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PROFESSIONAL DEVELOPMENT PLAN 2015-2016

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DISTRICT SUPERINTENDENT

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Professional Development Planning Team Members

CAREER AND TECHNICAL EDUCATION

Catherine Balestrieri, Administrator	Susan Collins, Teacher
James Bellucci, Administrator	Stephen Zavodsky, Teacher
Stephen Lowery, Administrator	Alyson Kisting, Administrator
Fernando Gomez, Teacher	Carol Chiara, Administrative Assistant
John Madden, Teacher	Sharlene Bass, Teacher
Gary Mancus, Counselor	Stephanie Buckhout, Teacher
Stanley Rupinski, Teacher	Erik Cantamessa, Teacher

SPECIAL EDUCATION

Shelley Fleischmann, Administrator	Elisa Longo, Teacher
Fredricka Butler, Administrator	Patricia Lucido, Teacher
Robert Kelderhouse, Administrator	Rosa Manrique, Teacher Aide
Michael Sowul, Administrator	Liane Delgado, Teacher Aide
Elizabeth Gilmore, Teaching Assistant	Linda Berretta, Teacher Aide
Alfred Santoli, Administrator	Gregory Dinsmore, School Psychologist
Carlene Kuczma, Physical Therapist	Michelle Gonzalez, Teacher
Mary Ellen Lopreato, Teacher	Kathleen Diven, Teaching Assistant
Doreen Trani, Teaching Assistant	Kristen Morris, Teacher
Brooke Chapman, Teacher	Kevin Angley, Teaching Assistant
Ann Moreno, Teacher Aide	Rich Marshall, Teaching Assistant
Dorothy Pascale, Teacher	Virginia Carlotti, Teacher Aide
Colleen Rodriguez, Teaching Assistant	Stacey Chiarella, Teacher
Michelle Rose, Teacher	Kathleen Desimone, Teacher
Justin Delgado, Teacher	Alanna Donohue, Reading Teacher
Deidre Toolan, Physical Therapist	Andrea Vezos, Teacher
Jessica Zamlowski, Teacher	

Professional Development Planning Team

In order to address the wide range of student needs, the Professional Development Plan was developed with a primary focus on two distinct program areas - Career and Technical Education and Special Education. All program areas were represented.

A teacher will be involved in a minimum of twenty (20) hours of professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

Needs/Data Analysis For Professional Development Plan

All elements of the plan are directly related to identified student needs or other state mandates. Our agency has set the following goals:

- Goal #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.*
- Goal #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.*
- Goal #3: All students will demonstrate appropriate social skills.*
- Goal #4: All students will be provided with a safe learning environment.*
- Goal #5: All new teachers will be provided with professional development and support.*

The Professional Development Planning Team will meet to revise and update the plan based upon the latest data on student performance and assessment of student deficiencies and to address state mandates. Staff development opportunities will be added to meet state requirements and student needs. Goals will be evaluated annually and updated as needed.

ATTACHMENT I: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

<u> X </u>	School Report Card
<u> </u>	New York: The State of Learning (Chapter 655 Report)
<u> </u>	BEDS data
<u> </u>	The CAR report
<u> </u>	Special designation schools, SURR, Title I
<u> X </u>	Student attendance rates
<u> X </u>	Graduation and dropout rates
<u> X </u>	Student performance results desegregated by ethnicity, gender, SES, and other special need
<u> X </u>	State benchmarks for student performance
<u> </u>	TIMSS report
<u> X </u>	Student aspirations
<u> X </u>	Other student surveys
<u> </u>	Longitudinal data
<u> </u>	Student/teacher ratios
<u> </u>	Teacher turnover rate
<u> </u>	Number of uncertified teachers
<u> </u>	Number of teachers teaching out-of-field
<u> </u>	Teacher proficiency data
<u> X </u>	Teacher surveys
<u> X </u>	Teacher self-assessment
<u> X </u>	Curriculum surveys
<u> X </u>	Community employment opportunities
<u> X </u>	Other (specify):
	IEPs
	IEP progress reports
	Mid-term grades, final grades, report card grades
	PBIS & School-wide Instruction System (SWIS) data
	Regression data
	Student Portfolios and Senior Exit Projects
	Student Attitudinal Checklists
	Cooperative Work Study Evaluations
	ASSET
	Westchester Community College Essay
	Employer Survey
	Annual Consultant Meetings
	Regent exams and NYS assessment scores
	Curriculum-based measures and monitoring assessment Scores (STAR)
	Special Education SWOT analysis

ATTACHMENT II: Needs Assessment Prioritizing: Career and Technical Education

Student Performance Deficiency	Teacher Content/Practice Need(s)	District Goals and Objectives
<p>Many students have difficulty meeting the standards for the required portfolio and senior exit project in their trade areas due to deficits in their reading, writing, research, and/or presentation skills. Deficiencies exist in certain career academies as far as technical assessments are concerned.</p>	<p>Teachers need to develop curriculum and teaching strategies that improve students' reading, writing, research, and/or presentation skills.</p>	<p>Goal #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.</p> <p><i>Objective #1: Students will demonstrate improvement in their reading, writing, research, and/or presentation skills.</i></p> <p><i>Objective #2: Students will be prepared to test for and achieve a Regents diploma with a technical endorsement.</i></p>
<p>Deficiencies in specific technical skills have been identified by consultant committees' review of student employability profiles.</p>	<p>Teachers need to update curriculum to improve students' technical skills.</p> <p>Teachers need continual upgrade training to incorporate technology in instructional delivery.</p> <p>Teachers need to review and update their employability profiles.</p>	<p>Goal #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.</p> <p><i>Objective #1: All students will demonstrate basic competencies in technology.</i></p> <p><i>Objective #2: All students will fulfill course, graduation and employment requirements.</i></p>
<p>Deficits in interpersonal skills have been observed both in the classroom and in the work environment as evidenced in yearly attitudinal checklists and cooperative work-study evaluations.</p>	<p>Teachers need to develop teaching strategies that improve students' interpersonal skills and annually update attitudinal checklists.</p>	<p>Goal #3: All students will demonstrate appropriate social skills.</p> <p><i>Objective #1: Students will improve their ability to work as members of a team, resolve conflicts, solve problems, and demonstrate positive and cooperative attitudes toward their peers.</i></p>

ATTACHMENT II: Needs Assessment Prioritizing: Special Education

Student Performance Deficiency	Teacher Content/Practice Need(s)	District Goals and Objectives
<p>Many students with disabilities show deficits in their performance in English language arts performance (ability to listen, speak, read, and write) and math.</p>	<p>Teachers need to implement research-supported core curriculum and instructional strategies.</p> <p>Teachers and related-service providers need to analyze performance data (multiple measures) in effective, systematic ways to inform instruction and ensure necessary content and skill acquisition.</p> <p>Teachers, related-service providers, and other appropriate staff members need to effectively and strategically integrate appropriate technology for students in learning and community activities.</p>	<p>Goal #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.</p> <p><i>Objective #1: The percentage of Learning Center and Fox Meadow students achieving proficiency 3-8 NYS exams and Regents exams will increase or maintain current levels as exams become increasingly rigorous.</i></p> <p><i>Objective #2: An increased number of Learning Center and Fox Meadow students will demonstrate greater proficiency in critical Common Core aligned academic skills.</i></p> <p><i>Objective #3: Students in the CLASS and Pines Bridge programs will be engaged in effective communication and literacy activities and will grow or maintain proficient levels of performance on the Common Core aligned NYS Alternate Assessment (NYSAA).</i></p>

Collaborative, Language, Academic and Social Skills (CLASS)
 NYS Alternate Assessment (NYSAA)

<p>Many students with disabilities do not develop technical skills to meet employment requirements.</p>	<p>Teachers, related-service providers, and other appropriate staff members need to develop a comprehensive curriculum to ensure acquisition of vocational skills and competencies and to inform vocational experiences and activities (Tech Center placements, work placements, and internships).</p> <p>Teachers and related-service providers need to coordinate efforts with districts.</p> <p>New alternative skills credential (SACC) and diploma requirements (CDOS) will be well-understood by all pertinent staff.</p>	<p>Goal #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.</p> <p><i>Objective #1: The percentage of Learning Center and Fox Meadow students securing employment or pursuing higher education upon graduation will increase.</i></p> <p><i>Objective #2: The percentage of Pines Bridge and CLASS students who are employed and living independently following graduation will increase.</i></p>
<p>Many students with disabilities have deficits in social skills.</p>	<p>Teachers, clinicians, other related-service providers, and appropriate staff members need to implement strategies, methods, and practices that will effectively address students' social, emotional, and/or behavioral needs and improve social skills.</p> <p>Teachers, clinicians, other related-service providers, and staff members need to implement Positive Behavioral Interventions and Supports (PBIS) and/or other effective strategies and methods as well as use Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP) strategies to teach and reinforce positive behavior expectations and social skills.</p> <p>Teachers, clinicians, other related-service providers, and staff members need to analyze behavioral data in effective, systematic ways to ensure appropriate social skill acquisition.</p>	<p>Goal #3: All students will demonstrate appropriate social skills.</p> <p><i>Objective #1: Learning Center and Fox Meadow students will show a reduction in incident reports and suspensions.</i></p> <p><i>Objective #2: An increased number of Learning Center and Fox Meadow students will demonstrate greater proficiency in critical social skills.</i></p> <p><i>Objective #3: An increased number of Pines Bridge and CLASS students will achieve their Individual Education Plan (IEP) social/communication goals.</i></p>

Individual Education Plan (IEP)
Collaborative, Language, Academic and Social Skills (CLASS)

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?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal Resources:

- Goals 2000
- Dwight D. Eisenhower
- Mini-Grants from a variety of sources Special Education

Staff Resources:

- Curriculum developers Special Education
- Content specialists Special Education
- Exemplary teachers Special Education
- Specialized consultants Special Education
(Board Certified Behavioral Analysts, etc.)

Providers:

- Institutions of Higher Education Career & Technical Education
Special Education
- Teacher Resource Centers Career & Technical Education
Special Education
- BOCES (e.g. RSE-TASC) Special Education

Community:

- Major employers Career & Technical Education
- Community-based organizations Special Education
- Parents

Other:

- VATEA Funds Career & Technical Education

Please identify any funds the district has received for professional development which are not used to implement this plan, and why.

ATTACHMENT IV: Implementation Plan: Career and Technical Education

Goal: #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.

Objective: #1: All students will improve their reading, writing, research, and/or presentation skills.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Examine and revise curriculum to place appropriate emphasis on reading, writing, research, and presentation skills	Teachers will review current research and national models. Teachers from component districts and the community college will assist in revising existing curriculum.	Career & Technical Education staff	Director of Career & Technical Education Teacher Center staff	Ongoing	All students meet the standards for the portfolio and senior exit project.
2. Curriculum will align with common core standards	Teachers will review common core standards and begin to implement in their curriculum	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees Teacher Center staff	Ongoing	Atlas curriculum mapping to the common core standards
3. Train teachers in strategies to help students with reading, writing, research, and presentation skills.	Teachers from component districts and the community college will train staff in strategies.	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees Teacher Center staff	Ongoing	All students meet the standards for the portfolio and senior exit project.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
4. Create a resource guide/Blueprints for senior exit projects and technical assessments	<p>Staff will revise a resource guide/Blueprints under the direction of a consultant, if needed.</p> <p>Teachers will receive in-service training on the use of the resource guide.</p>	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees	Ongoing	All students meet the standards for the portfolio and senior exit project.
5. Develop rubrics and templates for each of the written components of the portfolio.	Integrated academic committee will annually review and revise scoring criteria.	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate Department Committees	Ongoing	All students meet the standards for the portfolio and senior exit projects
6. Develop and administer appropriate assessments in all CTE courses. Continue with the CTE Statewide Assessment Initiative	Teachers will use consultant committees and academy members to develop appropriate exit assessments for each course. Teachers will develop pilot assessments.	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees	2014-15	We will establish minimum benchmarks for student performance rates.
7. Increase the passing percentage of students for the CTE Technical Assessments	Updating Curriculum and the development of Student Learning Objectives	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees	Ongoing	Pre & post Assessments, Technical assessments, and teacher-generated final exams.

ATTACHMENT IV: Implementation Plan: Career and Technical Education Continued

Goal: #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.

Objective: #2: All students will fulfill course, graduation and employment requirements.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Update curriculum to include academic and technical requirements	<p>Teachers will work with consultant committee members to identify and endorse a Regents level technical written and practical examination.</p> <p>Teachers will work with consultant committee members and local employers in keeping student employability profiles up to date and consistent with industry standards.</p>	Instructional staff, consultant committee members, employers and students	Director of Career & Technical Education and Career Academy Principals	Ongoing	Students earning a Tech Center Certificate will complete all course, program and employment requirements.

ATTACHMENT IV: Implementation Plan: Career and Technical Education Continued

Goal: #3: All students will demonstrate appropriate social skills.

Objective: #1: *Students will improve their ability to work as members of a team, resolve conflicts, solve problems, and demonstrate positive and cooperative attitudes toward their peers.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Train teachers in ways to help students learn: Problem solving Teamwork Conflict resolution Cooperative learning Teacher websites About the importance of their employability profile	Presentations by guest speakers and consultants Curriculum workshops Training sessions Job site visits	Career & Technical Education staff	Director of Career & Technical Education in collaboration with appropriate department committees Principals	Ongoing	Attitudinal checklists and cooperative work study evaluations

ATTACHMENT IV: Implementation Plan: Special Education

Goal: #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.

Objective: #1: *The percentage of Learning Center and Fox Meadow students passing Regents Examinations and NYS assessments in ELA and math will increase or maintain current levels as exams become increasingly rigorous.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Curriculum development and alignment	Curriculum consultants, professional development activities, department meetings	Learning Center and Fox Meadow Middle/High School programs - teachers	Program supervisors	Ongoing	Regents examinations, local assessments, standardized test scores, report cards
2. Use of effective instructional strategies	Curriculum consultants, professional development activities, department meetings	Learning Center and Fox Meadow Middle/High School programs - staff	Program supervisors, teacher leaders	Ongoing	Regents examinations, local assessments, standardized test scores, report cards
3. Effective use of instructional technology	Technology committee activities, technology sharing	Learning Center and Fox Meadow Middle/High School programs - staff	Program supervisors, Education Technology Coordinator, Technology committee	Ongoing	Regents examinations, local assessments, standardized test scores, report cards

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.
Objective: #2: An increased number of Walden Learning Center and Fox Meadow students will demonstrate greater proficiency in critical academic skills (listening, speaking, reading, writing, and math skills).

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Tiered academic levels of support services	Response to Intervention (RTI) and Child Study Team Meetings	Teachers, related-service providers	Program supervisors	Ongoing	Regents examinations, NYS assessments in ELA, standardized test scores, curriculum-based measures, progress monitoring
2. Data analysis	Professional development activities, department meetings, staff meetings	Teachers, related-service providers	Program supervisors	Ongoing	Regents examinations, NYS assessments in ELA and math, standardized test scores, curriculum-based measures, progress monitoring
3. Reading services	Direct and indirect reading services, individual and small group consultation and collaboration	Reading specialists, teachers, related-service providers, other appropriate staff members	Program supervisors	Ongoing	Regents examinations, NYS assessments in ELA, standardized test scores, curriculum-based measures, progress monitoring

Response to Intervention (RTI)
 English Language Arts (ELA)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #1: All students will develop appropriate academic skills to meet course and/or graduation requirements.
Objective: #3: Students in the CLASS and Pines Bridge Programs will be engaged in effective communication and literacy activities in 100% of classrooms and will achieve proficiency on 85% of the New York State Alternate Assessment (NYSAA) goals.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Evidence-based communication and instructional strategies	Training sessions, best practices sharing	Pines Bridge and CLASS staff	Program supervisors	Ongoing	Literacy Events Checklist TEACCH Checklist Assistive Technology Checklists
2. Curriculum development and alignment	CIA Program Inquiry , News 2 You, Tuned Into Learning, Science 21, training and support in using Unique Learning Systems	Pines Bridge and CLASS staff	Program supervisors	Ongoing	TEACCH classroom assessments Unique Learning assessments Curriculum based assessments
3. Assistive and specialized technology	Technology training	Pines Bridge and CLASS staff	Program supervisors; Education Technology Coordinator	Ongoing	Classroom and community assessments

Treatment & Education of Autistic & Related Communication for Handicapped Children (TEACCH)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.

Objective: #1: *The percentage of Learning Center and Fox Meadow students securing employment or pursuing higher education upon graduation will increase.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Transition training	Transition trainings and other updates, transition committee meetings	Guidance Counselors, Clinicians	Program supervisors	Ongoing	Exit data IEP goals
2. Vocational planning and placement	Vocational placement and work placement and internship coordination	Guidance Counselors	Program supervisors, guidance counselors, internship coordinators	Ongoing	Exit data IEP goals

Individualized Education Program (IEP)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #2: All students will develop appropriate technical skills to meet course, graduation, and/or employment requirements.

Objective: #2: The percentage of Pines Bridge and CLASS students who are employed and living independently following graduation will increase.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Assistive technology training	Training sessions, observations of model classrooms	Pines Bridge staff	Assistive technology committee, program supervisor	Ongoing	Exit data IEP objectives Assistive Technology Checklist
2. Mobility Opportunities Via Education (MOVE) program	Turn-key training, observations of model classrooms	Pines Bridge staff	Program supervisor	Ongoing	Exit data IEP objectives MOVE survey
3. TEACCH strategies	Peer-to-peer support, program meetings	CLASS staff	Program supervisors	Ongoing	TEACCH checklist Exit data IEP objectives
4. Community/vocational placement and planning coordination	Needs assessments, placement in adult day programs	Pines Bridge staff, CLASS staff, internship coordinators	Program supervisors, internship coordinators	Ongoing	Exit data

Individualized Education Program (IEP)

Mobility Opportunities via Education (MOVE)

Collaborative, Language, Academic and Social Skills (CLASS)

Treatment & Education of Autistic & Related Communication for Handicapped Children (TEACCH)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #3: All students will demonstrate appropriate social skills.

Objective: #1: Walden Learning Center and Fox Meadow students will show a reduction in incident reports and suspensions.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. PBIS implementation	Training sessions, PBIS team meetings, staff meetings	PBIS team, all staff	Program supervisors	Ongoing	PBIS data Incident reports
2. FBA/BIP implementation	Clinical meetings, staff meetings	Designated staff, all staff	Clinicians	Ongoing	Suspension data Incident report data
3. Behavior management strategies	Training sessions using behavior modules	Behavior management specialists, all staff (Learning Center, Fox Meadow and CLASS)	Program supervisors	Ongoing	Suspension data Incident report data Alternative learning and time out room data
4. Clinical levels of support services	Clinical interventions, Child Study Team Meeting	Learning Center, Fox Meadow	Program supervisors	Ongoing	PBIS & SWIS data Incident reports Behavior scale data

Positive Behavioral Intervention Supports (PBIS)
School-wide Information System (SWIS)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #3: All students will demonstrate appropriate social skills.

Objective: #2: *An increased number of Learning Center and Fox Meadow students will demonstrate greater proficiency in critical social skills.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Tiered levels of clinical levels of support service	Child Study team meetings, clinical meetings, in-class clinical support, consultations and collaboration with clinicians	Clinicians, student teams	Program supervisors, clinicians	Ongoing	PBIS & SWIS data Suspension data
2. Social/Emotional Learning Curriculum	PBIS lessons, social skills and positive culture building philosophy and activities	Clinicians, all staff	Program supervisors, clinicians	Ongoing	PBIS data Suspension data Incident report data

Positive Behavioral Intervention Supports (PBIS)
School-wide Information System (SWIS)

ATTACHMENT IV: Implementation Plan: Special Education Continued

Goal: #3: All students will demonstrate appropriate social skills.

Objective: #3: 75% of Pines Bridge and CLASS students will achieve 85% of their IEP social/communication goals.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
1. Project TEACCH, Applied Behavior Analysis (ABA), and other related topics	Training sessions, observations of model classrooms	CLASS staff	Program supervisor	Ongoing	IEP objectives
2. Communication training	Training sessions	Pines Bridge staff	Program supervisor	Ongoing	IEP objectives

ATTACHMENT IV: Implementation Plan: All Departments

Goal: #4: All students will be provided with a safe learning environment.

Objective: #1: All students and staff will understand the Code of Conduct.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Train staff and students in details of the Code of Conduct	<ul style="list-style-type: none"> • Annual review of Code of Conduct at opening faculty meeting. • Annual letter to parents. • Annual presentation to students. • Regular articulation of relationship of Code of Conduct to disciplinary actions. 	<p>All staff All students</p>	Directors Administration	Annually & Ongoing	Completion of reviews

ATTACHMENT IV: Implementation Plan: All Departments Continued

Goal: #4: All students will be provided with a safe learning environment.

Objective: #2: All students and staff will know how to respond in emergency situations.

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Train all students and staff in Program Safety/ Emergency Response Plan and school violence prevention/intervention	<ul style="list-style-type: none"> • Refine individual program plans • Provide scheduled information sessions and drills • Schedule training sessions 	All staff All students	<ul style="list-style-type: none"> • Director • Central School Safety Team • Program Safety/Emergency Response Teams 	Annually	Observation of drills; staff feedback

ATTACHMENT IV: Implementation Plan: All Departments Continued

Goal: #4: All students will be provided with a safe learning environment.

Objective: #3: *All staff members will be familiar with procedures and protocols that promote a healthy school environment in which students can learn and employees can work safely and productively as mandated by the NYS Education Department.*

Strategy(ies)	Activity(ies)	Audience	Persons Responsible	Time Frame	Performance Measure/Data Source
Train all staff in: <ul style="list-style-type: none"> • Right-to-Know • Blood Borne Pathogens • HIV and AIDS • Sexual Harassment • Workplace Harassment and Discrimination • School Safety • Alcohol and Substance Abuse • Computer Information Systems • Child Abuse • Dignity For All Students Act 	Show Mandated Compliance Training Video	All staff	Program supervisors	Annually	Review certificates of attendance

ATTACHMENT IV: Implementation Plan: All Departments Continued

Goal: #5: All new teachers will be provided with professional support.
Objective: #1: All new teachers will participate in the Mentor Teacher/Intern Program.

The Mentor Teacher/Intern Program will provide support for new teachers in the classroom teaching service in order to ease their transition into the profession and our agency. This program will meet the teaching experience requirement for the New York State Education Department's professional certificate. The elements of the mentoring program are:

1. Procedure for Selecting Mentors

Those staff members who are interested in being mentors must complete the application form. Applications are reviewed by the Mentor Teacher/Intern Program Committee which consists of supervisors and teachers. A consensus is reached and assignments are made. The eligibility requirements for mentors are:

- Three years of experience at Putnam/Northern Westchester BOCES and tenure status
- Ability to function effectively within the organization
- Demonstrated mastery of pedagogical and subject matter skills
- Evidence of superior teaching abilities and interpersonal skills
- Demonstrated commitment to collegiality
- Willingness to participate in mentor training

2. Role of Mentors

The mentor and intern will meet regularly to discuss specific issues, as well as best practices in pedagogy, classroom management, administrative responsibilities, etc. The mentor will provide guidance and support. The mentor will have no role in the formal observation and evaluation of the intern.

3. Preparation of Mentors

All mentors are required to participate in mentor training. This training will cover what mentors will need to understand in order to assist their interns. Training for mentors will include, but not be limited to, effective communication, collaboration, and consultation skills, conflict resolution, and observation skills.

4. Mentoring Activities

Mentoring activities will include, but are not limited to, peer coaching, observing instruction, assisting in the analysis of instructional strategies, providing information on procedural and routine matters, attending workshops for mentors and interns, and serving as a resource.

5. Release Time

In order to allow for common planning sessions and release time to attend meetings and training sessions, teaching assignments for both mentors and interns will be reduced by ten (10%) percent, when possible.

6. Recordkeeping

The following documentation will be maintained:

- List of interns and their mentors (to include teacher certification identification numbers)
- Log of mentoring activities
- Number of clock hours completed in mentoring activities

All records must be maintained for at least seven (7) years from the date of completion of the mentoring activities.

ATTACHMENT V: Evaluation Plan: Career and Technical Education

Goal	Objective	Evaluation Plan	Performance Measure/Data Source/Timeline
1	1	Rubrics will be used to assess student portfolios and senior exit projects.	Sixty percent (60%) of students receiving a 4 on the rubric/Portfolio and Senior Exit Project upon completion.
2	2	Assessment of students successfully completing requirements.	Ninety five percent (95%) of students will complete requirements.
3	1	Complete attitudinal checklists and/or cooperative work study evaluations and analyze the specific categories for targeted improvement.	Ninety percent (90%) of students are graded as proficient/Attitudinal Checklists and Cooperative Work Study Evaluations/Annually.
4	1	Increase the passing percentage of students for the CTE Technical Assessments	Sixty percent (60%) of students will pass a CTE Technical Assessment

ATTACHMENT V: Evaluation Plan: Special Education

Goal	Objective	Evaluation Plan	Performance Measure/Data Source/Timeline
1	1	Regents examinations, local assessments, standardized test scores, report cards	Increase in the percentage of students passing Regents exams and NYS assessments in ELA and math (annually)
1	2	Regents examinations, NYS assessments in ELA and math, standardized test scores, curriculum-based measures, progress monitoring	Increase in the number of Walden Learning Center and Fox Meadow students who demonstrate greater proficiency in critical academic skills (listening, speaking, reading, writing and math skills) (annually)
1	3	Checklists, surveys, or classroom observations	Increase in participation of Pines Bridge and CLASS students in communication and literacy activities and proficiency on NYSAA goals (annually)
2	1	Transition/exit data, IEP goals	Increase in percentage of Walden Learning Center and Fox Meadow students securing employment or pursuing higher education upon graduation (annually)
2	2	Checklist, surveys, curriculum assessment data, IEP objectives, exit data	Increase in percentage of Pines Bridge and CLASS students who are employed and living independently upon graduation (annually)
3	1	PBIS & SWIS data, suspension data, incident reports, alternative learning and time out room data	Decrease in incident reports and suspensions (monthly)
3	2	PBIS & SWIS data, suspension data, behavior scale data, incident report data	Increase in the number of Walden Learning Center and Fox Meadow students who demonstrate greater proficiency in critical social skills (monthly)
3	3	IEP objectives	Increase in social/communication goals for Pines Bridge and CLASS students (annually)

Individualized Education Program (IEP)

English Language Arts (ELA)

Positive Behavioral Supports System (PBIS) & School-wide Information System (SWIS)

New York State Alternate Assessment (NYSAA)

Collaborative, Language, Academic and Social Skills (CLASS)

ATTACHMENT V: Evaluation Plan: All Departments

Goal	Objective	Evaluation Plan	Performance Measure/Data Source/Timeline
1	1	Teacher assessment based on regularly updated list of competencies	95% of students achieving competencies
2	1	Teacher/administrator assessment	100% will understand Code of Conduct
3	2	Teacher/administrator assessment	100% will respond appropriately during drills
4	3	Administrator assessment	100% attendance at Mandated Compliance Training
5	4	Administrator assessment	100% trained in violence prevention and intervention
6	1	Mentor Teacher/Intern Committee assessment	100% participation in Mentor Teacher/Intern Program

ATTACHMENT VI: APPR Training: All Departments

APPR (3012-c) has been fully implemented in CTE and Special Education departments. Additional APPR training for the instructional staff will be conducted on an as needed basis throughout the school year. APPR (3012-d) training is slated for Spring 2016. Below is the training as it pertains to our leadership staff.

Putnam/Northern Westchester BOCES			
Principal APPR Timeline <i>(updated October 2015)</i>			
Time Frame	Step	Detail	
		Principal	Lead Evaluator (LE)
<u>September</u>	1. Planning Meeting	<ul style="list-style-type: none"> • Meet with Lead Evaluator (LE) to review evaluation process including how: <ul style="list-style-type: none"> ○ Growth score will be calculated (20 or 25 points). ○ Local score will be calculated (20 or 15 points). ○ Multidimensional Principal Performance Rubric (MPPR) will be used (60 points). 	<ul style="list-style-type: none"> • Meet with assigned Principal(s) to: <ul style="list-style-type: none"> ○ Review expectations & procedures. ○ Establish goals based on BOCES priorities and MPPR/ISLLC standards. ○ Conduct SLO initial meeting as needed (refer to the <i>Principal SLO Timeline</i>). • Conduct announced and/or unannounced observation(s) as needed.
<u>October- November</u>	2. Observations	<ul style="list-style-type: none"> • LE conducts announced and/or unannounced observation(s) as needed. 	
<u>December- January</u>	3. Mid-Year Status Conference (<i>in-person</i>)	<ul style="list-style-type: none"> • Principal submits mid-year update on goals. • LE & Principal identify strengths and weaknesses. • LE & Principal address suggested areas of growth. • LE will provide written feedback to the Principal. • LE conducts announced and/or unannounced observation(s) as needed. • LE & Principal conduct SLO mid-year meeting as needed (refer to the <i>Principal SLO Timeline</i>) (January). 	

<u>February-April</u>	4. Observations	<ul style="list-style-type: none"> • LE conduct announced and/or unannounced observation(s) as needed. • LE & Principal conduct SLO data analysis meeting as needed (refer to the <i>Principal SLO Timeline</i>) (April-May).
<u>May-June</u>	5. End of Year Conference (<i>by June 15 or no later than the last day of the school year</i>)	<ul style="list-style-type: none"> • LE conducts announced and/or unannounced observation(s) as needed. • Principal submits end of year update on goals and lead evaluator provides written feedback. • LE & Principal review <i>MPPR Summative Evaluation Form</i>. • LE & Principal conduct SLO end-of-year evaluation meeting as needed (refer to the <i>Principal SLO Timeline</i>) (June).

<p><i>Tenured Principals:</i></p> <ul style="list-style-type: none"> • Minimum of one announced supervisory visit per year • At least, one unannounced supervisory visit per year 	<p><i>Probationary Principals:</i></p> <ul style="list-style-type: none"> • Minimum of two announced supervisory visits per year • At least, one unannounced supervisory visit per year
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<i>Principals:</i>	<i>Lead Evaluators:</i>
Jim Bellucci	Cathy Balestrieri
Steve Lowery	Cathy Balestrieri
Ricki Butler	Shelley Fleischmann
Bob Kelderhouse	Shelley Fleischmann
Fred Santoli	Shelley Fleischmann
Mike Sowul	Shelley Fleischmann
Lisa Hammel	Shelley Fleischmann

**After attending the NYS Lead Evaluator of Principals training, all lead evaluators must attend NYS Recertification of Lead Evaluator of Principals Training on an annual basis.*

Principal SLO Timeline

Principals with 0-29% (30% rule) of students covered by State-provided growth measures must use SLOs for the student growth portion of their score.

Time Frame	Step	Detail	
		Principal	Lead Evaluator
<u>August</u>	1. Pre-Planning Meeting	<ul style="list-style-type: none"> • Revisit developmental needs and achievement targets identified in previous evaluations. • Identify priority needs for school or program. • Consider possible evidence to measure target goals (baseline data, etc.). • Craft SLO(s) (<i>use NYS SLO Template and refer to NYS Analytic Rubric</i>). 	<ul style="list-style-type: none"> • Assist the principal in Identifying departmental priority needs based on student data.
<u>September</u>	2. Initial Meeting	<ul style="list-style-type: none"> • For Student Growth Targets: <ul style="list-style-type: none"> ➢ Review most recent data sources. ➢ Identify target measures (<i>refer to NYS SLO Analytic Rubric</i>). ➢ Agree on SLO(s) and determine evidence and data source to support SLO(s). 	
<u>January</u>	3. Mid-Year Meeting	<ul style="list-style-type: none"> • Review progress towards Student Growth Targets using data. • Consider the nature of the progress and determine whether adjustments are warranted. • Make appropriate mid-year adjustments. 	
<u>April – May</u>	4. Data Analysis Meeting	<ul style="list-style-type: none"> • Assess SLO(s) progress. 	
<u>June</u>	5. End-of-Year Evaluation Meeting	<ul style="list-style-type: none"> • Score and discuss SLO results (<i>use NYS SLO Analytic Rubric</i>). 	

Statement of Assurances

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 met.
- (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 aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>
 - 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 by multiple sources of data, including but not limited to school report cards;
 - 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.p12.nysed.gov/part100/pages/1002.html>)

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

Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

Date

Adopted by the Board of Education on Date:

Original Signature of President, Board of Education