

PROFESSIONAL DEVELOPMENT PLAN



**PORT JERVIS
SCHOOL DISTRICT
2022-2025**

Port Jervis City School District

9 Thompson Street
Port Jervis, NY 12771

BEDS Code: 44180005000**Superintendent of Schools:** Mike Rydell

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Name	Position
Mike Rydell	Superintendent
Natasha Walkowitz	Assistant Superintendent for Instruction
Anthony Lazzaro	Principal, Port Jervis High School
Emerson Segara	Director of Technology
Heidi Nyland	Assistant Principal, High School
David Marr	Assistant Principal, High School
Brett Cancredi	Principal, Anna S. Kuhl Elementary School
Emily Mesnick	Principal, Hamilton Bicentennial Elementary School
Andrew Marotta	Principal, Port Jervis Middle School
Eileen Cook	Assistant Principal, Port Jervis Middle School
Erica Walentin	Director of Pupil Personnel Services
PLC Associates	Outside educational expert
Tracy West-Barnes	Teacher, PJHS
Scott Reed	Teacher, PJMS
Jenn Elston	Teacher, PJMS
Craig Fisher	Teacher, ASK
Catharine Stellato	Teacher, ASK
Stephanie Murphy	Teacher, ASK
Elena Quinn	Teacher, ASK
Nancy Northup	Teacher, ASK
Shannon Vicchiariello	Teacher, HBE
Lisa Vilord	Teacher, HBE
Melissa Haight	Teacher, HBE
Karen Howard	Parent

The Port Jervis City School District is comprised of four (4) school buildings - two elementary, one middle school and one high school. Each school was represented by building administrators and teachers as members of the district professional development team.

The District expects that, on an average each teacher will participate in twenty (20) hours of professional development during the 2019-2020 school year.

Needs/Data Analysis for Professional Development Plans

The Port Jervis School District Professional Development Planning Team members have reviewed the many new mandates and initiatives that have been adopted this year by both New York State and from national standards. Additionally, the school district has worked closely with members of the New York State Education Department Office of Accountability to engage in a process of self-reflection and detailed planning for the purposes of implementing best practices while promoting continuous inquiry and improvement.

Although the current Plan is for a single year, periodic review is embedded within to provide for updating and modifying, thereby guaranteeing a continuum of ongoing teacher training.

In creating the Port Jervis City School District Professional Development Plan, the Committee utilized the following needs/assessment sources:

- Annual Professional Performance Review data
- BEDS data
- Graduation rates and drop-out rates
- School Report Cards and Accountability Data
- Standardized and State Assessments (ELA, math, and science) disaggregated by accountability groups
- State benchmarks for student performance
- Student attendance rates
- Surveys
- Student/teacher ratios
- Teacher and staff input
- Student discipline data

The District Plan provides for a variety of training programs to ensure that the needs of the students, teachers, and district are addressed. Particular emphasis is placed on training for APPR, Professional Learning Communities, data driven instruction, and MAPS assessments. A large portion of the planned programs are designed to increase the use of data and PLCs to improve professional practice and student outcomes. This, of course, is consistent with the goals of the district.

During each of the past five budget years, the District committed considerable resources to support staff in-service programs. District personnel have secured sources of external funding to assist with staff training in addition to allocating state and federal funding for this purpose.

In order to meet the District's professional development plan goals for the 2019-2020 school year, the District will utilize the following internal and external resources:

Fiscal resources	Conference/Staff Development budget Curriculum Writing Budget Title I, II IDEA funds Independent Grants SIG 1003(a) funds
Staff Resources	Curriculum development of new or changing courses Curriculum Mapping – outlined in goals Data Analysis Online PD Platform – Teq Technology Coaches through O/U BOCES Mentor teachers Units of Study in Reading & Writing Superintendent Conference Days
Providers	District Staff BOCES and its component affiliates NYSED approved vendors/consultants/CLTE NYSUT PLC Associates NWEA EdVista Heinemann Columbia University Teachers College NYLEARNS Tang Math Cornell Cooperative Extension Joakim Lartey MHANYS TEQ RBERN ADAC Regional Partnership NR Behavior Ability Builders Center for Discovery OC Youth Bureau

<p>Community</p>	<p>Newly created Community Partnerships Community-based organizations Cornell Cooperative Extension Parents Operation PJ Pride NYSP Community Liaison ADAC OC Youth Bureau</p>
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The professional learning activities of Port Jervis are designed to be in alignment with the Common Core Learning Standards and assessments, as well as student needs. The goals outlined in this plan are a natural outgrowth of a system of professional learning that the District has supported across time and reflects the changing landscape of accountability for student outcomes by focusing on data-driven decision-making.

Goal #	District Professional Development Plan Goal	Action Steps	Provider
1	ELA curriculum development	<ul style="list-style-type: none"> • Develop congruent K-12 ELA curriculum maps that are aligned to the Next Generation Learning Standards • Use research-based protocols to focus on student learning outcomes • Utilize the PLC structure to integrate theories and research to foster professionalism and support transfer of the learning to practice • Utilize Teachers College or other professional learning expert to support unit development and implement Next Generation Learning Standards • Implement concepts of the Teachers College at the High School level • Support PLCs in creating common formative assessments • Create opportunities for teachers to learn strategies for increasing student engagement • Support the implementation of balanced literacy instruction • Continue to implement Units of Study Reading and Writing program <p>K-12 teachers will work through unit development and NYLearns during the 2022-23 school year.</p>	<ul style="list-style-type: none"> • District staff • BOCES • Heinemann • Columbia University • PLC Associates • Wilson Reading

2	Math curriculum development	<ul style="list-style-type: none"> ● Audit and revise Math Curriculum Mapping (K-12) ● Utilize data to make curriculum, pacing, and material adjustments (IXL, NWEA, local and state assessments) ● Guided Math ● Eureka! math professional learning ● Increase contact time with Greg Tang Jr. and Sr. <p>K-6 Audit and revise 2023-24 school year 7-12 Audit and revise 2022-23 school year</p>	<ul style="list-style-type: none"> ● District staff ● BOCES ● NYLEARNS ● Tang Math ● Great Minds ● NYSED
3	Science curriculum development	<ul style="list-style-type: none"> ● Continue Science Curriculum Mapping for Next Generation standards(K-12) ● Utilize data to make curriculum, pacing, and material adjustments ● Provide trainings and support focused on the transition to the Next Generation Learning Standards ● Review and research possible new material to reflect the integration of “phenomena” ● Support PLCs in creating common formative assessments ● Create opportunities for teachers to learn strategies for increasing student engagement <p>K-12 revising summer of 2022 and 2022-23 school year</p> <p>7-12: Audit and revise curriculum maps 2022-24 school years for non Regents courses.</p>	<ul style="list-style-type: none"> ● District staff ● BOCES ● Teq

4	Social Studies curriculum development	<ul style="list-style-type: none"> ● Continue Social Studies Curriculum Mapping for Next Generation standards (K-12) ● Utilize data to make curriculum, pacing, and material adjustments ● Provide trainings and support focused on the transition to the Next Generation Learning Standards ● Review and research possible new material to promote hands-on real world learning ● Support writing for enduring issues ● Support PLCs in creating common formative assessments ● Create opportunities for teachers to learn strategies for increasing student engagement <p>K-6: Audit and revise curriculum maps during summer 2024 and 2024-25 school year.</p> <p>7-12: Audit and revise curriculum maps 2022-24 school years.</p>	<ul style="list-style-type: none"> ● District staff ● BOCES (Kathleen Helhoski) ● Teq
5	Music, Art, FACS, Tech, PE, Health, World Languages, and other electives	<ul style="list-style-type: none"> ● Begin curriculum mapping during 2022-23 school year. ● Utilize data to make curriculum, pacing, and material adjustments ● Provide trainings and support focused on the transition to the Next Generation Learning Standards and national standards ● Review and research possible new material to promote hands-on real world learning ● Support PLCs in creating common formative assessments ● Create opportunities for teachers to learn strategies for increasing student engagement 	

4	Student Engagement	<ul style="list-style-type: none"> ● Creating flexible seating and 21st Century learning spaces ● Provide professional development opportunities to increase student-centered and project-based learning opportunities throughout the District ● Build teachers' capacity to employ a variety of highly engaging strategies to meet the needs of a variety of learners ● Promote diverse literature as a culturally responsive learning community 	<ul style="list-style-type: none"> ● District Staff ● BOCES ● Heinemann ● PLC Associates ● Columbia University ● NWEA ● Eric Sheninger ● Tang Math ● Tony Sinasis ● Monica Burns ● Liz Mirra ● Joakim Lartey
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5	Professional Learning Communities	<ul style="list-style-type: none"> ● Provide structured collaboration activities throughout the school year ● Continue to analyze and review RTI processes and products ● Support the High School as they transition to adopt an RTI model ● Analyze student data to design targeted interventions ● Collect data continuously from a variety of sources about student performance and the effectiveness of professional learning: Formal (e.g. MAPS scores, common summative assessments) Informal (e.g. common formative assessments, check for understanding, student work) 	<ul style="list-style-type: none"> ● PLC Associates ● NWEA ● BOCES ● Utilize the online PD platform through “Teq” to facilitate trainings and professional development District Wide
6	Leadership Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning	Administrators will participate in summer PLC training Data driven instruction/Monitoring progress/ Providing feedback Participate in Leverage Leadership coaching/training sessions throughout the year Provide professional development on Educational Leadership with Eric Sheninger through established coaching days with each building. Continue to provide lead evaluator calibration opportunities Increase the utilization of data to drive informed curriculum and programmatic decision-making	<ul style="list-style-type: none"> ● PLC Associates ● District staff ● Eric Sheninger

7	<p>Climate and Culture</p> <p>Create an environment that builds trust to promote positive, proactive and productive communication</p>	<ul style="list-style-type: none"> ● Utilize Learn by Doing to build effective collaboration among staff ● Schedule motivational speaker to address secondary staff ● Design a system of recognition for staff and students ● Design and distribute a survey to assess staff and student perception of climate and culture ● Increase opportunities for more trainings focused on BIP's for the 2019-2020 academic school year. ● Implement positive, research-based responses to crisis ● Explore positive behavior programs and initiatives specifically focusing on Restorative Justice ● Continue to develop K-12 Mental Health curriculum ● Implement K-12 Character Ed programming ● Implement SEL program "Choose Love" into the Mental Health Curriculum ● Utilize Google platform through the use of Google Classroom to house resources, best practices, and curriculum maps ● Provide professional development on positive reinforcement, restorative justice and crisis de-escalation ● Increase Mindfulness practices District Wide ● Facilitate "Trauma Informed Trainings" and create plans to address at each building. 	<ul style="list-style-type: none"> ● BOCES ● PLC Associates ● District staff ● Dr. Birchak ● Dr. Fowlin ● MHANYS ● Joakim Larthey
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