

Commack Public Schools
Commack, NY 11725

District Professional Development Plan for July 1, 2014 – June 30, 2017



**Disclaimer – Aspects of this PD Plan is contingent upon the annual District budget vote and this plan remains in effect until a revised plan is approved.*

The Commack School District Mission Statement

Within the context of a caring community of learners, our primary mission is to provide an exemplary learning experience that will allow each child to acquire the necessary knowledge, skills, attitudes, and values to become a successful, contributing member within our school community and greater society.

**SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN**

Recommended Format

DISTRICT NAME: COMMACK UFSD

BEDS CODE: 580410030000

SUPERINTENDENT: DR. DONALD JAMES

ADDRESS: P.O. BOX 150, COMMACK, NY 11725

PHONE: (631) 912-2010 FAX: (631) 912-2240 E-MAIL: djames@commack.k12.ny.us

YEAR(S) PLAN IS EFFECTIVE: 2014-2017

Composition of Professional Development Teams(s)

District Team

School Team(s)

administrators/staff 12
(includes curriculum specialist)

administrators/staff _____

teachers *9

teachers _____

others 2 (specify roles below)

others _____ (specify roles below)

President, Commack Teachers Association (also is a district teacher)

Vice President Commack teachers Association (also is a district teacher)

*One teacher serves simultaneously as Teacher Center Director

Number of school buildings in District: 8

Number of school-based professional development teams: _____

*Indicate how school team(s), if any, will be represented on District team:

*All buildings in the District are represented on the Professional Development Plan Committee.

PROFESSIONAL DEVELOPMENT PLANNING TEAM

- 1. If school teams are not represented on the District professional development team, describe briefly how the District plan will ensure that the needs of schools in the District are met.**

The Commack Public Schools District plan was developed by a district team with representation from every school and/or department in the District. As a mid-sized suburban District with four primary schools, two intermediate schools, one middle school and one high school, our goals for the improvement of teaching and learning are district-wide goals. Each member of the district team is responsible to report to and from the group he or she represents. The members of the team and their constituencies are below:

Dr. Adele Pecora, Assistant Superintendent for Curriculum, Instruction, and Assessment K-12
Ms. Alison Offerman-Celetano, Director of Science K-12
Ms. Amy N. Martin, Teacher, Commack Middle School
Ms. Amy Ryan, Assistant Superintendent for Pupil Personnel Services
Mr. Brian Simpson Principal, Indian Hollow Primary School
Ms. Carrie Lipenholtz, Assistant Principal, Commack Middle School
Ms. Cyndi Nichols, Teacher, North Ridge Primary School
Ms. Darlene Grant, Teacher, Indian Hollow Primary School
Ms. Denise Mungioli, Special Education Coordinator 6-12
Mr. Eliot Lewin, Director of Literacy and Advanced Studies
Ms. Grace Silva, Teacher, Commack High School
Ms. Ilene Shapiro, Assistant Principal, Commack High School
Ms. Katherine Rihm, Principal, North Ridge Primary School
Ms. Kathleen Huergo, Teacher, Burr Intermediate School
Ms. Krista Brancato, Teacher, Burr Intermediate School, Director, Commack Teacher Center
Ms. Margaret McIlvain, Teacher, Rolling Hills Primary School
Mr. Michael Inforna, Administrative Assistant for Data, Curriculum, and Testing
Ms. Michelle Collison, Principal, Wood Park Primary School
Ms. Mona DeMarco, Teacher, Wood Park Primary School
Mr. Paul Infante, Director of Fine and Applied Arts
Mr. Paul Schmelter, Principal, Burr Intermediate School
Mr. Phillip Cicione, Teacher, Commack High School
Ms. Shackay Angacian, Teacher, Sawmill Intermediate School
Mr. Tristram Stewart, Special Education Teacher, Commack Middle School, President, Commack Teachers Association

- 2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.**

The Commack Public Schools has a long-standing commitment to the professional development of our staff. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current within their profession and meet the learning needs of their students. The plan also ensures that holders of Level III Teaching Assistant certificates and substitute teachers who work on a long-term basis, as defined in section 80-5.4 State Education Part 100.2, are provided the opportunity to participate in the professional development program of the District.

Teachers are provided with a daily professional period at which time they meet with colleagues in professional learning circles, collegial circles, grade level, department and team meetings. On average, teachers participate in at least **128** hours of professional development each year.

- 3. Describe the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities.**

Professional development activities are provided to all professional staff and supplemental school personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities. These activities begin at New Teacher & Professional Staff Orientation. All new personnel attend a three-hour workshop about special education that focuses on the laws and strategies for working with students with disabilities. All new teachers and professional staff participate in additional workshops during the course of their two-year induction that provide them with strategies for working with students with disabilities. Each building principal and instructional support team provides building-level training for school personnel. The District will continue to send professional and supplementary staff to workshops and conferences that focus on working with students with disabilities. The District will continue to hold workshops on this topic for our staff.

- 4. Describe how the school district provides all teachers substantial professional development opportunities directly related to student learning needs as identified in the school district report card and other sources as determined by the school district. Include how the school district will provide teachers it employs holding a professional certificate with opportunities to maintain such certificates in good standing based upon successfully completing 175**

hours of professional development every five years as prescribed in Part 80 of the Regulations

Each year Commack teachers on average attend a minimum of **128** hours of professional development activities.

Initial certificate holders attend on average a minimum of 175 hours as per NYS law. These training hours are exclusive of graduate courses and optional in-service courses and readings.

Staff development is provided through many avenues in the District.

Listed below are the ways in which the District provides staff development:

- Professional Periods – Each teacher has a daily professional period.
- District-Sponsored Staff Development - The District sponsors staff development to support the standards in the various subject areas through in-school, after school, weekend, summer and Saturday workshops. These workshops are linked to our annually adopted District goals. The workshops held during each school year focused on Curriculum, Instruction and Instructional Technology, Assessment, Common Core Learning Standards, Infinite Campus (including grade book), Health and Safety, Wellness and Social, Emotional Development & Learning (SEDL). Specifically, our work in curriculum, instruction and assessment included staff development on Common Core learning standards and their integration into curriculum. Teachers may be required to attend up to 12 hours of professional development after school.
- New Teacher & Professional Staff Summer Orientation - All professional staff who are new to a career in the Commack School District are required to attend four days of orientation prior to the start of school. All teachers and professional staff starting their second year are required to attend two days of orientation.
- New Teacher/Professional Staff Monthly Meetings – New teachers and all professional staff attend monthly seminars with either the assistant superintendents for instruction or their building administrators.
- Faculty Meetings - Teachers and professional staff are required to attend one regular faculty meeting per month.
- Grade Level and Department Meetings - Teachers and professional staff are required to attend one grade level or department meeting per month.
- Curriculum Development - The District has provided for extensive curriculum development at all levels and curriculum areas.
- Curriculum Writing Projects – Teachers and Administrators work collaboratively to update and revise curriculum throughout the year and during the summer. These projects align with District goals

- Superintendent's Conference Day – Each year teachers and professional staff participate in workshops that are aligned with the District and Board of Education goals and the New York State Standards.
- BOCES - The school District participates in staff development opportunities sponsored through BOCES.
- Professional Conferences - The District supports attendance at professional conferences related to teachers' areas of certification and the District goals.
- In-school Conferences - At times teachers and professional staff may be required to attend conferences sponsored by the District during the school day. These conferences have included: International Baccalaureate, the IB Middle Years Program, IB Round Tables, Understanding by Design collaboration, training, and implementation, Test Scoring Training, IEP Training, Differentiated Instruction and Assessment, Best Practices and Common Core Standards.
- New York State United Teachers (NYSUT) - Teachers in the District may attend NYSUT courses and workshops and may receive college credit for those NYSUT courses sponsored by colleges/universities.
- SCOPE, a not-for-profit education corporation permanently chartered by the New York State Board of Regents, provides effective and relevant courses for educators to help them be more successful and to increase student achievement.
- Commack Teacher Center Workshops - The Commack School District provides a Teacher Center that offers workshops/courses. In addition, each year at least one course sponsored by the Teacher Center is offered in the Commack District.
- Summer Workshop for Administrators - At the beginning of each school year all District administrators are required to attend a one-day workshop on a current educational topic. The program is aligned with District and Board of Education goals.
- Visitations - Teachers and administrators may apply for permission to visit other classrooms or schools during the school day to observe various teaching techniques.
- Professional Growth Plan (PGP) - As part of the District's teacher evaluation program, teachers may select an educational topic or curriculum project of interest and develop the topic into a classroom instructional program and school improvement.
- Teacher Reflection - As part of the District's teacher evaluation program, teachers may select a lesson for self reflection detailed review, study, and self reflection.
- Teacher Improvement Plan (TIP) - Teachers demonstrating unsatisfactory performance as defined in the District's State-Approved APPR Plan may be required to participate in a Professional Improvement Plan involving intense support and supervision aimed at improving performance.

- Dissemination of Professional Literature - Each school maintains a professional library that contains copies of the standards, curriculum materials, journals, and related literature.
- College/University Programs – The Commack Teacher Center, in collaboration with SUNY at Stony Brook, sponsors programs for teachers in educational leadership leading to a Master's degree or Professional Certificate. Each year the Commack Teacher Center actively seeks out additional College or University Programs for teachers to participate in. For example, TESOL certification coursework through Molloy College.
- Technology Training - As the Commack District implements its technology plan, teachers take courses in instructional technology, technology integration, interactive whiteboard instruction, video conferencing, and database usage. We participate in the WSBOCES Model Schools Program. Teachers attend many WSBOCES courses to increase accessibility to teachers.
- Parent Center – The District Parent Center offers workshops for parents and maintains a resource library for parents. Staff participate in the Parent Center programs as instructors and facilitators.
- Legal Training - Teachers and other professional staff are required to attend training under various State mandates, e.g. Right to Know Training, CPR Training for coaches, defibrillator training, etc.
- Special Education Training - In-service teacher training is provided to meet the needs of special education students and to support integrated programs.
- Allergy and Epi-Pen Training
- Dignity for All Students Act Training

The District will provide all teachers who hold a professional certificate as of February 2004 and thereafter with substantial professional development opportunities, to maintain such certificates in good standing based upon successfully completing 175 hours of professional development every five years.

5. Describe the alignment of professional development with New York standards and assessments, student needs, including but not limited to linguistic, cultural diversity, special needs, and teacher capacities;

(a) the articulation of professional development across grade levels;

The District has an ongoing professional development committee that meets quarterly to determine and assess the professional development program. The District also has longstanding committees for social emotional development and learning, technology and computer education, summer reading, professional council and an elementary curriculum council, all of which have professional development as a function of their charge.

(b) the efforts made to ensure that professional development is continuous and sustained and that the methods and approaches for delivering professional development have been shown to be effective;

The District's professional development program is continuous and sustained. It is linked to the District goals established by the Board of Education. We use research-based programs for professional development.

(c) the manner in which the school district will measure the impact of professional development on student achievement and teachers' practices;

Our academic success as measured by state assessments serves as the formal measure of the impact of the professional development program on student achievement and teachers' practices. Our APPR plan includes opportunities for teachers to engage in reflective practice as an evaluative measure. Our principals use the formal and informal observations established with the CTA to determine the effectiveness of our professional development program.

- 6. Describe the provision for the training of employees holding a teaching certificate or license in the classroom teaching service, school service, or administrative and supervisory service in school violence prevention and intervention. Each such employee shall be required to complete at least one training course in school violence prevention and intervention, which shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. Upon request of the employee who successfully completes such training course, the school district or board of cooperative educational services shall provide the employee with a certificate of completion attesting to the completion of the two clock hours of training in school violence prevention and intervention.**

The District subscribes to the WSBOCES for this training. All new professional staff must submit a certification indicating that they have completed the required two hours of training in school violence prevention and intervention. This also includes Dignity for All Students Act Training.

7. **Describe the District's mentoring program;**

The District's mentoring program was developed in conjunction with the Commack Teachers Association in accordance with section 80—3.4 of Section 100.2. It is included in the CTA contract. The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities are not used for evaluating or disciplining the new teacher unless withholding 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; or unless 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 teachers' moral character;

a. Describe the procedure for selecting mentors, which shall be published and made available to staff of the school district and upon request to members of the public;

Experienced teachers can apply to be a mentor. Prospective mentors must participate in mentor training that is held bi-annually. Mentors are selected from a list of those teachers who participated in the mentor training program. Mentors are selected by a committee consisting of administrators and CTA teacher representatives as well as the principals of the schools of the prospective new teachers.

b. Describe the role of mentors, which shall include but not be limited to providing guidance and support to the new teacher.

The mentors serve to guide and support the new teacher. Their responsibilities are to meet with the teacher a minimum of 20 hours per school year and no less than once per month.

c. The preparation of mentors, which may include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology;

Mentors are required to attend two initial training workshops held bi-annually and two additional one-hour refresher courses that will be given at a time and place mutually agreed upon by the District and the CTA. Training is provided by an instructor appointed by the District in consultation with the CTA. The training includes the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques and time management methodology. They also learn to maintain the mentor-new teacher log.

d. Describe the types of mentoring activities, which may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, and orienting the new teacher to the school culture;

Each mentor and new teacher are provided with an opportunity to meet as part of our New Teacher Training Program. This collaboration provides the mentor with the opportunity to assist in orienting the new teacher to the school and district culture.

Each mentor and new teacher shall be permitted four release days during the first calendar year to perform inter-class visitations or to attend a professional conference together. Additional days may be granted at the discretion of the Assistant Superintendent for Curriculum, Instruction, and Assessment K-12.

e. Time allotted for mentoring, which may include but shall not be limited to scheduling common planning sessions, releasing the mentor and the new teacher from a portion of their instructional and/or non-instructional duties, and providing time for mentoring during superintendent conference days, before and after the school day, and during summer orientation sessions.

Each new teacher (mentee) will be assigned a trained mentor teacher. Mentors will be required to meet after school with individual mentees for approximately 20 hours per year but no less than once per month during the mentee's first calendar year of employment. Mentors are required to maintain logs of the number of hours, the type of mentoring activities provided, and the names and certificate numbers of teachers mentored. Mentors maintain confidentiality and professionalism, serving as role models for mentees.

8. Describe the members of the team that developed this plan

The plan was developed collaboratively by the Professional Development Committee. The committee members and their roles are below:

Dr. Adele Pecora, Assistant Superintendent for Curriculum, Instruction, and Assessment K-12

Ms. Alison Offerman-Celetano, Director of Science K-12

Ms. Amy N. Martin, Teacher, Commack Middle School

Ms. Amy Ryan, Assistant Superintendent for Pupil Personnel Services

Mr. Brian Simpson Principal, Indian Hollow Primary School

Ms. Carrie Lipenholtz, Assistant Principal, Commack Middle School

Ms. Cyndi Nichols, Teacher, North Ridge Primary School

Ms. Darlene Grant, Teacher, Indian Hollow Primary School

Ms. Denise Munglioli, Special Education Coordinator 6-12

Mr. Eliot Lewin, Director of Literacy and Advanced Studies

Ms. Grace Silva, Teacher, Commack High School

Ms. Ilene Shapiro, Assistant Principal, Commack High School

Ms. Katherine Rihm, Principal, North Ridge Primary School

Ms. Kathleen Huergo, Teacher, Burr Intermediate School

Ms. Krista Brancato, Teacher, Burr Intermediate School, Director, Commack Teacher Center

Ms. Margaret McIlvain, Teacher, Rolling Hills Primary School

Mr. Michael Inforna, Administrative Assistant for Data, Curriculum, and Testing
Ms. Michelle Collison, Principal, Wood Park Primary School
Ms. Mona DeMarco, Teacher, Wood Park Primary School
Mr. Paul Infante, Director of Fine and Applied Arts
Mr. Paul Schmelter, Principal, Burr Intermediate School
Mr. Phillip Cicione, Teacher, Commack High School
Ms. Shackay Angacian, Teacher, Sawmill Intermediate School
Mr. Tristram Stewart, Special Education Teacher, Commack Middle School,
President, Commack Teachers Association

9. Recordkeeping requirements

a. School Districts and BOCES shall be required to maintain a record of professional development successfully completed by certificate holders, who are subject to the professional development requirement prescribed in section 80-3.6 of this Title, and who take professional development offered by the school District or BOCES or by entities on behalf of the school District or BOCES. Such record shall include: the name of the professional certificate holder, his or her teacher certification identifying number, the title of the program, the number of hours completed, and the date and location of the program. Such record shall be retained by the school District or BOCES for at least seven years from the date of completion of the professional development by the professional certificate holder and shall be available for review by the department.

The Commack Public Schools maintains records of all professional development activities successfully completed by certificate holders. These records are maintained in the office of the Executive Director for Personnel. The District subscribes to My Learning Plan, an online, electronic program that records and logs participation at conferences, workshops, college courses and other professional development activities approved by the District. The records include the name of the professional certificate holder, the number of hours completed and the date and location of the program completed. These are maintained for at least seven years or for the entire time period of employment in the District and then are archived.

b. School Districts and BOCES shall maintain documentation of the implementation of the mentoring program described in the professional development plan. Such documentation shall include for each individual receiving mentoring pursuant to the mentoring program: the name of that individual, his or her teacher certificate identification number, the type of mentoring activity, the number of clock hours successfully completed in the mentoring activity, and the name and the teacher certificate identification number of the individual who provided the mentoring. Such record shall be maintained by the school District or BOCES for at least seven years from the

date of completion of the mentoring activity and shall be available for review by the department.

The District maintains documentation of the mentoring program described in the plan. Each mentor and mentee maintains a log of activities, the number of clock hours and the type of mentoring activity. These logs are submitted to the Executive Director of Personnel annually and are maintained in the office of the Executive Director of Personnel for at least seven years.

ATTACHEMENTS

School District Professional Development Plan

Attachment 1: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

✓	Longitudinal data – Assessment/data analysis
✓	School Report Card
✓	BEDS data
✓	The State of the District Report
✓	Student attendance rates
✓	Graduation rates
✓	Drop-out rates
✓	Regents Diploma Rate
✓	College Attendance Rate
✓	Suspension Rate
✓	Student performance results disaggregated by ethnicity, gender, SES and other special needs
✓	State benchmarks for student performance
✓	Career inventories, guidance interviews
✓	Other student surveys
✓	Student/Class profile – achievement data
✓	Student/teacher ratios
✓	Building and District Shared Decision Making Teams
✓	District and building committees
✓	PTA Meetings
✓	Teacher surveys
✓	Teacher self-assessment
✓	Curriculum surveys
✓	Community employment opportunities
✓	District Goals
✓	Research & Development Committees
✓	New Teacher Orientation Surveys
✓	Professional Learning Circles
✓	Grade Level Meetings
✓	Department Meetings
✓	Subject Area Meetings
✓	Classroom Visitations & Staff Evaluations
✓	Social Emotional Development & Learning Committee and its Subcommittees
✓	Student Faculty Advisory Committee
✓	School Based Management Teams
✓	Commack Coalition for Caring
✓	Technology Committee and its Subcommittees
✓	Professional Development Committee
✓	Response to Intervention
✓	US DOE Sharing Success and What Works Sites

Attachment II

District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals:

Fiscal Resources:

- Federal Grants under Titles I, IIA
- Special Education Grants
- Local Funds

Staff Resources:

- Administrative Cabinet
- Building Administrators
- Directors and Coordinators
- Content Specialists
- Teacher Mentors
- Lead Teachers

Providers:

- Consultants
- Institutions of Higher Learning
- BOCES (e.g., WSBOCES, WSBOCES Model Schools, SETRC, BETAC, RIC Center)
- Regional and National Associations

Community:

- PTA
- REACH CYA
- Commack Coalition for Caring

Identify any funds the District has received for professional development which are not used to implement this plan and why: NONE

Attachment III

SUMMARY OF PROFESSIONAL DEVELOPMENT ACTIVITIES 2013-14

Each year the Board of Education of the Commack Public Schools adopts goals for the District. The Professional Development Program for the year reflects the implementation of those goals. The goals align with the state standards and student achievement.

GOAL 1: Continue to offer a comprehensive, coherent, and challenging curriculum and educational programs that encourage students to become active, knowledgeable, principled, caring, open-minded, reflective, inquiring, thoughtful, life-long learners.

Activities	Personnel	Evaluation
<p>The District continued to encourage continuing education through in-service courses and workshops. The District provided workshops in accordance with the CTA contract. Faculty meetings, department meetings, grade level meetings provided opportunities for teachers to collaborate. Information about changes in state assessments and standards and its implications for instruction were shared. Professional Learning Circles have focused on Literacy, Special Education. Mathematics, Technology and Social Emotional Development & Learning. The District's high school is an International Baccalaureate high school and teacher professional development aligns with the IB Diploma Program. The Middle School is an IB Middle Years School. The</p>	<p>Workshops were provided by District staff, WSBOCES, the Commack Teacher Center and contracted staff developers. All instructional staff members were eligible to participate. Faculty meetings, department meetings and grade level meetings were led by the appropriate administrator or lead teacher.</p> <p>Courses and professional learning circles included:</p> <p>Wilson Reading, Reading and Writing in the Content Area, Reading Strategies, Mini-Lessons for Reader's & Writer's Workshop, We all Teach Reading at the Middle School, Engaging the Reluctant Reader, Understanding Learning, Algebra I, AIMS, Geometry, Using Raz Kids, Graphic Organizers to</p>	<p>The District continued to maintain records of credits earned from District and university courses. The District continued to use My Learning Plan. Attendance continues to be recorded at all District meetings. Certificates of completion were provided to participants. Participants completed evaluations of District and outside workshops.</p>

<p>District provides training in both programs. The elementary staff continues to meet CCLS through professional development in a Balanced Literacy approach to teaching and learning. Commack High School continues to implement Backwards Design through, the implementation of Understanding by Design, as the framework for curriculum development. Professional Learning Circles have focused on the IB Learner Profile and Lesson Planning.</p>	<p>Enhance Learning, Using Interactive White Boards, SmartBoard Training, eBoards, Using United Streaming and Power Media, Research Skill Development, Grant Writing and Leveled Literacy Intervention. Other topics have included Right to Know, and Exploring Math Programs K-5. The New Teacher Training Program and the Mentor activities addressed this goal.</p>	
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GOAL 2: Implement the recently developed Wellness Policy to foster both physical and mental wellness of all students in the District.

<p>The Board of Education has an established wellness policy. The District offered courses and programs on teaching and modeling social emotional wellness, health education and physical education.</p>	<p>Workshops were provided by SUNY Stony Brook Heartlinks Project, District staff, WSBOCES, the Commack Teacher Center, and contracted staff developers. All elementary cafeteria and recreation aides participated in workshops related to wellness. Other courses and activities included: Student-led Class meetings, Heartlinks in the Classroom, Yoga in the Classroom, Getting Parents on Your Side, CPR training, Police Smart Programs, Inside the Learner’s Studio: Listening to the Voices of our Students, and Second Step. The New Teacher Training Program and the Mentor activities addressed this goal.</p>	<p>The District kept track of credits earned from District and university courses through My Learning Plan. Attendance was kept at all District meetings. Certificates of completion were provided to participants. Participants completed evaluations of District and outside workshops.</p>
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GOAL 3: Advocate for Commack’s interests by exploring different and alternative revenue streams, such as state aide and the Commack Educational Foundation, and by seeking to foster collaboration with other entities in order to reduce expenses, all as a means of moderating or reducing the local tax burden.

Presentations about the District budget process and fiscal information were conducted at faculty meetings.	The Superintendent and the Assistant Superintendent for Business presented the budget, the budget process and pertinent fiscal information to the faculty at eight faculty meetings.	This was assessed informally.
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GOAL 4: Continue to foster the use of learner-centered instructional strategies (including differentiated instruction) and the integration of technology where appropriate to promote literacy, critical thinking, problem-solving, numeracy, and communication skills.

<p>The District continued to encourage continuing education through in-service courses and workshops. The District provided workshops in accordance with the CTA contract. Faculty meetings, department meetings, grade level meetings provided opportunities for teachers to collaborate. Information about changes in state assessments and standards and its implications for instruction were shared. Professional Learning Circles have focused on Literacy, Special Education, Mathematics, and Technology.</p> <p>The District’s high school is an International Baccalaureate high school</p>	<p>Workshops are provided by District staff, WSBOCES, the Commack Teacher Center and contracted staff developers. All instructional staff members are eligible to participate.</p> <p>Faculty meetings, department meetings and grade level meetings were led by the appropriate administrator or lead teacher.</p> <p>Courses and professional learning circles included: Wilson Reading, Reading and Writing in the Content Area, Reading Strategies, Mini-Lessons for Writer’s Workshop, We all Teach Reading at the Middle School,. Engaging the Reluctant Reader, Understanding Learning,</p>	<p>The District kept track of credits earned from District and university courses. The District continues to use My LearningPlan. Attendance is kept at all District meetings. Certificates of completion were provided to participants. Participants completed evaluations of District and outside workshops</p>
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<p>and teacher professional development aligns with the IB Diploma Program. The Middle School is an IB Middle Years School. The District provides training in both programs. The elementary staff continues to meet CCLS through professional development in a Balanced Literacy approach to teaching and learning. Commack High School continues to implement Backwards Design through, the implementation of Understanding by Design, as the framework for curriculum development. Professional Learning Circles have focused on the IB Learner Profile and Lesson Planning.</p>	<p>Algebra I, AIMS, Geometry, Using Raz Kids, Graphic Organizers to Enhance Learning, Using Interactive Smart Boards, White Boards, EBoards, Using United Streaming and Power Media. Other topics have included Right to Know, and Exploring Math Programs K-5. The New Teacher Training Program and the Mentor activities addressed this goal.</p>	
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GOAL 5: Utilize assessment data to inform instructional decisions and to modify teacher and learning strategies that enable teachers to maximize each student’s potential and to support the attainment of mastery on all assessments of learning.

<p>The District continued to encourage continuing education through in-service courses and workshops. The District provided workshops in accordance with the CTA contract.</p> <p>Faculty meetings, department meetings, grade level meetings provided opportunities for teachers to learn how to use data to inform instruction.</p>	<p>Workshops were provided by District staff, WSBOCES, the ESBOCES RIC, the Commack Teacher Center and contracted staff developers. All instructional staff members were eligible to participate.</p> <p>Faculty meetings, department meetings and grade level meetings were led by the appropriate administrator or lead teacher.</p> <p>Topics included: Data Detectives, Data Mentor, Beacon Assessment</p>	<p>The District kept track of credits earned from District and university courses. The District continues to use My Learning Plan. Attendance is kept at all District meetings.</p> <p>Certificates of completion were provided to participants. Participants completed evaluations of District and outside workshops.</p> <p>Formal and informal observations indicate that</p>
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	Recording Services, Using Excel and Gradebook. The New Teacher Training Program and the Mentor activities addressed this goal.	data is being used for instructional decisions.
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Implementation Plan for 2014-2017

The Commack Public Schools believes that professional development is continuous and sustainable. It must reflect congruence between the needs of teachers and students and is an ever-evolving program that has at its core the improvement of learning for all students.

Objective 1: The teachers will remain current in all aspects of curriculum, standards and assessment.		
Activities	Personnel	Evaluation
<p>The District continues to encourage continuing education through in-service courses and workshops. The District provides workshops in accordance with the CTA contract. Faculty meetings, department meetings, grade level meetings provide opportunities for teachers to collaborate. Information about changes in state assessments and standards and its implications for instruction are shared.</p> <p>Using Data to Inform Instruction</p> <p>The District will continue to offer courses that will assist teachers in using data on formative and summative assessments to inform instruction.</p>	<p>Workshops are provided by District staff, WSBOCES, the Commack Teacher Center and contracted staff developers. All instructional staff members are eligible to participate.</p> <p>The New Teacher Training Program and the Mentor Program address this goal. Faculty meetings, department meetings and grade level meetings are led by the appropriate administrator or lead teacher.</p>	<p>The District keeps track of credits earned from District and university courses. The District uses My Learning Plan.</p> <p>Attendance is kept at all District meetings.</p> <p>Certificates of completion are provided to participants. Participants complete evaluations of District and outside workshops.</p>

Objective 2: Teachers will increase use of Best Practices for delivering instruction.		
<p>Critical Thinking and Learning The District’s high school is an International Baccalaureate high school and teacher professional development aligns with the IB Diploma Program. The Middle School is an IB Middle Years School. The District provides training in both programs. The elementary staff continues to meet CCLS through professional development in a Balanced Literacy approach to teaching and learning. Commack High School continues to implement Backwards Design through, the implementation of Understanding by Design, as the framework for curriculum development. Professional Learning Circles have focused on the IB Learner Profile and Lesson Planning.</p>	<p>Workshops are provided by the Guild of IB Schools, District staff, WSBOCES, the Commack Teacher Center and contracted staff developers. All instructional staff members are eligible to participate. The New Teacher Training Program and the Mentor Program address this goal.</p>	<p>The District keeps track of credits earned from District and university courses. The District uses My Learning Plan. Certificates of completion are provided to participants. Participants complete evaluations of District and outside workshops. Evidence is in the student work and on IB, teacher made and state assessments.</p>
<p>Technology The District offers many courses on the use of technology to enhance instruction and learning. These courses linked to both the District Technology Plan and to the ever-changing landscape of instructional technology. Courses include and are enhanced through MST leadership as well as Challenge & Discovery lesson design, Internet</p>	<p>Workshops are provided by District staff, WSBOCES, the Commack Teacher Center, ISTE, and contracted staff developers. All instructional staff members are eligible to participate. The New Teacher Training Program and the Mentor Program address this goal.</p>	<p>The District keeps track of credits earned from District and university courses. The District uses My Learning Plan. Certificates of completion are provided to participants. Participants complete evaluations of District and outside workshops. Evidence of the integration of technology across the curriculum is displayed and shared.</p>

<p>safety, using word processing, databases, Google Apps for Education, teacher and learning aligned to the ISTE Standards which promote collaboration, creative thinking, creativity and problem solving, spreadsheets, graphic design programs, use of interactive white boards, and specific content area programs. Also, professional development will be provided for technology purchased through the Smart Schools Bond Act as required by NYS Law.</p>		
<p>English Language Arts and Social Studies The District will continue its affiliation with the Reading and Writing Project at Teachers College, Columbia University. The District offers many courses on the teaching of English Language Arts. Topics include: the reading process, comprehension strategies, strategies for emergent readers, assessment, literature, fiction and non-fiction reading and writing, strategies for struggling readers that include training in specific programs.</p>	<p>Workshops are provided by District staff, WSBOCES, the Commack Teacher Center, LILAC, LICSS, Columbia University and contracted staff developers. All instructional staff members are eligible to participate. The New Teacher Training Program and the Mentor Program address this goal.</p>	<p>Evidence of the impact of the work is seen in student work on display and on teacher-made and state assessments. Participants complete evaluations of District and outside workshops.</p>
<p>Science and Mathematics The District will continue to offer courses and program on teaching of</p>	<p>Workshops are provided by District staff, WSBOCES, the Commack Teacher Center, LIMACON, and contracted</p>	<p>Evidence of the impact of the work is seen in student work on display and on teacher-made and</p>

<p>mathematics and science. It will begin to offer courses in engineering and other STEAM related content offered by Project Lead the Way. Further, science professional development will align with the Next Generation Science Standards.</p>	<p>staff developers. All instructional staff members are eligible to participate. The New Teacher Training Program and the Mentor Program address this goal.</p>	<p>state assessments. Participants complete evaluations of District and outside workshops.</p>
<p>Social Emotional Wellness, Health, Wellness, and Physical Education The Board of Education has an established wellness policy. The District will continue to offer courses and programs on teaching and modeling social emotional wellness, health education and physical education.</p>	<p>Workshops are provided by SUNY Stony Brook Heartlinks Project, District staff, WSOBES, the Commack Teacher Center, and contracted staff developers. All instructional staff members are eligible to participate. The New Teacher Training Program and the Mentor Program address this goal.</p>	<p>The District keeps track of credits earned from District and university courses. The District uses My Learning Plan. Attendance is kept at all District meetings. Certificates of completion are provided to participants. Participants complete evaluations of District and outside workshops.</p>
<p>Fine and Applied Arts, Business Education, Foreign Language The District will continue to offer courses and programs on all aspects of these areas.</p>	<p>Workshops are provided by District staff, WSOBES, NYSCAME/Suffolk Chapter, LIBTA, LITEEA, LIFACS, SCALA, SCMEA, the Commack Teacher Center, SCALA, SCMEA and contracted staff developers. All instructional staff members are eligible to participate. The New Teacher Training Program and the Mentor Program address this goal.</p>	<p>Evidence of the impact of the work is seen in student work on display and on teacher-made and state assessments. Participants complete evaluations of District and outside workshops.</p>