

Belleville Henderson Central School District
8372 County Route 75, Adams NY 13605
<https://www.bhpanthers.org/>

Professional Development Plan 2022 - 2025



TABLE OF CONTENTS

District Mission, and Introduction.....	2
Membership.....	3
NYSED Regulations and Requirements.....	4
Philosophy.....	5 - 6
Needs Assessment.....	6
Organizational Goals.....	5 - 6
Curriculum Cycles.....	6 - 7
Requirements.....	7
Content of the Plan.....	8
Professional Development Support.....	8 - 9
School Violence Prevention and Intervention.....	9
Mentoring Program.....	9 - 10
ELL Teachers and CE Provisions.....	10
Development and Adoption of the Plan.....	10 - 11
Reporting Requirement.....	11 - 12
Appendix A: Belleville Henderson Central School PDP Plan Goals.....	13
Appendix B: Belleville Henderson Central School Calendar.....	16

District Mission

Belleville Henderson Central School serves as a center for education for all students incorporating the homes, school, and community, guaranteeing an education that includes a foundation for life-long learning, individual well-being, responsible behavior, and the pursuit of excellence to meet the challenges of the future

Belleville Henderson Board of Education Approved Goals

GOALS OF THE DISTRICT

1. To provide opportunities for our students to excel in academics, career trades, extracurricular activities, and skills development, by offering a variety of programs and providing the resources necessary in support thereof.
2. To remain fiscally solvent and stable, by means of long-term budget planning, reducing expenses, and negotiations, to ensure the longevity of our district.
3. To recruit and retain excellent faculty and staff by fostering a positive atmosphere with high morale, endorsing professional development, supporting our administrators, and recognizing our employees' hard work, dedication, and success.
4. To implement our Building Safety Plan and Code of Conduct with fidelity.

GOALS OF THE BOARD OF EDUCATION

1. Create an annual self-evaluation program, to be completed each school year.
2. To enhance community relations and communication by increasing transparency and ensuring the timely and clear dissemination of information through the District's website, social media platforms and other user-friendly avenues.
3. To build and encourage succession planning and professional development in the areas of budgeting, facility planning, and leadership growth.
4. To create an educational environment where the Board of Education, administration, teachers, staff and community deliberately display and guide our students to learn and exhibit kindness, respect and professional behavior.

Introduction

Belleville Henderson Central School District Professional Development Plan reflects the diversity of the teachers, administrators, and parents of the district. Teachers and principals represent the elementary, middle, and high school levels. The Committee on Special Education assistant chairperson provides expertise in special education. The parent member has been an active participant in the Parent-Teacher Organization. Students have the option to take Edge courses offered from SUNY Jefferson to earn college credit. We seek service from Jefferson-Lewis BOCES which provides knowledge in program and professional development for the team.

The members of the team are committed to representing the needs of their home schools/workplaces while working together to develop a plan for the professional development of the district staff that will enable them to provide quality instruction for all students.

Curriculum Council Members

Name	Title
Ashleigh Barnhart-Burto	Administrator Coordinator
Tedra Bean	Agriculture Teacher
Lesley Bellavia	Fifth Grade Teacher
Barb Bibbins	Secondary Science Teacher
Debbie Clark	Second Grade Teacher
Deanna Cobb	Spanish Teacher
Jane Collins	Superintendent
Jen Corron	Sixth Grade Teacher
Carrie Eastman	Fourth Grade Teacher
Kathy Marlowe	Third Grade Teacher
Scott Storey	Principal

Technology Committee Members

Name	Title
Ashleigh Barnhart-Burto	Administrator Coordinator
Barbara Bibbins	Secondary Science Teacher
Jane Collins	Superintendent
Jennifer Corron	Sixth Grade Teacher
David Green	Secondary Math Teacher
Jeri Haldeman	Art Teacher
Marianna Hart	Community Representative
Stephen Magovney	Business Manager
Sara Gleason	Music Teacher
Scott Storey	Principal
Andrea Rutigliano	First Grade Teacher
Christopher Stone	Technology Coordinator

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process any holder a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Teachers will have opportunities to participate in staff development during the school day, after school, on Saturday, and in the summer. It is expected that all staff will participate in a minimum of 12-18 hours of staff development each year, although staff will have the opportunity to attain many more hours each year. Belleville Henderson Central School District and the Curriculum Council Committee are firmly committed to the importance of having teachers plan, deliver, and evaluate professional development activities. It is anticipated that between 10 and 20 percent of the staff will have involvement and responsibility for planning and presenting professional development, promoting teacher collaboration for development of instructional practices, implementation of AIS & RTI processes, and curriculum development as we move from the New York State Common Core to Next Generation Standards. Utilizing the expertise of a Jefferson-Lewis BOCES facilitator and Belleville Henderson Administrator Coordinator, along with the support of the Principal and Superintendent, which will result in a commitment of an additional 10 to 40 hours.

Belleville Henderson Central School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program. My Learning Plan will be the platform for maintaining and tracking professional development work for each staff member.

Philosophy

Professional development at Belleville Henderson Central School District is a vital component of our commitment to furthering the growth of our staff. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees tailored to the needs of the individual staff member, and building, progresses across grade levels (PK-12) and, when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

- 1. Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Needs Assessment

The Professional Development Plan of Belleville Henderson Central School District reflects the mission and needs of the district. The needs of the students are identified annually through analysis of multiple sources of quantitative and qualitative data, including student performance on New York State Assessments, New York State Regents, and teacher-reported needs related to the New York State Learning Standards, State self-assessment process for Title I.

Organization Professional Development Goals

1. Establish a culture that thrives on collaborative conversations and utilizes both internal and external experts to share knowledge and practices.
2. Help staff create learning environments that are grounded in 21st century learning theories and practices, and build on technology and interdependent communicative approaches to drive student learning.
3. Focus on meeting the needs of all students with regard to curriculum, instruction, and assessment, including high performing students, English Language Learners, and students with disabilities.

4. Continue to develop secondary course opportunities for our ELL, students with disabilities, and implement RTI & AIS with integrity to support career pathways for our students.

This is a comprehensive plan for all professional staff that recognizes the diversity of needs among individual teachers based on prior experience and education. Continuous growth opportunities for staff to work within and between grade levels and departments, is a priority. Professional Development Plan activities will be evaluated using surveys provided to the teachers but not limited to surveys provided to the teachers from the curriculum council representatives, feedback from families and teachers. The plan itself will be evaluated annually by the Curriculum Council Committee.

Curriculum Cycles

The district will support the professional development training focused on curriculum, instruction, and assessment by conducting curriculum cycles on a three-year rotation. The rotation can be adjusted to accommodate state initiatives that require attention to particular content areas. Within the rotation cycles, a content area will receive at least one year of focus to address standards implementations, instructional approaches, research-based strategies, improve assessments, and work on anything else that is deemed relevant by administration and the curricular experts in the area. Additionally, during the year of focus, particular attention will be given to provisions for internal and external professional development in the designated content areas. Focus areas will receive financial priority for staff to attend training.

Review Chart

2022 - 2023	2023 - 2024	2024 - 2025
<ul style="list-style-type: none"> • ELA, next generation standards, PreK - 6, review • Science, NYSSLS, FOSS kits, K-5 - transition year • Review and revamp AIS/RTI, K-12 • Technology integration - yearly check in • Revamp PE curriculum to reflect new standards • Review new world language standards 	<ul style="list-style-type: none"> • Math, next generation standards PreK - 6, review • Review AIS/RTI, K-12 • Technology integration - yearly check in • Continue to implement the FOSS science kits, K-6 • Review K-12 Social Studies • Review Health curriculum • Continue working on curriculum maps 	<ul style="list-style-type: none"> • Review 2023-2024 science test data (5th and 8th grade) • Review AIS/RTI, K-12 • Technology integration - yearly check in

Implementation Chart

2022 - 2023	2023 - 2024	2024 - 2025
<ul style="list-style-type: none"> • Second Step <ul style="list-style-type: none"> ◦ PIVOT counselor (K-6) • Science, NYSSLS, FOSS kits, K-5 • Implement NYSSLS investigations 5 & 8 grades (4 must be completed by the time they take the NYS test) • Implement changes to AIS/RTI, K-12 • Work on ELA curriculum maps 	<ul style="list-style-type: none"> • Implement ELA next generation standards PreK - 6 • Implement ELA curriculum maps, PreK - 6. To reflect the next generation standards • Implement Science, NYSSLS, FOSS kits, K-5 <ul style="list-style-type: none"> ◦ Fifth & 8th grade test begins • Continue to implement the FOSS science kits, K-6 • Implement new PE standards • Review K-12 Social Studies • Revamp PE/Health curriculum • Work on math curriculum maps • Implement changes to AIS/RTI, K-12 • Implement new world language standards in grade 7 	<ul style="list-style-type: none"> • Implement Math next generation standards PreK - 6 • Implement math curriculum maps, PreK - 6. To reflect the next generation standards • Secondary Science • Continue to integrate technology • Promote STEAM • Implement curriculum maps • Implement changes to AIS/RTI, K-12 • Implement new world language standards in grade 8

Requirements

- Purpose:
 - Improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current with their profession and meet the learning needs of their students.
 - Holders of level III teacher assistants certificates, term appointments, and long-term substitute teachers (defined in section 80-5.4) are provided the opportunity to participate in the PDP of the district.
- Belleville Henderson PDP is a Comprehensive Education Plan for the District.
- SWD and ELL - PD activities are provided to all professional staff and supplementary school personnel provided by the Jefferson-Lewis BOCES services, who work with these students to ensure they have skills and knowledge necessary to meet the needs

Content of the Plan

Structured in a format consistent with commissioner's guidelines and shall include:

- Needs analysis
- Goals - create ELA/Math curriculum maps
- Objectives (please see chart below)
- Strategies to meet objectives
- Activities and Evaluation Standard for PD
- Description of how ALL teachers are provided with substantial PD opportunities directly related to student learning needs as identified in the school district report card and other sources as determined by the district
- How the PDP will provide teachers holding a Professional Cert and/or Level III teaching assistant certificate with opportunities to complete 175 hours of PD or 100 hours of continuing teacher and leader education as required every five years under Part 80
- Teachers expected participation in PD, including but not limited to an estimate of the average number of hours each teacher is expected to participate in PD in the school year(s) covered by the plan
- Alignment of the PD with NYS standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities
- Articulation of PD across grade levels
- Ensure that PD is continuous and sustained and that the delivery of PD is shown to be effective
- How will the district measure the impact of PD on student achievement and teachers' practices

Belleville Henderson Central School 2022-2023

Date	Objective
September 1st	Superintendent's Conference Day
October 11th & 12th	Elementary: The Reading League (K-6) <ul style="list-style-type: none">• Small groups
November 10th	Superintendent's Conference Day Elementary: The Reading League <ul style="list-style-type: none">• 4 - 6 (am)• PreK - 3 (pm) Secondary: Work on proposals (7-12) <ul style="list-style-type: none">• Submit via Google Form• Collaboration with colleagues
November 29-December 9	Acadience First Benchmark Screening (K-6)

January (TBD)	The Reading League - ??? <ul style="list-style-type: none"> Possible small group visits with K-6 teachers
March 13th - March 17th	Acadience Second Benchmark Screening (K-6)
March 20th	Superintendent's Conference Day Elementary: The Reading League (K-6) <ul style="list-style-type: none"> Small groups Secondary: <ul style="list-style-type: none"> Focus on standards (7-12)
June 5th - June 9th	- Acadience Third Benchmark Screening (K-6)

Chart will be edited and updated for each school year (2023 - 2024, 2024 - 2025)

School Violence Prevention and Intervention

Provision for the training of employees holding a teaching certificate of license in the classroom teaching services, school service, or administrative and supervisory service

- required to complete at least one training course in school violence prevention and intervention
- at least 2 clock hours of training that includes but is not limited to:
 - study in the warning signs w/in a developmental and social context that relate to violence and other troubling behaviors in children
 - the statutes, regulations, and policies related to a safe nonviolent school climate
 - effective classroom mgmt. technique and other academic supports that promote a nonviolent school climate and enhance learning
 - the integration of social and problem solving skill development for students w/in the regular curriculum
 - intervention technique designed to address a school violence situation or how to participate in an effective school/community referral process for students exhibiting violent behavior.
- Employee will be provided with a certificate of completion, at their request, to attest to completion of the training

Mentoring Program

Provide support for new teachers in the classroom in order to ease the transition from teacher preparation to practice, increase retention of teachers, and increase the skills of new teachers to improve student achievement.

- PDP shall describe:
 - How the district will provide a mentoring program for teachers who must participate to meet the teaching experience requirement for the professional certificate, Section 80- 3.4

- Developed and implemented consistent with any collective bargaining obligation
 - Information obtained while engaged in the mentoring activities shall not be used for evaluation and disciplining the new teacher unless:
 - Such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school
 - Such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character
 - if the district has entered into an agreement with the bargaining unit that provides that the information obtained by the mentor through intervention with the new teacher may be used for evaluating or disciplining the new teacher.
- PDP shall describe elements of the Mentoring program to include:
 - The procedure for selecting mentors
 - Role of mentors
 - Preparation of mentors
 - Types of mentoring activities
 - Time allotted for mentoring
- See Belleville Henderson Central School District Mentoring Program (attached)

ELL Teachers and CE Provisions

- Professional Certificate holders in certificate titles of English to Speakers of Other Languages (all grades) and holders of a bilingual extension must be provided with 50 % of the required PD clock hours for such certificate titles in language acquisition aligned with the core content area of instruction taught. This PD must include a focus on best practices for co-teaching strategies, and integrating language and content instruction for ELL.
- All other holders of professional certificates in classroom teaching service must complete 15% of the required PD clock hours in language acquisition addressing the needs of ELL's
- A holder of a Level III teacher assistant certificate must complete 15% of the required PD clock hours in language acquisition addressing the needs of ELL's
- District may seek permission on an annual basis from the commissioner for an exemption for the PD requirements stated here if ELL students make up less than 5% of the district's total student population

Development and Adoption of the Plan

The plan must be developed through collaboration with the curriculum council.

- BOE appoints the members of the team, a majority of which shall be teachers, which shall include:
 - Superintendent or designee
 - School Administrators as designated by collective bargaining organization

- Teachers as designated by collective bargaining organization
- At least one parent as designated by the established parent groups or by the superintendent
- One or more curriculum specialists (teacher or administrator)
- One representative of higher education (if BOE determines that a qualified candidate is available)
- Other individuals, such as other teachers representing K-12.
- If a school is under registration review members of the PDP team shall be recommended by the superintendent of the district and appointed by the BOE.
- Teams shall submit the plan to BOE for review. BOE may accept or reject the recommendations of the team in whole or part. Components not approved shall be returned to the team for further consideration. Modifications shall be submitted to the BOE on or before September 15 and the BOE shall act on the plan by October 1.
- For school years to follow modifications will be submitted through the curriculum council by June 1 and approved by the BOE by June 30.
- Final determination of the plan shall be with the BOE.
- PDP shall be adopted by the BOE at a public meeting.
- Each year the BOE shall evaluate the effectiveness of the plan.
- BOE may adopt a multi-year plan or an annual plan, provided that it be required to review the plan on an annual basis and recommended revisions be submitted for approval if necessary.
- Develop a remote learning plan to meet the NYSED requirements for the 2023-2024 school year. This will be completed during the second semester of the 2022-2023 school year.

Reporting Requirements

Each year the superintendent of the district is always required to certify to the commissioner, in a form and on a timetable prescribed by the commissioner:

- The requirements of the PDP for the succeeding school year have been met
- The district has complied with the PDP applicable to the current school year
- District shall report to the department in a form and a timetable prescribed by the department

- Information concerning the completion of PD for regularly employed certificate holders, who are subject to the continuing teacher and leader education requirements in 80-6
- Prior to reporting such information the district will consult with the certificate holder to verify the accuracy of the information (employed in a position requiring teaching certification for 90 days or more in the PDP year)
- Districts are required to maintain a record of PD successfully completed by certificate holders, who are subject to the PD requirement and who take PD and/or continuing teacher and leader education offered by the school district or by entities on behalf of the district. Records shall be retained for seven years and shall include:
 - Name of the Professional Certificate Holder
 - His or her teacher Certification ID number
 - Title of the program
 - Number of hours completed
 - Date and location of the program
- Documentation of the Mentoring Program shall be retained for seven years and include:
 - Each individual receiving mentoring
 - His or her certificate ID number
 - Type of mentoring activity
 - Number of clock hours successfully completed
 - Name and the teacher certificate of the individual providing the mentoring
- Participation in PD outside of the regular school day or regularly scheduled working days of the school year shall be voluntary for teachers, unless otherwise agreed upon as a term or condition of employment pursuant to collective bargaining.

Goal #1: To continue to edit and finalize the current RTI and AIS models

Select the NYSED goal that best aligns with this district goal: Revamping the RTI process

Target Student Population(s).

PreK - 2 / Grades 3-6 / Grades 7-8

List the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step - Select one category	Action Step - Description	Responsible Stakeholder	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	RTI Process	<ul style="list-style-type: none"> • PreK- 8 Teachers • The AIS committee will continue to review the flooding model K-6. <ul style="list-style-type: none"> ◦ Recommendations will be brought to committee from key stakeholders on how to make the process more efficient for students and teachers, aides and assistants. • Acadience benchmark will be given to students (x3 per year) • Progress monitoring for level 1 and 2 students throughout the school year 	<ul style="list-style-type: none"> • Principal • Curriculum, Instruction and Assessment Director 	August	2023	Possible curriculum fee (summer) for teachers on AIS committee
Action	RTI	January:	<ul style="list-style-type: none"> • Principal 	August	2023	Possible

Step 2	Process	<ul style="list-style-type: none"> • PreK- 8 Teachers • The AIS committee will continue to review the flooding model K-6. <ul style="list-style-type: none"> ◦ Recommendations will be brought to committee from key stakeholders on how to make the process more efficient for students and teachers, aides and assistants. • The AIS committee will review how the first round of Benchmark testing went. Discuss possible changes if any that could be adapted to make the testing process run more efficiently. 	<ul style="list-style-type: none"> • Curriculum, Instruction and Assessment Director 		curriculum fee (summer) for teachers on AIS committee
Action Step 3	RTI Process	April/May: <ul style="list-style-type: none"> • PreK- 8 Teachers • The AIS committee will continue to review the flooding model K-6. <ul style="list-style-type: none"> ◦ Recommendations will be brought to committee from key stakeholders on how to make the process more efficient for students and teachers, aides and assistants. 	<ul style="list-style-type: none"> • Principal • Curriculum, Instruction and Assessment Director 	August	Possible curriculum fee (summer) for teachers on AIS committee

Action Step 4	RTI Process	<ul style="list-style-type: none"> The AIS committee will review how the second round of Benchmark testing went. Discuss possible changes if any that could be adapted to make the testing process run more efficiently. 	<ul style="list-style-type: none"> Principal Curriculum, Instruction and Assessment Director 	August	2023	Possible curriculum fee (summer) for teachers on AIS committee
		June: <ul style="list-style-type: none"> AIS committee will meet at the end of June to determine if any planning needs to be completed throughout the summer to prepare for the 2023-2024 school year 				

Goal #2: Look at new curriculum series

Select the NYSED goal that best aligns with this district goal: Content Knowledge and Quality Teaching

Target Student Population(s).

PreK - 2 / Grades 3-6 / Grades 7-8

List the action steps that correspond to Goal #2 from your answer to Question 2, above.

	Action Step - Select one category	Action Step - Description	Responsible Stakeholder	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Content Knowledge and Quality Teaching	<ul style="list-style-type: none">• K-6 teachers will pilot and go through multiple ELA curriculums to determine the best one to use starting in the 2023-2024 school year• The K-6 teachers and curriculum council committee will review a variety of ELA curriculums to make sure they align with the NYS standards, the science of reading and phonics.<ul style="list-style-type: none">◦ Recommendations will be brought to the curriculum council committee from key	<ul style="list-style-type: none">• Principal• Curriculum, Instruction and Assessment Director• Curriculum and Instruction Committee• K-6 Teachers	May 2023	2023	Possible curriculum fee (summer) for teachers on the new curriculum

		stakeholders on the ELA series teachers feel is most beneficial to the students of Belleville Henderson.					
Action Step 2	Research-based Professional Learning	<ul style="list-style-type: none"> New ELA curriculum materials will be purchased and summer training will be set up for K-6 teachers to attend. <ul style="list-style-type: none"> Training will allow K-6 teachers to become familiar with the new ELA series and ask questions and receive support. 	<ul style="list-style-type: none"> Principal Curriculum, Instruction and Assessment Director Curriculum and Instruction Committee K-6 Teachers 	<p>Trainings will take place during the summer of 2023</p> <p>During the 2023-2024 school year trainings will be held if needed</p>	Throughout the duration of the new curriculum materials	Possible curriculum fee (summer) for teachers on the new curriculum	
Action Step 1	Content Knowledge and Quality Teaching	<ul style="list-style-type: none"> K-6 teachers will pilot and go through multiple math curriculums to determine the best one to use starting in the 2024-2025 school year The K-6 teachers and curriculum council committee will review a variety of Math curriculums to make sure they align with the NYS standards. <ul style="list-style-type: none"> Recommendations will be brought to the curriculum council committee from key 	<ul style="list-style-type: none"> Principal Curriculum, Instruction and Assessment Director Curriculum and Instruction Committee K-6 Teachers 	May 2024	2024	Possible curriculum fee (summer) for teachers on the new curriculum	

Action Step 2	Research-based Professional Learning	<p>stakeholders on the Math series teachers feel is most beneficial to the students of Belleville Henderson.</p> <ul style="list-style-type: none"> New Math curriculum materials will be purchased and summer training will be set up for K-6 teachers to attend. <ul style="list-style-type: none"> Training will allow K-6 teachers to become familiar with the new Math series and ask questions and receive support. 	<ul style="list-style-type: none"> Principal Curriculum, Instruction and Assessment Director Curriculum and Instruction Committee K-6 Teachers 	<p>Trainings will take place during the summer of 2024</p> <p>During the 2024-2025 school year trainings will be held if needed</p> <p>May 2025</p>	<p>Throughout the duration of the new curriculum materials</p>	<p>Possible curriculum fee (summer) for teachers on the new curriculum</p>
Action Step 1	Content Knowledge and Quality Teaching	<ul style="list-style-type: none"> Grades 5 & 8 teachers will pilot and go through multiple science curriculums to determine the best one to use starting in the 2024-2025 school year Grades 5 & 8 teachers and curriculum council committee will review a variety of science curriculums to make sure they align with the NYS standards. <ul style="list-style-type: none"> Recommendations will be brought to the curriculum council committee from key 	<ul style="list-style-type: none"> Principal Curriculum, Instruction and Assessment Director Curriculum and Instruction Committee K-6 Teachers 	<p>May 2025</p>	<p>2025</p>	<p>Possible curriculum fee (summer) for teachers on the new curriculum</p>

Action Step 2	Research-based Professional Learning	<ul style="list-style-type: none"> • New science curriculum materials will be purchased and summer training will be set up for K-6 teachers to attend. <ul style="list-style-type: none"> ◦ Training will allow K-6 teachers to become familiar with the new science series and ask questions and receive support. 	<ul style="list-style-type: none"> • Principal • Curriculum, Instruction and Assessment Director • Curriculum and Instruction Committee • K-6 Teachers 	Trainings will take place during the summer of 2025 During the 2025-2026 school year trainings will be held if needed	Throughout the duration of the new curriculum materials	Possible curriculum fee (summer) for teachers on the new curriculum
---------------	--------------------------------------	---	--	--	---	---

