includes the necessary opportunities for professionals to obtain CTLE to meet the English language learner provisions;
- enables the development of knowledge and skill to meet the diverse needs of all students;
- develops the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students;
- provides the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;
- uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth;
- promotes technological literacy and facilitates the effective use of all appropriate technology; and
- evaluates using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

The District will provide learning opportunities to our staff members to help them maintain CTLE professional development hours. A minimum of 20 hours is offered each year to employees. Opportunities will be provided to employees who require it to maintain certificates. These employees may be required to participate in mandated activities, but will also be expected to select learning opportunities that they determine will best support their professional needs.

Opportunities that will be available to them may include:

- **Data Analysis:** Analyzing student data and student work to determine needed changes in the delivery of instruction. Leadership teams that include administrators and teachers will analyze

District Data to determine the needs of students and the teachers that serve them. Data analysis may occur at District or Building level and may drive decisions made by the District, Building or specific departments within the District.

- **Learning Circles:** Collaborating with other teachers and teaching assistants to examine case studies of student work and development or best instructional practice will be supported in the form of Learning Circles. Participants will reflect on their own (or their students') needs and join together with colleagues to examine information and determine action plans to implement within their practice. Credit for circles will be provided by the William Floyd Teacher Center.

- **Workshops and Courses:** Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers will be Professional Learning options for all staff members. Information about these learning opportunities including registration and requirements, will be shared via email and posted on the Teacher Center website. At this time partnerships with the William Floyd Teacher Center, Stony Brook University, NYSUT Education Learning Trust and Eastern Suffolk BOCES have been established.
    - Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree.
    - Participating in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes.
    - Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification.
    - Participation in study (collegial) circles such as "Critical Friends" activities, structured guided reflection activities focused on student learning.

- **Social and Emotional Learning** - Teachers and administrators engage in professional learning that assists in the establishment of a safe and supporting learning environment free from discrimination, intimidation, taunting, harassment, and bullying for all learners.
    - DASA Training
    - Cultural Responsiveness
    - Mindfulness
    - Safe Schools

- **Curriculum planning and development:** Teachers and administrators are invited to participate in planning and development of curriculum plans for the District. This will include any realignment to changes made in the State Learning Standards. When invited to do so, they will not only be involved in District level work, but Regional and State initiatives as well. This work may include:
    - Development of district curriculum aligned with NYS Learning Standards
    - Developing and collaborating on the development of new programs and instructional methods

- **McKinney-Vento Act** - The district Homeless Liaison and school personnel providing services under the McKinney-Vento act will engage in professional learning so they can better identify, support and meet the needs of children and youth experiencing homelessness. The McKinney Vento Liaison must attend at least one Professional development session (workshop, onsite regional training or webinar) offered by NYSED's technical assistance center, NYS-TEACHS, to comply with the federal requirement. The McKinney-Vento liaison will ensure that personnel providing McKinney-Vento services (e.g., registrars, transportation directors, Title I directors, school counselors, school social workers) receive turn-key professional development or ensure

staff participates in one of the trainings offered by NYS-TEACHS.

- **Supporting New Teachers and Administrators:**
    - New Teacher Institute
    - Mentor Programs
- **National Board:** A cohort will be established for teachers pursuing National Board certification or recertification. This work is provided in partnership with the William Floyd Teacher Center.
- **Master Teacher:** The District supports teachers identified by New York State as receiving the designation of Master Teacher. The District supports these teachers as they work to meet the requirements of this distinction.

All CTLE participants identified as Teachers, Level III Teaching Assistants, or Administrators will utilize *My Learning Plan (MLP)*, the District's professional development management system, to track the completion of all learning experiences.

William Floyd School District's Professional Learning Plan to Support Teachers and Administrators Requiring Mentors

The purpose of the mentoring program shall be to provide support for new teachers and administrators to ease the transition from teacher/administrator preparation to practice, thereby increasing retention of teachers/administrators in the public schools, and to increase the skills of new teachers/administrators in order to improve student achievement in accordance with the New York State Learning Standards.

Role of Mentors:
The role of the mentor is to effectively communicate to the novice teacher/administrator the pedagogical and philosophical vision of the District. The mentor can fulfill a variety of roles for the novice: guide, advocate, confidante, subject expert, "critical friend", champion, and reflective partner, all of which can be considered in light of the overall goals of the mentoring program. A mentor will maintain a purely supportive role in his or her colleague's development. Defining the mentor's role as guidance and support, and ensuring confidentiality of the participants' interactions, effects a truly collegial relationship, inviting honesty, risk taking, and self-reflection by the novice teacher/administrator about the practice of teaching/leading.

Time Allotted for Mentoring:
Mentors work extends throughout the year. This includes the time they are involved in training as well as the time they spend with their Mentees. Success of the program will be measured by feedback collected by mentors, mentees, and the administrators who supervise them. Additional data will be collected and analyzed to determine decisions related to the retention of the new teacher/administrators to the District. A Mentor Planning Team will analyze all data collected, and make adjustments to the program to ensure that mentors and mentees are supported in their work.

William Floyd School District's Professional Learning Plan to Support Part 154 Legislation Requiring Training to Support English Language Learners

The William Floyd School District shall provide professional development to all teachers and administrators that specifically addresses the needs of English Language Learners. A minimum of fifteen percent (15%) of the required professional development clock hours for all teachers, administrators, and level III teaching assistants requiring hours mandated under the Continuing Teacher and Leader Education (CTLE) regulations, be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners.

For all Bilingual and English as a New Language teachers, a minimum of fifty (50%) of the required professional development clock hours prescribed by Part 80 of this Title shall be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners.

The expectation is that all districts are to provide PD to all teachers as indicated in the Blueprint for ELL Success (e.g., NYS Learning Standards aligned instruction and how it meets the needs of English Language Learners and promotes their English language skills and academic progress).

In 2019-2020, the work will be available to the following groups:
- All Teachers
- All Level III Teaching Assistants
- All Administrators
- All other Teaching Assistants and staff may participate, but are not required to do so

Strategy
- Provide training to staff working with students acquiring English as a New Language so they are prepared to meet the needs of English Language Learners.
- Provide training on instructional shifts in alignment with NYS Learning Standards including support in developing culturally responsive lessons which will meet the needs of English Language Learners.
- Provide resources and/or libraries to staff working with students acquiring English as a New Language to assist in meeting both language and academic needs of English Language Learners.
- Provide training to support teachers in co-teaching and collaborative practices to assist the use of research based instructional strategies to support English Language Learners.

Activities
- English as a New Language Teachers will collect resources and develop libraries within their buildings focusing on language acquisition and learning across all content areas.
- Faculty meetings presented by English as a New Language and Bilingual Teachers
- ENL Ambassadors will plan for and provide professional development
- Online Workshops (focusing on supporting ELLs i.e., edWeb.net)
- Coursework offered by the William Floyd Teacher Center
- Curriculum enhancement that supports meeting the needs of ELL students
- Targeted workshops for Teaching Assistants to increase their skills in supporting ELL students.

This is a 10 month program. Additional work may take place over the summer. Success of the implementation of ENL training sessions will be measured by the**:** utilization of the resource library and the implementation of taught practices within the classroom. In addition to these methods, participant

feedback will be collected and analyzed. Data will be analyzed by the ENL Coordinator and a planning team to determine ways to improve the support of teachers and the students they serve.

William Floyd School District's Professional Learning Plan to Support Violence Prevention Training Requirement

School Violence Prevention Training (Section 3004 of Education Law and Sections 57 and 100.2 of the Regulations) Section 100.2 of the Regulations was amended to implement a provision of Project SAVE requiring school districts and BOCES to include annual training in school violence prevention and intervention in their required professional development plans for teachers, administrators and other certified or licensed employees. This provision is effective November 1, 2000. Upon request of the employee who successfully completes this training course the school district or BOCES must provide the employee with a certificate of completion of the two-hour training.

The Board of Regents adopted at the June 2016 meeting, amendments to Commissioner's regulation §155.17 as an emergency measure to conform to the legislative changes to Education Law §§2801-a and 807 which include the date by which staff must receive **annual school safety** and school violence prevention training, which must include components of mental health, **is September 15.**

The coursework and training to be provided under the Sections 100.2 and 57 of the Regulations must include:

- Study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children.
- The statutes, regulations and policies relating to a safe nonviolent school climate.
- Effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning.
- The integration of social and problem solving, skill development for students within the regular curriculum.
- Intervention techniques designed to address a school violence situation.
- How to participate in an effective school/community referral process for students exhibiting violent behavior.
- Mental Health Training.

In 2019-2020, the work will be available to the following groups:
- All Teachers
- All Level Teaching Assistants
- All Administrators
- All other staff are not required but are invited to attend trainings.

Various learning experiences may be available to stakeholders. These sessions could include: meetings, online learning experiences, and drills.

Goal and Purpose of Professional Learning Plan:

The William Floyd School District will create a culture that will support all students so they improve academic, cultural, and social literacy.

William Floyd UFSD will improve the quality of teaching and learning by ensuring that all district stakeholders participate in substantial professional learning. This professional learning keeps our

educational team current in their profession and ready to meet the needs of all of our students. This Professional Learning Plan has been designed to be part of a comprehensive district plan and focuses on learning that will support educators and make them better able to improve student performance.

The District will provide a minimum of 20 hours of learning experiences to our staff members.

Strategic Plan: Goals and Strategies

The goal of the 2019-2020 plan is to create a culture of improved literacy in all content areas in the William Floyd School District that will support all students.

Objective 1: Improve Academic Achievement in Literacy across all Content Areas	Strategy 1.1- Align curriculum and programs across grade levels, departments, and the District. Strategy 1.2- Provide professional learning of literacy across the content areas. Strategy 1.3- Provide professional learning which includes student engagement. Strategy 1.4- Provide resources to stakeholders that allow them to implement curriculum. Strategy 1.5- Monitor and analyze data about curriculum and its implementation.

Objective 2: Cultivate Leadership in Our Staff in Literacy across all Content Areas	Strategy 2.1- Cultivate Teacher Leaders by training and supporting Ambassadors. Strategy 2.2- Engage teachers and teaching assistants as facilitators at Building Level and District Meetings. Strategy 2.3- Support teachers who are interested in attaining National Board Certification. Strategy 2.4- Support teachers who are interested in informal leadership roles. Strategy 2.5- Provide supported opportunities for building administrators to strengthen leadership skills.

Objective 3: Support and Retain Effective and Highly Effective Staff	Strategy 3.1- Provide newly certified teachers/administrators with Mentors who have been trained in State and District requirements. Strategy 3.2- Require newly hired teachers to attend New Teacher Institute which provides them with Professional Learning focused on their needs. Strategy 3.3- Support newly hired teachers and staff with building level and department meetings. Strategy 3.4- Provide differentiated learning experiences to all staff. Strategy 3.5- Provide teachers contemplating a career change in Education, information about District opportunities related to School Building Leadership and District Leadership positions.

Objective 4: Meet the Needs of All Learners	Strategy 4.1- Provide all staff with strategies to support English Language Learners. Strategy 4.2- Provide all staff with strategies to support Students with Disabilities. Strategy 4.3- Provide all staff with strategies to support Students living in poverty. Strategy 4.4- Provide all staff with strategies to support 21st Century Learners. Strategy 4.5- Provide all staff with strategies to support the development and implementation of culturally responsive lessons that are aligned with New York State Learning Standards

Objective 5: Ensure Safety and Wellness	Strategy 5.1- All staff will receive required trainings designed to ensure the physical and mental safety of all students and staff. Strategy 5.2- Administrators will receive training focused on safety procedures, rules, and regulations. Strategy 5.3- Administrators will support staff in implementing safety procedures.

William Floyd School District's Professional Learning Plan to Support All Teachers, Teaching Assistants and Administrators

Professional Development Offerings 2019-2020

Ambassador Program
The ambassador program cultivates teacher leaders in our district as well as supports all teachers as they navigate changes in standards and curriculum. Ambassadors work as a liaison between administration and teachers to help implement instructional change and work with their school principal to support school improvement plan goals. The area of focus for this work is the implementation and evaluation of curriculum. In addition to cultivating their own leadership skills, ambassadors work directly with teachers in the buildings they support to guide them in their work. Ambassadors meet as part of a leadership team multiple times during the school year. They are charged with bringing their work back to building leadership and staff to ensure substantial and sustained support is available to all teachers. The William Floyd Teacher Center collaborates with the District in this work.

In 2019-2020, they will work with the following groups:
- Administrators
- General Education Teachers
- Special Education Teachers
- English as a New Language Teachers
- Support Staff
- All Other Teachers and Teaching Assistants, and Long Term Substitutes may participate, but are not required to do so.

Strategies:
- The Elementary/Secondary Ambassador program is designed to create teacher leaders who will support the District as they analyze and adapt curriculum.
- By creating leadership in teachers, we create an environment that allows teachers who are working directly with children help make data driven decisions about instruction.
- By creating a system where all elementary and secondary teachers have Ambassadors to support them, we create an environment that will lead to success of teachers and the students they serve.
- The ambassadors will foster instructional shifts in alignment with New York State Learning Standards including support in developing culturally responsive and developmentally appropriate lessons and assessments that will meet the needs of all learners.

Activities:
- Ambassadors will meet as a leadership team to plan curricular changes, and assist in the assurance of modifications to program(s) meets the New York State Next Generation Learning Standards.
- Ambassadors will work with building colleagues to support them in their implementation of curriculum aligned with the New York State Learning Standards.
- Ambassadors and administrators will analyze student data when making decisions about curriculum and instructional strategies
- Ambassadors and Administrators will facilitate data analysis sessions within their buildings and departments.
- Ambassadors will lead teachers in work designed to differentiate and create Universally Designed Lessons that are culturally responsive.
- Ambassadors will provide training to support; literacy across the content areas, vertical alignment within Math and ELA curricula, improving co-teaching strategies and increase metacognitive strategies.

- Ambassadors will support teachers in developing questioning techniques and methods to engage all learners.
- Ambassadors on the secondary level will work with teachers to increase the use of technological applications in the classroom.
- After school meetings and learning sessions will be provided to support the work of the Ambassadors.
- Ambassadors may attend regional training provided by the Board of Cooperative Educational Services (BOCES) or by the New York State Department of Education (NYSED).

Duration:
- This is a 10 month program. Additional work may take place over the summer.

Evaluation:
- Data from assessments will be looked at to determine how decisions made by the Ambassadors have impacted students.
- Surveys will be sent to the teachers, that receive the support of the Ambassadors in order to determine if the work they have done with them has impacted their instructional practice.
- Ambassadors will receive surveys to assess the work they have conducted and the perceived impact.
- Participants will analyze student work as a way to measure impact of learning.

Administrator Leadership Teams

As shifts occur in State Standards and Local Initiatives, it is important to create a system where Building Administrators are prepared to support staff in implementation plans.

In 2019-2020, they will work with the following groups:
- All Building Principals
- All Building Assistant Principals

Strategy:
- Leadership requires training so they can support teachers in their work with students.
- Providing leaders with training that presents a unified message ensures that they will present the same information to all teachers, regardless of the building they work in.
- Building leaders know the unique characteristics of the students they serve and can seek additional support to build understanding of how shifts will impact students with disabilities, English Language Learners or other targeted learning groups.
- Receiving guidance on instructional changes at an appropriate level of support ensure that teachers are better prepared to meet the needs of the learners they serve.

Activities:
- Meetings with Department Heads
- Meetings with Chairpersons
- Meetings with Curriculum Leaders
- Meetings with Assistant Superintendents

Duration: This is an 11 month program that begins in August.

Evaluation: Observations of administrative support and implementation of curricular shifts in their building as evidence through: meetings, materials provided; and observed practice of teachers and teaching assistants. District Leadership will analyze successful implementation at the building levels through site visits, school improvement plans and school report card.

During the course of the year, school administrators and teacher leaders schedule meetings within the buildings they serve. These meetings may be designed to provide information to the entire staff, to members of a committee, or to targeted groups. Building meetings may be standing meetings that run multiple times a month or may be called once to address a specific issue.

In 2019- 2020, the work will be available to the following groups:
- All Teachers
- All Level III Teaching Assistants
- Substitute Teachers are invited to attend
- Student Teachers are invited to attend

Strategy:
- Issues specific to a building will be identified.
- Building meetings can address identified differentiated learning needs of staff.
- Building meetings provide a forum for sharing necessary information with the staff.
- Individual schools will conduct required meetings designed to support the students they serve, including English Language Learners, students with disabilities or other targeted learning groups.

Activities:
- Principal Meetings
- School Inquiry Team Meetings
- Team meetings designed to focus on the needs of a specific student
- Meetings to support planning of lessons aligned with shifts in standards and curriculum

Duration:
- The building leader, while adhering to collective bargaining agreements, establishes building meetings' lengths. They run, as needed, from September to June.

Evaluation:
- Implementation of information shared.
- Implementation of plans generated from School Inquiry Team.
- Support provided to students discussed in team meetings.
- Analysis of effectiveness of building meetings may be discussed at School Inquiry Meetings.
- Analysis by building level leaders will provide opportunities for reflection of their work.

Department Meetings

School Administrators and Department Chairpersons support the elementary and secondary teachers in specialized areas of instruction.

Department leaders may support teachers in their department by mentoring, coaching and/or modeling instruction

In 2019-2020, the work will be available to the following groups:
- All Art Teachers
- All Elementary Teachers
- All Librarians

- All English as a New Language Teachers
- All Music Teachers
- All Physical Education and Health Teachers
- All Psychologists
- All Reading/LLI Teachers
- All School Counselors
- All Social Workers
- All Special Education Teachers
- All Speech Teachers
- Middle School and High School CTE Teachers
- Middle School and High School English Language Arts Teachers
- Middle School and High School Languages other than English Teachers
- Middle School and High School Mathematics Teachers
- Middle School and High School Science Teachers
- Middle School and High School Social Studies Teachers
- Middle School and High School Technology Teachers

Strategies:

- Monthly meetings that target the professional learning needs of a specific discipline
- Professional learning activities designed to provide meaningful and ongoing learning that will translate directly into content area classrooms
- Department Chairpersons are the teacher leaders for their respective departments and work collaboratively with School Administrators to meet the learning needs of the teachers within their departments.
- Department Chairpersons work together to develop interdisciplinary professional learning experiences that will meet the needs of all teachers.

Activities:
- Alignment of Curriculum by grade level
- Vertical Alignment of Curriculum
- Communication of Updates from NYSED
- Discussions and activities that enable teachers to incorporate instructional practices to meet the needs of English Language Learners, students with disabilities or other targeted learning groups.
- Data Analysis
- Sharing Best Practices
- Turnkey of Professional Learning from Outside Agencies, i.e. BOCES Trainings in Vocabulary Acquisition for English Language Learners. (ENL)
- Trainings focused on Integrated Co-Teaching (SWD and ENL)
- Trainings focused on the identification of and curriculum to support Students with Interrupted Formal Education (SIFE) students (ENL)

Duration: Department meetings run based on a determined schedule lasting from September to June

Evaluation:
- Review of Meeting Agendas
- Surveys
- Student Performance Data

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- Analysis of effectiveness of department meetings may be discussed at Chairpersons and department leadership meetings. Analysis of impact by leaders will provide opportunities for reflection of the work. Adjustments to subsequent meetings will be made to ensure that all staff is prepared to implement plans and support learners.

District Administration Professional Development Series

Administrators are provided with a series of workshops designed to support them in understanding the legal, procedural, and district policies they are required to implement. Building strong skills in our administrative team establishes them as the instructional leaders of our District; and enables instructional leaders to support all employees as they work to meet the needs of learners leading to optimal learning.

In 2018-2019, the work will be available to the following groups:
- The work is offered in as a three year series.
  - Level one supports new administrators (years 1-3)
  - Level two strengthens skills (years 3-8)
  - Level three supports long term leadership (9+ years of service)

Strategies:
- Creating a level system of training administrators allows us to differentiate sessions to meet the needs of the participants.
- By meeting the needs of the participants, we reduce the number of hours they are removed from their buildings, allowing them to increase their time supporting students and staff.
- Meetings designed to inform all administrators of shifts in policy, procedure, or regulations are provided to all level administrators.
- By differentiating the sessions and meeting times, Level 3 Administrators are able to support newer hires in their sessions.

Activities:

Level 1-New Administrator (1-3 years administrative experience)	Level 2 – Strengthening Skills (3-8 years administrative experience)	Level 3- Valued Leader (9 + years administrative experience)
Summer 2019	Summer 2019	Summer 2019
● Teacher Evaluation Training ● APPR Updates	● Teacher Evaluation Training ● APPR Updates	8Teacher Evaluation Training ● APPR Updates
Sept. 2019-June 2020 ● Sexual Harassment ● Recognizing Substance Abuse in the Workplace ● ENL ● BARS/L2RPT Reports ● CPR/AED if needed ● Deescalating Student Behaviors	Sept. 2019-June 2020 ● Sexual Harassment ● Recognizing Substance Abuse in the Workplace ● ENL ● BARS/L2RPT Reports ● CPR/AED ● Deescalating Student Behaviors	Sept. 2019-June 2020 ● Sexual Harassment ● CPR/AED ● Individual workshops/trainings (6 hours)

Duration: This is an 11 month program that begins in August.

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Evaluation: Observations of administrative implementation of procedural shifts in their building as evidence through; meetings, materials provided; and observed practice of their work. Successful implementation at the building/department levels will be analyzed by District Leadership and adjustments to the topics and/or delivery of information will be modified to ensure that all buildings are receiving the support they need to implement practice.

Family Involvement Project

We believe that if teachers, administrators and support staff expect to be successful in their primary mission of educating students, they must be knowledgeable in the community and families from which they serve. Furthermore, we believe that family involvement is a critical factor in influencing achievement.

We are committed to developing a family involvement plan that addresses six types of involvement (Epstein 1997), including: Parenting; Communicating; Volunteering; Learning at Home; Decision Making; and Collaborating with the Community. The plan will identify District challenges, followed by an in depth look at each area of involvement including a synopsis of programs that currently exist in the district, needs, goals, objectives, action plans and evaluation. It is expected that each school will use this plan as a guide to develop and implement their own family involvement plan.

In 2019-2020 the work will be available to the following groups:

- Available to All Parents of students pre-K to 12 (21 year of age for special education students who receive additional District schooling).
- All District Employees are invited to attend Parent Involvement Activities.
- Parents who need translation services are asked to alert meeting leaders that they may attend to ensure that there is a translator available at meetings to support them.

Strategy:
- The Family Involvement Committee encourages all community members to be a part of our children's education.
- Working with parents who are informed about the child's learning environment supports student success.
- Working with parents who understand specific teaching strategies used in the classroom so they can be reinforced at home, supports students as they apply and transfer skills.
- Working with families who are engaged in their child's learning supports student engagement, attendance, and success.
- Having teachers and staff informed about parent needs and concerns provides insight into students that may support instruction in the classroom.

Activities:
- *Board Meetings:* All community members and parents are invited to join us at our monthly board meetings to discuss important issues district wide.
- *English as a New Language Parent Meetings:* Parents of students are invited to meetings that provide them with strategies to support their children in school. Parents are provided with hands on learning activities which build their understanding of student expectations.
- *Meet the Teacher Nights:* At the beginning of each school year, parents are invited into the classrooms of their children to meet the teachers they will be collaborating with that school year. Teachers explain curriculum, expectations and requirements.

- *Parent Teacher Conferences:* Each year, parents are given two opportunities to sit with their child's teacher and discuss current performance as well as ways to increase it.
- *Parent Training:* Parent Training workshops are offered to parents of children with moderate to severe disabilities. These workshops are designed to support parents whose child does not reach typical milestones, may exhibit challenging behavior, and/or will require specialized planning later in life.
- *Parent Portal:* Parents can gain access to the Parent Portal for accurate, current and confidential information about their child's school attendance, grades, class assignments and more.
- *Building Workshops:* Buildings provide after school workshops where parents and students work together on fun and educational activities. These workshops are designed to support the individual needs and goals of each building.
- *PTO Meetings:* Every month each school's parent/teacher organization meets in our schools to discuss upcoming events and issues pertaining to the school. All parents are encouraged to become a part of their school's PTO and join us for meetings.
- *SEPTO Meetings:* Every month our Special Education parent/teacher organization meets to offer training for our parents, discuss upcoming events and issues pertaining to our students with special needs.
- *Title Meetings:* Parents of students supported by services funded with *Title Funds,* are invited to trainings that teach them techniques to use with their children at home. These parent workshops take place at various times and locations throughout the school year, to ensure they are accessible to all parents.

Duration: Parent trainings run from September to June. They vary in length based on the project.

Evaluation: Parent attendance at events and reported follow through at home are used to evaluate the impact of these programs. Parent Involvement Committees and the District Wide PTO Committee will analyze attendance and feedback data from events. They can propose changes to the plan that may better meet the needs of families served by the District.

INSTRUCTIONAL TECHNOLOGY

The William Floyd School District Professional Development Plan is in alignment with the District Technology Plan. The District works to increase the effective utilization of technology in the District. This includes working with staff so they incorporate technology in the design of their lessons, collaborations, and presentations. The District has purchased Chromebooks to use in secondary classrooms. To support the effective use of these devices professional development run by District's Educational Technology Specialist is offered.

In the 2019-2020, the work will be available to the following groups:
- All teachers K-12

Strategy
- Utilizing technology in instructional settings to engage learners
- Chromebooks provide web based applications and resources that can be accessed from any device.
- Utilizing Google Apps allows teachers to collaborate with other teachers and students on documents.
- Utilizing Collaborative tools allows teachers to access current documents.
- Ensuring that teachers and students utilize technology effectively maximizes the impact of teacher and student performance.

- Providing training from specialist maximizes the impact of Chromebooks in all settings.

Activities
- Targeted 1:1 Professional Development with the William Floyd Educational Technology Specialist and other individuals as needed
- Face-to-face sessions 1:1 or small group sessions with an instructional technology coach
- Coaching sessions with students present
- Coaches acting as observers and providing teachers with feedback
- Coaching by the William Floyd Educational Technology Specialist teachers on integration of Google Classroom
- Training in Google Chromebooks and use of Google Apps
- Providing teachers with training focused on utilizing shared documents

Duration: This is a 10 month program. Additional work may take place over the summer.

Evaluation: Utilization of Chromebooks and Google Apps by teachers and students will be tracked and usage will be analyzed, focusing on where increased support may be needed.

Mandatory After School Professional Learning Sessions

The building principal or coordinator or department head may convene staff meetings at the end of the normal workday. An agenda and notice, where practicable, shall be given forty eight (48) hours prior to the meeting. No teacher shall be required to attend more than a total of fifteen (15) meetings per year and stay longer than forty five (45) minutes beyond the normal workday. The Superintendent reserves the right to call four (4) additional meetings per year, the duration of which shall not exceed forty five (45) minutes beyond the normal workday, except as provided below.

In the High School, up to ten (10) Friday extra help periods can be rescheduled and accumulated for the purpose of creating additional staff development time. A maximum of ten (10) sessions can be converted for this purpose. No more than two (2) may be utilized per month. On days where Friday extra help has been rescheduled, teachers may leave at the end of Period Eight (8). A minimum of two (2) weeks' notice shall be provided of scheduled staff development date(s). It is understood that this time is in addition to actual staff meeting/development time, thereby creating a double period – e.g., a regular staff meeting would run from 2:15 until 3:00; the additional thirty-seven (37) minutes shall be added for an ending time of 3:37 p.m.

In the Elementary and Middle Schools, no more than ten (10) meetings lasting a maximum of one (1) hour and fifteen (15) minutes prior to the beginning of or after the scheduled school day may be bundled for the purpose of staff development. Additional time shall be deducted from either other staff meetings or pre/post non-student contact school time. A minimum of two (2) weeks' notice of scheduled staff development dates shall be provided.

In 2019-2020, the work will be available to the following groups:
- All Teachers, Teaching Assistants and Administrators
- Long Term Substitutes are invited to attend, but are not required to do so.

Strategy
- There are areas of learning that require an extended period of time.

- Providing opportunities for this learning is vital when targeting a goal.
- Establishing predetermined, mandatory, meeting times ensures that all stakeholders receive the training they require.

Activities
All Levels:
- Ambassador Meetings
- District Initiative Rollout Meetings

Elementary:
- English as a New Language: supporting reading instruction, language acquisition, and learning across content areas
- Implementation of the Next Generation Science Standards through BOCES4 Units of Study
- Unpacking Next Generation Learning Standards in English Language Arts and Mathematics including supporting documents such as the New York State Next Generation ELA and Mathematics Learning Standards Implementation Roadmap and linked resources.
- Response to Intervention Progress Monitoring and instructional support strategies in ELA/Math

Secondary:
- English as a New Language: supporting reading instruction and language acquisition
- Literacy across the content areas
- Increasing formative assessment activities
- Infusing technology into instructional program, i.e. Google classroom, document cameras,
- Vertical alignment of the secondary core courses: ELA, LOTE, Math, Science, Social Studies
- Strengthening metacognitive strategies through improved questioning techniques
- Unpacking Next Generation Learning Standards in English Language Arts and Mathematics including supporting documents such as the New York State Next Generation ELA and Mathematics Learning Standards Implementation Roadmap and linked resources.

Duration: This is a 10 month program. Each teacher will attend a maximum number of meetings as defined by the description of this program.

Evaluation:
- Implementation of topics covered observed in classroom practice
- Feedback and Exit Tickets after meetings
- Survey Data
- Analysis of evaluation data and results on the District report card will indicate impact of this work.

Mandatory Teaching Assistant Professional Development

Twice a year, our elementary and middle schools are dismissed early to allow teachers to meet with parents to discuss report card. On these days, Teaching Assistants have the opportunity to come together and receive professional development that focuses on a topic that allows them to build understanding about the students we serve, and the way we can support them.

In 2019-2020, the work will be available to the following groups:
- All Teaching Assistants

Strategy:
- Providing Teaching Assistants with information about learner groups prepares them to work with teachers and students in a way that builds success.
- Providing Teaching Assistants with information about techniques used by teachers in the classroom strengthens their ability to support teachers' work.
- Providing Teaching Assistants with mandatory targeted professional development, ensures that they will all receive meaningful information that aligns with District initiatives identified as necessary to impact student performance and growth.

Activities:
- Supporting reading instruction and language acquisition
- Support of grade level guided reading across the content areas (K - 5)
- Support of grade level writing across the content areas
- Support of grade level mathematical concepts
- Support literacy across the content areas
- Strengthening metacognitive strategies through improved questioning strategies

Duration: Two 3 hour sessions are offered and scheduled to align with Elementary and Middle School Parent-Teacher schedule.

Evaluation: Teaching Assistants complete exit tickets at the end of each training session that provide us with information about what they learned and how they may use this information. Analysis by a review committee of evaluation data and results on the District report card will indicate which mandatory Teaching Assistant Training impacted performance and which need to be modified or removed from the plan.

New Teacher Institute

New Teacher Institute (NTI) is a program designed to support teachers from the time they are hired until they receive tenure. Flexible grouping of participants allows for participants to be grouped based on year of hire, department, or area of focus. Each year they are in the program, participants may earn up to 30 professional learning hours.
NTI includes time focused on providing foundational information about the District and programming, developing skills to support all learners, and improving instructional pedagogy. The program provides new teachers with the skills they will need to not only utilize strategies, but to assess student performance when techniques are implemented. New Teacher Institute is offered to all newly hired members of the teachers' unit. The William Floyd Teacher Center collaborates with the District in this work.

In 2019-2020, the work will be available to the following groups:
- All Teachers in their first 4 years of service to the District
- All Support Staff in their first 4 years of service to the District

Strategy:

- Creating a solid foundation through an Induction Program for new teachers provides them with the skills they need to make the maximum impact on students.
- New teachers who receive a high level of support and success remain employed with the District.
- When new teachers are taught to be reflective in their practice they understand the impact they have on student academic and behavioral performance.
- Creating differentiated learning experiences creates professional growth opportunities that target the needs of the participants.

Activities:
- First year participants will work with the technology team to ensure they are able to access required communication platforms, the attendance system, grading platforms, and other electronic resources they will need to utilize.
- Participant work with teacher leaders to unpack effective classroom strategies.
- Participants work with department chairs and administrators discuss district expectations.
- Participants work with union leaders focusing on their roles and responsibilities as defined by the contract.
- First and second year teachers will attend 15 hours of targeted workshops in August of 2019.
- All participants will enroll in one 15- hour course from a menu of offerings designed to support their instructional practice. Course offerings will be created by the William Floyd Teacher Center and are designed to support this program

Duration: This is a 10 month program that runs from late August to late May

Evaluation: This program is evaluated using multiple measures. Administrative, participant and instructor feedback are collected. In addition to exit surveys, participant projects are collected and analyzed to determine if programming is impacting instructional practice and/or student performance.

Orientation Day

Each school year begins with a staff orientation day. On this day, the District Superintendent meets with the entire staff and goals for the year are established. After the general session, staff returns to their home schools, where building leaders share specifics about District goals. Building level goals, curricular and procedural changes, and any other required trainings are also presented. Teaching Assistants are provided time to read IEPS, discuss them with classroom teachers and sign off on required 408 documents.

In 2019-2020, the work will be available to the following groups:
- All Administrators
- All Teachers
- All Support Staff
- All Teaching Assistants
- Substitute Teachers are invited to attend
- Student Teachers are invited to attend

Strategy:
- The establishment of goals sets the plan for the school year
- Providing information about changes in programming prepares staff for a successful year
- Providing training required by the state on orientation day ensures that all staff receives this information

Activities:

- Superintendent's Presentation
- Building Leader Meetings
- Department Meetings (where applicable)
- Training to defend against ***Blood Borne Pathogens/Safeschools***
- IEP reading and conferencing with teachers about incoming students (Teaching Assistants)

Duration: This is a one day session.

Evaluation:
- Successful implementation of information shared. Successful implementation at the building/department levels will be analyzed by District Leadership and adjustments to the topics and/or delivery of information will be modified to ensure that all buildings are receiving the support they need to implement practice .

Superintendent's Conference Day

At the end of the year, the District offers a day of learning to the staff. The day begins with workshops that are designed to provide learners with experiences that allow them to network with colleagues and introduce them to information that can improve practice. Work serves as a way to put forward ideas that can help educators identify new areas to focus on in their professional journey as lifelong learners. In addition to these training sessions, all district employees come together at the end of the day and are addressed by the Superintendent and other District Leaders. This part of the day is designed to celebrate successes, including progress toward meeting District goals that were established on Orientation Day.

In 2019-2020, the work will be available to the following groups:
- All Administrators
- All Teachers
- All Teaching Assistants
- All Additional staff attends the end of day activities

Strategy
- Providing opportunities for groups to come together from all building provides us with an opportunity to learn from each other.
- Establishing a day that brings all groups together provides us with an opportunity to share the same information with all stakeholders
- Establishing a day that brings all groups together provides us with an opportunity to unpack new curriculum
- Establishing a day that brings all groups together provides us with an opportunity share best practices
- Establishing a day that brings all groups together provides us with an opportunity celebrate the success of students and staff

Activities
- Workshops focusing on the needs of a specific department
- Workshops focusing on the needs of a specific building
- Workshops focusing on the needs of specific grade levels
- Workshops designed to support targeted groups
- Work designed to meet the needs of all students
- A full group session for all stakeholders

Duration: This is a one day session.

Evaluation: Implementation of information shared will indicate the success of this work. Successful implementation at the building/department levels will be analyzed by District Leadership and adjustments to the topics and/or delivery of information will be modified to ensure that all buildings are receiving the support they need to implement practice.

Teacher Center Offerings

The William Floyd Teacher Center supports the work of the District. In addition to collaborating with the District on some of the other professional learning experiences listed in this section, it offers additional learning opportunities in the form of courses, online learning experiences, targeted action research projects, and learning circles. All stakeholders may utilize the Center to help them meet CTLE (Continuing Teacher Leader Education) requirements. The Teacher Center also partners with Institutes of Higher Learning and NYSUT Education Learning Trust to offer college level coursework to staff.

In 2019-2020, the work will be available to the following groups:
- All Teachers
- All Teaching Assistants
- All Administrators
- All Support Staff
- Substitute Teachers are invited to attend

Strategy
- Educators learn best when they reflect on their own needs and select work that addresses the identified needs.
- Educators can identify their own learning styles and select professional learning experiences that help them successfully build knowledge.
- In person and online learning options allow participants to select the type of work that best fits their learning needs.
- Educators can reflect on their own needs and network with colleagues who have similar needs to create a learning group. Learning groups can create their own course of study.
- Educators will, at times, require coursework that cannot be provided by a district or center and should have learning options that allow them to create the learning experiences they need.

Activities:
- Courses that have been pre-approved by the Teacher Center Policy Board for content, rigor, and application.
- Professional Learning Circles: Educators reflect on their own learning needs, a problem they want to look at, a learning initiative they want to explore, or other educational project. They work with colleagues for 15 hours to focus on the issue they have targeted.
- Targeted Action Research Projects (TARPs)
- New Teacher Institute: Information has been provided in a stand alone section of this plan,
- Mentor Program: Information has been provided in a stand alone section of this plan.
- Ambassador Program: Information has been provided in a stand alone section of this plan.

Duration: The Teacher Center is a 12 month program that offers learning experiences from July 1 to June 30.

Evaluation: Evaluation is specific to the program. It may include survey data, a culminating project, and/or a reflective summary that focuses on the impact learning had on teacher practice and/or student performance. The Teacher Center Policy Board reviews data about work completed and makes the determination if it should be continued, modified, or removed as an offering.

Workshop Series for Teaching Assistants

Leaders from the Teaching Assistant Unit work with District Administrators to create a series of workshops targeted to support teaching assistants as they build skills to meet the needs of the students they work with. By providing target sessions to teaching assistants, we work to prepare them to support classroom instruction designed to meet the needs of all learners.

In 2019-2020, the work will be available to the following groups:
- All-Level III-Teaching Assistants

Strategy:
- Teaching Assistants work directly with students
- Teaching Assistants are often charged differentiating and supporting instruction of learners with special needs.
- Teaching Assistants support literacy instruction in all classes.
- By providing Teaching Assistants with training that will support them in the work they do, we are supporting student success.
- By providing Teaching Assistants with training that provides information about classroom practice and expectations they become better able to implement classroom requirements, impacting teacher and student performance.

Activities:
- Workshops that focus on meeting individualized student needs
- Delivering strategies that support data collection
- Teaching the implementation of behavior modification and support
- Building instructional support capacity, i.e. collaboration, interventions, differentiation of instruction

Duration: Multiple two hour sessions are offered to Teaching Assistants between the months of September and May.

Evaluation: Teaching Assistants complete exit tickets at the end of each training session that provide us with information about what they learned and how they may use this information. Analysis by District Leaders will indicate which topics should be added, modified or removed from the series of workshops.

Sponsor Approval

The following are contracted entities or individuals that may provide CTLE on behalf of the William Floyd School District:

Eastern Suffolk BOCES
Western Suffolk BOCES
William Floyd Teachers' Center
William Floyd United Teachers

Submission of Plan and Planning Team

A team designated to develop the 2019-2020 Professional Development Plan began their work in October of 2018. They were given seven months to develop a draft plan. The plan was ready for submission to the William Floyd School District Board of Education by May of 2019 for review, so that modifications made by the Board of Education could be considered. A finalized plan was prepared and submitted by the required June 1st deadline. The plan was submitted for final approval by the required date of June 30, 2019.

Members of the 2018-2019 Professional Development Planning Team:

Maria Gervasio Teacher/Mathematics William Floyd Middle School	**Kate Devenney** Teacher/ Library-Media Specialist William Floyd High School
Deena DeVito Teaching Assistant Tangier Smith Elementary School	**Melissa DiDonato** Teacher/Mathematics Paca Middle School
Darlene Savage Teacher-/Primary Education Tangier Smith Elementary School	**Kristen McNamara** Teacher Hobart Elementary School
Dr. Thomas John Heintz Administrator/ Assistant Principal William Floyd Middle School	**Maureen Benson** Parent of Students: William Floyd Elementary
Gina Fumai Teacher/Mathematics William Floyd High School	**Diane Impagliazzo** Stony Brook University
Kathleen Keane Administrator Assistant Superintendent for Secondary Instruction and Administration	**Mary Koehler** Administrator/Curriculum Specialist Director of Grants and Elementary Education English as a New Language
Jennifer Berg Teacher William Floyd Elementary	**Viveca Nargi** Teacher/ ELA Chairperson William Floyd High School
Kathleen Pantaleo Teacher/Instructional Technology Specialist Districtwide	**Eileen Randazzo** Teacher/Art Nathaniel Woodhull Elementary

Stephen Seedorf Teacher/Science William Floyd Middle School	**Dr. Stacey Scalise** Administrator Assistant Superintendent for Elementary Instruction, Administration and Pupil Personnel Services
Thomas Short Teacher/ Intermediate Education Moriches Elementary School	**Mary Siano** Teacher/Special Education William Floyd Elementary School
Wendy Gross Teacher/Special Education William Floyd Learning Center	**Christine Rosado** Administrator/ Curriculum Specialist Director of Secondary Education and Science, Technology, Engineering and Mathematics (STEM)
Susan Hutnick Teaching Assistant/ TA Union President William Floyd Elementary	**Charles Cabrera** ENL Teacher William Paca Middle School
Shari Costello Teacher John S. Hobart Elementary/Tangier Smith Elementary	**Keith Fasciana** Administrator/Principal William Floyd Elementary
Andrew DeMasi Teacher/Special Education Tangier Smith Elementary	**Kim Mina** Teacher William Floyd Elementary
Karianne Garfen Teacher/Social Studies William Paca Middle School	**Leah Olivo** Teacher/Special Education Moriches Elementary
Robert LaVigna Administrator/Technology Director of Technology	**Melissa Worthington** Teacher Nathaniel Woodhull Elementary
A. Posanti Community Business Owner	

http://www.p12.nysed.gov/accountability/T2/ToolsandResourcesforNYSPDStandardsImplementation.htm

https://www.regents.nysed.gov/common/regents/files/918hed2REVISED.pdf