NIAGARA FALLS CITY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN
JULY 1, 2020 – JUNE 30, 2023

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.

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, 2020 – June 30, 2023

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 Julie McIntyre Angela Manella Dean Melson Anthony Navarroli Bryan Rotella Veronica Schucker Michele Walker Dennis Wilson Aimee Wolf Tammy Zaker Andrea Fortin-Nossavage Karen Waugaman	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 1	Business and Industry Representative(s) Non-Public School Representative(s)	Errol Honadle Sherri Kaminski	EH Flooring 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 and culturally responsive 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 both the attendance and graduation rates.

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 2019:

- 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 2020:

- 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
- Foundational Five Professional Learning Reflection Tool
- 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
- Leveraged leadership Inventory

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
2020 – 2023
Implementation Plan

AREAS OF IMPLEMENTATION **PAGE**

I. School Improvement Planning Process 9

II. District Focus Plans for Improvement 14

III. Mentoring 15

IV. Evaluation of Long Term Plans 17

District Focus Area:
Tenet 2- Leadership and Systems

Goal:
By May 2023, 60% of competencies previously rated as Possible Risks will be rated Emerging Strengths according to the Leveraged Leadership Inventory.

Action Plan:

- Design Leverage Leadership Phase 3 for all District Administrators to address building capacity around identified competencies.
- Provide Collaborative meeting time for Administrators to calibrate evidence collection and rating as per District APPR Plan (minimum of twice per school year).
- Provide School leader training for all phases of creating School Comprehensive Plans
- Schedule basic Leveraged Leadership workshops and mentoring sessions for all new administrators
- Align new GOALS (Growing Our Administrators and Leaders) cohort content with competencies from Leveraged Leadership Inventory
- Schedule biannual School Comprehensive Education Plan review meeting with all School leaders.

Current benchmark data	Mid-term benchmark data	Evidence of success	Providers of PD	Timeline
Results of the most recent Leveraged Leadership Inventory revealed 5 of 25 competencies in the possible risk category. Those include Administrators self-rated ability to use low inference evidence and specific information from classroom visits to support recommendations for impactful instructional practices. Overall, Administrators indicated the need to improve the quality and frequency of their feedback to teachers in order to positively impact teaching practices and learner outcomes.	On the Spring 2021 Leveraged Leadership Inventory, 20% of competencies previously rated as Possible Risks will be rated Emerging Strengths.	• Monthly walkthrough data will show consistent increases in proficient use of identified strategies compared to Sept. baseline. • Component ratings on the following Danielson 2011 elements: ○ Domain 1(a-f): Planning and Preparation ○ Domain 2 (b-d): Classroom Environment ○ Domain 3 (a-e): Instruction	• PLC- Leveraged Leadership Program Provider • BOCES Instructional Resource Team Trainers • District Contracted Partners and Outside vendors	Year 1 & Ongoing through years 2,3: • Work with PLC/Leveraged Leadership Partners to develop Phase 3 of Leveraged Leadership • Create calendar with Administrators Meetings aligned with topics to help calibrate evidence collection and rating • Schedule Administrator PD to build capacity in writing data-based School Comprehensive Education Plans (SCEP) each year. • Plan Biannual SCEP Meeting School Review Calendar to distribute to building Principals. • Schedule Basic Leveraged Leadership Training each summer/early school year for new administrators. • Create New Administrator Mentoring program groups through TRC. • HR/Curriculum Office will work to create alignment of GOALS with current district goals.

District Focus Area:
Tenet 3/4- Curriculum and Instruction

Goal:
By January of 2023, 58% of all competencies (Student Ownership of Learning: Learning Targets, Student Engagement, Higher Order Questions, Checking for Understanding/Targeted Feedback, and Differentiated Instruction and Practice) will be rated Emerging Strengths or Assets according to the Foundational Five multiple measures of reporting.

Action Plan:

- Support Foundational Five Training District Wide by selecting, training, and mentoring teachers to serve as "Turn Key Trainers" for each school faculty
- Determine, by school, specific FF competencies in need of improvement and implement differentiated school wide professional development to strengthen implementation
- Support School leaders in collecting data to customize grade level, school based, and department level PD on Foundational Five Competencies.
- Infuse FF strategies into each phase of the curriculum renewal cycle with explicit references and resources within curriculum maps
- Introduce Teacher Led Learning Walks with Foundational Five trained Teacher Leaders, targeting novice teachers to build institutional capacity
- Continue to build on and expand DAP (Data Analysis and Planning) teams to review and plan next steps for instruction based on multiple measures of student performance.
- Determine critical student growth data in grades Kindergarten to Two and support development of a DAP process for these grade levels.
- Continue to grow ICT/Co-Teaching models for Special Education.
- Continue to grow Teacher's proficiencies in utilizing Assistive Technology.
- Expand teacher's proficiency in the use of digital platforms for Distance Learning as well as differentiated instruction.
- Expand RTI and Early Intervention programming (Academic and Social Emotional) in grades Kindergarten to Eight.

Current benchmark data	Mid-term benchmark data	Evidence of success	Providers of PD	Timeline
Results of the most recent Foundational Five Professional Learning Reflection Tool, 38% of competencies were rated in the possible risk category.	By November of 2021, 48% of competencies will move to the Emerging Strengths or Assets categories on the Foundational Five Professional Learning Tool.	• Walkthrough Data will show consistent increases in proficiency on competencies compared to baseline data. • Increases on Student achievement on State Tests, Interim Assessments will reflect increased teacher proficiency in implementing the identified competencies. • As teachers grow more aware and proficient in implementation of the identified competencies, growth will be reflected on the Foundational Five Professional Learning Reflection Tool. • As teachers grow more aware and proficient in implementation of the identified competencies, growth will be reflected on the Stakeholders reporting Tools.	• PLC- Foundational Five Program Provider • BOCES Instructional Resource Team Trainers • District Contracted Partners and Outside vendors • TRC Contracted Partners and teachers • School Leaders/ District Leaders	Year 1 and Ongoing: • Schedule PLC to continue Train the Trainer workshops to build capacity within schools. • Re-administer the Foundational Five Professional Learning Tool each September to monitor data on Competences and determine areas of Need. • Share the results of the FFPLRT with Administrators and compare to Walkthrough Data Collection to create needs based PD throughout the year, aligned with the District adopted PD day calendar. • Schedule Teacher Led Learning Walks with Building Staff. • Implement Phase 3 Next Generation Standards roll-out K-12 in ELA/Math • Continue to train and roll out NYS Standards and testing protocols in SS, Science, PE,

				Arts, World Languages, Technology, Computer Science. • Plan DAP team meetings in core class areas to review interim assessment and final assessment data and for planning “Next” instructional steps by subject/Grade level. • Roll Out and continue to train teachers on Math Exemplars and problem solving strategies. • Include ICT/CT models in each school and offer PD opportunities at each PD day session for these teachers. • Continue to train/partner with UB and include Assistive Technology into lesson plans/ IEP Testing Modifications, et. • Continue to partner with HMH/Amplify to support differentiation and in-depth understandings of online learning platforms in ELA and Math • Continue to train and partner with RTI program specialists to offer teachers and students multiple strands of tiered interventions P-6.

District Focus Area:
Tenet 5- Social Emotional Learning/ Tenet 6- Family and Community Engagement

Goal:
By January of 2023, educators across the district will integrate SEL into their practices so that students: 1. are actively engaged with other students as part of their learning experiences; 2. Communicate effectively with one another and adults in the school; 3.understand and appreciate diversities (culture, language, race, ethnicity, economic need, ability); 4. Increase attendance and participation in school.

Action Plan:

1a. Determine Which SEL/Character Education programs to adopt or implement.
1b. Support teachers in program implementation through coaching and ongoing PD.
2a. Identify Diversity Education Model for educators that focuses on the following: Race, Ethnicity, Ability, Economic Need.
2b. Support teachers in program implementation through coaching and ongoing PD.
3. School leaders will conduct Focus Walks to review classrooms for Culturally Responsive practices and provide feedback, PD on areas of need.
4a. All Schools will monitor student attendance daily and have systems in place to manage chronic absenteeism.
4b. School leaders will support Counselors/Deans/Social Workers/ Classroom teachers in implementing incentives and protocols in place to address chronic absenteeism in their schools.

Current benchmark data	Mid-term benchmark data	Evidence of success	Providers of PD	Timeline
The PLC Student Voice Elementary Survey results state that 60.8% of students responded that, "Our school is positive and fun." Additionally, 73.9% of students said that, "We work with partners or in groups in my class." The PLC Middle/High School Student Voice Survey results indicate that 33.1% of students responded that, "In class, we often work with partners on in groups." Additionally, 50.4% of students responded that, "Classes are interesting and keep my attention." According to the NYSED Chronic Absenteeism Accountability Report, There is a higher percentage of chronic absenteeism in the following sub-groups of students: American Indian- 46.8% Hispanic- 47.7% SWD- 36% ELL- 38.4 Homeless- 50.4%	By November of 2021, The PLC Student Voice Elementary Survey results will state that 70.8% of students responded that, "Our school is positive and fun." Additionally, 78.9% of students will say that, "We work with partners or in groups in my class." The PLC Middle/High School Student Voice Survey results indicate that 43.1% of students responded that, "In class, we often work with partners on in groups." Additionally, 55.4% of students responded that, "Classes are interesting and keep my attention." By November 2021, The NYSED Chronic Absenteeism Accountability Report, will show a 6% decrease in the percentage of chronic absenteeism in the following sub-groups of students: American Indian- 40.8% Hispanic- 41.7% SWD- 30% ELL- 32.4% Homeless- 44.4%	• SEL/Diversity Ed programs are selected and teachers are consistently implementing them. • Students suspension rates and discipline referral rates will decrease. • Walkthrough data will indicate evidence of culturally responsive teaching/ positive and nurturing classroom culture. • Stakeholder responses on surveys will indicate student enjoyment in coming to school, feeling safe and engaged in cooperative learning strategies. • Walk through data will indicate that teachers are planning for group and collaborative learning in their classrooms. • Attendance data will show decreased numbers of chronically absent students. • Parents and families will show increased participating in school and district events.	• BOCES Instructional Resource Team Trainers • District Contracted Partners and Outside vendors • TRC Contracted Partners and teachers • School Leaders/ District Leaders • University of Buffalo Trauma Institute	Year 1 and Ongoing: • District SEL Committee will select PBIS/Character Education program to implement district wide. • Teacher training will be scheduled for implementation of PBIS/Character Ed in classrooms by teachers, Deans, Counselors and support staff. • Stakeholder Surveys will be administered and analyzed each May to assess progress towards goals. • School Administrators will conduct walkthroughs of classrooms focusing on implementation of Culturally Responsive Teaching and implementation of SEL protocols. • SEL Committees/School Leadership Teams will continue to meet to assess attendance/ mental health initiative success or needs district and school wide. • Ongoing training on SEL/Mental Health will be integrated into each of the District agreed upon PD Days. • Continue to partner with UB Institute on Trauma to include ongoing PD on Trauma and Mental Health for all teachers, staff and district leaders.

District Focus Area:
Mentoring

Goal: The 2020-2023 CSCNF will design, implement, and evaluate components of the mentoring program that will meet all state guidelines for mentoring and will attract and retain at least 97% of all highly qualified teachers.

Action Plan:

- Set criteria and select mentors in compliance with NYS MTIP grant and local policies as set by the MTIP Advisory Board and Selection Committee
- Pair new teachers with veteran mentors in the same certification/ subject area, and pair new administrators with veteran mentors
- Set expectations for release time for first year teacher
- 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.)
- Provide Mandated Mentor Training Course emphasizing teacher stage characteristics, roles of participants, coaching strategies, adult learning theory, role plays, etc.
- 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
- Publicize expectations via the NFCSD website under "Teacher Mentor Program"
- Gather data regarding the needs of MTIP participants
- Maintain NYS mandated mentoring and professional development records

Current benchmark data	Mid-term benchmark data	Evidence of success	Providers of PD	Timeline
Current Mentoring practices are in compliance with NYS guidelines for MTIP regulations according to the NYS Guidance Documents. According to HRO records, the current teacher retention rate in the CSCNF District is 100%.	By November of 2021 HRO records will indicate teacher retention rates of at least 95% of highly qualified teachers.	• Monthly calendar/ logs with APPR codes will be updated and available • Bi-annual needs assessment surveys will show connection with mentoring logs • Walkthrough Data will show evidence growth from collaborative support for new teachers enrolled in MTIP. • HRO records will indicate teacher retention rates of 95-100% of highly qualified teachers	• Mentor Advisory Board and Selection Committee • School administrators • MTIP Coordinator • MTIP Participants • TRC • District Contracted Providers	Year 1 and ongoing: • MTIP Board Meetings • Veteran mentors will be paired in the early fall of each year with new teachers in common subject areas. • MTIP Coordinator and TRC staff will collaborate throughout the year to create course offerings, workshops, during-the-day training or study groups specifically identified for new teachers and mentor • MTIP Coordinator and TRC staff will collaborate to Provide Mandated Mentor Training Course emphasizing teacher stage characteristics, roles of participants, coaching strategies, adult learning theory, role plays, etc. • MTIP coordination will Communicate Mentor Program key components and expectations including hourly requirements yearly. • MTIP coordinator will work with the district technology committee to Publicize expectations via the NFCSD website under "Teacher Mentor Program" • MTIP coordinator will work with the district technology committee to create and distribute the Needs Assessment Survey at the end of each school year to gather data regarding the needs of MTIP participants. • MTIP coordinator will maintain NYS mandated mentoring and professional development records

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 Pres

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

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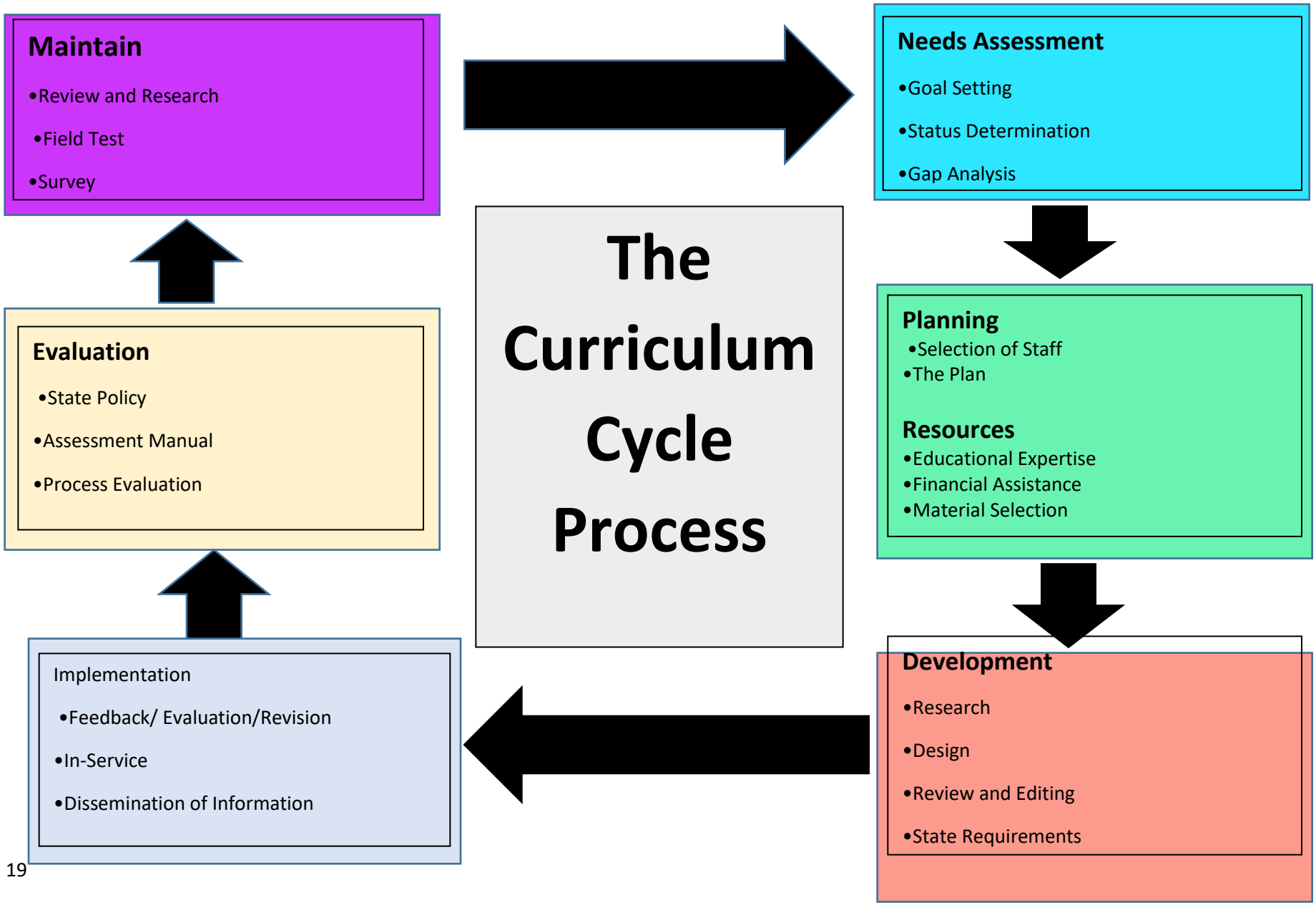
APPENDIX 1:

THE CURRICULUM CYCLE PROCESS



APPENDIX 2:

NYS ELA ASSESSMENT RESULTS
NYS ELA EXAM
2016-17 through 2017-18

Niagara Falls 3-8 Performance Summary by Level - Overall District

		Totals		Level 1			Level 2			Level 3			Level 4			Proficient			Refused		Not Tested			
		Total Tested	Total Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	%	# Absent	# Medically Excused	# Administrative Error	# Taking Regents
Grade 3 ELA	2019	510	530	169	33%	32%	215	42%	41%	118	23%	22%	8	2%	2%	126	25%	24%	4	1%	16	0	0	0
	2018	517	535	163	32%	30%	227	44%	42%	121	23%	23%	6	1%	1%	127	25%	24%	2	0%	15	0	0	0
	2017	523	537	210	40%	39%	176	34%	33%	115	22%	21%	22	4%	4%	137	26%	26%	8	1%	6	0	0	0
Grade 4 ELA	2019	520	537	221	42%	41%	184	35%	34%	90	17%	17%	25	5%	5%	115	22%	21%	6	1%	11	0	0	0
	2018	513	529	128	25%	24%	196	38%	37%	143	28%	27%	46	9%	9%	189	37%	36%	12	2%	3	1	0	0
	2017	489	511	131	27%	26%	180	37%	35%	127	26%	25%	51	10%	10%	178	36%	35%	16	3%	6	0	0	0
Grade 5 ELA	2019	511	530	302	59%	57%	112	22%	21%	69	14%	13%	28	5%	5%	97	19%	18%	11	2%	8	0	0	0
	2018	491	515	179	36%	35%	180	37%	35%	102	21%	20%	30	6%	6%	132	27%	26%	23	4%	1	0	0	0
	2017	455	479	214	47%	45%	139	31%	29%	70	15%	15%	32	7%	7%	102	22%	21%	18	4%	5	1	0	0
Grade 6 ELA	2019	478	518	226	47%	44%	119	25%	23%	66	14%	13%	67	14%	13%	133	28%	26%	21	4%	16	1	1	0
	2018	444	463	164	37%	35%	122	27%	26%	90	20%	19%	68	15%	15%	158	36%	34%	16	3%	3	0	0	0
	2017	438	470	184	42%	39%	173	39%	37%	51	12%	11%	30	7%	6%	81	18%	17%	28	6%	4	0	0	0
Grade 7 ELA	2019	474	511	253	53%	50%	138	29%	27%	66	14%	13%	17	4%	3%	83	18%	16%	8	2%	26	2	0	0
	2018	460	502	197	43%	39%	167	36%	33%	83	18%	17%	13	3%	3%	96	21%	19%	33	7%	7	2	0	0
	2017	505	556	202	40%	36%	194	38%	35%	89	18%	16%	20	4%	4%	109	22%	20%	28	5%	23	0	0	0
Grade 8 ELA	2019	472	512	186	39%	36%	179	38%	35%	83	18%	16%	24	5%	5%	107	23%	21%	14	3%	22	3	0	0
	2018	484	542	137	28%	25%	202	42%	37%	100	21%	18%	45	9%	8%	145	30%	27%	37	7%	19	2	0	0
	2017	443	528	161	36%	30%	164	37%	31%	80	18%	15%	38	9%	7%	118	27%	22%	64	12%	20	1	0	0

APPENDIX 3:

NYS MATH ASSESSMENT RESULTS
NYS MATH EXAM
2016-17 through 2017-18

Niagara Falls 3-8 Performance Summary by Level - Overall District

		Totals		Level 1			Level 2			Level 3			Level 4			Proficient			Refused		Not Tested			
		Total Tested	Total Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	%	# Absent	# Medically Excused	# Administrative Error	# Taking Regents
Grade 3 Math	2019	511	520	193	38%	37%	127	25%	24%	130	25%	25%	61	12%	12%	191	37%	37%	5	1%	4	0	0	0
	2018	520	526	202	39%	38%	146	28%	28%	122	23%	23%	50	10%	10%	172	33%	33%	5	1%	1	0	0	0
	2017	523	538	181	35%	34%	176	34%	33%	96	18%	18%	70	13%	13%	166	32%	31%	8	1%	7	0	0	0
Grade 4 Math	2019	517	527	196	38%	37%	146	28%	28%	115	22%	22%	60	12%	11%	175	34%	33%	6	1%	4	0	0	0
	2018	518	531	205	40%	39%	155	30%	29%	108	21%	20%	50	10%	9%	158	31%	30%	10	2%	3	0	0	0
	2017	485	512	170	35%	33%	151	31%	29%	108	22%	21%	56	12%	11%	164	34%	32%	19	4%	7	1	0	0
Grade 5 Math	2019	515	526	281	55%	53%	121	23%	23%	74	14%	14%	39	8%	7%	113	22%	21%	9	2%	2	0	0	0
	2018	491	515	238	48%	46%	116	24%	23%	90	18%	17%	47	10%	9%	137	28%	27%	23	4%	1	0	0	0
	2017	451	481	222	49%	46%	118	26%	25%	85	19%	18%	26	6%	5%	111	25%	23%	28	6%	2	0	0	0
Grade 6 Math	2019	473	503	202	43%	40%	137	29%	27%	76	16%	15%	58	12%	12%	134	28%	27%	23	5%	6	1	0	0
	2018	427	462	203	48%	44%	113	26%	24%	70	16%	15%	41	10%	9%	111	26%	24%	33	7%	2	0	0	0
	2017	429	471	182	42%	39%	145	34%	31%	69	16%	15%	33	8%	7%	102	24%	22%	41	9%	1	0	0	0
Grade 7 Math	2019	476	505	226	47%	45%	143	30%	28%	68	14%	13%	39	8%	8%	107	22%	21%	12	2%	17	0	0	0
	2018	441	507	235	53%	46%	118	27%	23%	71	16%	14%	17	4%	3%	88	20%	17%	51	10%	13	2	0	0
	2017	470	560	269	57%	48%	133	28%	24%	54	11%	10%	14	3%	2%	68	14%	12%	60	11%	22	0	8	0
Grade 8 Math	2019	325	504	185	57%	37%	113	35%	22%	27	8%	5%	0	0%	0%	27	8%	5%	19	4%	25	4	0	131
	2018	390	542	224	57%	41%	130	33%	24%	30	8%	6%	6	2%	1%	36	9%	7%	32	6%	19	1	0	100
	2017	355	528	199	56%	38%	132	37%	25%	23	6%	4%	1	0%	0%	24	7%	5%	65	12%	21	0	0	87

APPENDIX 4:

NEW YORK STATE HIGH SCHOOL REGENTS EXAM RESULTS

June NYS Regents Exam Results for Niagara Falls High School

June 2017 through June 2018

Niagara Falls Regents Performance Summary by Level - Overall Niagara Falls HS

		Totals	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient	
		Total Eligible	#	% of Tested	#	% of Tested	#	% of Tested	#	% of Tested	#	% of Tested	#	% of Tested
Regents Common Core Algebra I - Jun	2019	342	87	25%	76	22%	160	47%	16	5%	3	1%	179	52%
	2018	425	107	25%	94	22%	210	49%	13	3%	1	0%	224	53%
	2017	404	50	12%	87	22%	229	57%	35	9%	3	1%	267	66%
Regents Common Core Algebra II - Jun	2019	145	8	6%	17	12%	65	45%	39	27%	16	11%	120	83%
	2018	145	33	23%	27	19%	57	39%	19	13%	9	6%	85	59%
	2017	137	7	5%	9	7%	71	52%	33	24%	17	12%	121	88%
Regents Common Core ELA - Jun	2019	396	13	3%	23	6%	108	27%	88	22%	164	41%	360	91%
	2018	378	42	11%	28	7%	123	33%	71	19%	114	30%	308	81%
	2017	485	21	4%	18	4%	63	13%	83	17%	300	62%	446	92%
Regents Common Core Geometry - Jun	2019	231	31	13%	34	15%	113	49%	31	13%	22	10%	166	72%
	2018	202	19	9%	27	13%	118	58%	21	10%	17	8%	156	77%
	2017	213	34	16%	44	21%	118	55%	11	5%	6	3%	135	63%
Regents Global History - Jun	2017	498	153	31%	105	21%	172	35%	68	14%	0	0%	240	48%
Regents Global History Transition - Jun	2019	258	54	21%	42	16%	123	48%	39	15%	0	0%	162	63%
	2018	503	139	28%	114	23%	173	34%	77	15%	0	0%	250	50%
Regents Living Environment - Jun	2019	367	101	28%	81	22%	164	45%	21	6%	0	0%	185	50%
	2018	396	101	26%	66	17%	198	50%	31	8%	0	0%	229	58%
	2017	427	92	22%	101	24%	215	50%	19	4%	0	0%	234	55%
Regents NF Global History - Jun	2019	457	48	11%	77	17%	179	39%	74	16%	79	17%	332	73%
Regents Phy Set/Chemistry - Jun	2019	130	12	9%	31	24%	67	52%	20	15%	0	0%	87	67%
	2018	84	6	7%	20	24%	51	61%	7	8%	0	0%	58	69%
	2017	131	13	10%	43	33%	64	49%	11	8%	0	0%	75	57%
Regents Phy Set/Earth Sci - Jun	2019	415	111	27%	74	18%	170	41%	60	14%	0	0%	230	55%
	2018	439	105	24%	69	16%	175	40%	90	21%	0	0%	265	60%
	2017	402	101	25%	71	18%	174	43%	56	14%	0	0%	230	57%

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)**

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

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.

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.

Pearson Learning
PO Box 6820
Chandler, Arizona 85246
Pearson Learning provides PD support for Investigations 3 the math program used in grades Kindergarten to 5. They also provide professional development for teachers in Grade 9 ELA using My Perspectives literacy program.

PLC Associates PLC Associates
PO Box 130 PO Box 720
Pittsford, NY 14534 Naples, FL 34102
Phone: (585) 264 – 0886
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 Date

Superintendent of Schools