

PROFESSIONAL DEVELOPMENT PLAN



PORT JERVIS
SCHOOL DISTRICT
2011 – 2012

Port Jervis City School District

9 Thompson Street
 Port Jervis, NY 12771

BEDS Code: 44180005000

Superintendent of Schools: John Xanthis
 Telephone: (845) 858-3100
 FAX: (845) 856-1885
 E-mail: jxanthis@pjschools.org

Contact Person: John Bell, ASI
 Telephone: (845) 858-3100
 Telephone: (845) 858-3225
 E-mail: jbelle@pjschools.org

Years Plan is Effective: 2011 – 2012

Composition of 2011 - 2012 Professional Development Planning Committee:

John Xanthis, Superintendent
 John J. Bell, Ass't Superintendent for Instruction
 Donna Muro, Director Curriculum and Data
 Kathleen O'Brien, Principal, A.S.K. School
 Linda Korycki, Principal, H.B.E. School
 Thomas Bongiovi, Principal, P.J.H.S.
 Cynthia Benedict, Principal, P.J.M.S.
 Scott Reichert, Parent
 William Montgomery, Higher Education Rep.
 Nancy Wagner, Teacher, P.J.H.S.
 Debra Cassara, Teacher, P.J.H.S.
 Todd Hill, Teacher, P.J.H.S.
 Nancy Northup, Teacher, A.S.K. School
 Judy Brown, Teacher, A.S.K. School

Jenifer Kowal, Teacher, HBE School
 Nicole Chiappetta, Teacher, HBE School
 Mary Ann Knapp, Teacher, P.J.M.S.
 Barbara Cathy, Teacher, P.J.M.S.
 Maura Brady-Wilson, Teacher, A.S.K. School
 Valerie Ricciardi, Teacher, A.S.K. School
 Robert Dorn, Teacher, P.J.M.S.
 Terrence McGuire, Teacher, P.J.M.S.
 Peggy Millich, Teacher, P.J.H.S.
 Ruth Zuclich, Director of PPS
 Tanya Duryea, CSE Chair
 Lynda Valentine, Teacher, HBE School
 Megan Rudden, Teacher, HBE School

Composition of Original Professional Development Planning Committee:

Robert B. Witherow, Assistant Superintendent for Instruction
 Scott Palermo, Assistant Superintendent for Pupil Personnel Services
 Sharon Dickstein, Principal, Hamilton Bicentennial School
 Richard K. Roberts, Principal, Port Jervis Middle School
 Mary Case, Elementary Parent
 Marianne Mayfield, Secondary Parent
 Hugh Spangenberg, Higher Education Representative
 Nancy Wagner, Curriculum Specialist
 Nancy Caporusso, Teacher, Port Jervis High School
 Nancy Northup, Teacher, Sullivan Avenue Elementary School
 Barbara Tangen, Teacher, Hamilton Bicentennial Elementary School
 Scott Reichert, Teacher, District Gifted and Talented Teacher
 Ray Proulx, Teacher, Port Jervis Middle School
 Jim Colaiaco, Teacher, Port Jervis Middle School
 Maura Brady, Teacher, Anna S. Kuhl Elementary School

The Port Jervis School District is comprised of four (4) school buildings - two elementary, one middle school and one high school. Each school had representation on the district professional development team.

The district expects that on an average each teacher will participate in twenty-eight (28) hours of professional development during the 2011 – 2012 school year.

Needs/Data Analysis for Professional Development Plans

The Port Jervis School District Professional Development Planning Team has reviewed the New York Learning Standards and the District’s School Report Card to identify areas of appropriate in-service training. Additionally, each school building was asked to review student performance on and student preparedness for assessment expectations. Subsequently, they provided reactions and identified areas where additional teacher awareness and training would enable them to better prepare students to meet the expectations of the New York State Learning Standards and new assessments. A survey seeking teacher input into appropriate in-service training to meet these goals was distributed to instructional staff members. Although the current Plan is for a single year, periodic review is enconced within it that provides for updating, modifying and guaranteeing a continuum of training.

The Plan also provides for appropriate grade level and cross grade level training and coordination by providing programs generic to curriculum alignment focusing on the needs of specific grade levels. It also coordinates alignment and expectations across grade levels. Provisions for this coordination are included in the planned training activities.

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

Administrative Component of	Standardized and State Assessments
Teacher self-assessment	State benchmarks for student
Annual Professional Performance	performance
Review (APPR)	Student attendance rates
BEDS Data	Student/teacher ratios
Graduation and drop-out rates	Teacher surveys
School Report Cards	

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 was placed upon developing programs that correlate with the common goals of the aforementioned groups. A large portion of the planned programs are aimed at increasing teacher knowledge and understanding of current initiatives in order to improve student performance. This, of course, is consistent with the goals of the district.

During each of the past five budget years, the District attempted to commit considerable resources to support staff in-service programs. Additionally, district personnel have secured

sources of external funding to assist with staff training.

In order to meet the District's professional development plan goals for the 2010- 2011 school year, the District will utilize the following internal and external resources:

ADAC

Amy Bull Crist Reading Council

Advertised commercial conferences and trainings

BOCES (e.g. SETRC, BETAC, Technology)

Bon Secours Hospital

Content specialists

Cornell Cooperative Extension

Curriculum developers

Exemplary teachers

Independent Trainers - Jean Heater, Louise Traver, Patricia Papini, etc.

Institutions of higher education

IRA- International Reading Association

Mid-Hudson Teachers' Center

NY State Police/Local Police

NYS - ASCD

NYSUT

Port Jervis staff members

Title Funds I, II & III

Private trainers along with BOCES personnel have been and will continue to be utilized extensively to provide training in the use of instructional technology. This is consistent with District Goals that emphasize improving student and staff competency in the use of technology to enhance teaching and student learning.

With decreased funding from New York State and the elimination of federal stimulus (ARRA) money, it is crucial that we focus our efforts on a select number of goals. For 2011-12, these areas will be:

- Professional Learning Communities
- 7 Habits of Highly Effective People
- Literacy
- Technology Integration

Professional Development Goals

A. Culture

1. Professional Learning Communities
2. 7 Habits of Highly Effective People

B. Curriculum

3. English/Language Arts
4. Mathematics
5. Subject-Area Specific Training
6. Study Skills
7. Common Curriculum - Mapping, Vocabulary, Assessments and Articulation
8. Data Analysis

C. Instructional Strategies

9. Differentiated Instruction/Response to Intervention (RTI)
10. Inclusion
11. Literacy
12. Technology Integration

D. Classroom Management

13. Behavior Management
14. Mentoring Program

E. Health, Safety & Wellness

15. School Safety
16. Health and Wellness
17. Grief Training

Goal #1: Professional Learning Communities

Objective: To develop a collaborative culture that improves student achievement

Strategy: To create opportunities for collaboration
To create guaranteed and viable curricula
To create pyramid of interventions

Activities: Provide elementary grade-levels and secondary departments time to collaborate to improve student success.

Who: Professional Facilitator
District Staff Trainers
Dr. Rick DuFour
Dr. Dick Dewey

When: District In-service Days and Release Time
Elementary morning team time
Secondary team/department meetings
Summer Academy

Performance Measures: Standardized Exams
Unit Exams

Data Source: District Goals
School Report Card

Goal #2: 7 Habits of Highly Effective People

Objective: To help staff be more effective in their roles
To use 7 Habits as character education/anti-bullying program

Strategy: To create opportunities for staff to utilize the 7 Habits

Activities: Provide training to staff who can then implement habits in the classroom.

Who: Franklin Covey
District Staff Trainers

When: District In-service Days and Release Time
Summer Academy

Performance Measures: Number of Staff Trained
Number of Schools Implementing
Number of Discipline Referrals

Data Source: District Goals
School Report Card

PDP - Implementation Plan

2011-2012

Goal # 3: English/Language Arts Curriculum (K-12)

Objective: To improve reading, writing, listening and speaking skills as they relate to New

York State Standards and Common Core State Standards
To develop an understanding of techniques and methods of instruction among the staff

Strategy: To continue to review grades K - 12 ELA curriculum as they relate to reading, writing, listening, and speaking.

Activities: Provide the staff with training in balanced literacy approach, including Four Blocks method of teaching reading, content area reading instruction, and providing them an opportunity to develop grade-level lessons for best practices

Who: Professional facilitator
BOCES Trainer
Staff Development for Educations (SDE)
Coordinators and other staff members
District Staff Trainer

When: District Release Time
After School Hours
Summer Academy
In-Service Days
Elementary AM & Secondary PM meeting time

Performance Measures: Increased student achievement on standardized tests
Early Literacy Assessment Portfolios
Fountas & Pinnell Benchmark Assessments K-6
State Assessments (Grades 3-8)
HS English Regents Exam
STAR Reading Exams (Grades 2-10)
Assured Readiness for Learning

Data Source: Teacher Survey
District Goals
School Report Card

PDP - Implementation Plan

2011-2012

Goal # 4: Mathematics Curriculum (K-12)

Objective: To improve student performance in mathematics

Strategy: To assemble elementary grade-level groups and secondary math departments to make annual adjustments to math program.

Activities: Data Analysis
Curriculum Revisions

Who: Secondary Coordinators
Elementary Grade-level Chairs
District Administration
Interested Staff
Louise Traver

When: District Release Time
After School Hours

Performance Measures: State Assessments

Data Source: School Report Card

PDP - Implementation Plan

2011-2012

Goal # 5: Specific Subject Area Training

Objective: To provide teachers with training in their specific subject area that would help align their teaching with the NYS and Common Core Standards and

Assessments

Strategy: To group teachers by discipline and have an expert in the subject area, provide examples of specific activities and ideas that would help the teachers more effectively prepare their students to meet the NYS Standards

Activities: Specific activities in the appropriate subject area as per presenter

Who: BOCES
Mid Hudson Teacher Center
Louise Traver, Math
George Will, American History Grant
Brandwein Institute fellows, Science
Elementary AM & Secondary PM meeting time

When: District Release Time
Summer Academy
District In-Service Days

Performance Measures: Teacher evaluation
Lesson plans
Observations

Data Source: Teacher Survey
District Goals
School Report Card
SED Initiatives

PDP - Implementation Plan

2011-2012

Goal # 6: Study Skills

Objective: To train teachers in grades 4-9 to incorporate study skills into their curriculum
To increase awareness of grades K-3 teachers in study skills strategies

Strategy: To make teachers comfortable with specific study skills by having them participate in training, group activities and practice
To offer parents an evening workshop to make them comfortable with specific study skills by having them participate in training, group activities, and practice

Activities: Practicing skills as per presenter
Parent Workshop

Who: Outside Facilitators

When: District Release Time
After School Hours
During School Hours
Elementary AM & Secondary PM meeting time

Performance Measures: Evaluation forms
Lesson Plans
Teacher/Administrative observation

Data Source: Teacher Survey
District Goals

PDP - Implementation Plan

2011-2012

Goal # 7: Common Curriculum - Mapping, Vocabulary, Assessments and Articulation

Objective: To create a consistent and complete curriculum across all grades
To identify and remedy all curriculum gaps and overlaps

Strategy: Complete any outstanding curriculum maps
Analyze maps for gaps and overlaps
Affix vocabulary (by unit or chapter) to curriculum maps

Activities: Develop subject vocabulary (K-12); grade level meetings with specific agendas focusing on curriculum planning, developing language of instruction, data analysis, and best instructional practices

Who: Coordinators and Grade-level Chairs
Professional Trainers
Orange/Ulster BOCES Personnel
Louise Traver

When: District Release Time
After School Hours
In-Service Days
Summer Curriculum Development Time
Elementary AM & Secondary PM meeting time

Performance Measures: Minutes of Articulation Meetings with the ultimate goal of increased student performance on state assessments

Data Source: Teacher Survey
District Goals
New York State Standards

PDP - Implementation Plan

2011-2012

Goal # 8: Data Analysis

Objective: To analyze NYS exams for trends then revise curriculum accordingly
To analyze unit tests for trends then re-teach as needed

Strategy: Examine what is being taught in comparison with what is being assessed

Examine assessments/review data analysis in ELA, Social Studies, Math and Science.
To standardize the language of instruction in the content areas, district wide.

Activities: Elementary grade-levels and secondary departments will collaboratively analyze
NYS

Exams

Individual teachers will analyze unit tests

Who: Coordinators and Grade-level Chairs
District Administration
Louise Traver

When: District In-Service Days & Release Time
After School Hours
Faculty Meetings
Elementary AM & Secondary PM meeting time

Performance Measures: Item Analysis Reports
Revised Curricula

Data Source: NYS Exam Item Analysis
Unit Test Item Analysis

PDP - Implementation Plan

2011-2012

Goal #9: Differentiated Instruction/Response to Intervention (RTI)

Objective: Provide opportunities for teachers to have access to various methods of
differentiating curriculum in the K-12 classroom to allow all students to succeed

Strategy: To train teachers in how to differentiate instruction, use multiple approaches and utilize these strategies in the classroom; to become familiar with the Response to Intervention Model

Activities: Workshop Presenters
Guided activities
Videos

Who: SETRC
Orange/Ulster BOCES
Staff Development for Educators Bureau (SDE)
Bureau of Educational Research (BER)
Mid Hudson Teachers Center
District Staff
Rene Schillinger

When: District Release Time
After School Hours
Summer Academy
After-School Professional Book Clubs
Elementary AM & Secondary PM meeting time

Performance Measures: Lesson plans
Observations

Data Source: Teacher Survey
District Goals

PDP - Implementation Plan

2011-2012

Goal # 10: Inclusion

Objective: To train new teachers and staff in ways to best meet the academic and physical need of students with disabilities

Strategy: To provide strategies for co-teaching and individual teaching in an inclusion setting

Activities: Departmental Meetings with Director of Pupil Personnel Services and Coordinators
Training Conferences
Grade Level Planning Sessions

Who: Director of Pupil Personnel Services
Professional Presenters and Trainers
SETRC

When: District Release Time
After School Hours
Staff Development Time
Faculty Meetings
Summer Academy

Performance Measures: Teacher observation
Increased student achievement on state assessments
Lesson Plans

Data Source: Teacher Survey
District Goals

PDP - Implementation Plan

2011-2012

Goal # 11: Literacy

Objective: To provide training in various programs including Reader's Workshop & Writer's Workshop, QRI4, Orton-Gillingham, Wilson Reading, Wilson Foundations, Earobics, and Passport to Reading to teach reading and writing in the content areas

Strategy: Provide intensive, systematic exposure and follow-up training with expert trainers

Activities: Teachers attend training, prepare materials, practice methods and receive direct feedback from trainers

Who: Certified Trainers
Orange/Ulster BOCES
Literacy Coaches
Turnkey Trainers

When: District Release Time
Summer Academy
Elementary AM & Secondary PM meeting time

Performance Measures: Formal observations
Lesson plan review
Fountas & Pinnell Benchmark Assessments
State Assessments
QRI4 (AIS)

Data Source: Teacher Survey
District Goals

LITERACY COMPETENCIES

The reading competencies common to all four ELA standards that students demonstrate during grade 4 are:

Comprehensive Strategies

- Read a variety of grade-level texts with understanding
- Use self-monitoring strategies, such as reading, attending to vocabulary, and cross-checking, to determine meaning of text
- Work cooperatively with others to determine meaning
- Use text structure to recognize differences among a variety of texts
- Ask questions to clarify understanding of grade-level texts
- Read grade-level texts and answer literal, inferential, and evaluate questions
- State a main idea and support it with details from the text

GRADE-SPECIFIC PERFORMANCE INDICATORS

The grade-specific performance indicators that grade 4 students demonstrate as they learn to read include:

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

- Evaluate the content by identifying
 - the author's purpose
 - whether events, actions, characters, and/or settings are realistic
 - important and unimportant details
 - statements of fact, opinion, and exaggeration, with assistance
 - recurring themes across works in print and media
- Compare and contrast characters, plot, and setting in literary works
- Analyze ideas and information on the basis of prior knowledge and personal experience

PDP - Attachment IV - Implementation Plan

2006 - 2007

Goal # 15: Health and Wellness Training

Objective: To provide staff with opportunities to improve and maintain their mental and physical health, and to alert and educate staff about health conditions that effect themselves and

PDP - Attachment IV - Implementation Plan

2006 - 2007

PDP - Implementation Plan

2011-2012

Goal # 12a: Instructional Technology - to increase the use of instructional technology to include e-Books, Accelerated Reader, virtual field trips, robotics, teacher/student websites, CPS student response systems and to raise teacher awareness of Web 2.0 tools such as wikis, blogs, podcasts, and social bookmarking.

Goal #12b: Technology Use – SchoolTool, electronic grading and attendance, VOIP telephone system, IEPDirect, RTIm Direct, e-mail, Moodle, STAR Reading, Accelerated Reader, School Island and Study Island.

Objective #12a: To integrate technology with curriculum by sharing resources and ideas and lesson plans via the network, e-mail, and the internet

Objective #12b: To be proficient in the use of technology as a productivity tool

Strategy: Provide hands on experience using various types of instructional media
Provide meetings for instructional planning with the goal of curriculum integration

Activities: Presentation and practical experience based on speaker expertise

Who: District Technology Committee
District staff
Professional trainers

When: District Release Time
After School Hours
Summer Academy
Staff Planning Periods
Faculty Meetings
Elementary AM & Secondary PM meeting time
Mentor Meetings

Performance Measures: Evaluation form
Port Jervis Technology Integration Plan form
Follow-up visits to observe and support the integration of a “new” skill into the classroom.

Data Source: Teacher Survey
District Goals
District Technology Plan

PDP - Implementation Plan

2011-2012

Goal # 13: Behavior Management

Objective: To provide teachers with effective strategies to manage behavior and increase awareness of topics such as Asperger’s, Autism Spectrum, Pervasive Developmental Disorder (PDD), Type 1 Diabetes, Social Drug Awareness, Bi-polar, psychiatric issues, eating disorders, etc.

Strategy: To be exposed to effective behavior management plans and techniques to be used in the classroom and school-wide on a daily, weekly, yearly basis for the above objective

Activities: In-service presentation
Video presentation
Faculty Meeting Discussions and Presentations

Who: Professional presenters
Orange County Mental Health Dept.
BOCES trainers
Health Care Professionals
SETRC
Bon Secours Hospital Staff
Port Jervis, Orange County and New York State Police Agencies

When: District In-service Day
After School Hours
District Release Time
Faculty Meetings
LIT
Elementary AM & Secondary PM meeting time

Performance Measures: Evaluation Form
Performance Based Survey
Statistical Behavior Data Comparison (Yearly)
PBIS

Data Source: Staff Survey
District Goals
Discipline Referral Totals

PDP - Implementation Plan 2011-2012

Goal #14: Mentoring Program

Objective: To facilitate new teachers transition into the District by providing them with the guidance, support, encouragement, and direction needed to reach their full potential as professional educators in the Port Jervis School District.
To encourage and provide an opportunity for those more experienced teachers who are selected as Mentors to share their knowledge, talents, and skills with their Interns.

Strategy: To orient new teachers to their new workplace and to familiarize new teachers with district and building procedures.
To provide emotional assistance, support and general guidance about the District's

professional culture.

To assist new teachers with curricular and classroom management issues, specific and broad grade level/building goals and standards, as well as other professional issues.

To help new teachers transition from preparation to practice.

To increase the retention rate of new teachers.

Implement Plan as outlined in Agreement between the PJTA and PJSD

Activities: To continue the Mentor Program as agreed upon in the PJTA contract

Who: District Staff
BOCES
Professional Trainers
NYSUT Mentoring

When: After School
District Release Time
In-Service
Elementary AM & Secondary PM meeting time

Performance Measures: Teacher Feedback
Teacher Surveys
Administrative Feedback

Data Source: Retention Rate of New Staff
APPR

PDP - Implementation Plan

2011-2012

Goal # 15: School Safety

Objective: Create a safe working and learning environment

Strategy: Develop a sense of confidence about school safety among staff and students
Develop an awareness of a building emergency management plan, terrorism, violence prevention including bullying, child abuse training, gang and sexual harassment.
Hold regularly scheduled building safety team meetings.
Hold fall and spring district safety team meetings.

Activities: Engage district safety team to lead our efforts and monitor/assist building safety teams

Who: School Resource Officer
Orange County Sheriff's Department
New York State Police
Port Jervis Police Department & School Resource Officer (SRO)
Orange County Safe Homes
BOCES Professional Development
School District Attorneys

When: District In-Service Day
After School Hours
Faculty Meetings
Elementary AM & Secondary PM meeting time

Performance Measures: Evaluation Form
Follow-up evaluation

Data Source: Teacher Surveys, District Goals
Project SAVE

PDP - Implementation Plan

2011-2012

Goal # 16: Health and Wellness Training

Objective: To provide staff with opportunities to improve and maintain their mental and physical health, and to alert and educate staff about health conditions that effect themselves and their students.
To provide staff access to fitness center and winter indoor walking program both located on Route 209 campus.

Strategy: To provide staff training and awareness which focuses on health related issues
To provide free fitness/exercise facilities on-site to encourage usage

Activities: Presentations, guest speakers, workshops, demonstrations, clinics and classes

Who: District Staff
Community Resources
BOCES
Bon Secours Community Hospital

When: District In-Service Day
Faculty Meetings
After School Hours

Performance Measures: Staff Evaluations

Data Source: Staff Survey of Needs,
Staff Usage of Facilities

PDP - Implementation Plan

2011-2012

Goal # 17: Grief Training

Objective: Train staff to lead students through times of wide-spread grief

Strategy: Develop skills and strategies to use with students

Activities: Train teachers how to console grieving students

Who: CISM Team

BOCES Staff

When: District In-Service Day
After School Hours
Faculty Meetings

Performance Measures: Evaluation Form
Follow-up evaluation

Data Source: Teacher Surveys
Project SAVE