Oswego City School District Professional Development Plan 2019-2022

OCSD Vision

An innovative, high performing district that graduates every student.

OCSD Mission

We educate, inspire, and empower all students.

OCSD Core Beliefs

•Students come first.

•Everyone can learn and grow.

•We ensure equity and create access and opportunity for all.

Updated May 2021

•Diversity is embraced and celebrated.

•We provide a safe environment that supports and engages learners.

•Everyone is treated with respect and dignity.

•We value honesty, integrity, and perseverance.

•Data and evidence inform our decisions.

•We promote creativity and innovation.

•Community, collaboration, and partnerships are vital to our success.

(June 2021 Strategic Planning Committee)

Oswego City School District
Professional Development Plan 2019-2022

District Name:	Oswego City School District
BEDS Code:	4613-0001-0000
Superintendent:	Dr. Mathis Calvin
Address:	1 Buccaneer Blvd, Oswego, New York 13126
Phone:	(315) 341-2001
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Years effective:	2019-2022 School Year

Oswego City School District Demographics

The Oswego City School District (OCSD) is situated on the southern shore of Lake Ontario at the mouth of the Oswego River and at the northern terminus of the New York State Barge Canal. The school district includes all of the City of Oswego as well as portions of the Town of Minetto, Oswego, Scriba, and Volney in Oswego County and the Town of Sterling in Cayuga County. The land area included in the school district is approximately 65 square miles. The school district operates five elementary schools, one middle school (grades 7 & 8), and one high school.

I. Composition of Professional Development Plan Team

District Team
Superintendent Designee
Administrators/staff
Teachers
Teaching Assistants
 CSEA members

Number of School buildings in district: 7

(i)   A district team reviews and develops the Oswego Professional Development Plan (PDP). All mandated stakeholder groups are represented on the district team and will be accountable to serve as liaisons between their representative constituency groups and the Professional Development Plan Team. All grade levels (elementary, middle, and high school) are typically represented on the PDP Team. Teachers serving on the PDP Team include: Elementary Teacher(s), District Reading Coaches and District Technology Integration Specialists. Other PDP Team members include: Executive Director of Elementary Education and Accountability, Executive Director of Secondary Education and Personnel, Director of Special Education, Director of Student Services, Director of Instructional Technology, and CSEA members.

(ii) The Professional Development Plan Team is actively involved in the following tasks:
- Data Analysis
- Prioritizing Needs
- Goal Setting
- Planning/Development Activities
- Objective Setting
- Plan Implementation
- Evaluation/Modifying Plan

II.   Content of the Plan

(i)   Needs analysis, goals, objectives, strategies, activities, and evaluation standards

  (a)   Identified target areas of the PDP include the tenets from the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) and aligned to the Priorities and Strategies of the District Strategic Plan (Engage, Support, Partner and Build):
- Tenet 3 Curriculum Development and Support
- Tenet 4 Teacher Practices and Decisions
- Tenet 5 Student Social and Emotional Developmental Health
- Tenet 6 Family and Community Engagement

  (b)   The following needs assessment sources were used to identify the professional development needs of the Oswego City School District
- School Report Card
- NYS and District Assessments (3-8 and Regents results)

- Graduation Rates and Drop-Out Rates
- Special Education Identifications and Annual Reviews
- Oswego City School District's Annual and Long Range Goals
- NYS Learning Standards
- VADIR/DASA Reports
- Supervisor and Department Data Analyses and Recommendations
- Student Attendance and Discipline Reports
- District Comprehension Plans (DCIP)/Schools Comprehension Plans (SCEP)
- Professional Development Needs Survey (Google Docs)
- In-service/Workshop evaluations/feedback
- Climate Survey

(ii) Description of the plan

(a) The Oswego City School District Professional Development Plan is created by a district committee for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial professional development to remain current and meet the learning needs of their students. New teachers holding a professional certificate will have opportunities to maintain such certificates in good-standing based upon successfully completing 100 hours of professional development, as prescribed in the Continuing Teacher and Leader Education Requirements, and 100 hours for Level III teaching assistants for the 5 year registration period. Language Acquisition Requirements will be 15% of professional development of professional certification holders and Level II TA's and 50% for holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations

(b) On average, teachers in the Oswego City School District will be involved in a minimum of 15 clock hours of professional development activities on an annual basis. These hours come from the OCSD Staff Development Days in the fall and spring. Teachers, on average, participate in many hours of our after school in-service program. New teachers will be required to participate in a New Teacher Institute which provides essential information on curriculum, instruction, assessment, and the use of technology in our district. OCSD teachers attend district workshops or conferences that relate to student learning as part of our Fall/Winter/Spring/Summer In-service Program. Professional development outside of the school day will be voluntary and compensated as per the negotiated agreement.

(c) All professional development is aligned with New York Learning Standards and Assessments. Future professional development will emphasize improved student outcomes with a focus on student engagement, differentiating instruction to meet student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities. New York State Learning Standards are being infused into all appropriate curriculum areas and more students will become involved and successful on the new state assessments. Information has been shared with constituency groups throughout the development of this plan. Professional development opportunities currently existing within the Oswego City School District structure are:

- Grade level and department planning time
- Faculty meetings
- Staff Development Days
- Technology/Standards courses offered in district
- Standards-based learning and assessment courses
- Mentoring program courses
- Literacy courses offered in-district
- Reading/Writing workshop courses
- Teacher Center or CiTi/BOCES workshops/trainings
- Peer collaboration and visitation
- Regents week offerings
- Summer curriculum development
- Speakers/consultants invited to present or work with teachers on research-based practices (e.g., vocabulary instruction, differentiated instruction, artists-in-residence)

(d) The Professional Development Plan Team researches effective practices in professional development and meets throughout the year to articulate and plan for professional development across grade levels. Key ideas of effective professional development include:

- Ongoing, sustained professional development
- Adequately funded professional development
- Mentoring new teachers
- Data-driven needs identified by student assessments
- Follow-through provided on initiatives
- Focus in targeted areas
- Evaluating effectiveness
- Meeting identified needs
- Multi-levels of training (awareness, in-depth, support of new skills)

- Integration of professional development into classroom practice
- Application to student/teacher needs
- Time allotment to be successful in professional development initiatives
- Enabling teachers to collaborate
- Based on current information, research, and data
- Staff development driven by student results

(e) The Oswego City School District PDP will incorporate as many of these practices as possible to ensure that professional development is continuous and sustained. A comprehensive mentoring plan for all beginning teachers has been developed and implemented. Our PDP addresses the needs of staff at all stages of their careers and is applicable to staff in general education and special education. A sustained effort in these goal areas reflects a continuous systemic approach to improve student performance. As the result of focused involvement in professional development, instructional staff will better meet the needs of the students they teach. Many staff are involved in curriculum review and alignment of tasks to assure access to general education curriculum for all students.

(f) The OCSD will measure the impact of professional development on student achievement on all New York State tests. Increasing the number of students meeting proficiency in ELA and Math will indicate that classroom instruction is effective and meeting the needs of our students. Principal observations and evaluations (formal evaluations and informal "walk-throughs") will identify the use of effective classroom practices.

(iii) The OCSD receives teachers that have already gone through professional development on school violence prevention and intervention. This training is now a requirement for teaching certification. DASA is also part of teacher certification training.

(iv) Mentoring program plan

(a) The purpose of the mentoring program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice. Mentoring fosters the professional development of new teachers while improving teacher effectiveness and daily instruction. As research shows, quality teachers make all the difference in a child's education. Mentoring develops quality teachers and is crucial to maximizing student achievement. The

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goal of the program is to enhance the teaching/learning environment in the classroom by assisting new teachers in effective daily instruction.

(b)   One of the essential components of our Professional Development Plan is the Mentoring Program. As of February 2004, all new teachers in New York State must be mentored for one year to earn their Professional certification. As a result, the Shoulder to Shoulder Mentoring Program was developed for all new teachers in the Oswego City School District. The program offers a team approach to provide ongoing support, semi-monthly informational and support meetings, observational feedback, and in-service training.

The mentoring program includes:
- familiarizing new teachers with OCSD policies and procedures
- pairing new teachers with mentors in their buildings
- an in-depth look at OCSD standards and core curriculum
- instructional/classroom management strategies
- coordinating various assessments to match lesson objectives
- becoming aware of the types of resources available
- strategies for preparing students for State tests and District standardized tests

(c)   The mentoring program has been developed and implemented consistent with the Oswego Classroom Teachers Association (collective bargaining unit).

(d)   As part of the OCSD Mentoring Program we have the following specific confidentiality criteria:

It is absolutely essential that beginning teachers and mentors understand the OCSD policy on confidentiality. Mentors should never be put in the role of evaluator or be expected to report to principals how things are going with the mentee. If this question is asked by an administrator, the mentor may simply reply with, "I think it would be best for you to ask _____ how things are going." Our beginning teachers need to feel confident they can reveal their insecurities, disappointments and fears to a trusted mentor who will use the information as a springboard for discussion. Principals and other supervisory administrators are reminded that the presence of a mentor is not a substitute for the support and guidance needed for new teachers.

There is also the issue of confidentiality regarding students. When the interest or safety of children is at risk, there should be no boundaries to

confidentiality. Mentor teachers will be able to discuss, with the permission of the mentee, any aspect of the mentee's performance with members of the district mentoring team, or other persons whose job is to help teachers (i.e. school counselors, resource teachers, other grade level teachers, etc.) Mentors, with the mentee's knowledge, may discuss the mentee's teaching performance with appropriate administrators if, in the mentor's professional judgment, the physical safety of a child or children is at risk. (e.g. The mentee is using corporal punishment in the classroom.)

Resource: Jon Saphier, Susan Freedman, Barbara Aschheirm, 2001. *Beyond Mentoring*. MA: TEACHERS21.

(e) The elements of the mentoring program, which include the procedure for selecting mentors, the role of mentors, the preparation of mentors, types of mentoring activities, and the time allotted for mentoring, are outlined in the Shoulder to Shoulder Mentoring Handbook and are included here.

1. **Procedures for selecting mentors**
    a. Tenured teachers may apply to District Mentoring Committee for selection to the mentor pool
    b. Applicants shall be chosen for the pool based on the following criteria:
        i.   tenured teacher with permanent/professional certification
        ii. demonstrates mastery of pedagogical and subject matter skills
        iii. gives evidence of superior teaching abilities
        iv. gives evidence of excellent interpersonal relationship qualities
        v.   indicates a willingness to participate as a mentor
        vi. trained as a mentor
        vii. agrees to spend regular, quality time with a new teacher
    c. District Mentoring Committee coordinates mentor match based on proximity in both teaching assignment and location
    d. The final decision rests with the building principal

2. **Role of a mentor**
    a. Teachers accepted as mentors agree to the following responsibilities:
        i.   build a professional relationship, including establishing and maintaining professional respect, trust and confidentiality regarding the mentoring relationship
        ii. provide professional, personal, and instructional support
        iii. share on a day-to-day basis (when new teacher and mentor are in the same building)

iv. communicate with new teacher at least once a week in a manner that promotes reflection

v. solicit and accept feedback

vi. facilitate the acquisition of resources and open communication

vii. attend meetings with the district mentor team

viii. participate in classroom visitations of your mentee and follow up with feedback

ix. participate in a minimum of two observations during the school year

x. use the mentor calendar as a guide to complete monthly reflection sheet and submit a copy to the district mentor team

xi. participate in mentor training

xii. complete and sign off on end-of-year checklist, documenting fulfillment of responsibilities

xiii. complete end of year evaluation of Shoulder to Shoulder Mentoring Program

3. Mentor Training

a. New mentors will be trained and compensated in accordance with Article VI Q of the negotiated agreement. During this time, mentors participate in a wide variety of activities, including but not limited to:

   i. deepen their understanding of the mentor role

   ii. deepen their understanding of the stages of new teacher development

   iii. provide them with a repertoire of skills for working non-judgmentally with a colleague

   iv. teach them how to build trust with a colleague

   v. make them aware of mentoring pitfalls

   vi. inform them of the resources and expectations of the mentoring program

4. Mentoring activities

a. The following are some of the activities that mentors will share with mentees:

   i. Familiarize the new teacher with the district and building resources, guidelines, and expectation

   ii. Linking the new teacher to resources

   iii. Guiding the new teacher in areas of classroom management and design, discipline, scheduling, planning, and organization

   iv. Sharing ideas, teaching strategies, information about the instructional process

     v. Visiting the new teacher's classroom and offering the new teacher opportunities to visit the mentor's classroom
     vi. Promoting self-reflection and self-analysis by the new teacher
     vii. Assisting the new teacher in setting goals
     viii. Offering non-judgmental, supportive listening
     ix. Maintaining confidentiality and professionalism, and sign a confidentiality agreement

5. Time allotted for mentoring
    a. Up to two observation sessions per year shall be available to mentors and new teachers. Mentoring pairs may request substitute coverage for activities such as visiting each other's classrooms/or the classrooms of others, planning and conferencing, attending workshops, or other mentoring activities they have designed
    b. Participants decide when and how to use the release time
    c. Mentors should make every effort to coordinate the scheduling of release time with other mentoring pairs for efficient use of substitute coverage

III. Development and Adoption of the Plan

(i)   The plan is developed through collaboration with the Professional Development Plan Team. All mandated stakeholder groups are represented on the district team and will be accountable to serve as liaisons between their representative constituency groups and the Professional Development Plan Team. Elementary, middle, and high school are represented on the PDP. Teachers serving on the PDP Team include faculty: Teachers serving on the PDP Team include: Elementary Teacher(s), District Reading Coaches and District Technology Coach. Other PDP Team members include: Executive Director of Elementary Education and Accountability, Executive Director of Secondary Education and Personnel, Director of Special Education, Director of Student Services and CSEA members.

(ii)   The Professional Development Planning Team meets three times a year throughout the school year and convenes before October 1. In the spring prior to the expiration of the 3 year plan, a planning meeting will take place with additional stakeholders to review the plan for the following year.

(iii)   The team will submit to the Board of Education the recommended Professional Development Plan by July. The Board of Education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

IV.   Reporting Requirements

(i)   March 2016 requirements, Board of Regents adopted new registration process for Professional and Level III Teaching Assistant certificate holders. The CTLE requirements may be completed at any time during the registration period.

(ii)   The CTLE certificate holder will report to the department information concerning the completion of professional development. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request.

V.   Recordkeeping Requirements

(i)   The OCSD will maintain records of professional development successfully completed by all teachers, through My Learning Plan. These records will be kept electronically and retained by the school district for at least seven years from the date of completion of the professional development. But a CTLE certificate holder shall maintain a record of completed CTLE as described by the State. **Individual CTLE Record Keeping Form**

(ii)   The OCSD will maintain a documentation of the implementation of the mentoring program described in the Professional Development Plan. This information will be maintained by the school district for at least seven years from the date of completion of the mentoring activity and shall be available for review by the State Education Department.

VI.   Professional Development Plan District Resources

(i)   The following are the professional development funds, staff resources, external professional development providers, and other human and fiscal resources that are available in the Oswego community:

    (a)   Fiscal resources:
- District General Fund Allocations
- Title I, Title IIA, and other competitive grant funds
- BOCES Model Schools

(b) Staff resources:
- Central Office Administrators
- Building Level Administrators
- Building School Improvement Teams
- Turnkey Teacher Trainers

(c) Providers:
- State Education Department
- BOCES/CiTi OCM BOCES
- SETRC
- Institutions of Higher Education
- Consultants
- Vendors
- Online resources
- District Professional Resources

(d) Community:
- County/State organizations
- Service organizations
- Employers
- Community members
- Vendors
- Parents

VII. Evaluation

(i) A variety of surveys and needs assessments will be used to monitor the quality and effectiveness of each objective of the professional staff development program. From these assessments, gap analyses will determine adjustments relative to the overall and specific aspects of the staff development program.

(ii) A spring annual review will be conducted by the Professional Development Plan Team to discuss the evaluation data and to discuss any changes that need to be made to this plan. The recommendations in the form of the plan that come from that meeting will be sent to the Board of Education for review and approval.

VIII. Oswego 2021-2024 Priorities & Strategies

IX.   Attachment

OCSD Professional Development Plan

Oswego City School District Professional Development Plan
Implementation Plan

Tenet 3 Curriculum Development and Support
Engage
(2019--2022)

Goal #1: Align programs, practices with Next Generation Standards Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and for Mathematics, Annual Professional Performance Review (APPR), and data-driven decision making.

Objective #1: Train instructional leaders and faculty in all frameworks, practices, and requirements of the NYS Next Generation Standards Learning Standards and NYS Content Standards.

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
Social Studies Toolkits	Teachers becoming aware of how to use and implement Social Studies Toolkits	Executive Director(s) of Secondary and Elementary Education	2019-2022	Observations, feedback, surveys and notes
Awareness and Implementation of ELA Standards K-12 (Next Generation)	Continuing to work on deconstructing the standards into concepts and skills and ready to teach the Next Generation ELA Standards	Executive Director(s) of Secondary and Elementary Education	2019-2022	Professional Development throughout the year with intense learning of teaching students to read done through LETRS training K-3. Reading initiative for the entire County focused on reading instruction Pre-K to grade 3. Work will continue up through the grades 4-12, embedded coaches to oversee the implementation. Along with ALL elementary principals trained.
Awareness and Implementation of Math Standards K-12 (Next Generation)	Continuing to work on deconstructing the standards into concepts and skills and ready to teach the Next	Executive Director(s) of Secondary and Elementary Education	2019-2022	Work on identifying the concepts and work with teachers to realign the current curriculum (math modules).

	Generation ELA Standards			
Next Generation Science Standards	Science Committee reviewing the standards and noting changes	Executive Director(s) of Secondary and Elementary Education	2019-2022	Observations, feedback, surveys and notes
Second Language Acquisition	Focus on best practices for co-teaching strategies, integrating language and content instruction for ELL	Director of Student Services	2019-2022	Observations, feedback, surveys and notes

Objective #2: Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies for all students, which are based upon Next Generation Learning Standards and are scaffolded for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
Digging into the core curriculum for both ELA and Math for Differentiated Instruction	Teachers collaborating on ways to scaffold lessons for all learners	Executive Director(s) of Secondary and Elementary Education	2019-2022	ELA/ Math 3-8 Testing, 5% increase in sub groups, lesson plan review through observations
Spiraling curriculum at the secondary level for English	Examining the AP English course to help build strategies toward the AP and Regents exams	Executive Director(s) of Secondary and Elementary Education	2019-2022	English Regents Next Generation Standards results
Use science based evidence for training all elementary teachers or any teacher working with students that struggle in reading	(LETRS training for all K-6 teachers and secondary reading teachers & SPED)	Executive Director(s) of Secondary and Elementary Education	2019-2022	DIBELS and 3-8 and Regents assessments

Goal #2: Continue to support the integration of interdisciplinary curricula targeting the arts and advance technology applications to improve instruction, enhance student engagement and maximize learning in a 21st Century classroom.

Objective #1: Train and support staff with the implementation of NYS Computer Science and Digital Fluency Learning Standards (NYS C.S.D.F.S.)

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
NYS Computer Science and Digital Fluency Learning Standards	Training all staff regarding the district technology NYS C.S.D.F.S.	Director of Technology	2019-2022	Vector Training Logs: 100% of faculty will become familiar with the NYS C.S.D.F.S.
Aligning work to the NYS C.S.D.F.S. K-12	Showing staff how to incorporate the NYS C.S.D.F.S. into projects/resources being used	Director of Technology	2019-2022	A continually growing list of resources for technology aligned to the Next Generation Standards

Objective #2: Train instructional staff in the application of instructional technology available within OCSD

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
Google courses • Classroom • Google Docs • Google Sheets • Google Slides • Google Jamboard	In-service offerings with support from technology coach and librarians	Director of Technology	2019-2022	Faculty and Staff attendance logs from professional development Mid-year survey on training needs
Presentation • Maximizing use of presentational technology tools, both digital and physical	In-service offerings with support from technology coach and librarians	Director of Technology	2019-2022	Approved Ed Law 2d Services Mid-year survey on training needs

Instructional use of video production, recording and editing	In-service offerings with support from technology coach and librarians	Director of Technology	2019-2022	Mid-year survey on training needs Assigned/Requested WeVideo licenses throughout the district
Online Assessment ● Programs that assist students building to testing online	In-service offerings with support from technology coach and librarians	Director of Technology	2019-2022	Mid-year survey on training needs
Ed Law 2d Awareness	In-service offerings with support from technology coach and librarians	Director of Technology	2019-2022	Vector training logs
Digital Citizenship	In-service offerings with support from technology coach and librarians	Director of Technology	2019-2022	Librarian department meeting data

Objective #3: Form collaborative partnerships and create interdisciplinary curricula and other enrichment opportunities.

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
In-service to increase collaboration between the disciplines, including Music, PE and Art	Creating integrated lessons to increase student engagement, also PD county wide among the disciplines to align to State standards	Executive Director(s) of Secondary and Elementary Education	2019-2022	Lesson plan review through observations
Parent Support Classes	Virtual or in person training for parents	Director of Instructional Technology	2021-2022	Parent PD attendance logs

Tenet 4 Teacher Practices and Decisions
Engage

Goal #1: Ensure that all members of the Oswego professional staff develop the skills, knowledge and strategic practices and decision-making to effectively implement curriculum and best instructional practices in order to address the gap between what students know and need to learn.

Objective #1: Promote literacy development K-12 and in all content areas.

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
Literacy in the Content	Teachers gathering ideas to integrate literacy in all content areas. The importance of having coherence with content and vocabulary taught	Executive Director(s) of Secondary and Elementary Education	2019-2022	Cross-curricular meetings and models produced for teachers to use in their instruction
Continued focus on Response-to-Intervention frameworks for secondary literacy, reading instruction and interventions	RTI plan revision and secondary starting to increase data teams	Director of Student Services	2019-2022	Plans are being implemented and followed in all buildings
Response-to-Intervention frameworks refocus on K-8 literacy	Committee rewriting district RTI Plan and turn-key training the information to the faculty	Director of Student Services	2019-2022	Plan is being implemented and followed in all buildings
Engage all teachers in PD aligned to the resource for best reading instruction.	CKLA training and the continued roll out for CKLA	Executive Director and Elementary Education	2019-2022	DIBELS and 3-8 testing
Continue to align instructional resource for reading to the LETRS training	LETRS training helps to build confidence with CKLA program and teachers know	Executive Director and Elementary Education	2020-2022	DIBELS and 3-8 testing

	how to supplement when needed			

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Objective #2: Train and support instructional teams in design, creation and application of high quality assessments and effective progress monitoring tools.

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Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
Effective diagnostic for Math K-12. Teachers awareness for selecting and using right tools and follow up intervention	Utilizing the correct assessment to help be more diagnostic with reading instruction. PD centered around the assessment and then the follow up intervention	Executive Director(s) of Secondary and Elementary Education	2019-2022	Increase in student achievement on 3-8 testing and regents
Effective Diagnostic Assessments for reading instruction. Teachers awareness for selecting and using right tools and follow up intervention	Utilizing the correct assessment to help be more diagnostic with reading instruction. PD centered around the assessment and then the follow up intervention	Executive Director(s) of Secondary and Elementary Education	2019-2022	Increase in student achievement on 3-8 testing and regents. Students reading on grade level
Common assessments and grading policies, K-12	Creating rigorous assessments and consistent grading requirements	Executive Director(s) of Secondary and Elementary Education	2019-2022	Written document outlining grading policies

| How to develop diagnostic, summative and formative assessments and/or define when to use each assessment | Looking at what is there and what needs to be created for data meetings, vs grades, vs feedback vs for driving instruction
Include administrator and teacher focus on assessments we already have (DIBELS) | Executive Director(s) of Secondary and Elementary Education | 2019-2022 | Increase achievement in all area |

Objective #3: - Train staff to use a variety of Data Driven Instruction (DDI) protocols and summative and formative data sources which inform instruction.

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
Data Teams in All Buildings-using the correct assessments for data teams	Strengthen teacher-led professional learning communities in which teachers use student data, best-practice sharing, observations, and coaching to improve instruction	Executive Director(s) of Secondary and Elementary Education Principals	September 2019-2022	Coordinated data teams in all buildings with debriefing

Objective #4: Provide opportunities and support for staff to create lesson plans that are designed to instruct all groups of students.

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
Differentiated Instruction	Investigating and incorporating the use of Differentiated Instruction for ELA and Math lessons	Executive Director(s) of Secondary and Elementary Education	2019-2022	Lesson plans during observations and non-evaluative walk-throughs
Explicit Direct Instruction & Explicit Direct instruction with Anita Archer	Continuing to refine parts of the EDI process by focusing on specific parts, e.g. lesson importance, guided practice and closings..refreshers and second course offerings	Executive Director(s) of Secondary and Elementary Education	2019-2022	Based on teacher observations, what follow-up needs to be offered

Tenet 5 Student Social and Emotional Developmental Health
Support

Goal #1: **Establish a community focused on the prevention of harassment and discriminatory behaviors through the promotion of education measures meant to positively impact school culture and climate.**

Objective #1: Continue to help staff understand and follow all revisions to the District's Code of Conduct and Board policies regarding the Dignity for All Students Act.

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
DASA training for all faculty	All faculty attending a workshop on DASA policies, new teachers reviewing the recording of 2015-2016 training	Executive Director(s) of Secondary and Elementary Education	2019-2022	Agendas, sign-in sheets for all trainings
DASA training for students	All students hearing a consistent message regarding the policies of DASA	Principals	Fall of every school year 2019-2022	Agendas for student trainings

Objective #2: Staff develops an awareness of student mental health issues and skill sets for effectively instructing and supporting such students.

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
CPI Comprehensive Training/transition to TCIS	Training staff on student mental health issues and needs	Director of Student Services	2019-2022	Teams within every building received training and retrained
CPI De-escalation Training transitioning to TCIS	Training staff in how to de-escalate students through preventative techniques	Director of Student Services	2019-2022	80% of faculty will be trained
Trauma Informed Awareness	Continue to Train ALL school community Members around the trauma informed classroom. New teachers at the New Teacher Institute	Executive Director(s) of Secondary and Elementary Education	2019-2022	100% of all faculty, staff and school community members will attend a workshop on how trauma affects learning and Brain research
MTSS training and support in all 7 buildings	Start to transition from RTI and behaviors to a whole system of MTSS	Executive Director(s) of Secondary and Elementary Education Director of Student Services	2021-2023	SIT meetings will align all academic and behavioral data to make the best decisions for each child

Objective #3: Teach staff how programs/plans contribute to positive reinforcements of behaviors by using expectations that are explicitly taught, promoting a healthy environment in their school community, and having a consistent message.

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source

Alternative to Suspension	Investigating with administrators and faculty different alternatives to suspension and choosing a program that fits OCSDs needs. Further training will be required for the program Conflict resolution	Director of Student Services	2019-2022	Decrease in suspension rate by 5%
FBAs/BIPS	Training staff how to write FBAs/BIPs and how to collect data	Director of Special Education Services	2019-2022	Decrease in suspension rate by 5%
CDOS	Training staff and administrators at high school level on CTE eligible programs and correct document as a Pathway toward graduation	Director of Student Services	2019-2022	Increase students using CDOS for diploma type
Transition	Training secondary staff to transition students with disabilities for career and college	Director of Special Education Services	2019-2022	Services increased for students transitioning to high school
Trauma Strategies	Work with principals in order for them to teach staff strategies for how to deal with trauma students- ALSUP and Plan B conversations	Executive Director(s) of Secondary and Elementary Education	2019-2022	10 meetings with principals, they will turn-key in their buildings
Trauma Strategies	Next steps with Ross Greene's work	Executive Director(s) of Secondary and Elementary Education	2019-2022	All 7 buildings will have one book study for the 2019-2020 school year.
SEL	K-6 teachers Examine a SEL curriculum and social stories to support in Tier 1 situations 7-12 plan work around SEL curriculum designed to be taught in English offerings for students in 7-12	Executive Director(s) of Secondary and Elementary Education	2019-2022	All 7 buildings will have one book study for the 2019-2020 school year.

Tenet 6 Family and Community Engagement
Partner

Goal #1: Create a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Objective #1: School data is shared in a way that promotes dialogue among parents, students and school community members focused on student learning and success.

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
Book study, in-service related to improving data dialogues with families	Training on what and how to deliver data to parents	Principals	2019-2022	Feedback from parent conferences
PD for Parents on virtual learning				

Objective #2: Schools create learning experiences for parents and community members to support student learning and success.

Professional Development	Activity(ies) to accomplish objectives	Coordinator Responsible	Timeframe (When/how long)	Evaluation standards Performance Measure/ Data Source
Book study, in-service related to improving dialogue with families	Training on how to engage parents in the learning process for their students	Executive Director(s) of Secondary and Elementary Education Principals	2019-2022	Feedback from parent conferences
Leader in Me	Parent training for the Leader in Me	Executive Director(s) of Secondary and Elementary Education Principals	2019-2022	Attendance of parents for training