

(DRAFT) District Professional Development Plan 2026-2027 Updated

Date	Elementary (ES)	JrHS	High School (HS)
Sept 1 Full Day 8-2:30	Collaborative Problem Solving: PreK-12 (2 hrs) * <i>(Supports 4.1 / 4.5: evidence-based behavior and discipline practices)</i> AI Instruction (2 hrs) * <i>(Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</i> TBD: (1.5 hrs)- Curriculum Based* • Math Scope and Sequence, math assessment plan • ELA Assessments • mClass Math/IXL ELA & Math <i>(Supports 1.4 / 3.3: common assessments and data-informed systems of support)</i> Preschool: Math or Literacy	Collaborative Problem Solving: PreK-12 (2 hrs) * <i>(Supports 4.1 / 4.5: evidence-based behavior and discipline practices)</i> AI Instruction (2 hrs)* <i>(Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</i> Departmental Curriculum Work: Education Plan Review (1.5 hrs) <i>(Supports 1.4 / 3.3 / 3.5: data use for intervention and student transitions)</i>	Collaborative Problem Solving: PreK-12 (2 hrs) * <i>(Supports 4.1 / 4.5: evidence-based behavior and discipline practices)</i> AI Instruction (2 hrs)* <i>(Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</i> Departmental Curriculum Work: Education Plan Review (1.5 hrs) <i>(Supports 2.2 / 1.3 / 1.5: curriculum leadership and system coherence)</i>
Sept 23: Half Day	Writing (2 hrs) - All educators (including paraprofessionals, specialists, SPED)* <i>(Supports 1.2 / 1.5 / 2.3: Literacy Action Plan and writing instruction)</i>	MTSS/UDL Lesson Design (2 hrs)* <i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>	MTSS/UDL Lesson Design (2 hrs) * <i>(Supports 2.3 / 3.2 / 4.1)</i>

Oct 9: Half Day	MCAS/DIBELS/IXL/OA -All educators (including paraprofessionals, specialists, SPED) • Data Analysis and small group prep and resources (2 hrs) <i>(Supports 1.4 / 3.4 / 3.3: assessment systems and intervention planning)</i>	MCAS/IXL/OA Data Analysis (2 hrs) -All educators (including paraprofessionals, specialists, SPED) • Data Analysis and small group prep and resources (2 hrs) <i>(Supports 1.4 / 3.4 / 3.3)</i>	1) MCAS Data Analysis and small group prep and resources; review of questions related to the framework (1 hr) * 2) Common Assessment Development for Midterms (add to 2025-2026)* <i>(Supports 2.2 / 1.3 / 4.2: curriculum leadership and school coherence)</i>
Nov 3 Full Day 8-2:30	Writing (2 hrs) <i>(Supports 1.2 / 1.5 / 2.5: Literacy Action Plan implementation)</i> Sarah Ward (2 hrs) <i>(Supports 2.3 / 3.2 / 4.1)</i> Applied Practice & Lesson Design Studio: From Learning to Practice (1.5 hrs) • TWR Planning (45 minutes) • Sarah Ward lesson planning (45 minutes) OR DayofAI for student instruction (grade 6) Submit lessons in a shared folder <i>(Supports 2.3 / 1.4 / 2.2: curriculum, assessment, and leadership development)</i>	Sarah Ward (2 hrs) <i>(Supports 2.3 / 3.2 / 4.1)</i> DayofAI for student instruction (2 hrs) <i>(Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</i> Applied Practice & Lesson Design Studio: From Learning to Practice (1.5 hrs) • Sarah Ward lesson planning (45 minutes) • AI Practice Planning (45 minutes) Submit lessons in a shared folder <i>(Supports 2.3 / 1.4 / 2.2: curriculum, assessment, and leadership development)</i>	Sarah Ward (2 hrs) <i>(Supports 2.3 / 3.2 / 4.1)</i> DayofAI for student instruction (2 hrs) <i>(Supports 2.3 / 1.5: curriculum writing and integration of instructional technology)</i> Applied Practice & Lesson Design Studio: From Learning to Practice (1.5 hrs) • Sarah Ward lesson planning (45 minutes) • AI Practice Planning (45 minutes) Submit lessons in a shared folder <i>(Supports 2.3 / 1.4 / 2.2: curriculum, assessment, and leadership development)</i>
Jan 27: Half Day	Student Writing Prompt and Rubric • Create a prompt and rubrics for writing samples (TWR) to bring student work to share at March 17 half PD day	MTSS/UDL Lesson Design (2 hr)	Common Assessment Midterm Analysis Review (1 hr)* MTSS/UDL Lesson Design (1 hr)*

	<i>(Supports 1.2 / 2.5 implementation of LAP and ongoing PD)</i>	<i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>	<i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>
March 17: Half Day	Vision of the Graduate Vertical Alignment (1/2 hr) • Collaborative grade level alignment <i>(Supports 1.1 / 1.3 / 2.4: Portrait of the Graduate alignment and curriculum coherence)</i> TWR collaboratively grade student writing samples by grade level w/rubric (1.5 hrs) <i>(Supports 1.2 / 2.5 implementation of LAP and ongoing PD)</i> Paraprofessional MCAS Training*	Vision of the Graduate Vertical Alignment (1/2 hr) • Collaborative grade level alignment <i>(Supports 1.1 / 1.3 / 2.4: Portrait of the Graduate alignment and curriculum coherence)</i> MTSS/UDL Lesson Design (1.5 hrs) <i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>	Vision of the Graduate Vertical Alignment (1/2 hr) • Collaborative grade level alignment <i>(Supports 1.1 / 1.3 / 2.4: Portrait of the Graduate alignment and curriculum coherence)</i> MTSS/UDL Lesson Design (1.5 hrs) <i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>
May 26: Half Day	Transition and Placement Planning (2 hrs) <i>(Supports 3.5 / 4.1 / 4.4: student transitions, climate, and engagement)</i>	Transition and Placement Planning (2 hrs) <i>(Supports 3.5 / 4.1 / 4.4: student transitions, climate, and engagement)</i>	1. Common Assessments for Finals (1 hr) 2. MTSS/UDL Lesson Design (1 hr) <i>(Supports 2.3 / 3.2 / 4.1: inclusive instructional design and access)</i>