Middletown Public Schools
Professional Development Plan
2014-2015

The professional development plan of the Middletown Public Schools is aligned with the:

- MPS District Strategic Plan (2011-2015)
- School Improvement Plans
- Title G – THE BASIC EDUCATION PROGRAM (RI DEPARTMENT OF EDUCATION)
- The RI Model Educator Evaluation System
- Regulations of the Board of Regents for Elementary & Secondary Education ~ K-12 Literacy, Restructuring of the Learning Environment at the Middle and High School Levels, and Proficiency Based Graduation Requirements (PBGR) at High Schools.

This plan is designed to accomplish the Middletown Public Schools' strategic goals. It is also designed to provide support for the Middletown Public Schools' vision of ENSURING SUCCESS FOR EVERY STUDENT.

District Professional Development Guiding Principles/Aims

• To improve student learning and achievement by promoting high quality classroom instruction
• To promote collaborative district wide professional development
• To use professional development to expand staff capacity and provide staff with seed work that is actionable and directly impacts student learning
• To promote educational leadership among the administrative staff
• To provide opportunities and resources that support professional development activities initiated by an individual staff member or group of staff members
• To promote and support innovation, risk-taking, and experimentation which improves teaching and learning
• To provide professional development that is ongoing and sustained, that can be applied in the classroom and that ultimately becomes institutionalized as part of our formal educational programs
• To support an educator's professional responsibility to remain current in their field and assume a leadership role within their content area(s) and pedagogy.
• To assist staff in meeting recertification/highly qualified guidelines for professional licensure
• To incorporate technology as an integral part of the Middletown curriculum

To address these goals, Middletown's Professional Development Plan is presented within the framework suggested by the Rhode Island Department of Education Quality Standards for Professional Development which includes the three priorities for Professional Development that are outlined below. Within these three priority areas, the professional development activities provide for collaborative, site-based opportunities that allow staff to plan, share and exchange ideas; that will allow staff to participate in on-going curriculum enhancement and development using a team based approach; that will allow staff to examine data and student work in collaborative settings; and that will allow staff to participate in collaborative coaching, in-class modeling and demonstrations.

RI Quality Standards for Professional Development

Professional development that improves the learning of all students…

I. **Context Standards**

- ***Learning Communities:*** organizes all adults involved in educating students into learning communities with goals that are aligned with those of the School Improvement Plan and the District Strategic Plan.
- ***Leadership***: requires effective district leaders who are goals driven and guide continuous instructional improvement through ongoing professional development.
- ***Resources:*** requires appropriate resources that are consistently provided to support adult learning and collaboration.

II. **Process Standards**

- ***Data-driven:*** uses multiple sources of student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- ***Evaluation:*** continuously uses multiple sources of information to demonstrate its impact in order to guide improvement.
- ***Research-based:*** prepares educators to apply research to all aspects of learning and teaching.
- ***Designs and strategies:*** uses learning strategies appropriate to the intended goal. acknowledges the importance of new practices as well as existing effective practices. uses a systematic design that allows for implementation over time and builds in support systems and necessary extended activities to sustain change.
- ***Learning:*** applies knowledge of human development, learning and change, in order to acknowledge distinct attributes and characteristics of adult learners.
- ***Professional communities of learners and practice:*** provides educators with the knowledge and skills needed to foster and develop collaborations and partnerships.

III. **Content Standards**

- ***Equity:*** prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and ensures the attainment of high academic standards by all students.
- ***Engaging Families and Communities:*** provides educators with knowledge and skills to initiate positive interactive relationships with families, community members, and other stakeholders as they participate in the education of their children.
- ***Quality teaching:*** is informed by individual, school and district goals to deepen educators' content knowledge, provide them with research based instructional strategies to assist all students in meeting rigorous academic standards, and prepare them to implement a variety of classroom assessments appropriately.

Budgetary Sources

Middletown Public Schools will continue to access the following funding sources for Professional Development

- Local Resources [general fund]
- Federal Grant Funds [CRP Titles I, II, III; Special Education(IDEA-B)]

Middletown Public Schools District Strategic Plan Goals (2011-2015)

Goal 1: By 2016, 100% of Middletown Students will achieve their targeted growth expectations in the areas of math, science, and literacy using multiple measures

Goal 2: By 2016, all students will learn in a student centered, supportive environment that focuses on educational, social, and emotional needs measured in multiple ways.

Goal 3: By 2016, Middletown Public Schools will ensure that all educators'/staff's professional growth is aligned to and supportive of student achievement as measured by performance evaluations and student achievement data.

Goal 4: By 2016, Middletown Public Schools will maximize its communication efforts in order to increase/achieve universal participation in all schools.

Goal 5: By 2016, Middletown Public Schools will expand its resources through innovation and efficiencies so that all students are adequately and equitably funded to attain national benchmarked standards for college and career readiness.

Objective Overview

Professional Development for the 2014-2015 school year will be centered on improving student learning. In order to recommit our focus to the learning of each student, we will continually ask ourselves four essential questions. This will allow us to build a strong foundation that is based upon a professional learning community. These questions are:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

In the upcoming pages, the professional development topics for the 2014-2015 school year are aligned to these four questions. These topics will be worked on throughout the year in our embedded professional development. Our professional development takes place during the school day, after school and during our professional development days. These areas will define the work that will be done by our teachers collaborate in the teams that have been developed to support our professional learning community. (*items identify our focus areas)

I. PROFESSIONAL LEARNING COMMUNITY

Professional Learning Communities:

1. Hold the collective belief that everyone is a learner
2. Meet frequently for the purpose of planning and learning
3. Develop norms that support the commitment to learning
4. Focus on student learning through a continuous cycle of inquiry, reflection, planning, application and improvement
5. Determine team learning needs based on data and supported by research, tools, consultants and leadership.

All staff will engage in professional development opportunities that are based upon collaborative teams engaging in collective inquiry into their practice by:

1. Examining data on student progress
2. Analyzing student work
3. Determining effective strategies to facilitate learning
4. Designing and critiquing powerful lessons
5. Developing classroom-based common assessments to measure progress

Objective	Action/Activity/Focus Group	PD Type (release, after school, CPT)	BEP Composite Indicator
All staff members will attend professional development on **Professional Learning Communities (PLC)**	ALL or Leadership Team	Non-teaching Professional Development Days PLC Leadership Training After school (4 hours) CPT Release (subs)	G-13-1.2 G-13-2.1 G-15-3
All teachers will have opportunities to **Learn by Doing through their involvement on a PLC Team**	ALL	Non-teaching Professional Development Days PLC Leadership Training After school (4 hours) CPT Release (subs)	G-13-1.2 G-13-2.1 G-15-3

II. CURRICULUM

1. *What is it we want our students to learn?*

Objective	Action/Activity/Focus Group	PD Type (release, after school, CPT)	BEP Composite Indicator (RIDE requirement)
***CONTINUED Update of K-12 ELA Curriculum** written using the Common Core Standards (includes identification and phase in of instructional materials and resources, unit development), **continued development of K-12 ELA Curriculum Common Units, clear learning targets, instructional strategies, embedded technology integration, benchmarking, rubrics.**	MPS ELA Task Force MPS ELA Curriculum Writers Learning Leadership Team Teachers with PLC Teams	After school (curriculum rate) Release (subs)	G-13-1.1 G-13-2.1 G-13-2.2 HS Reg/K-12 Literacy
Phase I of Next Generation Science Standards of **K-12 Science Curriculum** (includes work to outline curriculum framework, maps, learning targets, instructional materials and resources, unit development)	MPS Science Task Force MPS Science Curriculum Writers Learning Leadership Team Teachers with PLC Teams	After school (curriculum rate)	G-13-1.1 G-13-2.1 G-13-2.2
*** CONTINUED Update of K-12 Math Curriculum using the Common Core Standards** (includes identification and phase in of instructional materials and resources) and **continued development of K-12 Math Curriculum Common Units, clear learning targets, instructional strategies, embedded technology integration, benchmarking, rubrics.**	MPS Math Task Force MPS Math Curriculum Writers Learning Leadership Team Teachers with PLC Teams	After school (4 hours) CPT Release (subs)	G-13-1.1 G-13-2.1 G-13-2.2
Continued implementation of **K-12 Physical Education and Health Curriculum** (includes identification and phase in of instructional materials and resources)	MPS PE & Health Task Force MPS PE & Health Curriculum Writers Learning Leadership Team Teachers with PLC Teams	After school (4 hours) CPT	G-13-1.1 G-13-2.1 G-13-2.2
Continued implementation of **8-12 World Languages Curriculum** (includes identification and phase in of instructional materials and resources)	MPS World Languages Task Force MPS World Languages Curriculum Writers Learning Leadership Team Teachers with PLC Teams	After school (4 hours) CPT	G-13-1.1 G-13-2.1 G-13-2.2
Review of **English Language Acquisition Program** to ensure programmatic structures and supports are in place and align to updated regulations	MPS ELL Advisory Committee	After school (4 hours)	G-13-1.3.8

Implementation of **K-12 Social Studies Curriculum u**sing the RI GSEs & Common Core Standards (includes identification and phase in of instructional materials and resources)	MPS SS Task Force MPS SS Curriculum Writers	After school (4 hours) CPT	G-13-1.1 G-13-2.1 G-13-2.2
Implementation of **K-12 Fine and Applied Arts Curriculum** (includes identification and phase in of instructional materials and resources)	MPS Fine & Applied Arts Task Force MPS Fine & Applied Arts Curriculum Writers	After school (4 hours) CPT	G-13-1.1 G-13-2.1 G-13-2.2
***Development of 5-12 Career Education Curriculum – Phase I Project Lead the Way (HS & MS)** (includes identification and phase in of instructional materials and resources)	MHS Career Education Teachers	After school (4 hours) CPT	G-13-1.1 G-13-2.1 G-13-2.2
Continued Implementation of **Positive Behavior Intervention & Supports (PBIS)** – Universal Core Curriculum for Social and Emotional Development	All teachers with PLC Teams Building level PBIS Teams	After school (4 hours) CPT Release (subs)	G-14-1 G-14-1.1
Continued Implementation of **Positive Behavior Intervention & Supports (PBIS)** – Using TIEnet for PBIS data	All teachers with PLC Teams Building level PBIS Teams	After school (4 hours) CPT Release (subs)	G-14-1 G-14-1.1
Development of **PK – 12 Program of Study**	All teachers with PLC Teams	After school (4 hours) CPT Release (subs)	G-13-1.3
Continued Implementation of Standards Based Report Card – Grades K-12 to realign with Common Core State Standards & PARCC Model Content Framework, rubric development, benchmarking, work to support report cards in a portfolio environment	All teachers with PLC Teams led by grade level reps during CPT and/or after school	After school (4 hours) CPT Release (subs) Summer (online)	G-13-3.2
Supporting our Digital Transformation Using online resources (GIZMO, way to go, askri.org,)	All appropriate teachers done by PLC Teams	After school (4 hours) CPT Voluntary Technology Training	G-13-2.2
***Benchmarking for ELA and Math Screening** –Grades K-12 to realign with Common Core Standards	Grade level representatives to meet for release day or during CPT and/or after school All teachers with PLC Teams led by grade level reps during CPT and/or after school	After school (4 hours) CPT Release (subs) Summer (online)	G-13-3.2 RIDE HS Regulation/ K-12 Literacy
Continued refinement of Proficiency Based Graduation Requirement System (realigned to Common Core Standards)	All English teachers to meet for release day or during CPT and/or after school	After school (4 hours) CPT	G-13-1.1 RIDE HS Regulation/

	All teachers with PLC Teams during CPT and/or after school	Release (subs)	K-12 Literacy
Using **Presentation Devices in the Classroom** (implementation of classroom TVs for presentation device in each classroom)	All teachers with PLC Teams Building level PBIS Teams	After school (4 hours) CPT	G-13-2.1 Technology Plan
DIGITAL TRANSFORMATION - Integrating Technology in the Classroom to support Effective Instruction for ALL Students (implementation of teacher laptops)	All teachers with PLC Teams	After school (4 hours) CPT	G-13-2.1 Technology Plan

III. ASSESSMENT & EVALUATION

2. How will we know if each student has learned it?

Objective	Action/Activity/Focus Group	PD Type (release, after school, CPT)	BEP Composite Indicator
*Continued Implementation of **Common Formative Assessments:** **1. Learning Targets** **2. Student Investment & Deep Learning**	All teachers with PLC Teams Learning Leadership Team (East Bay Districts & Pawtucket Focus Area w/ Solution Tree)	Non-teaching Professional Development Day After school (4 hours) CPT Release (subs)	G-13-3.1 G-13-3.2 G-13-4
*Development of **Common Summative Assessments**	All teachers with PLC Teams Learning Leadership Team (East Bay Districts & Pawtucket Focus Area w/ Solution Tree)	Non-teaching Professional Development Days After school (4 hours) CPT Release (subs)	G-13-3.1 G-13-3.2 G-13-4
Continued implementation of AIMS Web **Progress Monitoring**, Review of additional progress monitoring tools	All teachers with PLC Teams Building level RtI Teams	After school (4 hours) CPT Release (subs)	G-13-3.1 G-13-3.2
Increased understanding of how to use NWEA **screening data** (grades K-12) to support instruction workshops: NWEA Knowledge Academy	All teachers with PLC Teams Building level RtI Teams	After school (4 hours) CPT Release (subs)	G-13-3.1 G-13-3.2 RIDE HS Regulation/K-12 Literacy
Review of NWEA **Science screening assessments** as we transition to NGSS	Grades K – 5 and Sciences teachers grades 6-12	After school (4 hours) CPT Release (subs)	G-13-3.1 G-13-3.2 RIDE HS Regulation/K-12 Literacy
Review of common guidelines for DRA kits (**diagnostic reading assessment** used in grades 1-9)	Grade level representatives to meet for release day or during CPT and/or after school All teachers done in PLC Teams led by grade level reps during CPT and/or after school	After school (4 hours) CPT Release (subs)	G-13-3.1 G-13-3.2
Continued implementation of **electronic portfolio and capstone system** (high school)	All teachers with PLC Teams during CPT and/or after school	After school (4 hours) CPT Release (subs)	G-13-1.1 RIDE HS Regulation/K-12 Literacy
Continued implementation of **individual learning plans** (grades 5-12) & using the new updated form in TIEnet	All teachers with PLC Teams during CPT and/or after school	After school (4 hours) CPT Release (subs)	G-13-1.1 G-14-1.2 RIDE HS Regulation/K-12 Literacy

Implementation of **electronic portfolio (grades 4-8)**	All teachers with PLC Teams during CPT and/or after school	After school (4 hours) CPT Release (subs)	G-13-1.1 RIDE HS Regulation/K-12 Literacy
Continued implementation **of i-Parent Progress Reporting**	All teachers with PLC Teams during CPT and/or after school	After school (4 hours) CPT Release (subs)	G-14-2.2
Continued implementation of **teacher websites**	All teachers with PLC Teams during CPT and/or after school	After school (4 hours) CPT Release (subs)	G-14-2.2
*Continued implementation of **interactive teacher online learning environments** to support hybrid, virtual learning environments. (Community Log In, google drive, office 365)	All teachers with PLC Teams during CPT and/or after school	After school (4 hours) CPT Release (subs)	G-14-1.4 G-14-2.2
Continued implementation of **fitness gram**	All PE/Health Teachers PE/Health Teams during CPT and/or after school PE/Health Teams during curriculum development	After school (4 hours) CPT Release (subs)	G-13-4

IV. ADJUSTING INSTRUCTION: EFFECTIVE INSTRUCTIONAL STRATEGIES

3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Objective	Action/Activity/Focus Group	PD Type (release, after school, CPT)	BEP Composite Indicator
Best Practices for **Targeted & Intensive Interventions** (RtI)	All teachers with PLC Teams Building level RtI Teams	After school (4 hours) CPT Release (subs)	G-14-1 G-14-1.1 G-14-1.2 RIDE HS Regulation/K-12 Literacy
*Continued implementation of District Wide **Response to Intervention (RtI)** Guidelines & TIEnet Response to Intervention Forms & Graphing Tools (K-12)	All teachers with PLC Teams Building level RtI Teams	After school (4 hours) CPT Release (subs)	G-14-1 G-14-1.1 RIDE HS Regulation/K-12 Literacy
***Personal Math Plans & Graphing Progress Monitoring**	All math teachers with PLC Teams Building level RtI Teams	After school (4 hours) CPT Release (subs)	G-14-1 G-14-1.1 G-14-1.2
*Implementation of **Personal Behavior Plans**	All teachers with PLC Teams Building level RtI Teams	After school (4 hours) CPT Release (subs)	G-14-1 G-14-1.1 G-14-1.2
***Personal Literacy Plans & Graphing Progress Monitoring**	All teachers with PLC Teams Building level RtI Teams	After school (4 hours) CPT Release (subs)	G-14-1 G-14-1.1 RIDE HS Regulation/K-12 Literacy
Best Practices for Universal Core (Tier 1) Instruction (for example: Using data and differentiated instruction)	All teachers with PLC Teams Building level RtI Teams	PD day (9/1/11) After school (4 hours) CPT Release (subs)	G-13-3 G-13-3.1 G-14-1 G-14-1.1
***Best Practices for informed decision making**, using data & TIEnet for all staff	All teachers with PLC Teams	After school (4 hours) CPT Release (subs)	G-14-1 G-14-1.1 G-15-1.1
***Best Practices for English Language Learning Instruction** (implementation of SIOP model)	All teachers with PLC Teams ELL teachers	After school (4 hours) CPT Release (subs)	G-14-1 G-14-1.1 Title III
Review of **Special Education Regulations & Effective Co-teaching**	All teachers with PLC Teams Partnered Co-teachers	After school (4 hours) CPT Release (subs)	G-14-1 G-14-1.1 IDEA - B
Continued implementation of **intervention/flex programs**	All teachers	After school (4 hours) CPT Release (subs)	G-14-1.1 G-14-1.2 RIDE HS Regulation/K-12 Literacy

V. SAFE, HEALTHY & SUPPORTIVE LEARNING

Additional Objectives

Objective	Action/Activity/Focus Group	PD Type (release, after school, CPT)	BEP Composite Indicator
Continued implementation of **Health Care Plans** (Nurse & teacher use)	All teachers with PLC Teams School Nurse Teachers	After school (4 hours) CPT Release (subs)	G-14-3.1
RIDE Evaluation System – EducatorTraining	All teachers	After school (4 hours) CPT Release (subs)	G-15-1.2 G-15-2.2 RI Model Educator Evaluation System
RIDE Evaluation System – Evaluator Training	Learning leadership team	After school (4 hours) CPT Release (subs)	G-15-1.2 G-15-2.2 RI Model Educator Evaluation System

VI. ADMINISTRATION, MANAGEMENT AND ACCOUNTABILITY OF THE LEA

Additional Objectives

Objective	Action/Activity/Focus Group	PD Type (release, after school, CPT)	BEP Composite Indicator
Continued implementation of **accounting system that permits the reporting in accordance with UCOA**	Administrators, clerical	Staff training	G-15-2.3.1
Continued **integration of accounting system with other systems** (human resources, payroll, asset protection)	Administrators, clerical	Staff training	G-15-2.3.1
Develop, implement, monitor, and evaluate an accountability system using information from multiple sources to inform analysis of the many aspects of the education system	Administrators, clerical, learning leadership team District Leadership/Data/RTI Data Teams	Staff training RIDE RTTT	G-15.3
Continued review of **data integrity and confidentiality** with respect to staff responsibilities and protocols	ALL District Leadership/Data/RTI Data Teams	After school (4 hours) CPT Release (subs) Meetings RIDE RTTT	G-13-1.2 G-13-2.1 G-15-3
Continued **implementation of electronic accounting system access** by staff (websense)	ALL	Staff training	G-15-2.3.1
***Implementation of electronic timesheet** by staff (AESOP/veritime)	Clerical, TA, IT, Facilities	Staff training	G-15-2.3.1
Continued **implementation of electronic evaluation system** (certified and noncertified)	ALL	Staff trainings, RIDE RTTT	G-15-2.2
Implement a **social networking** (including cyber bullying) **staff responsibilities and protocols** (policy)	ALL	After school (4 hours) CPT Release (subs) Meetings	G-13-1.2 G-13-2.1 G-15-3
***Implement ALICE – school safety training**	ALL	After school (4 hours) CPT Release (subs) Meetings	G-13-1.2 G-13-2.1 G-15-3
*Implement an **Electronic School Committee System**	Superintendent's Office School Committee	Meetings Staff trainings	G-14-2.2 G-15-1.2
Continued implementation of an **electronic textbook manager**	Clerical staff, leadership team	Staff trainings	G-13-2.2