



Voorheesville Central School District

**Educational Plan with Professional Development Pathways
and Board Goals with Action Steps**

*Presented by
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VOORHEESVILLE CENTRAL SCHOOL DISTRICT
Board of Education GOALS
2010-2011

The District will assist students in developing their potential in scholarship, intellectual curiosity, problem solving, and critical thinking.

The District will create a culture of openness and continuous improvement, including continuous teacher development, and high quality instruction.

The District will strengthen parent and community engagement and partnerships for student learning.

The District will be faithful stewards of the community's financial commitment to the children and will be responsible in managing all resources.

District Educational Plan **2010-2011**

Rationale: The Voorheesville Central School District is a small semi-rural/suburban school district in western Albany County. The school district is a recognized entity, having been ranked in the top five of 85 school districts in the Capital Region regularly over the past few years. In 2010, the district was ranked number one. In addition, the high school is regularly on the list of *Newsweek's* best high schools in the United States and both the elementary and the secondary have been named Blue Ribbon Schools. In September, 2009, Voorheesville completed the transformation from the junior-senior high school model to three unique settings, of Voorheesville Elementary, Voorheesville Middle and Clayton A. Bouton High School.

The District receives excellent support from the community. Parents expect their children to receive an excellent education in academics, the arts, and athletics. The community, as a whole, expects the students of Voorheesville to perform to the best of their ability. The community has come to enjoy watching our students perform through performances and sports.

At this time, with the economy permeated with instability, it is essential that the District review and plan for the near future. The District is committed to working at maintaining a stable tax rate increase, while accounting for the fact that we have a declining enrollment and significant reductions in state aid. The District is also committed to enhancing our educational programming, retaining high quality administrators and teachers, and providing on-going professional development so that our students continue to benefit from the qualities that make Voorheesville such a stellar and unique public educational setting.

We will use the lessons gleaned from our work over this year to continue developing what we want a Voorheesville graduate to look like, what skills we want them to take away, what content we want them to have mastered, what qualities and characteristics we believe will serve them well in the future as students, workers, and citizens. Using the principles of Understanding by Design, we will begin refining our essential questions so they align with the qualities we want our students to have.

Administrative Mentoring: Over the course of the past year, there have been major changes in administration. The District has a new superintendent, a new elementary principal, a new middle school principal, and a newly hired high school principal. These members of administration are forging connections with current administrators and teachers. As a result of these major leadership changes, Voorheesville Central School District stands at the nexus of a tradition of excellence and a vision for becoming cutting edge in curriculum development and delivery.

Policies: The Board has received a complete index of policies which includes a table of dates that each policy needs to be reviewed and a cross reference to similar policies and regulations. The Board has systematically reviewed policies and adopted changes or implementation. The active committees of the Board now have adopted charters which describe the scope of their work. Annual review of policies will continue.

Evaluations: The Annual Professional Performance Review (APPR) process was implemented in 2009-2010. The forms were reviewed by an Evaluation Committee and found to be redundant and cumbersome. A sub-committee worked to streamline the documents for the next year. The State education department has initiated a requirement that student scores be accounted for in teacher and principal evaluations. While we await further instructions from SED, we will use our streamlined APPR form.

Negotiations: The District is currently negotiating with the VAA and expects to complete that process early in the 2010-2011 school year. In addition, given the economy, we have approached the VTA to extend their contract through the 2011-2012 school year. We are hoping to reach an agreement as we approach what promises to be a severe budget scenario in 2011-2012.

Budget: We expect this to be the most difficult budget year of the foreseeable future. We have already begun planning our budget process for 2011-2012. We anticipate reductions in force, but we will work to minimize the impact of such a reduction on instruction. We anticipate that the State budget will be leaner than ever and that not many of the Federal dollars will be designated to Voorheesville.

Capital Project and Renovations:

- We will re-construct the physics classroom.
- We will move the secondary school faculty room to a space adjacent to the teacher work room.
- We will monitor classroom temperatures.
- We will review parking options at the elementary school for major events including, soccer, Open House, and concerts.
- We will work with the Booster clubs to facilitate the construction of an indoor concession stand.
- We hope to pave a section near the Secondary school cafeteria for outdoor play.

Educational Focus:

- The District is re-birthing our work on mapping the curriculum. We have contracted with Heidi Hayes Jacob for a professional development day in November. Since she is a respected consultant on mapping and has inspired several teachers who have heard her talk about the process, we determined that bringing her in would provide roots for the movement.
- We will continue to examine areas of concern, including academic disenfranchisement of boys.
- The administrative team has identified the need for an inclusive task force to study and make recommendations regarding homework. We want to raise the discussion with faculty about what is valued and what weight compliance with homework actually carries.
- We have targeted math instruction at the elementary level as an area for growth.
- We will continue work on project-based learning at the middle level.
- We will also continue work with our professional development pathways on the five strands identified in our PD survey.
- We will continue implementing our systemic literacy plan, expanding the professional development initiative to include more elements of balanced literacy (Read Aloud; Shared Reading; Reading/Writing Connections, etc.)
- We will expand our literacy initiative to middle school grades.

Data Analysis:

- We will continue to examine our outcomes on State tests with attention to discreet specifics identified through analysis of error patterns and test item difficulty to go beyond the numbers of students who reach proficiency.
- We will set a target of at least 85% mastery for all state tests, and we will continue to work towards that goal.
- We will work on common rubrics, such as the one we are piloting in writing across the content areas in middle school.
- We will work on common assessments to measure student learning across content areas.
- We believe that active mapping of curriculum will ensure that students receive common exposure to best practices.

Acceleration and Enrichment:

- We will begin looking at middle level science with the goal of moving the eighth grade acceleration course to Regents Biology.
- We will be developing a systematic approach to criteria for admission to acceleration courses. We will broaden our use of objective measures (such as the TOMAGS) and create a common rubric for entrance to advanced courses.
- We will bring the Renzulli Learning System into the elementary school. Renzulli is a web-based program that allows complete differentiation on instructional objectives. It was originally designed for gifted students, but actually, because it allows a teacher to draw multiple resources on the same topic from a low level to a very high level, it is way for students on all levels to achieve. Since it is web-based it can also be used at home. We are beginning with the elementary level and moving upwards once we get people trained.
- We will establish a task force to articulate K-12 acceleration / enrichment.
- We will develop an enrichment framework and expand enrichment opportunities for all students who qualify.
- We will publish on the website criteria for admission to accelerated courses.

Guidance:

- We will examine the colleges our students apply to, ones they are accepted at, and ones they choose to attend.
- We will explore the software system, Naviance, which will help construct a student portfolio for 9-12 students for their college search and application processes. We will train guidance counselors on implementing this approach to career preparation.
- We are piloting additional Guidance nights for parents in the fall semester through the use of flexible scheduling of the additional stipended hour previously attached to the end of the day.
- We will establish a task force on Drug and Alcohol Education initiatives to be co-chaired by the high school principal and the athletic director. This task force will examine elements of our internal structures that may dissuade students from destructive behaviors and also focus on the reduction of student disenfranchisement from the educational mission of the school.
- We will revise the guidance webpage to make it more accessible and easier to navigate.

Communication:

- We will review the website and determine methods for revising re-creating, and updating it.
- We will utilize a communications department to re-instate newsletters.
- We will work with the *Altamont Enterprise* to write periodic columns on education.
- We will dedicate the Mark Diefendorf Digital Sign and we will use it for communicating about functions at school.
- We will work with the senior citizens to make certain that they are informed about events at school.
- We will increase communication between community and school with particular emphasis on keeping the district website current.

Voorheesville Central School District
DISTRICT GOALS WITH ACTION STEPS
2010-2011

DISTRICT GOAL # 1: Assist students in developing their potential in scholarship, intellectual curiosity, problem solving, and critical thinking.

Action Step	Success Indicator/Strategy	Who is responsible?	Planned Completion/Reporting Interval Dates	Resources Needed
1. Review, Re-think, and Revise (as needed) Mathematics instruction K-5	1.1 Increased use of guided math practices. 1.2 Creation of viable curriculum maps	ES Principal Curr. Coordinator	January, June 2011	Prof. Dev., Release Time
2. Continue to enhance literacy program, based upon current effective best research and practices. (K-8)	2.1 Increased adoptions of best practices 2.2 Adherence to the District Literacy Plan (<i>See Literacy Plan: Appendix A</i>)	ES Principal Curr. Coordinator MS Principal	December, 2010	Prof .Dev., Materials, Release Time
3. Improve student outcomes by utilizing a co-teaching model of instruction at the high school level in English and Social Studies with Special Education	3.1 Students in co-taught classes will demonstrate better outcomes and engagement.	HS Principal HS Assoc. Prin. Director, Sp. Ed.	July, 2011	Prof. Dev., Release Time., supplies, texts, etc.
4. Introduce Renzulli Learning to enhance student enrichment and to facilitate technology across content areas.	4.1 Instruction with embedded technology will increase student performance on projects.	Curr. Coordinator ES Principal Tech. Coordinator ES Tech. Teacher	September, June, 2011	Prof. Dev., Cost of Software

Action Step	Success Indicator/Strategy	Who is responsible?	Planned Completion/ Reporting Interval Dates	Resources Needed
5. Devise common rubrics for acceleration in math and science.	5.1 Using multiple data points, rubrics will be created that are systematic in their ways of identifying candidates for acceleration	MS Principal Sci. Dept. Chair Math Dept. Chair HS Principal ES Principal Curr. Coordinator	Spring, 2011	Release Time.
6. Middle level science program will be reviewed and revised towards moving the accelerated course in grade 8 to be Regents Biology in 2011-2012.	6.1 Curriculum will be developed that allows for physical science materials that are currently taught in grade 8 to be taught in grades 6 & 7	MS Principal Sci. Dept. Chair	Spring, 2011	Release Time.
7. Increase Differentiation Practices	7.1 Curriculum Coordinator will provide optional after school workshop for Middle School teachers on DI using Tomlinson's text. 7.2 MS ELA will implement literature circles and writing workshop methods	Curr. Coordinator Director, Sp. Ed. HS Assoc. Prin. MS Principal Eng. Dept. Chair	Quarterly	Release Time, Materials & Supplies
8. Continue to incorporate project-based learning strategies (PBL) at the middle-level	8.1 Expand opportunities for project-based learning across the content areas throughout the year	MS Principal Curr. Coordinator	October 2010	Prof. Dev., Release Time.

DISTRICT GOAL #1
PROFESSIONAL DEVELOPMENT FOR ACTION STEP #1

	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
Mathematics Instruction	Release Time ½ day per month with each grade level team at their discretion and/or on the advice of the principal	K-5 Faculty, ES Principal Curr. Coordinator	<ul style="list-style-type: none"> ▪ Analysis of current maps to identify if maps are reflective of the needs of the NYS Math Assessment. ▪ Grade level teams begin to think about essential questions. ▪ Preparations to ensure adequate expectations for the New York State Math Assessments ▪ Identification of gaps and weaknesses 	

DISTRICT GOAL #1
PROFESSIONAL DEVELOPMENT FOR ACTION STEP #2

	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
Literacy Program	Teacher conferences, professional development circles, in-house training, and teacher coaching and mentoring.	K-8 Faculty, ES Principal MS Principal Curr. Coordinator	<ul style="list-style-type: none"> ▪ Introduction of Curriculum Mapping ▪ Teachers create student goals through the use of Fountas and Pinnell student data and Continuum book. ▪ Monitor progress of below-grade level readers. ▪ Comparison of F & P data – Sept. vs. Jan. ▪ Large group review of writing maps at faculty meeting. 	

DISTRICT GOAL #1
PROFESSIONAL DEVELOPMENT FOR ACTION STEP #3

	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
Co-Teaching September	Identified teaching pairs will be trained in co-teaching.	K-12 Faculty, Director, Sp. Ed. Principals	<ul style="list-style-type: none"> ▪ Teaching pairs will understand the fundamental principles of co-teaching. 	
October	Staff will tie co-teaching to IEP creation.	K-12 Faculty, Director, Sp. Ed. Principals	<ul style="list-style-type: none"> ▪ Teachers will develop IEPs that reflect placements in co-taught classes. 	
November	Common planning time will be built into schedules for teachers to create a viable co-teaching experience.	K-12 Faculty, Director, Sp. Ed. Principals	<ul style="list-style-type: none"> ▪ Teachers will be able to plan experiences that are inclusive for all students. 	
January	Common assessment will be developed to evaluate student progress	K-12 Faculty, Director, Sp. Ed. Principals	<ul style="list-style-type: none"> ▪ Teachers will have common assessments to review student progress. 	
April	Ongoing evaluation of co-taught classes.	K-12 Faculty, Director, Sp. Ed. Principals	<ul style="list-style-type: none"> ▪ The viability and sustainability of the model will be scrutinized. 	
May	Compare student outcomes in co-taught classes with student outcomes receiving other special education services.	K-12 Faculty, Director, Sp. Ed. Principals	<ul style="list-style-type: none"> ▪ Compare student progress to other models. 	

**DISTRICT GOAL #1
PROFESSIONAL DEVELOPMENT FOR ACTION STEP #4**

	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
Differentiation using Renzulli September	Review Renzulli with K-5 reps.	K-5 Reps., Renzulli Rep, Tech. Coordinator Superintendent ES Principal, MS Principal, Curr. Coordinator	<ul style="list-style-type: none"> Faculty and staff will be introduced to the capacities of Renzulli Learning System to differentiate. 	
October	Train turnkey trainers in Renzulli	K-5 Reps., Renzulli Rep., Tech. Coordinator Superintendent	<ul style="list-style-type: none"> Turnkey trainers will work with colleagues to build expertise with Renzulli. 	
November	Student accounts opened for home access	Administrators, Parents	<ul style="list-style-type: none"> Parents will receive information about using Renzulli at home. 	
January	Training on using Renzulli for project based learning	K-5 Faculty (Tech Monday)	<ul style="list-style-type: none"> Teachers use Renzulli to broaden lessons. Students and parents use Renzulli at home, too. 	
April	“Sharathon” of lessons enriched by Renzulli	Interested Faculty, Administrators	<ul style="list-style-type: none"> Teachers will share ways to access Renzulli to help differentiate lessons. 	

**DISTRICT GOAL #1
PROFESSIONAL DEVELOPMENT FOR ACTION STEP #8**

	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
Project-Based Learning – Middle Level	Visit other schools, and Tech Valley High to observe how project-based learning is implemented in other learning environments.	MS Principal Curr. Coordinator	<ul style="list-style-type: none"> Feasibility of expanding project-based learning in several curricular areas. 	

DISTRICT GOAL #2: The District will create a culture of openness and continuous improvement, including continuous teacher development and high quality instruction.

Action Step/Objective	Success Indicator/Strategy	Who's Responsible	Planned Completion Date/Reporting Interval Date	Resources Needed
1. Introduce and/or continue with five key professional development topics at the High School: UBD; 21 st Century Learning Skills; Homework; Data Driven Instruction, and Boys and Achievement	1.1 Use faculty meetings for professional dialogue. 1.2 Participation in Tech Mondays will increase 1.3 Participation in "The Buzz" Professional Learning Community discussions	HS Principal Tech. Coordinator Eng. Dept. Chair HS. Assoc. Prin. Curr. Coordinator Director, Sp. Ed.	Ongoing	In-House Prof. Dev.
2. K-12 faculty will be trained and participate in curriculum mapping.	2.1 Full participation in Heidi Hayes Jacob Conference 2.2 Viable Curriculum maps with frequent use and collaboration, vertically and horizontally.	Curr. Coordinator, et al	February, ongoing	Prof. Dev., Release Time
3. K-12 curriculum will continue to be reviewed and aligned.	3.1 Curriculum committee meetings will reflect K-12 missions. 3.2 Cross-building conversations will support best practices and consistency 3.3 Scheduling of vertical meetings by subject area (6-8)	Curr. Coordinator, et al MS Principal	February, June	Prof. Dev., Release Time
4. Increase our current practice of literacy benchmarking by expanding the F & P assessments to grades 7 & 8.	4.1 Curriculum Coordinator meets with MS English and special ed. teachers to train for assessing students in September.	Curr. Coordinator Director. Sp. Ed. English Dept.	Spring, 2011	Prof. Dev., Release Time
5. Create K-2 writing benchmarks.	5.1 Establish benchmarks for first grade and select three points for assessing. 5.2 Benchmark writing piece for kindergarten. Meet with Curriculum Coordinator to review student work.	Curr. Coordinator K-2 Teachers	Spring, 2011	Prof. Dev. Release Time

DISTRICT GOAL #2
PROFESSIONAL DEVELOPMENT FOR ACTION STEP #1

Month strand # 2	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
21st Century Skills July	Acquisition of multiple resources that support/model 21 st Century Learning Skills	K-12 Faculty Curr. Coordinator Principals Superintendent	<ul style="list-style-type: none"> ▪ Materials will be distributed to faculty to further support the benefits and methods of teaching 21st Century Learning Skills 	
September	Present materials that support/model 21 st Century Learning Skills.	K-5 Faculty Curr. Coordinator ES Principal Superintendent	<ul style="list-style-type: none"> ▪ Spend the first faculty meeting of the school year reviewing/reinforcing the 21st Century Learning Model ▪ Emphasis is placed upon utilizing these skills in all areas of content instruction 	
October	Grade-level team visit to Tech Valley High School (other than grades 4 and 5)	K-8 Faculty, Curr. Coordinator ES Principal MS Principal	<ul style="list-style-type: none"> ▪ Relationship established between the model of Tech Valley High School and its application to Voorheesville Elementary School ▪ Varied project-based learning opportunities are brainstormed within the constraints of the current curriculum 	
November	Grade-level attendance at the 21 st Century Learning Conference (as sponsored by Union College)	K-5 Faculty, Curr. Coordinator ES Principal	<ul style="list-style-type: none"> ▪ Varied project-based learning opportunities are brainstormed within the constraints of the current curriculum 	
December	Final grade level visit to Tech Valley High School	K-5 faculty, ES Principal	<ul style="list-style-type: none"> ▪ Relationship established between the model of Tech Valley High School and its application to Voorheesville Elementary School ▪ Varied project-based learning opportunities are brainstormed within the constraints of the current curriculum 	

Month strand # 2	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
January 2011	Project Learning Fair (Faculty Meeting)	K-5 Faculty, Curr. Coordinator ES Principal Superintendent	<ul style="list-style-type: none"> ▪ Each grade level shares one project that epitomizes the 21st Century Learning Model ▪ Subsequent faculty meetings are used to showcase a project-based approach to learning, in order to instill grade level experimentation 	
February through April	Reflection of 21 st Century Learning Influence crafted into Curriculum Maps	K-12 Faculty, Curr. Coordinator Principals Superintendent	<ul style="list-style-type: none"> ▪ Grade-level teams use the project-based approach to learning in the crafting and revision of curriculum maps, particularly in math instruction (which will be the primary focus of the curriculum mapping project). 	

Month Strand # 5	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
Reaching Boys September	Book Group selects touchstone text. The following titles are being considered: <i>“Boys Adrift”</i> , Sax <i>“The Trouble with Boys”</i> , Tyre <i>“Supergirls Speak Out”</i> , Funk <i>“Girls on the Edge”</i> , Sax	Interested Faculty through the “Buzz” <i>“Buzz” is a teacher led discussion group on the Professional Development strands</i>	<ul style="list-style-type: none"> ▪ Begin a conversation about boys within the educational system using a touchstone text 	
October	Faculty Meeting – look at outcomes and placements by gender	Administrators, Faculty	<ul style="list-style-type: none"> ▪ Question: “Are are boys or girls under-represented in challenging courses?” 	
December	Book Group meeting after school	Interested Staff	<ul style="list-style-type: none"> ▪ Heighten understanding of under-performance 	
February	Book Group meeting	Interested Staff	<ul style="list-style-type: none"> ▪ Check second quarter performance by gender 	
June	Assessment post-mortem	Administrators, Curr. Coordinator	<ul style="list-style-type: none"> ▪ Review outcomes on State assessments by gender/mastery by gender 	

DISTRICT GOAL #2

PROFESSIONAL DEVELOPMENT FOR ACTION STEPS #2 AND #3

Month strand # 1	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
Mapping & Curriculum Alignment July 2010	Set release times (½ day per month)* with grade level teams, Curriculum Coordinator, and independent consultant *In addition to the ½ day release time for math	K-5 Faculty, Curr. Coordinator ES Principal, Superintendent	<ul style="list-style-type: none"> ▪ Dates will be set so that the remainder of the year can be planned. 	
August	Plan for Curriculum Mapping Workshop (Heidi Hayes Jacobs)	K-5 Faculty, Curr. Coordinator ES Principal, Superintendent	<ul style="list-style-type: none"> ▪ Grade-level teams begin to think about Essential Questions 	
September	Review of the Constitution of an Effective Essential Question First ½ day of release time	K-5 Faculty, Curr. Coordinator ES Principal, Superintendent	<ul style="list-style-type: none"> ▪ The first faculty meeting of the school year is spent practicing the crafting of effective essential questions, which will be used during the analysis of current math curricula, and the mapping of said curriculum. ▪ Review of current curriculum maps as available on Tech Paths ▪ Ensure consistency and accuracy of first quarter of school year concepts and alignment to current state standards ▪ Begin crafting essential questions for first one-two units of study (as specified per grade level) 	
October	Second ½ day release time	K-5 Faculty, Curr. Coordinator ES Principal	<ul style="list-style-type: none"> ▪ Identify Essential Questions for Units through November ▪ Analyze activities and assessments as related to said questions. 	

Month strand # 1	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
November	<p>Superintendent's Conference Day</p> <p>Attendance at Association of Mathematics Teachers of New York State (AMTNYS)</p>	K-12 Faculty, Curr. Coordinator Principals	<ul style="list-style-type: none"> ▪ Heidi Hayes Jacobs will present to all on November 10, 2010. ▪ Identify Essential Question for Units December-February and analyze activities and assessments as related to said questions. ▪ Look at current materials and needed materials for implementation of activities that support true Essential Questions ▪ Presentation of materials obtained at AMTNYS 	
December	Fourth ½ day release time	K-5 Faculty, Curr. Coordinator Principal	<ul style="list-style-type: none"> ▪ Continue with Curriculum Mapping of specific grade level (February-March) curriculum, using state standards as a guide for the material, by the crafting of effective Essential Questions for design of effective instruction. 	
January	Fifth ½ day release time	K-5 Faculty, Curr. Coordinator Principal	<ul style="list-style-type: none"> ▪ Meet with Dr. Lindeman or Ms. Sobolewski for Curriculum Review/Audit and strategies for effective, student-centered math instruction. 	
February	Sixth ½ day release time	K-5 Faculty, Curr. Coordinator Principal	<ul style="list-style-type: none"> ▪ Continuation with mapping specific grade-level curriculum, rooted in effective Essential Questions (maps should be relatively complete for the year) ▪ Vertical meeting and collaboration begins ▪ (K-1; 2-3; 4-5) 	

Month strand # 1	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
March	Seventh ½ day release time	K-5 Faculty, Curr. Coordinator Principal	<ul style="list-style-type: none"> ▪ Continuation with mapping specific grade-level curriculum, rooted in effective Essential Questions (maps should be relatively complete for the year) ▪ Vertical meeting and collaboration begins ▪ (1-2; 3-4; 5-6) ▪ Presentation of materials obtained at the HMVAMC 	
April	Eighth ½ day release time	K-5 Faculty, Curr. Coordinator Principal	<ul style="list-style-type: none"> ▪ Preparations to ensure adequate expectations for the New York State Math Assessments 	
May	Ninth ½ day release time	K-5 Faculty, Curr. Coordinator Principal, Superintendent	<ul style="list-style-type: none"> ▪ Meet with Dr. Lindeman or Ms. Sobolewski for Curriculum Review/Audit and strategies for effective, student-centered math instruction (part II) 	
June	Tenth ½ day release time	K-5 Faculty, Curr. Coordinator Principal	<ul style="list-style-type: none"> ▪ Analysis of current maps to identify if maps were reflective of the needs of the NYS Math Assessments ▪ Identification of gaps and weaknesses 	

DISTRICT GOAL #2
PROFESSIONAL DEVELOPMENT FOR ACTION STEP #4

Month strand # 3	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
Literacy Middle School June – July	Book Study (Jacobs’ Lit Across Content Area or 21 st C book. inquiry/PBL - to be determined post Heidi Hayes Jacobs visit) ELA/F&P Literacy Continuum book	MS faculty, 6 th -7 th Grade ELA Teachers, Special Ed Teachers	<ul style="list-style-type: none"> ▪ Teachers create student goals through the use of Fountas and Pinnell student data and Continuum book ▪ Book chosen and ordered for 2010-11 book study. ▪ Differentiation in English Language Arts 	
August	1 st Annual Literacy Institute	VCSD Faculty, (<i>emphasis MS</i>) 9 th Grade Academy Teachers, Curr. Coordinator	<ul style="list-style-type: none"> ▪ Continuation of literacy PD ▪ <i>Introduction of Curriculum Mapping</i> ▪ New maps created 	
October	Literacy Differentiation through Lit. Circles/book club Expand Literacy Plan to focus on Read Aloud	MS Faculty, Curr. Coordinator	<ul style="list-style-type: none"> ▪ Curriculum Coordinator meets with staff during release time to assist with drafting/reviewing maps (depending on the map’s stage of completion) ▪ Shared discussions on book topic related to one of the PD strands ▪ Develop rubric for writing benchmark pieces ▪ Develop and analyze benchmark writing pieces for shared discussion and review during grade level meeting (approx. 1 hour needed) 	
December	Book Club	VCSD MS faculty	<ul style="list-style-type: none"> ▪ Continue discussion of book and discuss plan to put ideas into action; share results at future faculty meeting. 	

Month strand # 1	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
January 2011	F & P Bench Mark assessments for 7th graders Reflection of practice	7 th gr. ELA Spec. Ed. Teachers, Curr. Coordinator 6 th – 7 th Grade ELA, Spec. Ed. Teachers, Curr. Coordinator	<ul style="list-style-type: none"> ▪ Monitor progress of below grade level readers. ▪ Is more differentiation necessary? What resources are needed? What support is necessary? What is working for all students? Discuss possibility of BM writing piece for each grade level in middle school 	
February	Literacy	MS Faculty, Curr. Coordinator	<ul style="list-style-type: none"> ▪ Comparison of F & P data – Sept. vs. Jan. ▪ Comparison of student growth of struggling readers 2010 vs. 2011 (F & P) ▪ Large group review of writing maps at Faculty Meeting 	
April	Literacy across Content Areas	7 th Grade ELA and Science	<ul style="list-style-type: none"> ▪ Science curriculum (genetics, ecosystems) taught through differentiated literature including <i>Sea of Monsters</i> and <i>Percy Jackson</i> 	

DISTRICT GOAL #2

PROFESSIONAL DEVELOPMENT FOR ACTION STEP #5

	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
K-2 Writing Benchmarks June	In-house professional development by Curriculum Coordinator	K-2 Faculty, Curr. Coordinator ES Principal	<ul style="list-style-type: none"> ▪ Develop rubrics for writing benchmark pieces ▪ Develop and analyze benchmark writing pieces, differentiated by grade level and exposure to literacy constructs, for shared discussion and review during grade level meetings 	

DISTRICT GOAL # 3: Strengthen parent and community engagement and partnerships for student learning.

Action Step/Objective	Success Indicator/Strategy	Who's Responsible	Planned Completion Date/Reporting Interval Date	Resources Needed
1. Increase opportunities for communicating (principal's corner, middle school television studio, electronic District sign, Media).	1.1 Regular columns on educational topics to be published in press.	All Administrators	Ongoing	In-House, Resources (Foundation/PTA funding)
2. Increase use of SNN	2.1 Increased number of subscribers	Principals	Ongoing	In-House
3. Parent Portal implementation	3.1 ESchool usage will increase 3.2 Department Chairs will pilot first semester 3.3 Teachers trained and ready to go in Spring	HS Principal HS Assoc. Prin. Dept. Chairs	June	Prof. Dev.
4. Survey community to see other recommendations for reaching out.	4.1 Put a survey out in September to gather information from community to enhance means of reaching them, as well as strengths and weaknesses of the current District communication system	Tech. Teacher	December	In-House
5. Meet with Senior Citizens to learn what they need from the school.	5.1 Contact senior services providers and the local churches for meeting times.	Superintendent	Quarterly	In-House
6. Begin a campaign to replace the playground	6.1 Put together a community task force to plan for the construction of a new playground.	O & M Supt. ES Principal Superintendent	Launch in October, Report semi-annually	All district
7. Explore the possibility of moving to a trimester reporting period, which would allow for two conference periods throughout the school year	7.1 Is community, at large, responsible in a positive way to this idea?	ES Principal Superintendent	June 2011 (Decision and next steps to move forward, if applicable)	Restructuring of calendar

DISTRICT GOAL #3

PROFESSIONAL DEVELOPMENT FOR ACTION STEP #3

	Professional Development	Stakeholders	Intended Outcomes	Outcomes Achieved
Parent Portal Implementation	In-house professional development through Technology Mondays Testing by Department Chairs	HS Principal HS Assoc. Prin. Department Chairs	<ul style="list-style-type: none">▪ Have all teachers online by the end of the school year and/or have a plan in place to begin the 2011-2012 school year.▪ Post student grades online for parents and students to be kept informed of their progress in a timely manner.	

DISTRICT GOAL # 4: The District will be faithful stewards of the community’s financial commitment to the children and will be responsible in managing all resources.

Action Step/Objective	Success Indicator/Strategy	Who’s responsible	Planned Completion Date/Reporting Interval Date	Resources Needed
1. Continued enforcement of energy policies and programs	1.1 Decrease energy Costs 1.2 Maximize current resources while also maintaining a safe environment (Heat Protocol Plan)	O & M Supt. Energy Educator et. al.	Ongoing	In-House
2. Playground maintenance and planning for the future	2.1 Maintain current playground in safe condition 2.2 Create task force for replacement 2.3 Begin fundraising campaign	O & M Supt. ES Principal Superintendent	Ongoing	In-House
3. Monitor efficient use of substitutes on professional development sessions	3.1 Create schedules that allow for maximizing the substitute coverage	Admin. Team	Ongoing	In-House
4. Decrease reliance on paper	4.1 Increased use of electronic resources 4.2 Use paper supply more efficiently	Tech. Coordinator	Ongoing	In-House
5. Monitor and evaluate programs and services in Special Ed.	5.1 Monitor Least Restrictive Environments through implementing RTI and Co-teaching 5.2 Develop creative programming for students with more profound needs. 5.3 Collaboration with BOCES to ensure fulfillment of IEP services in a fiscally responsible manner. 5.4 Monitor extended school year 5.5 Work with Transportation to maximize effectiveness of routing 5.6 Maximize resource utilization, e.g. grants and Medicaid	Director, Sp. Ed. Asst. Supt. for Business Superintendent	February (Special Budget Meeting)	In-House
6. Create a viable budget	6.1 Examine what needs to be supported in the 2011-2012 budget	Sarita Winchell, Teresa Snyder,	December-March	In-House

Proposal to Sustain & Develop Staff Development in Literacy: 2010-2011

TIMEFRAME	LITERARY FOCUS
September- October	<ul style="list-style-type: none"> ▪ Ensure inter-rater reliability on the Fountas and Pinnell Benchmark Assessment; collect and compile data with an analysis comparing “summer loss” of those who participated in summer reading programs. ▪ Facilitate analysis of data and development of instructional goals for groups. ▪ September benchmark writing pieces selected for kindergarten, first, and second grades.
November	<ul style="list-style-type: none"> ▪ Review of High Frequency word lists/ use of F & P word study program ▪ Review Gradual Release Model with teachers, invite faculty to share how they are incorporating this model into practice ▪ Include new ideas at faculty “Share” meeting
December to March	<ul style="list-style-type: none"> ▪ Relevant monthly articles/ videos shared ▪ Continue with benchmark writing pieces ▪ Facilitate January benchmark assessments ▪ Ongoing data analysis ▪ Small group mixed review of Curriculum Maps and grade level revision
April to June	<ul style="list-style-type: none"> ▪ Survey staff and develop differentiated staff development on elements of balanced literacy including but not limited to; comprehension, read-aloud, literacy circles, and writers’ workshops to individuals or groups. ▪ Development of writing rubrics ▪ Review of reading and writing resources / materials