

Highland Central School District
Professional Development Plan
2022-2024

| Goal: <i>Align curriculum, both vertically and horizontally, with Next Generation New York State Learning Standards across all content and grade levels</i> | | | |
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| Professional Development | Action Plan | Professional Development Sources | Evaluation |
| Strengthen the alignment of curriculum with Next Generation NYS Learning Standards in ELA & Math K-12 | <ul style="list-style-type: none"> • Administrators, Teachers, Teaching Assistants attend BOCES sponsored trainings on new standards • Use curriculum, faculty, professional development times for alignment work within grade level/departments & between grade levels/departments | <ul style="list-style-type: none"> • BOCES Content Specialists • BOCES Instructional Services • Central Office & Building Level administrators • Grade Level Leaders • Department Leaders | <ul style="list-style-type: none"> • Ongoing implementation of strategies aligned to new standards as demonstrated during classroom observations • Gap analysis of internal (STAR) and external (NYS) assessments by standard and type of questions • Annual Curriculum Alignment Review • Review of Annual Panorama Survey |
| Strengthen Components of NYS Social Studies Standards K-12 | <ul style="list-style-type: none"> • Administrators, Teachers, Teaching Assistants attend BOCES sponsored trainings on Framework Components <ol style="list-style-type: none"> 1. Content Specifications 2. Key Ideas & Conceptual Understandings 3. Common Core Literacy Skills & Social Studies Practices 4. Unifying Themes 5. Inquiry Arc • Department and Grade Level collaboration on key components of Social Studies Framework curriculum | <ul style="list-style-type: none"> • BOCES Content Specialists • BOCES Instructional Services • Central Office & Building Level administrators • Grade Level Leaders • Department Leaders | <ul style="list-style-type: none"> • Ongoing implementation of strategies aligned to standards as demonstrated during classroom observations • Development and implementation of one social studies inquiry project at each grade level by 6/2023 |

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| | meetings and professional development opportunities and Superintendent's Conference Days | | |
| Strengthen NYS Science Learning Standards K-8 | <ul style="list-style-type: none"> • Administrators, Teachers, Teaching Assistants attend BOCES sponsored trainings on new strategies • Department and Grade Level collaboration on key components of Science Standards Framework curriculum meetings and professional development opportunities and Superintendent's Conference Days | <ul style="list-style-type: none"> • BOCES Content Specialists • BOCES Instructional Services • Central Office & Building Level administrators • Grade Level Leaders • Department Leaders | <ul style="list-style-type: none"> • Ongoing implementation of strategies aligned to new standards as observed during classroom observations • Development and implementation of one science inquiry project at each grade level by 6/2023 |
| Prepare for New NYS Science Learning Standards 9-12 | <ul style="list-style-type: none"> • Examination/Crosswalks and gap analysis of current standards and new NYSSLS • Administrators, Teachers, Teaching Assistants attend BOCES sponsored trainings on new strategies • Grade Level/Department collaboration on inquiry strategies and skills during curriculum meetings and professional development days | <ul style="list-style-type: none"> • BOCES Content Specialists • Central Office & Building Level administrators • Grade Level Leaders • Department Leaders | <ul style="list-style-type: none"> • Curriculum maps fully aligned to new standards by 6/2023 • Ongoing implementation of strategies aligned to new standards as demonstrated during classroom observations |
| Align new NYS Arts Standards K-12 | <ul style="list-style-type: none"> • K-12 arts teachers collaborate during department meeting times and professional development days to spiral art and music programs • Attend BOCES sponsored training specific to content area and new standards | <ul style="list-style-type: none"> • BOCES content specialists • BOCES Instructional Services • Central Office & Building Level administrators • Grade Level Leaders | <ul style="list-style-type: none"> • Curriculum maps fully aligned to new standards by 6/2023 • Ongoing implementation of strategies aligned to new standards as demonstrated during classroom observations |

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| | | <ul style="list-style-type: none"> • Department Leaders | |
| Integration of ELA and/or Math Standards in all Content Areas K-12 | <ul style="list-style-type: none"> • Analysis of Next Generation Standards in comparison to content area standards. • Write lessons/units that utilize Next Generation skills in content areas | <ul style="list-style-type: none"> • Central Office & Building Level administrators • Grade Level Leaders • Department Leaders | <ul style="list-style-type: none"> • Ongoing implementation of cross-curricular standards as demonstrated during classroom observations |

Goal:
Strengthen core literacy skills for all students, grades K-12

| Professional Development | Action Plan | PD Sources | Evaluation |
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| Full implementation of Teachers College Readers Workshop K-5 | <ul style="list-style-type: none"> • Vertical sharing between grade levels to build continuity from grade to grade • Continue peer classroom visits to highlight best practices and build capacity • Self-contained teachers continue work to adapt units of study for specific needs of individual students | <ul style="list-style-type: none"> • BOCES Content Specialist • BOCES Instructional Services • Teachers College Professional Development Trainings <ol style="list-style-type: none"> 1. Reunion Sessions in NYC 2. Virtual Sessions during COVID • Teachers College Readers' Workshop Units of Study | <ul style="list-style-type: none"> • Ongoing implementation of Teachers College Readers Workshop as demonstrated during classroom observations • Gap analysis of internal and external assessments by standard and type of question |
| Implementation Teachers College Writers Workshop 3-5 | <ul style="list-style-type: none"> • Build familiarity with key concepts and strategies in Writers Workshop during curriculum meetings and with help of BOCES Content Specialist • Teachers College trainers provide professional development • Vertical sharing between grade levels to build | <ul style="list-style-type: none"> • BOCES Content Specialist • BOCES Instructional Services • Teachers College Professional Development Trainings <ol style="list-style-type: none"> 1. Reunion Sessions in NYC 2. Virtual Sessions during COVID | <ul style="list-style-type: none"> • Fully implementation of Teachers College Writers Workshop model • Ongoing implementation of Teachers College Writers Workshop model as demonstrated during classroom observations • Gap analysis of internal and external assessments by standard and type of question |

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| | <p>continuity from grade to grade</p> <ul style="list-style-type: none"> • Begin peer classroom visits to highlight best practices and build capacity • Self-contained teachers will work to adapt units of study for specific needs of individual students | <ul style="list-style-type: none"> • Teachers College Writers Workshop Units of Study & “Up the Ladder” guide | |
| <p>Full Implementation Wilson “Foundations” phonics program K-3</p> | <ul style="list-style-type: none"> • Implement “Foundations” phonics program • PD from “Foundations” trainers, whole group & individual coaching • Vertical sharing between grade levels to build continuity from grade to grade • Continue peer classroom visits to highlight best practices and build capacity • Self-contained teachers continue work to adapt units of study for specific needs of individual students | <ul style="list-style-type: none"> • “Foundations” specialist from Wilson • In-district teacher leaders • BOCES Content Specialist • BOCES Instructional Support Services | <ul style="list-style-type: none"> • Use of “Foundations” methods during ELA instruction • Analysis of reading skills data from DIBELS and other internal diagnostic measures • Comparison of data from internal and external sources in grade 3 related to phonetic awareness and understanding |
| <p>Continue to build & support Sustained Silent Reading Program 6-8</p> | <ul style="list-style-type: none"> • Regular professional conversations addressing areas for improvement • Implement further incentives for engagement in the program | <ul style="list-style-type: none"> • Literacy Consultant • Grade Level Leaders • Teachers 6-8 • Central Office & Building Level administrators | <ul style="list-style-type: none"> • Monitor student engagement through surveys and teacher progress • Students demonstrate growth on NYS ELA Assessments |

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| | <ul style="list-style-type: none"> • Increase access to high quality, high interest, age-appropriate reading material | | |
| Creation of aligned ELA portfolio 6-12 | <ul style="list-style-type: none"> • Create guiding principles and vision for portfolio use and contents • Investigate possible platforms for maintaining a digital portfolio that will remain with the student • Determine the content of the portfolio at each grade level | <ul style="list-style-type: none"> • Grade Level Leaders • Department Leaders • Central Office & Building Level administrators • BOCES Content Specialists • BOCES Instructional Services | <ul style="list-style-type: none"> • Choice of digital platform and plan for each grade level • Move to portfolio for each student |

Goal:
Strengthen core math skills for all students, grades K-12

| Professional Development | Action Plan | PD Sources | Evaluation |
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| Refine Math Benchmark Assessments & Move toward the systematic use of STAR K-8 | <ul style="list-style-type: none"> • Review benchmark blueprints to ensure alignment to Next Generation Math Standards • Evaluate the reliability and rigor of each test • Modify the assessments to better align with expected outcomes, where needed • Replace benchmarks with STAR over time | <ul style="list-style-type: none"> • Director of Data Analysis & Assessment • BOCES Content Specialist • BOCES Instructional Services • Central Office & Building Level administrators • Professional Development offered by NCTM (National Council of Teachers of Mathematics) & BOCES | <ul style="list-style-type: none"> • Determine degree of correlation between internal benchmarks and NYS Math Assessments • Continuing growth in student math achievement on NYS Math Assessments, gr. 3-8. • Use of STAR data to inform decisions • Ongoing implementation of strategies aligned to new standards as demonstrated during classroom observations • Gap analysis of internal (STAR) and external (NYS) assessments by standard and type of questions • Annual Curriculum Alignment Review |
| Implementation of Algebra-I Math Lab 9-12 | <ul style="list-style-type: none"> • Write curriculum for Math Lab that reinforce key concepts and strategies in math | <ul style="list-style-type: none"> • Math Department teachers • Central Office and Building Level administrators | <ul style="list-style-type: none"> • Quarterly evaluation of student skills during the course to move students in and out of Math Lab • Increased number of students receiving a passing grade on the first try for Algebra-I Regents exam |

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| | <ul style="list-style-type: none"> • Develop criteria for student placement in Math Lab • Develop protocol for moving students out of Math Lab when student skills deemed sufficient for success • Develop protocol for moving students into Math Lab mid-year when added support would be helpful | <ul style="list-style-type: none"> • BOCES Content Specialist • BOCES Instructional Services • Director of Data Analysis & Assessment | |
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Goal:
Creation of STEM program, K-12

| Professional Development | Action Plan | PD Sources | Evaluation |
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| <p>Implementation of STEM electives 9-12</p> | <ul style="list-style-type: none"> • Create a sequence of courses in Computer Science & Engineering principles that lead to mastery level success in the fields • Refine curriculum for each course • Collaboration between STEM instructor and other content area teacher to align and support skills | <ul style="list-style-type: none"> • Online Professional Development in computer-based programs • BOCES Professional Development offerings • Teacher leaders • Technology Director • Central Office & Building Level administrators | <ul style="list-style-type: none"> • Fully enrolled courses • Expansion of offerings as technology develops |
| <p>Technology/Science integration in Middle School Science 6-8</p> | <ul style="list-style-type: none"> • Create enrichment opportunities – fusing technology & science in a hands-on, student-centered curriculum. • Collaboration between teachers to identify technology skills that support science and other academic content | <ul style="list-style-type: none"> • BOCES trainings • Central Office & Building Level administrators • Grade Level Teams • Department Teams | <ul style="list-style-type: none"> • Continued success of 8th grade students on NYS Science Assessment • Monitor ability of students to transfer technology skills from science to other academic areas |

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| | <ul style="list-style-type: none"> Introduce project-based learning lessons that integrate science and technology | | |
| Technology/STEM Classes as part of the Specials for students K-5 | <ul style="list-style-type: none"> Continue to explore technology and STEM topics in the newly created class for all elementary students Coordination between STEM teacher and classroom teachers | <ul style="list-style-type: none"> BOCES trainings Central Office & Building Level administrators Technology/STEM teacher Grade Level Teachers | <ul style="list-style-type: none"> Transfer of skills from cycle class into grade level specific learning Enhanced project-based coordination as seen in classroom settings |

Goal:
Provide Social Emotional Learning and Wellness instruction and support for all students, K-12

| Professional Development | Action Plan | PD Sources | Evaluation |
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| Align NYS Mental Health standards K-12 | <ul style="list-style-type: none"> Administrators, Support Professionals, Teachers, Teaching Assistants attend BOCES sponsored trainings on new standards. Grade Level/Department collaboration on inquiry strategies and skills during curriculum meetings and professional development days | <ul style="list-style-type: none"> NYS Guidance Document BOCES trainings BOCES Instructional Services Department Teams Support Staff Teams Central Office & Building Level administrators Trainings by professional organizations such as Ulster County Mental Health, Ulster County Health Department, and others as identified through and recommended by Mental Health providers | <ul style="list-style-type: none"> Mental Health instruction added to curricula in all grade levels Review of Annual Panorama Survey |
| Continued work with Opioid/Drug Awareness K-12 | <ul style="list-style-type: none"> Expand “Too Good for Drugs” program from grades 4 & 5 to the middle school to include grade 6 | <ul style="list-style-type: none"> Certified trainer from county organization Department Teams Support Staff Teams | <ul style="list-style-type: none"> Successful completion of the program in grades 4, 5 & 6 Inquiry feedback from student groups |

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| | | <ul style="list-style-type: none"> • Central Office & Building Level administrators • Trainings by Town of Lloyd Police and other law enforcement entities within county and state. | |
| <p>Continued “Dignity for all Students Act (DASA)” training K-12</p> | <ul style="list-style-type: none"> • Quarterly trainings to ensure alignment of district procedures and protocols with NYS requirements • Quarterly meetings to align procedures and protocols between buildings • Whole staff training on bullying/cyber-bullying prevention | <ul style="list-style-type: none"> • BOCES trainings • Department Teams • Support Staff teams • Central Office & Building Level administrators • Trainings by consultants such as Dr. John Connors (suicide prevention and bullying prevention) as well as others as recommended by BOCES and Regional DASA Task Force • DIREC Committee | <ul style="list-style-type: none"> • Review of Annual Panorama Survey • Align the CRSE framework to daily practices |
| <p>Continued “Positive Behavior Intervention & Support (PBIS)” training and implementation K-12</p> | <ul style="list-style-type: none"> • Quarterly meetings to share initiatives and successes between building teams • Data analysis of referral data • Whole staff trainings on positive interventions and behavior management strategies | <ul style="list-style-type: none"> • BOCES trainings • Department Teams • Support Staff teams • Central Office & Building Level administrators • Director of Data Analysis & Assessment • Trainings offered by professional organizations such as NYSCOSS, SAANYS, NYSUT and the Mid-Hudson Teachers’ Center | <ul style="list-style-type: none"> • Reduction in specific, targeted referrals • Positive overall school climate • Review of Annual Panorama Survey |
| <p>Goal: <i>Comprehensive training for all staff in strategies and support for English as a New Language (ENL) students</i></p> | | | |
| Professional Development | Action Plan | PD Sources | Evaluation |

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| Internal Professional Development program K-12 | <ul style="list-style-type: none"> • Whole staff training on specific strategies in content areas • Training developed to give Teaching Assistants strategies to support ENL students in general and special education classes | <ul style="list-style-type: none"> • Teacher Leaders in the ENL Department • District Office & Building Level administrative support | <ul style="list-style-type: none"> • Fulfilment of required CTLE hours for professional staff and Teaching Assistants • Parent/Teacher Conferences |
| Push-in delivery of ENL services where appropriate and possible K-12 | <ul style="list-style-type: none"> • Training for ENL and general education teachers on collaborative teaching methods | <ul style="list-style-type: none"> • BOCES trainings/individual trainers • Central Office & Building Level administrators | <ul style="list-style-type: none"> • Maximize the time that ENL students spend immersed in general education setting |
| Encourage participation in R-BERN and Ulster-BOCES trainings K-12 | <ul style="list-style-type: none"> • Specialized training by ENL professionals for our ENL teacher staff | <ul style="list-style-type: none"> • BOCES and R-BERN trainings | <ul style="list-style-type: none"> • Fulfilment of required CTLE hours for professional staff |

Goal:
Integration of educational technology strategies in all content areas to foster inquiry-based learning, deep thinking, and greater engagement

| Professional Development | Action Plan | PD Sources | Evaluation |
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| Teacher Technology Professional Development Series K-12 | <ul style="list-style-type: none"> • Bi-Monthly after school Professional Development series on technology strategies or tools | <ul style="list-style-type: none"> • Teacher leaders • Director of Technology | <ul style="list-style-type: none"> • Participation in the classes by district staff • Increased integration of educational technology |
| Annual EdTech Summit K-12 | <ul style="list-style-type: none"> • EdCamp format on Technology tools or strategies for an annual Supt. Conference Day | <ul style="list-style-type: none"> • Teacher leaders • Director of Technology • Central Office & Building Level administrators | <ul style="list-style-type: none"> • Rich agenda offerings for all teaching staff • Increased integration of educational technology |
| Technology/Science integration in Middle School Science 6-8 | <ul style="list-style-type: none"> • Create enrichment opportunities – fusing technology & science in a hands-on, student-centered curriculum. • Collaboration between teachers to identify | <ul style="list-style-type: none"> • BOCES trainings • Central Office & Building Level administrators • Grade Level Teams • Department Teams | <ul style="list-style-type: none"> • Continued success of 8th grade students on NYS Science Assessment • Monitor ability of students to transfer technology skills from science to other academic areas |

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| | <p>technology skills that support science and other academic content</p> <ul style="list-style-type: none"> • Introduce project-based learning lessons that integrate science and technology | | |
| <p>Introduction of Inquiry-based Project-based learning practice K-12</p> | <ul style="list-style-type: none"> • Participation in several Ulster BOCES initiatives by teams in each building • Time for teams to work on curriculum writing and teaching with new mindset | <ul style="list-style-type: none"> • BOCES provided trainings • Central Office & Building Level administrators • Grade Level Teams • Department Teams | <ul style="list-style-type: none"> • Successful implementation of programs in each building |
| <p>Equity and Inclusion Initiative District-wide</p> | <ul style="list-style-type: none"> • Implementation of the DIREC (District Inclusivity and Racial Equity Committee) consisting of four distinct sub-committees <ol style="list-style-type: none"> 1. Staff Diversity 2. Professional Development 3. Curriculum 4. Climate & Culture • Implementation of Building Committees | <ul style="list-style-type: none"> • Consultant – Dr. Gess LeBlanc (Hunter College) • Faculty Leader • Monthly sub-group meetings, building level meetings and full committee meetings | <ul style="list-style-type: none"> • Review of Annual Panorama Survey • Monthly reports from subgroups and building committees • Annual presentation to the Board of Education of results from the work done throughout the year |