



Setting a course for excellence

**EAST ROCKAWAY
SCHOOL DISTRICT**

Professional Learning Plan

2021 - 2022

PROFESSIONAL LEARNING PLAN

District: East Rockaway UFSD

BEDS Code: 280219030000

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Years Plan Effective: 2021 - 2022

Composition of Professional Learning Team

Number of School Buildings in District 3

DISTRICT TEAM MEMBERS (Years listed indicate membership year(s) on Professional Learning Committee):

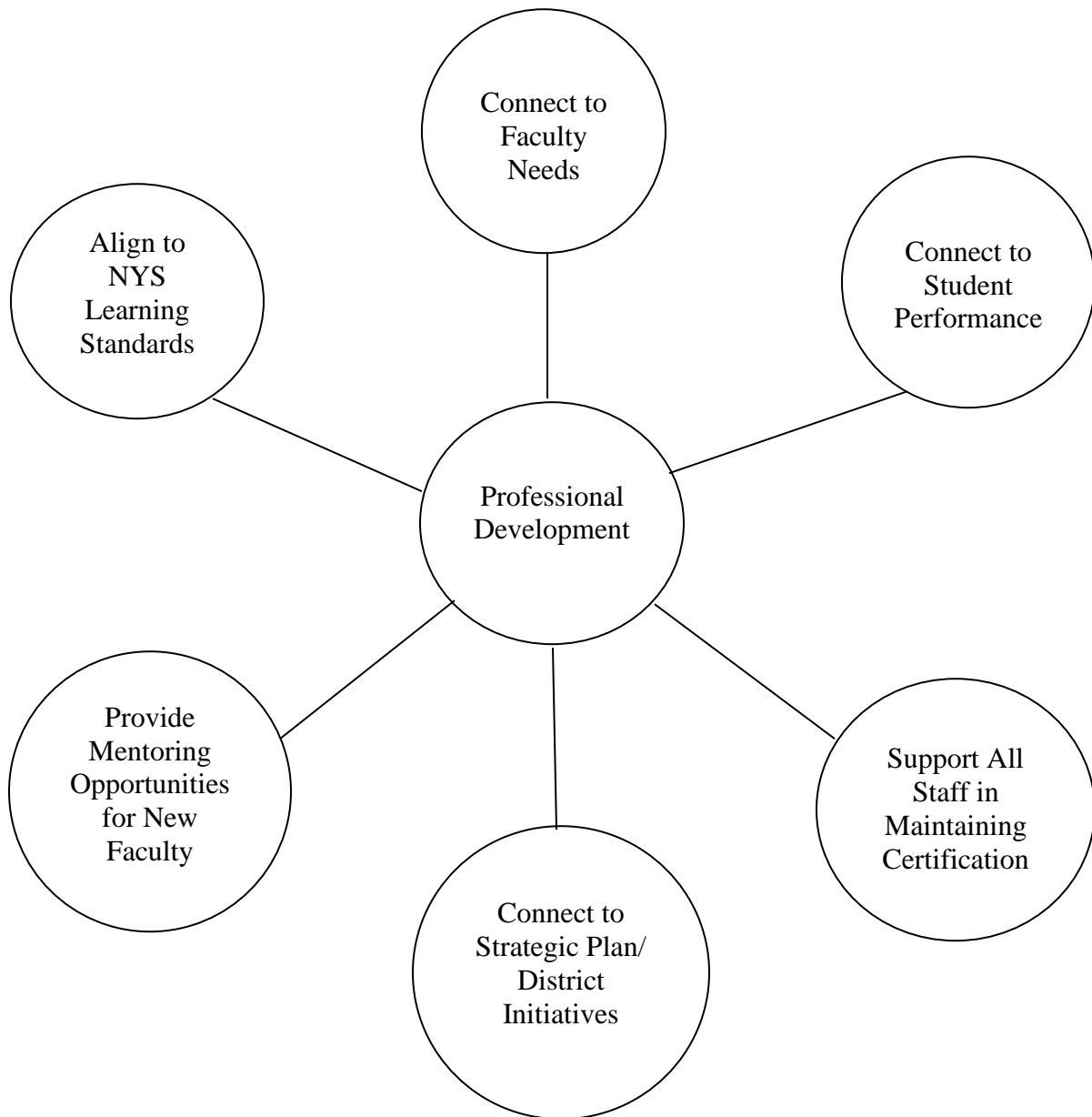
Administrators:

Vincent Healy – Director of Pupil Personnel Services (2019-2021)
Mona Hecht, Co-Chair – Assistant Superintendent for Curriculum and Instruction (2017-2021)
Calia Kelly – Principal, Centre Avenue School (2020-2021)
Robert Kennedy – Asst. Director of Pupil Personnel Services (2020-2021)
Dr. Bradley Krauz – M.S./H.S. Assistant Principal (2018-2021)
Dr. Ayesha McArthur – Principal, Rhame Avenue School (2019-2021)

Teachers:

Melinda Best – High School teacher (ENL) (2016-2021)
Caitlin Castellano – Elementary teacher (ENL) (2017-2021)
ToniAnn Donald – Elementary teacher (Centre Avenue) (2016-2021)
William Gibbons, Co-Chair – High School Chairperson - ELA/SS (2018-21)
Pamela Murano – High School teacher (English) (2017-2021)

East Rockaway School District
Professional Learning Plan
2021-2022



Professional Learning Planning Committee

East Rockaway UFSD is the smallest K-12 school district in Nassau County. Our professional learning team is a function of the size of the school district with a student population of approximately 1200, housed at three schools. The most efficient way for the East Rockaway UFSD to plan professional learning is with a District-wide professional learning committee. Each school is represented by administrators and teachers participating on the district wide committee. These building representatives express the interest of their schools and keep the building staff informed of the plans of the district-wide committee.

Purpose

The purpose of the Professional Learning plan is to improve the quality and rigor of teaching and learning by ensuring that educators participate in substantive professional learning activities in order to remain current with professional standards and expectations that meet the learning needs of all of their students.

Professional learning in the East Rockaway Public Schools is collaboratively designed to provide all staff with the knowledge, strategies, resources and professional learning experiences necessary to build student success and improve student achievement. The Professional Learning Plan outlined in this document reflects both District Philosophy and New York State Education Department mandates. It builds upon the goals and focus of the five-year District Strategic Plan and is aligned to New York State Learning and Professional Learning standards. The plan includes provisions for the continuous integration of emerging technologies and practices. It also provides opportunities for educators to pursue individual interests and deepen knowledge in areas of specialization. It encourages education professionals to enhance skills, remain informed about new understandings of how students learn, and refine classroom effectiveness. The plan provides for focused and flexible opportunities to accommodate emerging needs.

Needs Assessment

Using a variety of data sources, the goals, objectives, strategies, activities and evaluations are revised annually by the committee. The following needs assessment resources are considered:

- School District and Building Report cards
- New York State assessments and other standardized measures of student achievement
- Instructional Data Warehouse reports
- District Goals as determined through Strategic Planning
- Teacher evaluation and observation data
- Teacher surveys
- Building and Teacher goals
- Committee member reporting of building priorities
- Emerging technologies
- Changes to State Learning Standards

Implementation

Reflecting these assessed needs, the East Rockaway UFSD will provide professional learning opportunities to all professional staff through a variety of activities. At the district level these opportunities will include but are not limited to: monthly faculty and staff meetings, department meetings, grade level and team meetings, daily professional periods, annual conference days, after-school workshops, online professional resources, and independent study. Due to the changes in the instructional environment in response to COVID-19 during the 2020-21 school year, professional learning opportunities were planned to be conducted in a virtual learning environment through platforms including Zoom and Google Meet. Specific professional development and support around remote learning instruction, the use of instructional technology and the implementation of new instructional tools was a focal point of the professional learning plan for the 2020-21 school and continues moving forward.

Student learning needs as identified in the school district report card and other data sources are specifically addressed in grade level meetings at the elementary level, at department meetings at the secondary level, and at data-driven instruction team meetings in all three school buildings. In

addition, teachers are encouraged to participate in site visits to observe successful programs at other schools, and to attend conferences and workshops in content and pedagogy. Teachers will be supported in their commitment to participate in those workshop and in-service course offerings that will have a direct impact on improved student achievement. The district participates in several cooperative services that provide professional development through Nassau BOCES, Nassau TRACT and a partnership with the Lynbrook school district teacher center.

In addition to meetings and workshops as described above, other professional development opportunities include: collaborating with administrators, consultants, or other teachers and teaching assistants to examine student work and develop instructional strategies; new teacher orientation and training programs; mentoring and mentor training; personal research; participation in collegial circles and professional learning communities; curriculum planning and development; collaborating in the delivery of professional development; serving as a cooperating teacher for a student teacher; participating in professional organizations; and engaging in online professional development through webinars, education blogs, user groups, approved online courses and subscriptions. Professional learning opportunities specifically address the implementation of Next Generation Learning Standards, Visible Learning instructional strategies, Thinking Maps, Response to Intervention and Academic Intervention Services, Co-Teaching, Social Emotional Development, Academic and Career Readiness, Cultural Proficiency, Diversity, Equity and Inclusion, and Family Engagement by utilizing consultant services from both publishers of core curriculum materials and other experts in the field.

Teachers are expected to attend all staff, faculty, and department meetings, as well as be in attendance for Superintendent's conference days. In addition, as part of professional practice, teachers are expected to participate in professional development on an ongoing basis, which will consist of not only what the district offers, but activities that meet an individual teacher's goals. It is anticipated that each teacher will be involved with professional development approximately twenty (20) hours annually. Professional development activities and accumulated credit hours are tracked on MyLearningPlan.com.

The Professional Learning Plan of the East Rockaway Public Schools provides opportunities for teachers to align essential components of professional practice with the New York State Learning

Standards and assessments. Grade-level meetings on the elementary level, and department meetings at the secondary level provide focused examination of State standards as manifest in curriculum documents and released assessment items. Teachers examine State assessment results, and other benchmark and curriculum-based assessment results, using data warehousing and web-based reporting tools, to compare student performance on specific learning standards to county, state and national data.

East Rockaway UFSD provides opportunities for alignment of professional learning to student needs through similar forums that address the following: integrating current and emerging technologies across the curriculum, differentiated instruction, student learning styles and learning preferences, cultural sensitivity and dignity for all students, and social/emotional learning, as well as curriculum and instructional practice. The district aligns professional learning with teacher capacities by encouraging teachers to develop goals, in the areas where they would like to grow professionally, aligned to Danielson's Components of Professional Practice. Administrators are trained in Annual Professional Performance Review on a renewing basis through in-district Instructional Supervision Team meetings. The teacher observation and evaluation process ensures close and individualized development of teacher capacity.

This plan advocates that all teachers demonstrate a commitment to equity, cultural proficiency, high expectations, developmental appropriateness, students with special needs, and appropriate use of technology. The strategies and activities planned to address the district's professional learning goals grow from our district's commitment to systemic improvement that is standards-focused, purposeful, ongoing, job-embedded, results-driven, collaboratively planned, and regularly evaluated.

Elementary and middle level grade and team meetings are conducted district wide to align instructional practice and articulate curriculum both horizontally and vertically. At the secondary level, department meetings provide natural articulation across grade levels within a discipline. To articulate learning from professional development across grade levels teachers will have opportunities to disseminate information to colleagues, make presentations at faculty and department meetings, and to discuss new learning during professional periods, on district-wide conference days and in workshops and in-service courses that span grade levels. Through data-warehousing intensive item-analysis and wrong-answer pattern analysis of state assessments take place with teachers and

administrators at, above and below grade level. A variety of online assessment platforms provide additional rich opportunities for analysis of student achievement and proficiency data. Previous year's assessment data is re-rostered at the beginning of each school year so that teachers have access to similar analyses for their current students. Note: The 2020-2021 school year started without the availability of a complete set of assessment data from 2019-2020 school year due to the cancellation of NYS assessments in spring 2020, including 3-8 ELA and mathematics assessments and Regents exams. Additionally, all end of year assessments (i.e., NWEA, benchmark assessments, final exams, etc.) also were not administered due to the school closure in response to COVID-19 during the spring semester of the 2019-2020 school year. While much of these data will be available for review in 2021-22 (such as NWEA, 3-8 ELA and mathematics assessments), limited Regents results will be available due to the reduced testing options offered in June 2021.

The Professional Learning Plan reflects our district's commitment to creating a community of lifelong learners and improving student performance across the curricula. It combines what we know about the critical elements of adult learning, principles of practice for successful professional development, and effective research-based instructional strategies and "best practices" that are in consonance with the standards and assessments. The professional development plan is based on individual and group efforts, using multiple data sources, to identify faculty needs, analyze factors affecting student performance, and design a professional learning program that fosters collegiality and a genuine desire to achieve excellence.

Funding

Funds are budgeted to allow for attendance at conferences and workshops, as well as to contract for expert presenters and consultants. However, the primary focus of professional learning is in regular collaborative opportunities with peers and consultants, to meet with grade-level, departmental or special project teams and committees. The district is evolving from reliance on expert-led workshops to more frequent peer-led collaborations within buildings and departments. When expert consultants and presenters are utilized, peer-led follow up ensures that teachers take greater ownership of new initiatives for the improvement of professional practice.

Current consultant relationships include:

- Ideal Consulting Inc. for the refinement of RTI and CSE processes (2016-2022)
- AVID for the development of college/career awareness, student motivation, school success skills (2016-2022)
- The Balance Between for Literacy coaching and Thinking Maps implementation (2016-2022)
- Elementary classroom teacher professional learning for new ELA/reading program, McGraw Hill's *Wonders* (2020-2022)
- The DaVinci Center for reading teacher professional learning to support a diagnostic and prescriptive approach to address the needs of students in the area of reading skill development (2020-2022)
- Dr. Nancy Kaplan for faculty and staff training related to Diversity, Equity and Inclusion in our schools

Additionally, ongoing professional development is engaged to support the implementation of the following technology programs:

- Discovery Education
- Achieve 3000
- Language! Live (Voyager Sopris)
- Google classroom and one-to-one computing
- NWEA

Monitoring and Evaluation

To ensure that the methods and approaches for delivery of professional learning have been effective, the district will request feedback from the participants either through conference summaries or district feedback surveys. This feedback is collected electronically, analyzed and incorporated in the annual review and periodic revision of the professional learning plan.

The impact of professional learning on teaching practices will be measured through classroom observations, review of teachers' lesson plans, informal and formal discussions between supervisors and teachers individually and departmentally, and analysis of student performance - both academic and social-emotional - as measured by state and local assessments. The administrative and instructional supervision teams continually review both student assessment and teacher evaluation data to assess the impact of professional learning on instructional practice and student outcomes.

During the classroom observation process teachers will evidence professional growth in lesson development at the pre-observation conference. Observed classroom practice will reflect new learning from professional development, new ideas for activities that teach and reinforce skills, as

well as an incorporation of new technologies, resources and materials. The post-observation process will include discussions between teachers and supervisors about targeted goals and strategies for future professional learning and growth. Departmental and grade-level meetings will incorporate best practices and strategies derived from individual supervisory meetings, through shared lesson and unit plans, exemplary instructional practices and collaborative curriculum mapping. Analysis of aggregated teacher evaluation data, including self-evaluation, is used to identify those components of professional practice that are most in need of targeted professional learning.

The impact of professional learning on student achievement will be measured in data-driven instruction meetings through analysis of student work as well as formative and interim assessments. Professional learning should evidence new strategies that increase student engagement, teacher clarity, collaboration, task rigor, and overall classroom management all of which influence student achievement. Student learning is measured as progress from a baseline performance using classwork, homework, in class assessments and summative local and state assessments.

Our records indicate that all staff who hold a teaching certificate or license in the classroom teaching service, school service, or administration and supervisory service, have participated in at least one course for a minimum of two hours of training in school violence prevention. In addition, such training will be continuous, for all staff, through superintendent conference day, anti-bullying and character education initiatives, administrative reviews of the school safety plans and DASA and SAVE legislation mandates, and at regular faculty meetings.

In July of 2016, NYSED issued new regulations concerning district and building emergency response plans, requiring that staff receive annual school safety and school violence prevention training by September 15 of each year. Newly hired teachers and administrators will be provided with opportunities to complete this required training at orientation as required. Furthermore, school assemblies and school committees will address violence prevention and intervention, throughout the year.

Mentoring Program

The purpose of the mentoring experience is: to help beginning teachers/administrators transition from preparation to practice; to provide guidance and support; to develop and improve instructional skills in order to improve student performance; to assist in the analysis of student assessment data to

improve instruction and student achievement; to help transmit the culture of the organization; to increase the retention rate for good beginning teachers/administrators; and to create a professional learning culture that crosses experience lines.

A mentoring program will be provided for teachers in the classroom teaching service who must meet the teaching experience requirement for the professional certificate through the following: first-year teachers will be assigned a mentor who is certified in the new teacher's tenure area whenever possible; time will be provided for mentor / mentee activities to enable classroom visitations, discuss the process of teaching and learning, and any other issues of concern. Time will be allotted during prep and professional periods; mentors must attend a mentor training program; mentors and mentees will maintain a record of at least twenty (20) mentoring hours; the mentor will receive compensation as agreed upon by the East Rockaway Teacher's Association. Additionally, new teachers will receive ten (10) hours of group-session mentoring conducted by administrators and the teacher's association on specific topics as determined annually by needs assessment.

A mentoring program will also be provided for administrators in their first year of school leadership employment. First year administrators will be assigned a mentor who will meet with them to assist them in their transition to administration. New administrators will also undergo all training required to conduct teacher observations and evaluations.

The East Rockaway Mentoring Program has been collaboratively developed with the full participation and agreement of district administration and the East Rockaway Teachers Association. New teachers will receive the Superintendent's Verification of Mentored Experience for submission to the State Education Department.

The relationship of the experienced teacher (mentor) with the new teacher (mentee) is central to an effective and meaningful mentoring experience. The knowledge, organizational skills, and wisdom of the experienced mentor teacher, coupled with the energy, enthusiasm, and eagerness of the newcomer, are key ingredients leading to a more productive and satisfying beginning teaching experience. The mentoring relationship emerges, develops, and matures in response to the beginning teacher's perceived needs and abilities. In general, it should be characterized as professional, flexible, trustful, mutually educational and entailing sustained, frequent contact. By regulation,

confidentiality of information obtained by the mentors in their work with their assigned mentees must be maintained.

The mentor will serve in a role of guidance and support. The information obtained by a mentor through interaction with the new teacher, while engaged in the mentoring activities of the program, shall not be used for evaluating or disciplining the new teacher. The exceptions to the confidentiality rules are as follows: when withholding the information may pose a danger to the health and safety of students or staff; when the information emerges that the new teacher has been convicted of a crime; or when the information raises a reasonable question regarding the new teacher's moral character.

These principles are emphasized in the four required training sessions for new mentors that is provided through the Curriculum office.

(1) Procedure for selecting mentors

Each school year teachers are invited to apply for inclusion on the district's approved mentor list. To be considered, applicants must be tenured, must be approved by the building principal, and must attend four mentor training workshops. The New York State Education Department has set the following criteria for mentors: Permanently or Professional certification in subject area; willing to participate in the program; willing to acquire and share new ideas; demonstrates effective interpersonal skills; demonstrates mastery of pedagogical skills; demonstrates mastery of subject area; demonstrates good judgment; enjoys respect of faculty and students; demonstrates commitment to professional growth; demonstrates involvement in school and community programs; shows familiarity with current research.

The Curriculum office will review the applications, in consultation with the Teachers' Association, and compile a list of approved mentors for the school year. This list will be approved by the building principals and the Superintendent of Schools.

Consideration for mentor / mentee partnerships will be based on assigned building, grade level and/or subject area. The experience of many school districts indicates that mentor selection is best conducted by a committee of experienced educators. The importance of an open and thoughtful

process cannot be overstated. The presence of a committee using a well-defined public process helps to eliminate future questions regarding the quality of the Mentoring Program. The teacher's association representatives will recommend mentor/mentee pairing at each building. The building principal shall approve the mentor/mentee pairing.

(2) Role of the mentor

The mentor can fulfill a variety of roles for the novice teacher: guide, advocate, confidante, subject expert, "critical friend", champion, and reflective partner. The mentor's role is that of guidance and support, and ensuring confidentiality of the participants' interactions, which helps to create a truly collegial relationship. Mentors will not evaluate new teachers nor will they advise administration in any way with regard to evaluation or employment decisions.

(3) Preparation of Mentors

Even excellent, highly skilled teachers need preparation as they take on the role of a mentor to a colleague. Preparation for mentors will be conducted through a Mentor Training Program. All potential mentors will be expected to enroll in this activity. Regularly scheduled mentor meetings will provide support to the mentors. Topics may include: Adult learning theory; Teacher development; Knowledge of beginning teacher needs; Conferencing skills; Coaching techniques; Reflective practice; and Establishing effective communication with parents and colleagues.

The Mentor training program consists of 4 sessions addressing New York State mentoring standards including the following topic concentrations: The four domains of professional practice as outlined in the Danielson Rubric and aligned to New York State teaching standards; formal lesson design and planning instructional objectives; the mentor/mentee relationship; Common Core and Next Generation Learning Standards shifts in instructional practice; The Annual Professional Performance review.

(4) Types of Mentoring Activities

Mentoring programs may include such activities as joint lesson planning, coaching, observations, reflection activities, or even curricula development around the NYS Learning Standards. There are wide arrays of activities in which the mentor and mentee will be involved. It is important to keep in mind that activities will vary and should be based on the mentee need. Activities may include but are not limited to: modeling instruction in the classroom for the mentee; informal observation of the mentee, obtaining and providing feedback; collaborative lesson planning; peer coaching; orientation to the school culture; preparation for formal observations, parent- teacher conferences, and Back-to-School night; review of school based and district wide forms, routines, procedures, and requirements; assistance in classroom management strategies; review of state and district curriculum and assessments; and responding to emerging needs and concerns of the mentee.

(5) Time Allocation

In order to provide adequate support and opportunities for the mentoring experience, at least 20 hours during the school year will be devoted to mentoring activities, both within and outside the regular school day. This time will be scheduled cooperatively between the mentor and mentee, including group mentoring sessions, and should not interfere with teaching assignments and/or other professional obligations.

NYSED mentoring
<p><u>Mentor:</u></p> <ol style="list-style-type: none"> 1) Apply on My Learning Plan 2) Log activities on My Learning Plan or paper form (<i>required</i>) 3) Submit log and Mark complete on My Learning Plan <p><u>Mentee:</u></p> <ol style="list-style-type: none"> 1) Do not apply on My Learning Plan but keep log of activities 2) Submit log and Superintendent’s Verification of Mentored Experience form.

All teachers holding an initial certificate will complete the Superintendent’s Verification of Mentored Experience form upon hiring. This form will remain on file in the Superintendent’s office. At the completion of mentoring and after the appropriate documentation as outlined in the chart

above, the Superintendent will complete the attestation of Chief School officer, forward the original to the employee and a copy will be maintained, with all documentation, in the employee's personnel file.

Reporting Requirement

The school district will review the professional learning plan each year and will certify to the commissioner that the requirements of the professional learning plan for the succeeding school year have been met, and that the school district has complied with the professional learning plan applicable to the current school year, as indicated on the Statement of Assurances.

It is understood that the commissioner may request a copy of the professional learning plan for review and may recommend changes to the plan to meet the learning needs of the students in the school district.

New Requirements for Continuing Teacher and Leader Education (CTLE)

Effective July 1, 2016, permanent and professional certificate holders, including Level III Teaching Assistants, are required to apply for registration during the 2016-17 school year, prior to the last day of his or her birth month. Individuals learning certificates after July 1, 2016 will be automatically registered. Registration must be renewed every five years. Holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but no holders of permanent certificates) must complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five-year registration period.

Language Acquisition CTLE:

Holders of an ESL professional certificate or bilingual extension must complete at least 50% of CTLE hours in language acquisition, including content alignment, best practices for co-teaching, and integrating language and content in instruction.

All other professional certificate holders must complete 15% of CTLE hours in the study of language acquisition, addressing the needs of English Language Learners, best practices for co-teaching, and integrating language and content instruction.

For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal 10 clock hours of CTLE credit. For all other approved courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction.

Exemptions:

A classroom teacher who is a certificate holder achieving national Board for Professional Teaching Standards certification shall be deemed to have met the CTLE requirement for the registration period in which the certification is earned.

Recordkeeping Requirements

Records of professional learning successfully completed by certificate holders will be kept electronically. These records, in the form of participation transcripts, will include: the name of the professional certificate holder, his or her teacher certification number, the title of the program, the number of hours completed, and the date and location of the program. These records will be retained by the school district for at least seven years from the date of completion.

CTLE certificate holders must maintain a record of completed CTLE hours: program name, date, location, number of hours (including the number of hours in language acquisition), sponsor's name and ID number, and attendance certificate, need to be included. These records must be maintained for three years after the end of the five-year registration period in which these hours are applied.

Documentation of the implementation of the mentoring program, described in this plan, shall be maintained by the school district. This documentation includes the name of the individual, his or her teacher certificate number, the type of mentoring activity, the number of clock hours successfully completed in the mentoring activity, and the name and certificate number of the individual who provided the mentoring. Records shall be maintained by the school district for at least seven years from the date of completion of the mentoring activity.

Mentoring can be included for CTLE credit.

Implementation/Evaluation Plan

Goal Area: Achievement

Objective: To develop teacher competencies in addressing core learning standards by focusing on a constructivist, inquiry-based teaching philosophy and strategies to ensure student ownership of their learning.

Identified Needs	Strategies	Activities	Personnel Responsible (WHO)	Timeframe (WHEN/HOW LONG)	Performance Measure/ Data Source	Evaluation Criteria
<ul style="list-style-type: none"> -To enhance teacher capacity to implement the Next Generation Learning Standards -To improve student performance on Common-Core and Next Generation aligned tasks and assessments -To increase the use of instructional models that emphasize student-centered learning -Use of assessment data to inform 	<ul style="list-style-type: none"> -Incorporate Visible Learning research when planning instructional strategies and creating learning environments -Develop expectations for lesson planning -Continue DDI meetings to evaluate assessment data and develop student ownership -Conduct workshops in lesson design / assessment design -Continue to develop 	<ul style="list-style-type: none"> -AVID training and implementation -Visible Learning research review and implementation of best practices -Thinking Maps implementation and training including balanced literacy model at the elementary schools -Incorporate student goal-setting in DDI assessment & data analysis calendar that balances formative and intermediate assessment events and data cycles across each grade 	<ul style="list-style-type: none"> --Instructional Supervision Team -Principals -Department Chairs -Building Data Teams -Thinking Maps and AVID trainers -Teaching faculty -Dr. Chris Parker (IDEAL Consulting) -The Balance Between (Thinking Maps and literacy 	<ul style="list-style-type: none"> Year-long assessment cycle New Teacher orientation and training 	<ul style="list-style-type: none"> -NYS assessment data -Benchmark assessment data -NWEA data -Lesson Plans -Student engagement surveys -Development of assessment capable visible learners 	<ul style="list-style-type: none"> -Common assessment calendar including post-assessment data meetings -Evidence of student goal-setting -Lesson plans and teacher observations evidence proficiency with rigorous and authentic higher-order discussion, assessment and learning tasks that address Common Core and Next Generation Learning Standards

<p>instruction through student goal-setting</p>	<p>elementary balanced literacy model</p> <p>-Continue to implement Thinking Maps and other meta-cognitive tools</p>		<p>training)</p> <p>The DaVinci Center (reading instruction)</p>			
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Goal Area: Opportunity

Objective: To develop teachers' competencies in addressing the diverse learning needs of our students through inclusive instructional models that employ strategies for differentiation and scaffolding.

Identified Needs	Strategies	Activities	Personnel Responsible (WHO)	Timeframe (WHEN/HOW LONG)	Performance Measure/ Data Source	Evaluation Criteria
<p>-Differentiation of learning activities to meet the needs of diverse learners, including students with special needs and English language learners</p> <p>-Refinement of integrated co-teaching models</p> <p>-Increase awareness of the importance of cultural proficiency</p> <p>-Expand understanding of needs and strategies related to Diversity, Equity and Inclusion in our schools</p>	<p>-Promote use of web-based exemplars of differentiated instruction and co-teaching environments</p> <p>-Professional development regarding needs of ELL students</p> <p>-Professional development related to diversity, equity and inclusion</p> <p>-Provide assistive technology (e.g., Don Johnston software)</p>	<p>-Investigate interdisciplinary, team-taught and flexible scheduled models of instruction</p> <p>-Identify needs and the plans to address needs of diverse learners in lesson plans, including written plans on MLP</p>	<p>-Instructional Supervision Team</p> <p>-All faculty and building/district administration</p> <p>-Dr. Nancy Kaplan</p>	<p>Ongoing</p> <p>New teacher orientation and training</p>	<p>-MLP and other faculty surveys</p> <p>-Lesson Plans and Teacher observations</p> <p>-Student surveys</p>	<p>-Lesson plans and teacher observations evidence differentiated learning activities and co-planning</p> <p>-Lesson plans and teacher observations evidence use of assessment data in grouping and differentiation strategies</p>

Goal Area: Innovation

Objective: To develop teachers' competencies in integrating individual and classroom technologies through authentic learning experiences across the STREAM (Science, Technology, Research, Engineering, Arts and Mathematics) continuum.

Identified Needs	Strategies	Activities	Personnel Responsible (WHO)	Timeframe (WHEN/HOW LONG)	Performance Measure/ Data Source	Evaluation Criteria
<p>-Promoting information literacy through current and emerging technology, including mobile devices, throughout the curriculum</p> <p>-Promoting adoption of web 2.0 tools including Google apps for education</p> <p>-Additional opportunities to prepare students for careers in information technology (IT)</p>	<p>-Continue to develop and utilize in-house expertise with current and emerging technologies</p> <p>-Investigate additional STEAM course offerings at all grade levels</p> <p>-Explore and share additional web-based resources for classroom instruction</p> <p>-Create course offerings in the use of new media and/or integrate new media literacy in existing courses</p>	<p>-Teacher-led workshops, collegial circles, committees and presentations at faculty and staff meetings</p> <p>-Continued participation in training through Nassau BOCES and the Lynbrook teacher center</p> <p>-One-to-one computing model training for teachers in grades 5-12</p> <p>-Training through Model Schools (Nassau BOCES) in instructional technology integration</p>	<p>-Assistant Superintendent for Curriculum and Instruction</p> <p>-Director of Technology and Learning Analytics</p> <p>-Elementary and secondary library media specialist</p> <p>-Principals and Department chairs</p> <p>-Elementary STEAM teacher</p>	<p>Ongoing</p> <p>New Teacher orientation and training</p>	<p>-Teacher lesson plans and observation reports</p> <p>-Faculty and student surveys</p> <p>-Teacher and Student use reports for Google Classroom</p>	<p>-Integration of technology in lesson plans and observation reports that focus on research, information literacy, project-based learning</p> <p>-Staff and student proficiency as evidenced in student work products</p> <p>-Increased diversity of course offerings at the HS level</p> <p>-Continued implementation of elementary STEAM for all enrichment</p>

Goal Area: Connection

Objective: To develop teachers’ competencies in engaging and supporting all families, working with consultants, agencies, and organizations in the community, and connecting to their child’s learning and future goals.

Identified Needs	Strategies	Activities	Personnel Responsible (WHO)	Timeframe (WHEN/HOW LONG)	Performance Measure/ Data Source	Evaluation Criteria
<ul style="list-style-type: none"> -Continue to foster a caring school community and climate -Full compliance with requirements of DASA and NYS Mental Health Curriculum -Continue to incorporate SEL and character education strategies -Increased family engagement and participation in school/district activities; further development of Family Engagement Initiative 	<ul style="list-style-type: none"> -Develop a consistent vocabulary and approach for teachers to respond to student differences -Strengthen awareness through parent and student organizations -Provide teachers with tools to identify and discuss SEL issues / needs 	<ul style="list-style-type: none"> -Google classroom -Implement DASA lessons at each grade level -Expand and improve High School Dignity Club and Gay/Straight Alliance -Refine Middle School advisory program -Building Level Family Engagement Committees 	<ul style="list-style-type: none"> -Director of PPS -DASA coordinators -School administrators -School social workers -School counselors -Teaching faculty 	<ul style="list-style-type: none"> Ongoing New Teacher orientation and training 	<ul style="list-style-type: none"> -Agendas and minutes of faculty, and student/parent organization meetings -Embedded lesson plans -DASA reporting and School Safety and Educational Climate Report (SSEC) -Student, staff, parent surveys 	<ul style="list-style-type: none"> -Teachers plans and observation reports show evidence of SEL strategies, character education and DASA awareness -DASA reporting shows both increased awareness and reduced incidence over time -Student, staff, parent surveys evidence caring and safe school climate -Increased family engagement and participation at building/district events

<p>-Increased awareness and development of programs to address cultural proficiency</p>						
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