NIAGARA FALLS CITY SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

JULY 1, 2018 – JUNE 30, 2020

Mark Laurrie
Superintendent of Schools

Learning For All
Whatever It Takes

NIAGARA FALLS CITY SCHOOL DISTRICT

VISION

The vision of the Niagara Falls City School District is to be a world-class quality educational organization.

MISSION

The mission of the Niagara Falls Board of Education is to guarantee educational excellence by creating strategic goals which we will monitor, analyze, assess and evaluate utilizing the quality process and ensuring customer satisfaction.

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District Name: Niagara Falls City School District

BEDS Code: 400800010000

Superintendent: Mr. Mark Laurrie

Address: 630 – 66th Street, Niagara Falls, New York 14304 Phone: (716) 286-4211

Year(s) plan is effective: July 1, 2018 – June 30, 2020

Composition of Professional Development Team

Number of Members	Constituency	Member Name(s)	Affiliation
19	Public School Teachers designated by the bargaining unit. **Must be at least 51% of Board membership.**	Julie Conti MaryJo Edwards Trish Hennegan Liz Lia Gina Lucantoni Marcus Latham Julie McIntyre Angela Manella Dean Melson Anthony Navarroli Bryan Rotella Adrienne Sayers Veronica Schucker Michele Walker Dennis Wilson Aimee Wolf Tammy Zaker Kathy Urban Karen Waugaman	NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT Mentor Coordinator TC Director
3	Policy Board Member(s) designated by the Board of Education	Russell Petrozzi Maria Massaro Raymond Granieri	Board of Education District HRO Information Services
2	College or University Representative(s)	Alice Kozen Christine Tirella	Niagara University NCCC
1	Business and Industry Representative(s)	Errol Honadle	EH Flooring
1	Non-Public School Representative(s)	Sherri Kaminski	Empower
1	Parent Representative(s)	Danielle Zona	
4	Other Representative(s), if any	Cecelia Byrne Richard Carella Diane Spacone Derek Zimmerman	Substitute Teacher Administration CSEA Administration
31	**Total Number of Policy Board Members**		

PROFESSIONAL DEVELOPMENT PLANNING TEAM

The Professional Development Planning Team is composed of representatives from schools at all three levels (elementary, preparatory, and high school) and includes members of the Teacher Resource Center (TRC) Policy Board. The Professional Development Plan is presented to the Board of Education after review and collaboration by the TRC Policy Board. The TRC is responsible for evaluating, delivering, and monitoring professional development initiatives for the District.

GOAL FOR PROFESSIONAL DEVELOPMENT

The goal of professional development in the Niagara Falls City School District is to drive continuous improvement in the quality of teaching and learning by ensuring that all staff members participate in purposeful and substantial professional development activities.

The learning requirements for the staff of the Niagara Falls City School District are found within the District's vision statement to be a "world-class quality educational organization." The purpose of professional development is to allow staff members to participate in both individual and collective growth opportunities in order to positively affect teaching and learning. By ensuring that all staff demonstrates an increase in knowledge and skills through inquiry oriented and reflective practice, we strive to meet the learning needs of students in a standards-based environment.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development opportunities are provided through the following:

- "Job-embedded" professional activities provided during the work day through release time with substitutes
- Workshops and study groups after school hours and Saturdays
- Faculty meetings/department meetings/grade level meetings/team collaboration meetings
- Teacher Resource Center program/courses and workshops
- Mentor Internship program activities
- BOCES/SETASC courses
- In-house staff development activities at all three school levels:
    - elementary
    - preparatory
    - high school
- District curriculum and/or assessment committees
- Out-of-district conferences/workshops
- Superintendent Conference Day activities
- Summer Institutes
- Online Offerings
- Webinars
- Professional Consultants
- Instructional Coaches

PROFESSIONAL DEVELOPMENT - BELIEF STATEMENTS

We believe . . .

1. Job-embedded staff development is an integral part of instruction.

2. The workshop model for instruction positively engages students and improves student achievement.

3. Collaboration is the key component for both professional and student learning.

4. All learners require differentiated practices. Adult learners and student learners will be provided opportunities to meet their individual needs.

5. The effectiveness of instruction will be monitored and adjusted as indicated by the data.

6. Student achievement will improve when staff members are continuously provided updated technology, resources, and support.

7. Quality personal professional development for all staff members is vital to support implementation of systemic continuous improvement.

PROFESSIONAL DEVELOPMENT - GUIDING PRINCIPLES

The professional development program will build skills and capacities for improvement through comprehensive and ongoing professional development activities, which focus on the school's and District's goals for improvement. Sound and practical professional development programs are a positive link to establishing good instructional practices that enhance the knowledge of curriculum content and design.

Professional Development will:

- Be grounded in knowledge and research about teaching and learning
- Provide opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- Provide a common language around best educational practices for collegial dialogue within and across discipline
- Be accessible and inclusive to all staff and be seen as an integral part of daily practice
- Stimulate and support site-based initiatives
- Provide for sufficient time and follow-up support for staff to master new content and strategies
- Draw on the expertise of staff and take into account the differing degrees of experience present in school settings
- Assure participation to remain current in the field
- Engage each member of the school community towards professional growth
- Increase the likelihood that learning needs of students are met
- Align with the District strategic goals and NYS standards and assessments
- Be job embedded, continuous and sustained
- Be provided for each stage of the educator's career and at the appropriate levels: awareness, basic, advanced and follow-up

DEVELOPMENT AND ADOPTION OF PROFESSIONAL DEVELOPMENT PLAN

In the continuing effort to improve student achievement, school and District teams have reviewed student performance data for all students. Using information from this data, school teams and departments have developed strategic goals to address target areas such as: addressing the needs of struggling learners, students with disabilities, and increasing the graduation rate.

In developing the District professional development plan, the team considered the following questions:

- What do we want students to know and be able to do?
- How will we know if students are learning and making gains?
- How will we respond when students do not learn or make expected gains?
- How will we extend and enrich the learning of students who demonstrate proficiency?

TIME FRAME

- **Summer – Fall 2017:**
  - School leadership teams reviewed student achievement data:
    - ❖ State assessments
    - ❖ Local (interim, formative, and summative) assessments
  - Data teams reviewed RtI data
  - Data Analysis and Planning Process (DAP) Teams reviewed other relevant data (ie: State and local assessments)
  - School leadership teams focus school improvement planning efforts based on the analysis of the student achievement data
- **January – June 2018:**
  - Sub-group of the staff development steering committee met to create an initial draft of the District Professional Development Plan
  - The plan was reviewed by the Teacher Resource Policy Board
  - A final draft was presented and accepted by the Niagara Falls Board of Education
  - The District Professional Development Plan was implemented

NEW YORK STATE PROFESSIONAL DEVELOPMENT STANDARDS

The professional development activities of the Niagara Falls City School District support the New York State Standards of high quality professional development and the ten standards that guide increasing student achievement.

Effective professional development:

- **Fosters a culture of continuous improvement for all engaged in the learning endeavor**
- **Improves the learning of all students, including those with different educational needs, learning styles, and abilities**
- **Bases its approach on clear research-based expectations for what teachers should know and be able to do to support student learning**
- **Takes place in professional learning communities**
- **Enables collaborative leadership and shared responsibility for improving teaching and learning**
- **Provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice**
- **Is job-embedded, directly relevant to classroom practice and provided over time**
- **Occurs when adequate resources are provided**

TEN STANDARDS

STANDARD	EVIDENCE
Designing Professional Development	• **Based on data** • **Derived from the experience, expertise, and needs of recipients** • **Reflects best practices in sustained job-embedded learning** • **Incorporates knowledge of how adults learn**
Content Knowledge and Quality Teaching	• **Expands educators' content knowledge and skills necessary to provide appropriate instructional strategies and assess student progress**
Research-based Professional Learning	• **Research-based** • **Provides educators with opportunities to analyze, apply, and engage in research**

Collaboration	• **Educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment**
Diverse Learning	• **Educators have the knowledge and skill to meet the diverse learning needs of all students**
Student Learning Environments	• **Educators are able to create safe, secure, supportive, and equitable learning environments for all students**
Parent, Family, and Community Engagement	• **Engage and collaborate with parents, families, and other community members as active partners in children's education**
Data-driven Professional Practice	• **Uses student data and other evidence of student learning to determine professional development learning needs and priorities** • **Uses student data to monitor student progress** • **Uses student data to help sustain continuous professional growth**
Technology	• **Promotes technological literacy** • **Facilitates the effective use of all appropriate technology**
Evaluation	• **Evaluates using multiple sources of information to assess its effectiveness in improving professional practice and student learning**

NEEDS/DATA ANALYSIS FOR THE PROFESSIONAL DEVELOPMENT PLAN

The following items are analyzed annually to determine the focus and content of the Professional Development Plan:

Student Achievement Data

- NYS School Report Cards
- NYS assessments
- District assessments (ie: Interim, Formative, and Summative)
- Student attendance and discipline rates
- Graduation and drop-out rates
- CSE referral rates
- State benchmarks for student performance
- RtI data
- AIMSweb data
- NWEA Measures of Academic Progress (MAP) data
- NYSELAT

Surveys

- School Performance Scan Survey for Instructional Staff
- Teacher Resource Center Professional Development Needs Assessment Survey
- Youth Risk Behavior Survey
- CSE Survey of Staff & Parents
- Mentor Program Needs Assessment and Final Program Evaluation Surveys
- National Student Clearinghouse
- Family Engagement Survey
- Student Voice Survey Grades 3 – 12
- WayFind Technology Proficiency Assessment

Additional Data Sources

- BEDS data
- Teacher turnover rate
- Teacher Annual Professional Performance Review, Observations/Evaluations
- Focus group structured interviews and feedback on specific workshop offerings (ex: New Teacher Orientation)
- College Boards (AP, SAT, ACT)
- Program evaluation reports from Grants (ex: TRC, MTIP)
- Cognitive Abilities Test (CogAT)
- Value-Added Resource Center (VARC) Study
- Frontline Educator Evaluation Reporting/Reports (Charlotte Danielson's Framework for Teaching)

Niagara Falls City School District Professional Development Plan
2018 – 2020
Implementation Plan

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Implementation Plan

I. SCHOOL IMPROVEMENT PLANNING PROCESS				
Objective(s)	**Strategy(ies)/ Activity(ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
A. Provide professional development to ensure that all stakeholders fully understand the school improvement planning process and are able to create measureable School Comprehensive Education Plans (SCEPs) and the District Comprehensive Improvement Plan (DCIP)	1. Involve all stakeholder groups in the development of the multi-year school improvement planning process. 2. Facilitate PD for the school leadership teams on the multi-year school improvement planning process, to include: Analysis of student achievement data Development of instructional improvement goals and action plans Development of individual annual SCEPs for each school Strategies for monitoring and evaluating discrete action plans and overall school plan	• Administrator for Curriculum and Instruction • Administrator for Assessment • School administrators • Instructional Coaches • School Leadership Teams • School Quality Councils • NFCSD Teacher Resource Center	Yearly – June/July. Plans implemented August 1 – June 30 annually	• Agendas and attendance from PD sessions • School Comprehensive Education Plans with goals and action plans. • SCEP Quarterly Indicator Reports • District Data Team Minutes • DAP Team Minutes • School Leadership Team Minutes

II. CURRICULUM				
Objective(s)	**Strategy(ies)/ Activity(ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
A. Maintain a District Curriculum Renewal Cycle and related processes	1. Continually review and revise the **District Curriculum Renewal Cycle (K-12)** to reflect NYSED mandates such as introduction of updated learning standards and assessments to include: - Needs assessment by curricular area - Planning - Resources - Development - Implementation - Evaluation - Maintenance	• Administrator for Curriculum and Instruction • CCIG – Central Curriculum and Instruction Group • School administrators • Instructional coaches • Administrator for Assessment • NFCSD Teacher Resource Center Director and Policy Board • Curriculum Focus Groups and revision Committees by subject • Lead teachers as available	On-going 2018-2020	• Appendix 1: Curriculum Cycle Process • HRO curriculum Committee Postings • Yearly Curriculum Renewal report to NFCSD Board of Education

II. CURRICULUM				
Objective(s)	**Strategy(ies)/ Activity(ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
B. Provide professional development in all curricular areas.	1. Provide PD activities at all levels based on staff needs and relating to their content areas including: - New York State Standards (CCLS, etc.) - Locally developed curriculum and resources for all four core subjects and specialty departments as needed. - Literacy instruction across content areas. - Data-driven Instruction. - Specialized Reading Program protocols - RtI and Intervention protocols	• Administrator for Human Resources • Administrator for Curriculum and Instruction • School Administrators • Instructional Coaches • School Leadership and Inquiry Teams • Administrator for Assessment • TRC Policy Board and TRC Staff	On-going 2018-2020	• Staff surveys and other instructional data: Focus Walk feedback, APPR/Danielson Rubric Summary Reports, State and Local assessment data • TRC online catalog • HRO PD postings • Grant-supported PD activities • District Conference summary • BOCES Training Center offerings • School-based professional development activities

II. CURRICULUM				
Objectives	**Strategy(ies)/Activity(ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance measure/ Data Source**
(continued) Provide professional development in all curricular areas	2. Involve staff members from all content areas in the Curriculum Cycle process	Administrator for Curriculum and Instruction -Staff members representing their specific content area -School Administrators -Instructional coaches	On-going 2018-2020	- revised and updated curriculum documents aligned with NYS Standards -Committee minutes and Board resolutions where appropriate
	3. Plan and facilitate training for administrators to support instructional practices, the APPR process, program fidelity checks and focus walks/other activities for monitoring instruction	-Administrator for Curriculum and Instruction -Instructional coaches as appropriate Outside educators and consultants as appropriate	On-going 2018-2020	-District Strategic Plan -School Comprehensive Education Plans -Professional Development agendas and feedback forms
	4. Provide training as needed to support continued use of data and DAP in schools to drive curriculum decisions	-District administrators -School administrators	On-going 2018-2020	-District Strategic Plan -School Comprehensive Education Plans -professional Development agendas and feedback forms -Inquiry team minutes

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III. INSTRUCTIONAL PRACTICES				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
A. Provide professional development on research, theory, and best educational practices based on District instructional expectations, NYS teaching Standards and the Danielson Framework for teaching	1. Provide training for administrators, teachers, instructional coaches, and members of the Data Analysis and Planning Teams on the creation of instructional plans based on data from a variety of sources	• Administrator for Curriculum and Instruction • Administrator for Assessment • Niagara University Faculty • School Leadership Teams • School Data Teams • School inquiry teams	On-going 2018-2020	• NYS assessment data • RtI data • District goals/Strategic Plan • School goals/School Comprehensive Education Plans
	2. Provide professional development for teachers on differentiation of instruction to meet the needs of all learners to include students in need of enrichment as well as students with disabilities	• Administrator for Curriculum and Instruction • Instructional coaches • Outside educators and consultants as appropriate	On-going 2018-2020	• Training agendas • Implementation of instructional practices into classroom activities as evidenced by Focus Walks and APPR component summary reports

III. INSTRUCTIONAL PRACTICES				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
(Continued) Provide professional development on research theory and best educational practices based on District instructional expectations, NYS Teaching Standards and the Danielson framework for Teaching	3. Expand opportunities for professional development and learning beyond the school day/year - Online workshop opportunities - Study groups - Saturday workshops	• District and school administrators • Administrator for Information Services • Teacher Resource Center staff • Instructional coaches • Teacher leaders	On-going 2018-2020	• Workshop enrollment and evaluation surveys • Documentation of attendance
	4. Provide training and resources to encourage co-teaching and other collaborative instructional models, targeting teachers of SWD's and ENL students	• Administrator for Curriculum and Instruction • School Administrators • Outside service providers and consultants where appropriate • Instructional staff • Administrator for Human Resources • Teacher resource Center policy Board and TRC Staff	On-going 2018-2020	• Training agendas and feedback forms • APPR component summary reports • NYS and local assessment data

IV. ASSESSMENT OF STUDENT PERFORMANCE				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
A. Provide professional development in establishing the connection between assessment and improved student achievement.	1. Provide professional development on the collection and interpretation of assessment data	▪ Administrator for Assessment ▪ Administrator for Curriculum and Instruction ▪ School leadership teams ▪ District and school Data Analysis and Planning Process (DAP) Teams	On-going	• Formative, interim, and summative assessments • NWEA data • NYS assessment data using Test Wiz and other data collection software • Review alignment of school goals
	2. Identify District goals and school initiatives based on student assessment data **(Appendix 2-4: District and Building Assessment Data)**	Same as Above ▪ Central Curriculum and Instruction Group (CCIG)	On-going	• District goals • School initiatives
	3. Develop and implement a multi-year school improvement process based on data analysis	• Administrator for Assessment • Administrator for Curriculum and Instruction • School leadership teams	On-going	• District goals • School initiatives

IV. ASSESSMENT OF STUDENT PERFORMANCE				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
(Continued) Provide professional development in establishing the connection between assessment and improved student achievement.	4. Monitor and update building goals based on a variety of student assessment data	▪ Administrator for Assessment ▪ Administrator for Curriculum and Instruction ▪ School administrators ▪ Instructional coaches	Annually	• Student data from NYS and District assessments • New building goals
	5. Provide additional training on the use of assessment data to administrators, instructional coaches and other staff as needed: - WNYRIC data - Test Wiz - Use of trend reports for instructional decisions	▪ Administrator for Assessment ▪ Administrator for Curriculum and Instruction ▪ School administrators	On-going	• Local and NYS Assessment Data
	6. Measure the impact of PD on student achievement and teacher practice.	• Instructional Staff • HRO • TRC Policy Board and TRC Staff	On-going	• TRC needs assessments • PD reflective summaries • PD activities • Relevant student assessment data

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Implementation Plan

V. SPECIAL EDUCATION				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
A. Provide professional development to continue to create an all inclusive learning environment.	1. Provide ongoing training to all special education staff members on guidelines for creating and implementing: • Functional Behavioral Assessments/Behav-ior Intervention Plans • IEP development • Consultant Teacher Services	• School administrators and leadership teams • Orleans-Niagara BOCES staff • School psychologist PD facilitators	On-going	• Attendance at PD workshops • Behavioral Intervention Plans • Use of Functional Behavior Assessments
Provide PD to increase use of technology in special education service delivery	2. Train all special education teachers on Progress Monitoring of goals and objectives within the I.E.P.	• Orleans-Niagara BOCES • Centris	On-going	• Review of I.E.P.'s by trainer • Summer trainings • Attendance sheets • Implementation of new mandated I.E.P.

V. SPECIAL EDUCATION				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
Provide professional development to create an all inclusive learning environment.	3. Review and assess disproportionality of suspensions and disciplinary referrals of all students with disabilities, especially those of minority status. 4. Review and assess increase in referrals to self-contained classes and out-of-district placements • Monitoring Disproportionality Rates • Exhibiting Culturally Responsive School Environments and Teaching • Reaching out to Black and Latino male students and at-risk males • Tier-one Classroom Management • Developing Effective Home-School Connections	• School administrators • TRC • Adm. For HRO • Adm for Curr. & Instruction • CSE Chairperson	On-going	• Student discipline referrals • Referrals to the Committee on Special Education (CSE) • VADIR data

V. SPECIAL EDUCATION				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
Provide professional development to create an all inclusive learning environment.	4. Explore the use of the Co-teaching model and determine the impact of using the model upon the District	• Administrator for Curriculum and Instruction • Administrator for Human Resources • CSE Chairperson • School administrators • Formation of a Sub-Committee with members from Central Curriculum and Instruction Group	2018-2020 (Special Education Teachers K-8) 2018-2019 (Special Education Teachers 9-12)	• Formation of Sub-committee • Implementation of Co-teaching model • Presentation of proposed models to Superintendent and Board of Education

VI. PARENT-COMMUNITY INVOLVEMENT				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
A. Establish and support the involvement of parents, students and community within the educational process.	1. Provide parents with leadership roles on school committees: • School Quality Council (SQC) • Parent Education Groups (PEG) • District-Wide Parent Committee	• School administrators	Monthly Meetings	• Parental attendance at meetings • Newsletters • Representation of parents from all individual schools
	2. Publicize school news and maintain effective reporting methods to the community, information and materials in languages other than English shall be accessible.	• Teacher on special assignment • Community Relations Director Same as above	On-going	• Newsletter
	• *Our Schools* District Newsletter (distributed to all residents of Niagara Falls)			
	• Update School District Website as needed)	• Community Relations Director • School administrators		• Updated website
	• Telephone Broadcast Messaging System (Autodialer) SMS messaging (texting)	Same as above		• Telephone Broadcast Log
	• Individual School newsletters	• School administrators		• School Newsletters

VI. PARENT-COMMUNITY INVOLVEMENT				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
(Continued) Establish and support the involvement of parents, students and community within the educational process.	3. Promote partnerships within the community. • Adopt a School Program	• School administrators • Community Relations Director	On-going	• Partnerships with local businesses and community
	4. Involve students in district-wide community celebrations and events			
	• Dad's Take Your Child To School Day	• Community Relations Director	Fall	• Student attendance
	• Literacy, Math, and Science Fair	• District committees	November	Same as above
	• Martin Luther King Jr. Celebration	• Community Relations Director	January	Same as above
	• Children's Holiday Festival	• Office of Curriculum and Instruction	December	Same as above
	• OSC TV Channel and Broadcasting • Board of Education Recognition Meetings	• NFHS Broadcast Studio & Community Relations Director • District Clerk	On-going	• Number of broadcasts and students enrolled
	- Perfect Score Night - AP Awards - Family & Community Engagement Grant sponsored events	• Assessment Office • School administrators • FCEP Liaisons	On-going	• Student attendance Same as above

VI. PARENT-COMMUNITY INVOLVEMENT				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
(Continued) Establish and support the involvement of parents, students and community within the educational process.	5. Involve parents in the school improvement planning process - School Quality Council - FCEP Advisory Committee	• Administrator for Curriculum and Instruction • School leadership teams • SQC • FCEP Project Director	On-going	• School Initiatives/ Quality Reviews • School Improvement Plans • School presentations on initiatives
	6. Promote positive coverage of schools and district initiatives through press releases and by cultivating and maintaining relationships with area media	• Community Relations Director	On-going	• Press releases • Ongoing coverage of schools and district initiatives
	7. Inform the public of proposed budgets and special elections by holding forums	• Community Relations Director • Board of Education • Superintendent	On-going	• Public forums and attendance
	8. Promote parental access to current student attendance and academic grades via the Parent Portal on PowerSchool	• Administrator for Instructional Technology • Community Relations Director • School administrators	Spring 2011	• Student attendance record • Current academic grades

VII. REQUIRED PROFESSIONAL DEVELOPMENT				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
A. Provide annual professional development in the areas that outline District expectations.	1. Promote training for new staff members in their specific area: • New Staff Orientation • Copyright Laws • New staff: - Job training - Shadowing - Right to Know Training	• HRO Staff • TRC • Orientation committee • Trainers/consultants • Department Heads	On-going	• Attendance records • Calendar/schedule • Employee handbook/ Documentation • Surveys/feedback from participants
	2. Facilitate PD to administrators and teachers on the APPR Evaluation including: - Student Learning Objectives (SLOs) - Charlotte Danielson's 2011 Framework for Teaching - Frontline MyLearning Plan	• District administrators • School administrators	On-going	• Development of SLO's • Use of Frontline program • Student growth data from NYS and Local assessments • Attendance on staff development days

VII. REQUIRED PROFESSIONAL DEVELOPMENT				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
Provide annual professional development in the areas that outline District expectations.	3. Maintain a record of PD activities for staff members with the CTLE requirement for certification: - Administrators, Teachers, Teaching Assistants (100 hours/5 years) **Appendix 5: List of Acceptable Activities** **Appendix 6: District Planning Form – Recording PD Hours)**	• HRO • TRC	On-going	• Updated list of acceptable PD activities • List of documented PD hours provided by teachers and teacher assistants
	4. Use an electronic system to manage PD activities and provide ongoing training on the use of the system (PDP Premier through Erie I BOCES)	• Administrator for IS • Administrator for HRO	2018 -2020	• Recorded PD hours for staff members on PDP Premier
	5. Provide PD opportunities based on staff needs to address new NYS regulations and/or changes (ie: ten professional development standards)	• TRC • HRO	On-going	• TRC online catalog • HRO PD postings • Grant-supported PD activities • District conferences
	6. Monitor and record all staff development activities in the District	• HRO staff • TRC Policy Board and TRC staff	On-going	• TRC end of year report • BLT meeting summaries

VIII. MENTORING				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
A. Design, implement and evaluate key components of the mentoring program	1. Set criteria and select mentors in compliance with NYS MTIP grant and local policies as set by the MTIP Advisory Board and Selection Committee	• Mentor Advisory Board and Selection Committee • School administrators • MTIP Coordinator • MTIP Participants • TRC/MTIP Staff	On-going MTIP Board Meetings	• MTIP Board meeting schedule, agendas and minutes • Mentor Program evaluation
	2. Pair new teachers with veteran mentors in the same certification/ subject area, and pair new administrators with veteran mentors	• Veteran mentors	On-going	• Participant list/data
	3. Set expectations for release time for first year teachers	• MTIP Coordinator	On-going	• Release time feedback forms

VIII. MENTORING				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
(Continued) Design, implement and evaluate key components of the mentoring program	4. Schedule Opportunities via TRC offering of courses, workshops, during-the-day training or study groups specifically identified for new teachers and mentors including: ▪ Classroom management ▪ Discipline strategies ▪ Curriculum alignment with NYS Standards ▪ District initiatives (Literacy, Technology Integration, Math Strategies, Differentiated Instruction, etc.)	• MTIP Coordinator • TRC staff	On-going	• Evidence exhibited in classroom performance • Needs Assessment Data • Course catalogs
	5. Provide Mandated Mentor Training Course emphasizing teacher stage characteristics, roles of participants, coaching strategies, adult learning theory, role plays, etc.	• MTIP Coordinator	On-going	• Registration Data • Enrollment Data

VIII. MENTORING				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
(Continued) Design, implement and evaluate key components of the mentoring program	6. Communicate Mentor Program key components and expectations including hourly requirements: Year 1 = 60 hours/year Year 2 = 40 hours/year Year 3 = 30 hours/year Year 3 + = 30 hours/year Substitutes = 30 hours over 2 semesters with a building level mentor	• MTIP Coordinator	On-going	• Mentor Program Handbook • NFCSD, TRC and MTIP websites
	7. Revise and distribute Mentor Program Handbook to all participants and building administrators	• MTIP Coordinator	On-going	• Mentor Program Handbook • NFCSD, TRC and MTIP websites
	8. Publicize expectations via the NFCSD website under "Teacher Mentor Program"	• MTIP Coordinator	Annually	• District website section on the Teacher Mentor Program

VIII. MENTORING				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
(Continued) Design, implement and evaluate key components of the mentoring program	9. Gather data regarding the needs of MTIP participants	• Same as above	On-going	• Monthly calendar/ logs with APPR codes • Bi-annual needs assessment surveys • Classroom visits • Building administrator reports • ETC Survey • Mentor Program Evaluation Report correlated to the CEC Model of Mentoring • TRC Study Groups • Grant applications/ records
	10. Maintain NYS mandated mentoring and professional development records	• MTIP coordinator	On-going	• TRC/HRO records • Individual transcripts • Certified numbers • Clock hours granted

VIII. MENTORING				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
B. Attract, train and retain highly qualified teachers	1.Continue to explore grant opportunities including the following: • National Board Professional Teaching Standards (NBTPS) • NYS Mentor Teacher Internship Program (MTIP) **(Appendix 7: Guidelines for High Quality Mentors)**	• MTIP Coordinator • Administrator for Human Resources	On-going	• Grants • Teacher retention data • Teacher certifications

Niagara Falls City School District Professional Development Plan
2018 - 2020
Implementation Plan

IX. TECHNOLOGY				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
A. Identify District mission and goals for integrating technology into the classroom for both the management of data and delivery of instruction.	1. Monitor the District Technology Plan and the Instructional Technology Plan	• Administrator for Information Services (IS) • District Technology Committee	2018 - 2021	• Update tech plan • Technology Committee minutes • Update District website • Update Tech Plan Survey Tool
B. Provide training and support for instructional staff members to integrate technology into classroom activities.	1. Participate in Erie I BOCES Common Set of Learning Objectives (CSLO) program: • The Flipped Classroom • Technology Integrators Forum (TIF) 2. Integrate technology into District curriculum revisions such as: • Internet Safety • Common Core Technology Learning Objectives • Tech Steps	• Administrator for IS • Administrator for HRO • District Curriculum Committees • TRC • T.E.M.P.S. LLC • School administrators • Same as above • Internet Safety Committee • BOCES Tech Integrators	On-going On-going	• Number of staff members who participate in CSLO activities • District curriculum documentation • Integration in classroom • New curriculum matrices • Internet Safety Survey • Tech Steps Assessment

IX. TECHNOLOGY				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
(Continued) **B. Provide training and support for instructional staff members to integrate technology into classroom activities.**	3. Provide various trainings to staff on technology integration: • SmartBoard Training (Notebook Software) • School-based Technology Integration	• Erie I Boces • WNYRIC • IS Department	On-going	• Use of SmartBoards and Notebook software in classroom activities
	• NY Learns Training New Features Website updates	• Administrator for IS • T.E.M.P.S. LLC • Teacher Leaders	On-going	• Number of NY Learns teacher websites • Use of NY Learns Curriculum resources

IX. TECHNOLOGY				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
(Continued) **B. Provide training and support for instructional staff members to integrate technology into classroom activities.**	4. Provide various trainings to instructional staff on Web Subscriptions and Software: • Raz Kids • Learning A-Z • FASTT Math • Apex Learning • ASQ 3 • Achieve 3000 • Investigations • Microsoft Office 365 • Castle Learning • Image Math • Brain Pop • Master Cam/Solid Works • Read 180/System 44 • Fast Forward • Waterford • Think Central • Reading Plus	• Administrator for IS • Administrator for Curriculum and Instruction • Administrator for Assessment • School administrators • T.E.M.P.S. LLC • Software Vendors • Erie I Boces CSLO and Tach Integrators • IS Department	On-going	• Attendance at professional development sessions • Integration of subscriptions and software into classroom activities
	5. Review and monitor use of web subscriptions and instructional software	Same as above	On-going	• Usage Reports

IX. TECHNOLOGY				
Objective(s)	**Strategy (ies)/ Activity (ies)**	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
C. Provide training and support for administrative and instructional staff members to utilize technology resources into data management	1. Provide various trainings to staff on the use of technology resources: • RTI Training • AIMSweb • NWEA (Northwest Evaluation Association) • Health Office (web) • PDP Premier • PowerSchool/ Gradebook Training • Test Wiz	• Administrator for IS • T.E.M.P.S. LLC • Central Curriculum and Instruction Group (CCIG) • Administrator for Curriculum and Instruction • Administrator for Assessment • IS Department • Administrator for Assessment • IS Department • Erie I Boces • IS Department • Erie I Boces • IS Department • Administrator for IS • Administrator for Assessment • IS Department • Administrator for Assessment • IS Department	On-going	• Use of RTI • Use of AIMSweb • Use of NWEA • Implementation and use of Health Office Anywhere • PD events recorded in PDP Premier • Use of PowerSchool software by all staff • Use of Test Wiz

(Continued) **C. Provide training and support for administrative and instructional staff members to utilize technology resources into data management**	• Finance Manager (nVision) • My Learning Plan • Qware	• IS Department • Finance Manager Administrator • Administrator for Curriculum • Administrator for Human Resources • Administrator for Assessment • IS Department • IS Department		• Implementation & use of nVision • Use of My Learning Plan • Use of Help Desk

EVALUATION SECTION

The goal of professional development evaluation is to establish correlations and evidence that link professional development initiatives with measurable progress toward mutually established goals and objectives focused upon promoting increased student achievement. In turn, such data will be utilized to inform planning of future professional development offerings. A research-based framework for evaluation of professional development involving collection and analysis of five levels of information is presented by Thomas R. Guskey. Guskey presents five (5) critical levels of professional development evaluation including:

1. Participants' reactions
2. Participants' learning
3. Organization Support & Change
4. Participants' Use of New Knowledge and Skills
5. Student Learning Outcomes

Level of Information	Data collection to support professional development evaluation	Who's responsible for gathering/contributing	Evaluation Strategies
Participants' reactions	• Participant feedback form – completed as part of the "ticket out" of session • Send out random National Staff Development Council for Quality Professional Development Rubrics to previous attendees for ratings	• Presenters – send to appropriate offices • Reviewed by grant evaluators	• Collect and analyze data from professional feedback forms and rubrics to inform future opportunities
Participants' learning	• Observation of classroom instruction • Targeted "Focus Walks"	• School-based and District administrators	• Staff members complete Personal PD Reporting Form annually – reviewed by TRC and HR department • School and District administrators conduct targeted "Focus Walks" looking for evidence of practices learned in PD; feedback is compiled and shared with participants

Organization Support & Change	• School Improvement Plans • Focus groups for different levels and disciplines within the District	• Individual schools • District and school administrators • Office of Human Resources • Teacher Resource center	• Monitor and analyze group input to determine professional development offerings and alignment with student need
Participants Use of New Knowledge and Skills	• Participant reflections (oral and/or written) on how to apply new knowledge • Direct observations	• Presenters • School and District administrators • Instructional Coaches	• Assess the application of new knowledge and skills through classroom observations • Review work and evidence from participants that shows application of new skills and knowledge
Student Learning Outcomes	• Achievement/progress data from state and District (online assessments) • DAP/Interim Assessments by grade level • Universal Screenings and Progress monitoring (R&I)	• District and school administrators • School Data Teams • DAP Teams • Instructional coaches	• Connect student performance as measured by state and local assessments to PD opportunities and needs • Report of effectiveness of PD programs on student performance to the BOE

Sources:

Adapted from The Institute for Learning: Learning & Research Development Center, University of Pittsburgh (2001)

Guskey, T.R., (2000), Evaluating Professional Development, Thousand Oaks, CA: Corwin Press

Long-Term Evaluation of Professional Development Programs will include:

- Student Achievement Data

    - School Report Card
    - New York State and District Assessments
    - Student attendance and discipline rates
    - Graduation and drop-out rates
    - CSE referral rates
    - State benchmarks for student performance
    - AIMSweb
    - RtI Data
    - NWEA Measures of Academic Progress (MAP) data

- Surveys

    - Teacher Resource Center Professional Development Needs Assessment Survey
    - CSE Survey of Staff & Parent
    - Positive Behavioral Interventions and Supports Survey
    - Mentor Program Needs Assessment and Final Program Evaluation Surveys
    - National Student Clearinghouse

- Other Data Indicators

    - BEDS data
    - Teacher turnover rate
    - Teacher Annual Professional Performance Review, Observations/Evaluations
    - Focus group structured interviews and feedback on specific workshop offerings
    - Program evaluation reports from Grants (ex: TRC, TQE, MTIP)
    - Test Wiz

APPENDICES

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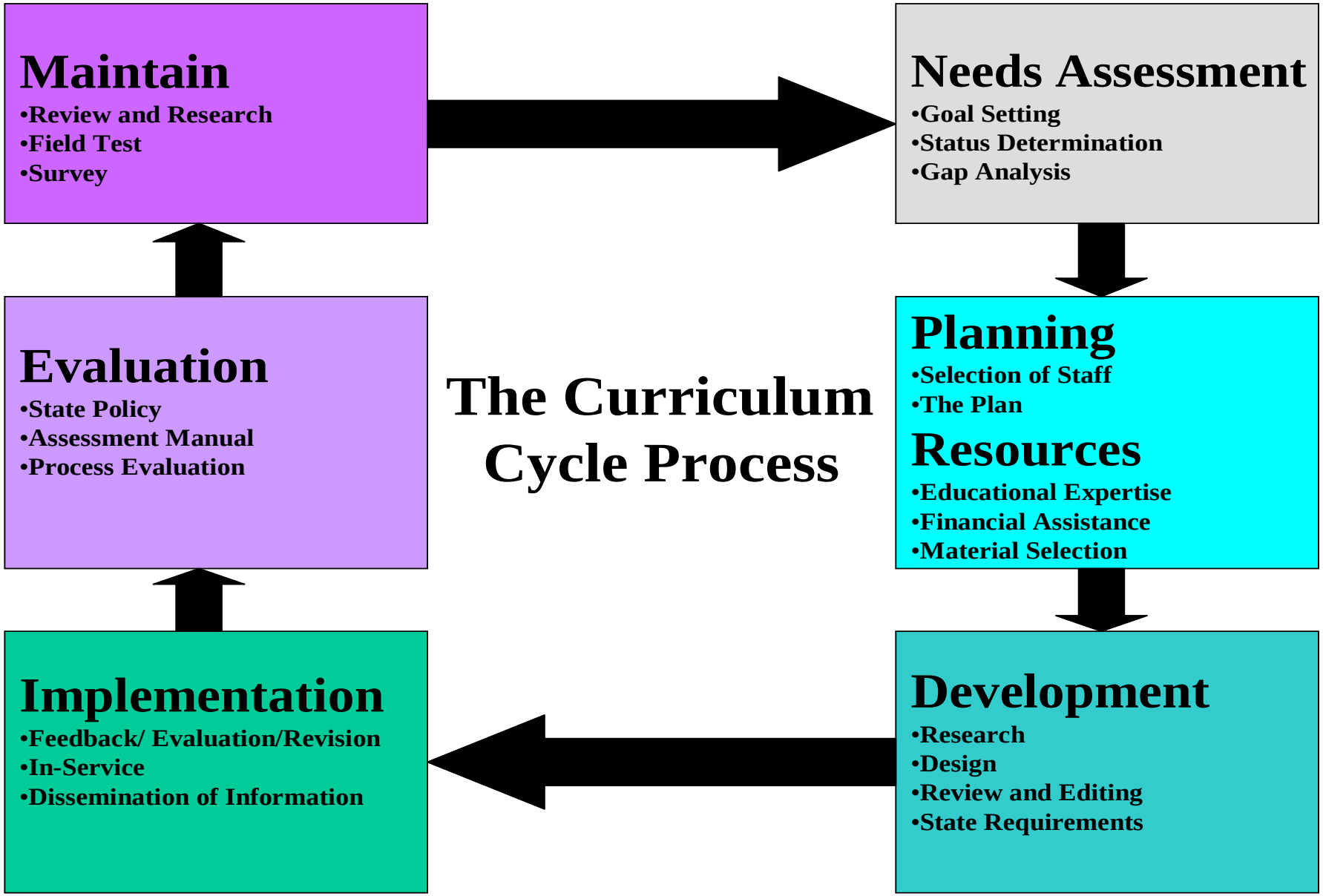
APPENDIX 1:
THE CURRICULUM CYCLE PROCESS



APPENDIX 2:
NYS ELA ASSESSMENT RESULTS

NYS ELA EXAM
2014-2015 through 2016-2017

School Year	School	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2014-15	NFCSD	15%	12%	19%	15%	16%	12%	15%
2015-16		25%	30%	25%	22%	21%	17%	22%
2016-17		25%	26%	36%	22%	19%	22%	27%
2014-15	Cataract	13%	13%	16%	9%	13%		
2015-16		22%	35%	30%	12%	16%		
2016-17		23%	24%	44%	8%	14%		
2014-15	G. J. Mann	27%	22%	27%	24%	37%		
2015-16		34%	23%	36%	41%	37%		
2016-17		44%	42%	41%	49%	45%		
2014-15	H. F. Abate	18%	17%	16%	20%	19%		
2015-16		26%	28%	26%	27%	23%		
2016-17		27%	27%	37%	25%	20%		
2014-15	H. J. Kalfas	12%	8%	12%	10%	21%		
2015-16		21%	31%	20%	6%	26%		
2016-17		14%	15%	14%	16%	12%		
2014-15	Hyde Park	11%	6%	17%	14%	9%		
2015-16		47%	35%	17%	19%	12%		
2016-17		28%	26%	52%	20%	15%		
2014-15	Maple	24%	14%	30%	33%	20%		
2015-16		32%	28%	33%	36%	32%		
2016-17		27%	21%	25%	39%	25%		
2014-15	Niagara St.	10%	8%	10%	9%	14%		
2015-16		23%	20%	24%	20%	10%		
2016-17		17%	12%	31%	16%	9%		

School Year	School	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2014-15	79th St.	15%	13%	23%	12%	12%		
2015-16		29%	44%	22%	24%	22%		
2016-17		35%	48%	51%	20%	14%		
2014-15	Gaskill Prep	12%					11%	13%
2015-16		19%					15%	23%
2016-17		20%					17%	24%
2014-15	LaSalle Prep	16%					13%	19%
2015-16		20%					19%	21%
2016-17		28%					26%	30%

APPENDIX 3:
NYS MATH ASSESSMENT RESULTS

NYS MATH EXAM
2014-2015 through 2016-2017

School Year	School	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2014-15	NFCSD	18%	19%	22%	26%	22%	8%	3%
2015-16		21%	33%	26%	25%	21%	15%	3%
2016-17		23%	31%	34%	25%	24%	14%	6%
2014-15	Cataract	13%	11%	16%	10%	15%		
2015-16		27%	47%	33%	17%	15%		
2016-17		32%	40%	50%	17%	20%		
2014-15	G. J. Mann	36%	32%	24%	40%	50%		
2015-16		36%	22%	41%	46%	36%		
2016-17		42%	41%	36%	40%	49%		
2014-15	H. F. Abate	27%	23%	25%	31%	29%		
2015-16		27%	28%	29%	25%	24%		
2016-17		28%	25%	32%	31%	25%		
2014-15	H. J. Kalfas	14%	10%	14%	19%	15%		
2015-16		18%	27%	16%	11%	18%		
2016-17		14%	15%	20%	7%	14%		
2014-15	Hyde Park	20%	11%	29%	19%	25%		
2015-16		27%	43%	28%	20%	17%		
2016-17		31%	21%	48%	30%	18%		
2014-15	Maple	32%	25%	34%	49%	25%		
2015-16		27%	31%	29%	31%	36%		
2016-17		29%	29%	18%	42%	33%		
2014-15	Niagara St.	18%	20%	17%	24%	7%		
2015-16		18%	18%	22%	22%	10%		
2016-17		20%	22%	22%	18%	16%		

School Year	School	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2014-15	79th St.	21%	25%	26%	21%	8%		
2015-16		29%	48%	14%	34%	10%		
2016-17		40%	63%	53%	20%	17%		
2014-15	Gaskill Prep	4%					8%	1%
2015-16		8%					11%	4%
2016-17		9%					13%	4%
2014-15	LaSalle Prep	7%					8%	6%
2015-16		11%					18%	3%
2016-17		14%					17%	10%

APPENDIX 4:
NEW YORK STATE HIGH SCHOOL REGENTS EXAM RESULTS

June NYS Regents Exam Results for Niagara Falls High School

June 2015 through June 2017

Year	Common Core ELA	Common Core Algebra I	Common Core Geometry	Common Core Algebra II	Global History	U.S. History & Govt.	Living Environ - ment	Physical Setting/ Earth Science	Physical Setting/ Chemistry	Physical Setting/ Physics
2014-15	100%	33%	37%	N/A	48%	74%	62%	60%	76%	65%
2015-16	96%	72%	62%	83%	47%	76%	64%	57%	64%	51%
2016-17	91%	70%	63%	88%	48%	72%	62%	56%	57%	80%

APPENDIX 5:
ACCEPTABLE ACTIVITIES

PROFESSIONAL DEVELOPMENT REQUIREMENT
GUIDELINES FOR COMPLETING THE CONTINUING TEACHER AND LEADER EDUCATION REQUIREMENT (CTLE) 100 HOURS

Holders of a *Professional certificate* must complete 100 hours of professional development and holders of a *Level III Teaching Assistant certificate* must complete 100 hours every registration period in order to maintain certification.

The following activities may be used toward meeting the 100 hours of Continuing Teacher and Leader Education Documentation of activities must be maintained by certificate holder and submitted to the State Education Department at the end of their registration period.

1. Coursework and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional service providers.
2. Coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for an extension to certification.
3. Collaboration with other teachers, teaching assistants, and student teachers to examine case studies of student work.
4. Regional scoring of State assessments or assessment of student portfolios.
5. Creation and assessment of teacher or teaching assistant portfolios.
6. Participation as a mentor in the district's teacher mentor program.
7. Research projects. This includes online research.
8. Collegial study groups such as "critical friends" activities, structured guided reflection activities focused on student learning.
9. Formal programs of peer coaching or peer review.
10. Curriculum planning and program development.
11. National Board certification or re-certification.
12. Sabbaticals related to content specialty or enhancement of teaching strategies.
13. Reviews of student performance data to be used as a basis for making decisions about one's own professional development.
14. Statewide curriculum development.
15. NYSTCE "assessor" or test development committee member.
16. Publication in an educational journal.
17. Presentation of a major paper.
18. Service as an elected officer in a professional organization.
19. Service on School Leadership committees.
20. Job-embedded staff development activities such as Superintendent Conference Day, "half-day Tuesday" and other District staff development initiatives.
21. NFCSD 6-hour annual PD requirement.
22. ***Others with approval.***

APPENDIX 6:
DISTRICT PLANNING FORM – RECORDING PROFESSIONAL DEVELOPMENT HOURS

NEW YORK STATE EDUCATION DEPARTMENT
OFFICE OF TEACHING INITIATIVES

CONTINUING PROFESSIONAL DEVELOPMENT
District Planning Form
(Optional)

Directions: This form is provided for use by individuals holding either a Professional certificate or a Teaching Assistant Level III certificate and their employing public school districts. The intended use is as a planning tool for completing professional development activities in accordance with certification requirements. Use of this form is NOT mandatory. It is recommended, however, that certificate holders and districts agree, in advance, what activities will be acceptable and the approximate number of hours that will be reported by the district upon completion.

1. Record planned activities in the table below.
2. Keep registration forms, and/or other documentation with this record. Documentation must be retained for seven years.
3. DO NOT submit this form to the Office of Teaching Initiatives. Certificate holder is responsible for submitting their CTLE hours to the State Education Department every registration period.
4. Upon completion of professional development activities for the year, the certificate holder should verify the number of clock hours actually reported by the district on his/her behalf.

Name of Certificate Holder:				
Certificate Title:		**Employing School District:**		
Employment Period: **July 1, 200__ through June 30, 200__**		**Employed by the public school district 90 days or more? □ Yes □ No**		
Activity	**Provider**	**Date(s)**	**Personal/District Goal Addressed**	**Clock Hour Equivalent (Estimated)**

Activity	Provider	Date(s)	Personal/District Goal Addressed	Clock Hour Equivalent (Estimated)

PLANNING AGREEMENT (Optional)

We have reviewed the planned activities and are in agreement with the types of activities and estimated clock hours to be reported upon completion of the activities.

_____ **Date** _____ _____ **Date** _____

Signature of Certificate Holder **Signature of District Representative**

DO NOT SUBMIT THIS FORM. PLEASE KEEP FOR YOUR RECORDS.

APPENDIX 7:
GUIDELINES FOR HIGH QUALITY MENTORS

GUIDELINES FOR HIGH QUALITY MENTORS

- **Ensure that the program is staffed by quality mentor teachers who meet the following criteria:**
  1. Are recognized as an outstanding teacher with high standards of professionalism
  2. Are lifelong learners and value inquiry and reflection
  3. Have knowledge of pedagogy policies and procedures
  4. Understand the adult learner
  5. Are patient, understanding, accessible, helpful, confident and trustworthy
  6. Appreciate and understand diversity and its impacts on learning in new teachers as well as in students

- **Ensure that mentors:**
  1. Help beginning teachers transition from preparation to practice
  2. Maintain a trusting relationship with the new teacher
  3. Serve as an advocate and a resource
  4. Provide a variety of perspectives and informal feedback
  5. Co-teach and co-plan
  6. Demonstrate commitment to professional development by participating in and/or leading professional development programs

- **Ensure that mentors reinforce the responsibility of the novice teacher to:**
  1. Plan regular meetings with their mentor and seek help when needed
  2. Ask questions to understand district policies and procedures
  3. Observe other teachers teaching, planning, reflecting and conferencing
  4. Share previous classroom experiences and/or recent academia that may be relevant
  5. Participate in professional development opportunities and apply to their current practice

- **Ensure that information obtained by the mentor through interaction with the new teacher is NOT:**
  1. Used for evaluating or disciplining the new teacher unless withholding such information poses a danger to the life, health, or safety of an individual.

APPENDIX 8:
LIST OF NON-DISTRICT PROVIDERS

Please find following a list of non-district providers, along with a brief description of the CTLE activities they will be providing:

Access Mathematics
33 St. James Place
Buffalo, New York 14222
(716) 579 – 3721

Access Mathematics is a staff development corporation located in Buffalo. They specialize in math professional development for teachers.

Amplify ELA → Grades 6 – 8 English Language Arts
55 Washington Street, Suite 800
Brooklyn, NY 11201-1071
Phone: (800) 886 – 9126
Fax: (646) 403 – 4700
www.Amplify.com

Amplify ELA is a provider of a Grades 6 – 8 ELA curriculum used in District. They provide curriculum support and in-class coaching for teachers using the resources.

Cengage Learning (a subsidiary of National Geographic Learning)
National Geographic Learning
10650 Toebben Drive
Independence, KY 41051
Phone: (888) 915 – 3276

Cengage publishes a wide range of print and digital resources in core subject areas. They provide varied professional development, including product support and training related to assessing learning with their products.

Child Care Resource Network → Susan DiNatale
1000 Hertel Avenue
Buffalo, New York 14216
Phone: (716) 877 – 6666

The Child Care Resource Network works with school Districts in the Western New York area to provide early childhood training sessions for both teachers and parents. Topics include, but are not limited to Music and Movement, Art in the early childhood classroom and gross motor development with 3 and 4 year old students.

ECE Solutions, Inc. → Marilyn Ballard
76 Tudor Blvd.
Buffalo, New York 14220
Phone: (716) 912 – 2907

The Pyramid Model is a 3-tiered intervention model that focuses on the Social Emotional well-being of children from birth – 5 years of age. The model stresses the importance of the classroom environment, relationships with students and their families and interventions/tools to use when student outbursts occur. New York State certified trainer, Marilyn Ballard delivers the 3-day training sessions to all district Pre-K 3 and Pre-K 4 teachers.

Lynette Haley-O'Stewart
8149 State Street
Gasport, NY 14067

Ms. Haley-O'Stewart trains district Pre-K teachers on the administration and interpretation of the ages and stages developmental screening for three and four-year old pupils. She will also be training teachers and administrators on the use of the ECERS Environmental Rating Scale. This scale identifies and rates characteristics of classroom environment, both physical and verbal, that contribute to early learning/child development.

Houghton Mifflin Harcourt
Intervention Solutions
255 38th Street, Suite L
St. Charles, IL 60174

Houghton Mifflin Harcourt (HMH) is the publisher of Journeys, the primary literacy program used in Niagara Falls City School District schools. HMH provides training and support to schools at various levels, from basic to customized coaching and staff development.

JP Associates INC
284 E. Chester Street
Valley Stream, NY 11580-4710
Phone: (516) 561 - 7803

JP Associates provides professional development and instructional coaching on a variety of products and resources from multiple publishers. The Niagara Falls City School District used JP Associates for professional development and training for its Rtl programs *Corrective Reading and Reading Mastery*.

Lakeshore Learning → Patti-Jo Wilson
2695 E. Dominquez
Carson, CA 90895
Phone: (718) 530 – 4819

Lakeshore Learning provides both materials and professional development for children from birth – 1st grade. Training sessions are designed to align with each District's curriculum resources, and the NYS Early Learning Guidelines. Patti-Jo Wilson is a certified trainer for Lakeshore.

Math & Movement, Inc.
PO Box 4017
Ithaca, NY 14852
Phone: (607) 233 - 4209

Math & Movement, Inc. provides training on multi-sensory, kinesthetic, brain-based approaches to teaching children early mathematics concepts.

Math Solutions
One Harbor Drive, Suite 101
Sausalito, CA 94965
Phone: (651) 331 – 6231

Math Solutions is a division of Houghton Mifflin Harcourt (HMH). They provide professional learning for improvement in mathematics. They create solutions for accelerated and sustainable improvement in teacher effectiveness, student learning and test results.

NCS Pearson
5601 Green Valley Drive
Bloomington, MN 55437
Phone: (952) 681 - 3967

NCS Pearson, Inc. provides educational assessment and information solutions in the United States. The company offers assessment, instruction, and digital technology to create products and services that support educators in personalizing learning for each student; provides professional development tailored to the needs of individual school districts and state education departments.

PLC Associates
PO Box 130
Pittsford, NY 14534
Phone: (585) 264 – 0886

PLC Associates
PO Box 720
Naples, FL 34102

PLC Associates is a NYSED certified OEE (Outside Education Expert). The stakeholders' surveys and professional development they provide help school districts construct viable district and school improvement plans as required under ESEA.

Teaching Strategies, LLC
4500 E. West Highway, Suite 300
Bethesda, MD 20814
Phone: (301) 634 – 0818

Teaching Strategies/Creative Curriculum is the curriculum that is currently being used in both Pre-K 3 and Pre-K 4 classrooms. The program is highly regarded by the New York State Office of Early Learning. When implementing the program with fidelity, a series of Professional Development and On Site Coaching sessions are required. Krissy Kimball is the certified trainer that has, and will continue to provide these sessions.

Wilson Language Training
47 Old Webster Road
Oxford, MA 01540

The Niagara Falls City School District uses the Wilson Language Fundations program in its grades Kindergarten through 2 classrooms. As a recognized leader in multisensory, structured language programs, Wilson brings more than a decade of systematic and explicit instruction to the K – 3 classroom. Based on the Wilson Reading System principles, Wilson Fundations provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program.

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation, and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
  - Is aligned with State content and student performance standards;
  - Is articulated within and across grade levels;
  - Is continuous and sustained;
  - Indicates how classroom instruction and teacher practice will be improved and assessed;
  - Indicates how each teacher in the District will participate; and
  - Reflects congruence between student and teacher needs and District goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

_____ _____

Mr. Mark Laurrie
Superintendent of Schools

Date