Miller Place Union Free School District



PROFESSIONAL DEVELOPMENT PLAN

2026-27

MILLER PLACE SCHOOL DISTRICT

District Name: Miller Place UFSD

BEDS Code: 58 02 08 02 0000

Superintendent: Seth A. Lipshie

Contact Person: Susan Craddock, Assistant Superintendent

Address: 7 Memorial Drive
Miller Place, New York 11764

E-Mail: scraddoc@millerplace.k12.ny.us

Year(s) Plan is effective: 2026-27

DISTRICT TEAM

Administrators:

Susan Craddock	Assistant Superintendent
Dr. Jeremy Koch	Director of Pupil Personnel Services
Chris Herrschaft	Director of Human Resources
Kurt Roth	Administrator for Instruction and Data Reporting
Laura Gewurz	Andrew Muller Primary School

Teachers:

Anna Danielle Baillet	Andrew Muller Primary School
Corinne Dennehy	Andrew Muller Primary School
Joanne Grippe	Andrew Muller Primary School
Nancy Sanders	Andrew Muller Primary School
Jeninne McCann	Laddie A. Decker Sound Beach School
Courtenay O'Connor	Laddie A. Decker Sound Beach School
Debbie Himmelmann	North Country Road Middle School
Peter Ponticelli	Miller Place High School

Parent:

Dawn McCarthy	Miller Place PTO

Number of school buildings in district: 4

Number of school-based professional development teams: 4

INTRODUCTION

Definition of Professional Development:
Professional development in the Miller Place School District is defined as a process that fosters personal and professional growth for individuals within a respectful, supportive, positive organizational climate. The ultimate goal of our professional development process is increased student learning, building capacity for implementing the standards, and continuous, responsible self-renewal for all constituents working together in partnerships in creating a quality environment for learning.

Indicate how the school team(s) will be represented on the district team.
Representatives from each building are members of the district team.

Professional Development Planning Team:

1. **If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of the schools in the district are met.**
   All buildings are represented on the district committee.

2. **On average, identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.**
   The number of hours will vary according to the individual teacher and the activities. However, each teacher will receive a minimum of 12 hours of professional development provided by the district.

Needs/Data Analysis for Professional Development Plans:

1. **Describe how the professional development plan is aligned with the current New York State Learning Standards and assessments, student needs, and is articulated with and across grade levels.**

   The administration and the teaching staff review and analyze student data and identify the areas of concern. The data reviewed as applicable within the respective buildings included:
   - Assessments required by the New York State Education Department
   - Graduation rates
   - Dropout, attendance, and lateness
   - Violent and Disruptive Incident Reporting (VADIR)
   - School Climate Surveys
   - Regents exam proficiency and mastery rates
   - New York State Regents proficiency and mastery rates
   - Regents diploma rates
   - Two and Four year college attendance percentages
   - Vocational and Educational Services for Individuals with Disabilities (VESID) goals
   - Scholastic Read 180/System 44

- Response to Intervention (RtI)/Multi-tiered System of Supports (MTSS)
- Advanced Placement Exams
- American College Testing (ACT)
- Preliminary Scholastic Aptitude Test (PSAT) and National Merit Scholarship Qualifying Test (NMSQT)
- Scholastic Aptitude Test (SAT)
- Developmental Indicators for the Assessment of Learning (DIAL)
- AIMSWeb
- College Tracking
- Northwest Evaluation Association (NWEA)
- Benchmark Assessments
- Common Assessments

From this data analysis, the district identified seven areas of focus:

1. Increase the percentage of students receiving Advanced Regents diplomas.
2. Increase the percentage of students performing at proficiency levels and who excel on standards for their grade level on all assessments.
3. Increase the level of student proficiency and mastery in accelerated honors and AP courses.
4. To continue to focus instruction on addressing the New York State [Next Generation] Learning Standards and College and Career Readiness.
5. To continue to identify and remediate Bullying and Violent behavior in accordance with New York State's Dignity for All Students Act legislation.
6. To continue to provide the Mentor-Intern Teacher Program (MITP) to support new teachers in the classroom.
7. To comply with New York State Education Department mandates and guidelines for *Mental Health Education Literacy in Schools* and incorporate opportunities to support Social and Emotional Learning (SEL) in grades Kindergarten through twelve.

2. **Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.**
   Professional development activities will be focused in the core and encore subject areas that are aligned with the current New York State Learning Standards. Because reading and writing are of primary importance to meet all current New York State Learning Standards and assessments, English Language Arts continues to be a District priority supported by strategies grounded in the Science of Reading such as the Fundations Phonemic and Phonics Program, Leveled Literacy Instruction (LLI), and Heggerty Reading in K-2 and the Houghton Mifflin Harcourt *Into Reading* literacy series for grades K-6 and the teaching of reading in all core and encore subject areas. Additionally, the Wilson Reading program will be used to support reading and writing in grades K-5. Houghton Mifflin Harcourt (HMH) Read 180, and System 44 will also be used to support reading and writing in grades K-8 and HMH Read180 in grades 9-12. This plan includes in-depth, on-going professional development activities and involves frequent monitoring of student progress.

In conjunction with a District-wide focus on core subject areas, the District will continue to provide staff with tools for teaching students with disabilities in a variety of different academic settings. Professional development will also focus on strategies for Response to Intervention/Multi-tiered System of Supports and integrating all current New York State Learning Standards.

Technology integration will be implemented across all curriculum areas. Baseline data was established in the first year of the Instructional Technology Plan, and updates to the Instructional Technology Plan are made according to the yearly data collection and analysis. Professional development specific to technology integration is structured based upon the goals established within the Instructional Technology Plan.

Teachers K-12 will be provided opportunities to learn new skills through knowledge gained during grade level, faculty, and department meetings, out of District conferences and turnkey training, in-District training facilitated by educational specialists and consultants, inter classroom visitations, instructional rounds, as well as professional growth opportunities through demonstration and practice. Consistent implementation and opportunities will facilitate the integration of skills into their professional repertoire. Examples include but are not limited to SMARTBoard lesson planning and instruction, Google Classroom and related instructional technology software/platforms, SchoolTool, NWEA, and AIMSWEB to inform and support instruction.

3. **Indicate how classroom instruction and teacher practice will be improved and assessed.**
   Classroom instruction and teacher practice will be assessed and evaluated to improve teaching as per the District's approved Annual Professional Performance Review (APPR) plan. This includes formal and walk-through observations. After evaluations are completed**,** teachers receive feedback regarding instruction and teacher practice.

4. **Describe how the professional development plan will provide teachers holding a professional certificate with opportunities to maintain such certificates in good standing based upon successfully completing 100 Continuing Teacher and Leader Education (CTLE) hours of professional development every five years.**
   Professional development opportunities provided by the District include, but are not limited to in-district and out-of-district professional development workshops, Superintendent's Conferences, meetings, articulation, and common planning.

5. **Level III teaching assistants and long-term substitute teachers will be provided opportunities to participate in all building and District professional development activities with teachers as described in the Professional Development Plan.**
   Professional development opportunities for level III teaching assistants and long term substitute teachers provided by the District include, but are not limited to professional development workshops and in-service course offerings via: My Learning Plan, Superintendent's Conferences, meetings, articulation, and common planning.

6. **Identify how the data used supports the focus areas, indicators of success, strategies, and activities in the professional development plan.**
   Student data informs decisions about school policy, curriculum and instruction. Data is collected in areas including, but not limited to, student academic performance, attendance, gender, Students with Disabilities (SWD), English as a New Language (ENL), Ethnicity, and Economically Disadvantaged (ED). Disaggregating the data also facilitates the identification of patterns and discrepancies that may impact student achievement.

   The district analyzes student data through a partnership with BOCES, called, "Data Warehousing". This allows for the disaggregation of data for analysis. Administrators and teachers play a key role in analyzing the data to plan for program improvement and continued professional development.

Attachment I – Needs Assessment Sources Used

- School Report Card
- BEDS data
- Student attendance rates
- Graduation and drop-out rates
- Student performance results are disaggregated by ethnicity, attendance, gender, Students with Disabilities (SWD), English as a New Language (ENL), Ethnicity, and Economically Disadvantaged (ED).
- State exams for student performance
- Student surveys
- Regents results
- District-established benchmarks for student performance
- School developed common assessments
- Student, parent and teacher input
- Longitudinal studies
- Student-teacher ratios
- Percentage of students in Honors, Advanced Placement, and Remedial classes
- Similar schools data
- Locally selected exams
- Local benchmarks
- State and local growth models
- Progress Monitoring
- Grade level exams

Attachment II – Needs Assessment Prioritizing

Congruence between student and teacher needs and district goals and objectives determine plan priorities.

<table>
<tr><th>Student Performance Rates</th><th>Professional Practice Need(s)</th><th>District Goals/Objectives</th></tr>
<tr><td rowspan="27">
<table>
<tr><th>NYS Assessment 2025*</th><th>Proficiency</th><th>Mastery</th></tr>
<tr><td>Grade 3 ELA</td><td>36%</td><td>12%</td></tr>
<tr><td>Grade 4 ELA</td><td>35%</td><td>15%</td></tr>
<tr><td>Grade 5 ELA</td><td>40%</td><td>12%</td></tr>
<tr><td>Grade 6 ELA</td><td>30%</td><td>19%</td></tr>
<tr><td>Grade 7 ELA</td><td>40%</td><td>9%</td></tr>
<tr><td>Grade 8 ELA</td><td>37%</td><td>7%</td></tr>
<tr><td>Grade 3 Math</td><td>43%</td><td>5%</td></tr>
<tr><td>Grade 4 Math</td><td>46%</td><td>10%</td></tr>
<tr><td>Grade 5 Math</td><td>49%</td><td>8%</td></tr>
<tr><td>Grade 6 Math</td><td>34%</td><td>1%</td></tr>
<tr><td>Grade 7 Math</td><td>63%</td><td>23%</td></tr>
<tr><td>Grade 8 Math</td><td>29%</td><td>0%</td></tr>
<tr><td>Grade 5 Science</td><td>46%</td><td>4%</td></tr>
<tr><td>Grade 8 Science</td><td>27%</td><td>0%</td></tr>
<tr><td>Regents English</td><td>91%</td><td>58%</td></tr>
<tr><td>Regents Global History</td><td>91%</td><td>47%</td></tr>
<tr><td>Regents Living Environment</td><td>89%</td><td>39%</td></tr>
<tr><td>Regents Algebra II</td><td>94%</td><td>29%</td></tr>
<tr><td>Regents Phys Set Chemistry</td><td>81%</td><td>20%</td></tr>
<tr><td>Regents Phy Set/Earth Science</td><td>75%</td><td>46%</td></tr>
<tr><td>Regents Phy Set/Physics</td><td>64%</td><td>16%</td></tr>
<tr><td>Regents US History & Gov</td><td>94%</td><td>40%</td></tr>
<tr><td>Regents Algebra I</td><td>84%</td><td>19%</td></tr>
<tr><td>Regents Geometry</td><td>92%</td><td>23%</td></tr>
</table>
</td><td>Differentiated Instruction. Continued integration of technology into classroom instruction. Effective special education practices.</td><td>Elementary School Performance Standards, Middle School Performance Standards and Assessments, High School Accountability Plan developed by NYSED.</td></tr>
<tr><td>Continued support for effective practices implementing NYSED ELA, Mathematics, Science, and Social Studies standards.</td><td>Same as above</td></tr>
</table>

Attachment III: District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

The district continues to investigate alternative funding sources and human resources for professional development. BOCES services are a valuable District resource and will be a focus for professional development with the district. Title II A funds will be used to support professional development for teachers, paraprofessionals, and administrators in conjunction with District funds.

Identify the internal and external resources you will use to help meet your goals.

Fiscal resource:
Title I, IIA, III, IV
District Funds

Staff Resources:
Curriculum developers/writers
Content specialists and consultants
Exemplary teachers
Lead Teachers
Administrators
Mentoring Program

Providers:
Institutions of Higher Education
Teacher Resource Centers
Mid-East Suffolk Teacher Center (MESTRACT)
SCOPE Educational Services
New York State United Teachers (NYSUT)
BOCES

Community:
Major employers
Community-based organizations
Parents

Identify any funds the district has received for professional development which are <u>not used</u> to implement this plan, and why.

Routine training sessions in sexual harassment prevention, sexual abuse**,** violence prevention, school safety and security, copywriting laws, assertive discipline, blood borne pathogens, and the like, will require staff time and, on occasion, consultant fees. These annual sessions are not singled out in this plan but are part of the district's maintenance program.

IV: Implementation Plan and Goals

District Goal #1: Continue to increase the number of students scoring at proficiency levels on the New York State assessments and the Regents.

Action Steps	Person(s) Responsible	Timeframe	Accountability Success Indicators
Continue to review and implement class instruction aligned to NYS learning standards and college and career readiness initiatives. Continued growth of the RtI/MTSS plan, implementation and research of new strategies and maintenance of intervention strategies. Annual ENL training for faculty.	Superintendent, Assistant Superintendent, K-12 Building Principals, Executive Director for Educational Services, teachers.	2026-2027 school year	Increase the number of students performing at the average rate of educational growth to perform academically on grade level.

District Goal #2: Continue to increase the number of Advanced Regents Diplomas granted to all accountability groups.

Action Steps	Person(s) Responsible	Timeframe	Accountability Success Indicators
Continued training to assist teachers in effective classroom practices. Continued training to assist teachers with instructional strategies to collect and support data for all students.	Assistant Superintendent, Executive Director for Educational Services, K-12 Building Principals, BOCES workshops and consultants (as needed), and Teachers.	2026-2027 school year	Improved student performance on the NYS assessments for all accountability subgroups. Classroom observation reflecting strategies for differentiated instruction.

District Goal #3: Continue to strengthen the integration of technology to support instruction and learning. Teachers continue to receive training in technology integration. Teachers and staff are trained in order to implement new programs.

Action Steps	Person(s) Responsible	Timeframe	Accountability Success Indicators
Training to assist teachers to use technology as an integral component of instruction and management of their classroom and distance/remote learning when applicable.	Assistant Superintendent, Principals, Director of Technology, Teachers, BOCES Model Schools Program Education Technology Specialists, consultants, and Computer Lab Assistants.	2026-2027 school year	Evidence of appropriate use (i.e. student products) in classroom instruction, distance/remote learning when applicable, and management of student data.

District Goal #4: To continue to focus instruction on addressing the New York State Learning Standards, College and Career Readiness, and New York State assessments.

Action Steps	Person(s) Responsible	Timeframe	Accountability Success Indicators
Professional development and appropriate training will be provided to teachers reflective of the current New York State Learning Standards and curriculum.	Assistant Superintendent, Principals, Curriculum Specialists, Teachers, teacher turn-key trainers, consultants, and BOCES Staff Development providers.	2026-2027 school year	Improved student performance on student assessments. Classroom observation reflecting effective instructional practices and lesson plans.

District Goal #5: To continue to identify Bullying and Violent behavior in accordance with DASA legislation.

Action Steps	Person(s) Responsible	Timeframe	Accountability Success Indicators
Training will be provided for bully and violence prevention for all staff as described by law. Yearly Suicide Awareness Staff training.	Assistant Superintendent, Consultants, Dignity Act Coordinator and designated building level trained representatives.	2026-2027 school year	Faculty will be versed in violence and bullying prevention, intervention, and reporting.

District Goal #6: To continue to provide the Mentor-Intern Teacher Program (MITP) to support new teachers in the classroom. This will ease the transition from teacher preparation to practice, thereby increasing teacher retention and increasing the skills of new teachers in order to improve student achievement in accordance with Common Core standards.

Action Steps	Person(s) Responsible	Timeframe	Accountability Success Indicators
Continue Mentor-Intern Teacher Program for newly hired teachers new to education.	Assistant Superintendent, Building Principals, MITP coordinators, President MPTA.	2026-2027 school year	Assimilation of the new teachers into the culture of the Miller Place School District and to improve their teaching skills.

District Goal #7: To comply with New York State Education Department mandates and guidelines for *Mental Health Education Literacy in Schools* and incorporate opportunities to support whole-child development in grades Kindergarten through twelve.

Action Steps	Person(s) Responsible	Timeframe	Accountability Success Indicators
Training will be provided in mental health education literacy and social and emotional learning for all staff as described by law.	Assistant Superintendent, Principals, Teachers, School Counselors, teacher turn-key trainers, consultants, BOCES and/or SCOPE Counselors and Staff Development providers.	2026-2027 school year	Faculty will be versed in mental health education literacy and awareness and social and emotional learning instructional strategies.

District Goal #8: To comply with the District Policy 5010 Equity, Inclusivity, and Diversity in Education and incorporate opportunities to support practices in grades Kindergarten through twelve.

Action Steps	Person(s) Responsible	Timeframe	Accountability Success Indicators
The District will form an Equity Council.	Assistant Superintendent, Principals, Teachers, teacher turn-key trainers, consultants, and BOCES and SCOPE Staff Development providers.	2026-2027 school year	Faculty will be versed in Equity, Inclusivity, and Diversity language, skills, and practices.

Training:
The Miller Place School District is committed to continuing professional growth. The District offers a variety of opportunities for teachers to advance their skills in the study of teaching and learning. A negotiated agreement with the Miller Place Teachers' Association (MPTA), obligates teachers to complete twelve (12) hours of "beyond the school day" professional development. A comprehensive training program is essential for mentors, interns, and also for administrators supporting new teachers.

New Teachers
Training will be provided to support mentors. Mentor training may be offered as an in-service course through the NYSUT Effective Teaching Program. This is a fifteen (15) hour mentor-training program, which will review current, relevant research supporting the need for mentoring new teachers, and examines the necessary attitudes, skills and components of a successful program. This course provides opportunities to practice skills that minimize resistance and encourage open communication. The role of reflective practice in the professional growth process and identifying and developing the components of professional practice is emphasized.

Role of Mentors: The role of the mentor will be to guide and support the intern during the first year. Evaluation will not be a component of the mentor/intern relationship. A feeling of trust and the ability to be able to share all concerns without fear of reprisal are absolutely necessary. A comprehensive training program is essential for mentors and interns as well as training for administrators in their roles of supporting new teachers.

Preparation of Mentors: Training will be provided to the mentors. Mentor training will review current, relevant research supporting the need for mentoring new teachers, and examine the necessary attitudes, skills and components of a successful program. The mentors will learn how working with colleagues, the adult learner, differs from interactions with students. Through the use of scenarios and small and large group discussions, mentors will observe and analyze teacher styles and levels of development. This provides opportunities to practice skills that minimize resistance and encourage open communication.

Mentor Activities: Mentors will be instructed that they are not evaluators but coaches who support and guide the intern in the following manner:

1. Induct newly hired teachers into the district, the profession and the community.
2. Communicate to interns the District's mission, goals and values.
3. Assist interns in developing and refining their pedagogical and methodology skills in teaching and learning.
4. Encourage interns to develop collegial relationships.
5. Assist interns in creating short and long-term goals for classroom instruction and for professional growth.
6. Orient interns to the building procedures for parent/teacher conferences, field trips, professional days, and personal days, etc.
7. Familiarize interns with special services that are available for students such as special education, guidance, instructional support teams, Response to Intervention teams, etc.
8. Attend professional conferences and workshops.
9. Assist interns in addressing individual student needs.
10. Attend and debrief meetings such as faculty meetings, teachers' association meetings, site-based management team meetings, PTO meetings, Board of Education meetings, etc.
11. Arrange for observation of colleagues' classes for instructional purposes.
12. Assist interns in preparing the required videotape for permanent certification.

The Release Time: The release time requirement for the Miller Place MTIP is one of the primary factors that will assure the continued success of the program. Careful scheduling of release time will provide the mentor/intern with opportunities for consultation and collaborative planning. The mentor/intern relationship is strengthened through collegial activities that could include sharing ideas about curriculum and instruction or formal and informal observations in each other's and colleagues' classrooms while at the same time ensuring the continuity of instruction for the students.

Students with Disabilities Training
All professional and support staff working with students with disabilities will be provided with professional development.

Evaluation of Training
The Miller Place Professional Development Plan will evaluate professional development activities through continued collaboration between building level administrators, discussion with the Miller Place Teachers' Association, and staff surveys. This information will provide information to plan for future professional development.

PROFESSIONAL DEVELOPMENT PLAN STATEMENT OF CERTIFICATION

School District: __Miller Place_UFSD_____ BEDS Code: _____580208020000_____

The superintendent certifies to the Commissioner that:

(1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

(2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been meet.

(3) The school district or BOCES has complied with the professional development plan applicable to the current school year.

(4) The plan focuses on improving student performance and teacher practice as identified through data analysis;

(5) The plan describes professional development that:
- is aligned with state content and student performance standards;
- is articulated within and across grade levels;
- is continuous and sustained;
- indicates how classroom instruction and teacher practice will be improved and assessed;
- indicates how each teacher in the district will participate; and
- reflects congruence between student and teacher needs and district goals and objectives.

(6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

(7) The plan complies with CR 100.2(dd) to:
- describe and implement a mentoring program for new teachers;
- provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
- ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
- state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
- describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources;
- provide staff with training in school violence prevention and intervention; and
- provide professional development to all professional and supplementary school staff who work with students with disabilities.

(8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2(dd) can be found at http://www.emsc.nysed.gov/part100/pages/1002h.html.

(9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Seth Lipshie
Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

07/01/2026
Date

Adopted by the Board of Education on Date:

Lisa Reitan
Original Signature of President, Board of Education