

Hempfield School District Superintendent Goals: 2015-16

Name: *Christopher S. Adams, Ed.D.*

Date of Plan: 7/2015-6/2016

GOAL # 1: Student Growth and Achievement - To focus district efforts and align district resources to ensure that all students realize a minimum of one year's growth in core content areas and that struggling learners receive the additional supports needed to close the achievement gap with their peers functioning on grade level.

The vision of the Hempfield School District is *personal growth, achievement and success for every student*. We desire to launch HSD graduates who are prepared not only to survive but to thrive in a 21st Century world, regardless of the career paths they choose to pursue. To achieve this vision, we strive to do everything possible to make sure we facilitate student learning and growth in ways that get each student on or beyond grade level as quickly as possible, regardless of their entry point within the system. The following action steps align with elements of Goal Area #1 of the HSD Three-Year Comprehensive Plan that commenced July 1, 2015.

Action Steps	Target Completion Dates	“Deliverables”
<p>Data Summit - meet with the Assistant Superintendent, Director of Curriculum, Principals, and Department Leaders to discuss previous year and multi-year trend data from multiple assessment points, instructional program alignment, and expectations for School-Wide Improvement Plan (SWIP) development for 2015-16.</p> <ul style="list-style-type: none"> The Data Summit was held on Monday 8/10/15. The summit data files and other materials were compiled by Mr. Bromirski and Ms. Feilmeier, who then led the experience. The work done during the Summit permitted for district conversations about progress and areas of need district-wide and set the stage for School-Wide Improvement Plans (SWIPs) to be developed at each building, under the leadership of the building principal. Sample data file for CES included in the goal update folder that will post to Sharepoint by the end of the week. 	August, 2015	Data analysis by content area, grade, and building
<p>SWIP Development - work with the Assistant Superintendent to ensure the development of School-Wide Improvement Plans for each building that identify areas of strength and need with respect to student growth and achievement as well as action steps to be implemented, monitored, and adjusted during the year that address targeted areas of need.</p> <ul style="list-style-type: none"> Building-based SWIPs submitted by all building principals by 10/31/15. Emphasis on text-dependent analysis/critical thinking in reading, multi-step problem solving and mathematical reasoning in math, and focus on instructional practices and intervention planning per the Comprehensive Plan were all elements that were included consistently across most plans. Each plan then included elements specific to each buildings data sets and the needs of the specific students in those buildings. (Mr. Bromirski will be sharing an example of a SWIP document for board review) 	October, 2015	SWIP for each building

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<p>Progress Monitoring - work with the Assistant Superintendent and Director of Curriculum to determine how building and department leaders work with professional staff across the system to collect, analyze, and translate data from multiple assessment points in an ongoing way in order to adjust instruction and interventions to be responsive to student needs.</p> <ul style="list-style-type: none"> Principals and teachers are collecting data to compare with baseline information collected for students in September/October. These data are used formatively to guide instruction and will be looked at formally during mid-year data team meetings to determine the effectiveness of instruction and interventions put in place. Teachers, either individually or as grade/department make adjustments to be responsive to what the data suggest to be the ongoing needs of students. Mr. Bromirski worked closely with principals throughout the year to maintain awareness of how each building was progressing with regard to SWIP action plan implementation. Especially at the elementary buildings, where grade level meetings were held in late January/early February, data generated via use of various assessment tools (GRADE, DIBELS, DRA, etc.) were used to assess the effectiveness of instructional focus and practices to that point in the year. Where data suggested that additions, deletions, or modifications to SWIP action plans were appropriate, mid-course corrections were made. Mr. Bromirski will share more in this area when he presents his goal update in this area. End-of-year data meetings were held in mid-late May at the elementary level to review in-house data available. PSSA and Keystone data will be reviewed by all principals and then with the staff of their respective buildings as it becomes available in late June/early July. A thorough review of all 2015-16 data then becomes the basis for the Data Summit work Mr. Bromirski and Ms. Feilmeier will lead with principals and department leaders in July and August as we prepare to develop 2016-17 SWIP plans for each building. 	<p style="text-align: center;">June, 2016</p>	<p style="text-align: center;">Progress Monitoring Summary following Mid-Year and End-of-Year Data Team Meetings</p>
<p>Curriculum-Based Assessments - work with the Director of Curriculum to ensure common summative assessments are implemented for every unit in every grade and content area K-12, and that pre and formative assessment practices and strategies are used effectively in all units of instruction to prepare students for summative assessment experiences throughout the year.</p> <ul style="list-style-type: none"> Ms. Feilmeier continues her work with department supervisors in this area. In the K-6 grades, with the exception of art, 96% of primary common assessments have been completed. Retest versions are being completed as the year progresses, with more than half the retest assessments posted and ready for use. At the secondary level, the percentage of assessments that are “works in progress” at this point are higher, spread across the 13 content areas in which we offer courses. As of 11/1/15, nearly 1100 common assessments for all courses and grades 7-12 were ready for implementation, with nearly half that number with accompanying retest versions. This work will be ongoing through the remainder of the year. Excellent progress has been made in this area this year! At the elementary level, the project of having two versions of every common, end-of-unit summative assessment posted to the district’s internal electronic curriculum repository has reached a completion rate of 93%. The completion rate of postings at the secondary level is nearly 85%. It is important to note that we do not count assessments, even though they exist, as contributing to the completion rate for this action step until they are posted in the electronic repository. In some cases, teachers of different courses or grade levels are modifying or refining current assessments, thus delaying their posting to the site. The secondary level has proven to be more challenging, given the number of course offerings to which students have access. We will provide a more complete report on this action plan at the start of the 2016-17 school year. 	<p style="text-align: center;">June, 2016 Summer 2016</p>	<p style="text-align: center;">Two forms of every common, end-of-unit summative assessment for every unit in every grade and course K-12</p>

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<p>Instructional Best Practices - work with the Assistant Superintendent and Director of Curriculum to review, redefine, and reinforce expectations for professional staff related to: use of unit plans, essential questions (EQs), activating and summarizing strategies, flexible grouping for instruction and intervention, tiered instruction and anchor activities, and digital tool usage.</p> <ul style="list-style-type: none"> • Work is ongoing in this area - to this point in the year, particular emphasis has been placed on examining the way staff are using unit and lesson Essential Questions (EQs) to frame instruction so students understand the purpose of the experiences in which teachers are engaging them. Principals and Department Leaders are completing a book study focused on how to most effectively use of EQs in the classroom to optimize student understanding of big ideas and key concepts for a each unit and the course of study overall. Exploration of teacher use of activating/summarizing strategies, flexible grouping, and tiered instruction and anchor activities will be ongoing through the winter. Based on my own observations of classroom artifacts and conversations with teachers about instruction and interventions, the use of flexible grouping practices has grown tremendously at the elementary level and we are starting to see additional movement in this area the middle school and ninth grade levels. • As stated above for my January goal review, this work took a great deal longer than originally anticipated, as it took more time to inspect and consider practices prevalent in HSD classrooms than originally anticipated. The District Leadership Team (DLT) completed its Essential Questions book study in late winter and principals and department leaders will work this summer to develop clarity around and share with teachers the district’s expectations for how EQs are to be used entering the 2016-17 school year. Teachers completed surveys during the school year regarding perceptions of their own instructional practices such as flexible grouping, anchor activity use, and other strategies deemed by the district to be important. Principals and department leaders completed this same survey – data from these surveys was then shared with the district’s Professional Development Committee (PDC). To assess actual practices in place in HSD classrooms, principals and department leaders conducted observations and walk-through visits throughout the school year. Even Mr. Bromirski managed to complete more than 400 classroom visits during his first year in the district. Data collected via surveys and classroom visits will be used by the DLT and PDC to develop and implement ongoing professional development needed to ensure that HSD educators are growing and implementing practices in their classrooms that are in accordance with expectations that will be clarified or redefined for the 2016-17 school year. Mr. Bromirski will share more about this during his presentation. 	<p style="text-align: center;">January, 2016</p>	<p style="text-align: center;">Expectation Documents and Professional Development materials related to these targeted “best practice” areas</p>
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GOAL # 2: District Communications and School-Stakeholder Partnerships - To develop or improve district systems/processes that enhance the quality of communication and working relationships within the school system and between district personnel and stakeholders that comprise the school community.

The following action steps align with elements of Goal Area #3 of the HSD Three-Year Comprehensive Plan that commenced July 1, 2015, which focuses developing and improving district systems and processes that promote effective partnerships with parents and other community stakeholders.

Action Steps	Target Completion Dates	“Deliverables”
<p>Board Relationships/District Governance - meet with each board member to determine perceptions of strengths and areas of need/opportunity regarding board dynamics, district leadership, and systems improvement.</p> <ul style="list-style-type: none"> • Meetings were completed with all Board members in July and August. I met with new Board member G. Keener 12/1/15. I am compiling all data collected in a spreadsheet and am analyzing for themes that will be discussed as part of the report I will give on this goal area at the 1/12/16 board meeting 	<p style="text-align: center;">July-August, 2015</p>	<p>January Board Meeting: Report of findings and additional action steps to be taken during the second half of the year</p>
<p>District Leadership - meet with each central office administrator, principal, and department leader to determine perceptions of strengths and areas of need/opportunity regarding district leadership and systems improvement and to deepen understanding of the HSD leadership vision.</p> <ul style="list-style-type: none"> • I completed 47 of 49 meetings with members of the district leadership team by the first week in November. I conducted the last meetings with two remaining department leaders (returning from leaves) in early November. I am compiling all data collected in a spreadsheet and am analyzing for themes that will be discussed as part of the report I will give on this goal area at the 1/12/16 board meeting. • Information regarding themes that emerged from analysis of data from these meetings was shared during the January 12 Board meeting. 	<p style="text-align: center;">August-September, 2015 Finished November</p>	
<p>HSD Professional/Support Staff Survey - administer an electronic survey to determine perceptions of strengths and areas of need/opportunity regarding district leadership and systems improvement</p> <ul style="list-style-type: none"> • This action has not yet been completed - I am working on this and my plan is to have data to include in January 12 update to the board. • After discussion with Mr. Bromirski regarding surveys we determined would be best administered in the winter related to instructional practices, I decided to postpone taking action on this piece until the Summer of 2016. After discussing with the Central Administrative Team this summer, I will look to administer this survey electronically in late July/August – this will provide us an opportunity to determine how staff perceive the district’s leadership and systems coming out of my first year as the superintendent. 	<p style="text-align: center;">September, 2015 Reschedule for January Reschedule for Summer 2016</p>	

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<p>Focus Groups: Professional/Support Staff - meet with HEA leadership and support staff representative groups to follow up on survey themes</p> <ul style="list-style-type: none"> I have had some initial conversations with Rik Appleby and Brian Hough, president and vice president of the HEA, but I have yet to schedule a meeting with the entire HEA representative council. I am hoping to schedule this meeting before the end of December, although this may need to wait until early January. I attended the initial meeting with support staff representative group in September, but have not followed up with survey questions. This will be addressed after completion of the professional/support staff survey. I met with the HEA Representative Council on March 14 for approximately 60 minutes, asking and responding to questions related to strengths and areas where leadership or systems could be improved from their perspective. Feedback from that meeting and received through other informal channels involving Mr. Bromirski, Ms. Feilmeier, and myself helped us make adjustments to things such as how we communicated around the implementation of Quick Look Safety audits, how we will involve teachers and principals moving forward in the new Curriculum Audit Revision Cycle (Ms. Feilmeier will speak to this more during her CARC presentation), and how and when we communicate with staff about bereavement issues. Although I did not meet specifically with the support staff representative group after an initial meeting in the fall, I connected monthly with Mr. Smith, HR Director, prior to each support staff representative meeting to review agendas and to determine if my presence was necessary to address issues or themes that emerged during these meetings. I am pleased to report that issues raised generally involved the representative group wanting additional information about things going on the district (safety processes, food services, benefits questions, etc.) and that Mr. Smith was able to involve the district personnel during these monthly meetings who were best able to address questions or provide information about issues raised. 	<p style="text-align: center;">October, 2015 Complete in December Completed in March</p>	
<p>Student Survey Process/Focus Groups - administer a survey with samplings of students in grades 4-12 to determine their perceptions of what is working and/or not working for them in the school setting, and meet with secondary student councils and focus groups of elementary students to follow up on survey themes.</p> <ul style="list-style-type: none"> Conducting the student survey is currently on hold - will look at again shortly after the holiday break. I have meetings scheduled in December to meet with the student councils from the high school and two middle schools. I plan to convene a meeting with 6th grade representatives from the elementary schools either right before or after the holiday break - am still working on how best to overcome transportation challenges, as I would like to get these representatives together as a group. As indicated in my January update, by the end of December I had met with the CMS, LMS, and HHS Student council groups and received valuable feedback related to what they perceived the areas of strengths and improvement to be for their respective schools. Due to an inability to determine how best to reconcile transportation challenges involved in convening a meeting with 6th grade representatives, I postponed this action. I will revisit this possibility over the summer to determine what might be possible in 2016-17. We also postponed the student survey process and will revisit this in the Summer of 2016. We did, however, administer an exit survey with high school seniors for the 2nd consecutive year and expect to receive data from this survey prior to the end of June. 	<p style="text-align: center;">October, 2015 Complete in January</p>	

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<p>Parent Focus Groups - meet with the Superintendent’s Parent Advisory Council (SPAC) and building PTOs/PACs to explore perceptions of district strengths and areas of need/opportunity for improving the school system.</p> <ul style="list-style-type: none"> To date, I have met with all secondary school parent advisory councils and all but two elementary PTOs. I am scheduled to meet with the CES and EPES PTO groups in the next two weeks. Once again, I am compiling all data collected in a spreadsheet and am analyzing for themes that will be discussed as part of the report I will give on this goal area at the 1/12/16 board meeting As I reported in January, by December 15 I had interacted with members of the Superintendent’s Parent Advisory Council; the Parent Advisory Councils at CMS, HHS, and LMS; and members of the six elementary school PTO groups to discuss strengths and areas of need related to improving the school system. 	<p style="text-align: center;">September, 2015 Will complete in December Completed December 2015</p>	
<p>Drop-in Meetings - provide opportunities for parents (by building attendance areas) to drop in and share questions, concerns, and suggestions regarding the district.</p> <ul style="list-style-type: none"> I have had to revise the original plan for these meetings and will look to schedule them during the month of January, by elementary attendance areas so that folks can drop in at schools closest to where they live. Between February 10 and March 15, I completed drop-in meetings in each of the six district attendance zones. Meeting ranged from 60-90 minutes and attendance ranged from as few as one individual showing up to talk about likes, dislikes, or concerns to as many as 16 parents and community members during my visit to MES. In some cases staff members who are residents stopped in and discussed ideas, suggestions, or concerns. Based on these meetings, I had the opportunity to address questions or issues related to 2-3 buildings. My plan is to conduct these drop-in sessions again during the 2016-17 school year, at least during the fall and spring semesters. If possible, I’d like to work in winter opportunities as well, weather-dependng. 	<p style="text-align: center;">September-November, 2015 Complete in January Completed March 2016</p>	
<p>Local Business/Community Leader Focus Group - meet with MSSG partners and local leaders and legislators to determine perceptions of strengths, areas of need, and possible opportunities for improving the district and public education in general.</p> <ul style="list-style-type: none"> I attended meetings with both Senator Aument and Representative Miller in September/October. Most of these conversations were focused on the budget impasse. I am in the process of scheduling a meeting with MSSG leadership for this month, with the plan now being to arrange a meeting with our MSSG partners in January. I will look to extend my reach further into the business community from that point. Throughout the year, I have interacted with Senator Aument and members of his staff, Representative Miller, and Pedro Rivera about issues related to the budget impasse and other legislation and regulations pertinent to the school system, such as direction the state is heading with Keystone Examinations, School Performance Profiles, Project-Based Assessments, etc. I worked with district leaders and Market Street Sports Group representatives to identify and invite local community members to become involved in a Superintendent’s Business Advisory Council. Invitations went out the first week of May – to date, we have commitments from roughly half of the invitees to participate on this council, which will meet for the first time early in the fall. Reminder e-mails were sent out a couple of weeks ago and the deadline for replying to this invitation is June 15. I anticipate convening this group 3x per year – fall, winter, spring. 	<p style="text-align: center;">November, 2015 Complete in January Completed May 2016</p>	

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<p>Systems/Process Inventory - assess current district communication structures and processes.</p> <ul style="list-style-type: none"> • An inventory of our district communication structures and processes in underway and will be completed later this month. As part of this work, Mr. Bromirski has collected information from principals in terms of what they currently do and is working with Mrs. Zimmerman to develop a protocol for the start of the 2nd semester related to use of various media tools (website, Sapphire Portal, Schoology, building Facebook pages, etc.) • Assessment and adjustment of district communication structures and processes has actually been ongoing throughout the school year. The deeper we dove into this assessment, the more we realized that we needed to take a closer look at different layers within the organization at which communication occurs – district, building, and classroom. As a result of this assessment work, we have taken or will be taking the following actions: <ul style="list-style-type: none"> ○ At the district level, we have continued to evolve the manner in which we make use of the website and social media to convey information to stakeholders. This includes implementation of a redesigned district website, the creation of a Board Newsletter that is posted following the voting meeting of the Board each month, introduction of Superintendent 2-Minute Talks (we’ve completed three thus far), etc. Also, I created and began using a Twitter account during the year to highlight events and positive things occurring around the district. ○ Mr. Bromirski and Mrs. Zimmerman have worked closely to assess practices in place at the building level and will be sharing expectations with principals regarding the amount, frequency, and types of communication that will be expected to occur at the building level beginning with the 2016-17 school year. ○ At the classroom level, Mr. Bromirski, Ms. Feilmeier, Dr. Musser, Mr. Paul, Mrs. Zimmerman, and I have been working through the spring to redefine what will be expected with respect to teacher communication with families beginning in 2016-17. This will be increasingly important as we move deeper into the 1:1 implementation. These expectations, which will be shared first with district leadership team members and then with staff later in the summer will establish how often we expect information to be shared with students and parents and in what general formats, wanting to make sure we find the appropriate balance between consistency for parents’ sake while also respecting the need to allow teachers to share in ways that result in powerful, effective messaging. 	<p style="text-align: center;">December, 2015 Completed May 2016</p>	
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GOAL # 3: Professional Development - To increase the capacities of district employees in ways that increase organizational effectiveness and ensure the provision of high levels of support needed to maximize employee performance.

The following action steps address elements of Goal Area #4 of the HSD Three-Year Comprehensive Plan that commenced July 1, 2015, which focuses on providing comprehensive, differentiated, research-based professional development to district staff responsible for meeting the needs of HSD students.

Action Steps	Target Completion Dates	“Deliverables”
<p>Instructional/Assessment Practices Electronic Survey - work with the Assistant Superintendent to survey all professional staff members who instruct/assess students to determine teacher perceptions of frequency and depth of use of targeted instructional and assessment practices in classrooms across the district</p> <ul style="list-style-type: none"> • Mr. Bromirski is spearheading this effort and has to date conducted a beliefs survey with district principals, which was completed in November. We are next preparing to survey staff. • As was mentioned in the Goal 1 narrative, Mr. Bromirski spearheaded these efforts, completing the survey process during the late winter. Data has since been shared with the Professional Development Committee and will be used both by the committee and District Leadership Team members as we prepare professional development experiences for the summer and 2016-17 school year. 	<p>September-October, 2015 Completed Winter 2016</p>	<p>Compilation of Baseline Summary Data Complete during the winter</p>
<p>Observation/Walk-Through Data Gathering - work with the District Leadership Team (DLT) to assess the frequency and depth of use of targeted instructional and assessment practices in classrooms across the district</p> <ul style="list-style-type: none"> • Mr. Bromirski, Ms. Feilmeier, Principals, and Department Leaders are completing observations and walk-throughs as part of their monthly work with teachers. Principals are in classrooms regularly and even Mr. Bromirski and Ms. Feilmeier are conducting walk-through visits. For example, Mr. Bromirski has completed 210 walk-throughs as of this meeting. • This action plan was also addressed in the narrative for Goal 1; all principals and department supervisors, as well as Mr. Bromirski and Ms. Feilmeier, conducted classroom visits throughout the year during which data were collected related to teacher practices in the areas of planning and preparation, classroom environment, instructional delivery, and professionalism. In fact, all members of the Central Administration Team (CAT), have informally visited classrooms and buildings throughout the school year and shared feedback with Mr. Bromirski and Ms. Feilmeier regarding positive things we’ve observed and questions that were raised in our minds during our visits. 	<p>January, 2016</p>	<p>Compilation of District Observation Data</p>

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<p>Analysis of Best Practice Data - work with the DLT and the HSD Professional Development Committee to analyze survey and observation/Walk-Through data and determine the types of professional development experiences system educators need to improve student growth and performance</p> <ul style="list-style-type: none"> I have worked with Mr. Bromirski and he collaborated with Dr. Snyderman to conduct the first meeting of the Professional Development Committee in November, during with they reviewed data and staff input regarding in-service session opportunities offered during the summer and fall. This information will be used to shape and adjust PD opportunities for the winter and spring. Mr. Bromirski, Ms. Feilmeier, and I have collaborated with Dr. Musser and Mr. Paul twice a month to review data and discuss instructional issues and direction of learning initiatives during what we call our EdTalk sessions. During these meetings, decisions were made that impacted the work done with the Professional Development Committee and the district leadership team as professional development was planned for early dismissal days, the March in-service day, faculty meetings, etc. 	<p style="text-align: center;">Winter, 2016 Spring 2016</p>	<p style="text-align: center;">Reports of findings to be used by the PD Committee to develop 3-year PD Plan</p>
<p>Analysis of Year 1 1:1 iPad Implementation - work with the Assistant Superintendent, Director of Curriculum, and Assistant Director of Technology to identify Semester 2 training needs for Grade 4 and other Year 1 teachers, based on initial feedback obtained during Semester 1</p> <ul style="list-style-type: none"> I have worked with Mr. Bromirski, Ms. Feilmeier, and Mr. Paul throughout the fall via Ed Talk meetings to review 1:1 progress of fourth grade teachers and to determine needs for additional training in second half of the year for Year 1 teachers. Again, the folks mentioned in this action plan met twice per month to discuss our educational initiatives, including the 1:1 implementation in 4th grade. Based on discussions that occurred during these meetings, Mr. Paul was able to return to his team and adjustments were made (or not) to plans in place for continuing the professional development work scheduled for the 4th grade teachers during the school year. More specific information will be shared during the Comprehensive Plan update on June 14. 	<p style="text-align: center;">Winter, 2016</p>	<p style="text-align: center;">Updated training plans for Grade 4 and other Year 1 1:1 teachers</p>
<p>Year 2 1:1 iPad Implementation - work with the Assistant Superintendent, Director of Curriculum, and Assistant Director of Technology to develop the professional development plan for teachers who will be involved in Year 2 of the 1:1 initiative</p> <ul style="list-style-type: none"> Have worked with Mr. Bromirski, Mr. Feilmeier, and Mr. Paul to ensure that a training plan is in place for Year 2 1:1 teachers. Reviewed/approved the draft professional development plan for Y2 teachers on 12/3/15. From January through the end of the school year, all teachers in Grades 1, 5, and 7, as well as teachers in related areas who work with students in these grades, participated in training sessions to prepare them for introduction of the iPads in these classrooms next year. Mr. Paul will share more specific information about the training plan implemented during the Comprehensive Plan update on June 14. 	<p style="text-align: center;">Winter, 2016</p>	<p style="text-align: center;">Training plans for Year 2 1:1 teachers</p>

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<p>3-Year Professional Development Blueprint - work with the Assistant Superintendent, other district leaders, and the Professional Development Committee to develop a 3-year professional development “blueprint” that will address the varied needs of our professional staff, as reflected in data collected during the 2015-16 school year</p> <ul style="list-style-type: none"> • Mr. Bromirski and Dr. Snyderman (HEA Committee Co-Chair) conducted the initial meeting of the PD committee in November and are working toward the formalization of the process for Semester 2 that will result in identification of PD offerings for the winter and spring as well as the 3-year PD blueprint to be completed by the end of the year. • Although refinement will be needed to this plan beyond 2016-17, the basic blueprint for professional development to occur of the next 3-4 years has been developed: <ul style="list-style-type: none"> ○ 2016-17: Completion of KtO Training; 1:1 training for Grades 2, 6, 8, 9, 10, 11, 12; deepening of understanding and implementation of best practices as defined in the Comprehensive Plan ○ 2017-18: 1:1 training for Grades K, 3; district-wide advanced training with the SAMR model related to seamless, effective technology integration at the classroom level; deepening of understanding and implementation of best practices as defined in the Comprehensive Plan ○ 2018-19: Development opportunities intended to deepen teachers’ transition to more flexible and responsive classrooms where 1:1 tools available to students are effectively employed; implementation of training deemed necessary as a result of the next round of Comprehensive Planning – the next CP will be enacted on July 1, 2018. ○ 2019-20: Evaluation of the district’s implementation of the 1:1 initiative district wide, with implementation of differentiated training to meet the varying needs of staff based on their implementation of 1:1 tools in classrooms; continuation of trainings deemed necessary by the next round of Comprehensive Planning. 	<p style="text-align: center;">June, 2016</p>	<p>3-Year Professional Development Blueprint</p>
<p>Leadership Development - provide professional development experiences for the DLT intended to enhance focus on district priorities, collaboration across job-alike groups, and coherence of communication as leaders interact with stakeholders across the school community</p> <ul style="list-style-type: none"> • I have led PD sessions with the DLT each month since August. We have focused on cares and concerns of the group as they relate to the Comprehensive Plan and how best to lead our respective staffs/departments around these district priorities, awareness of the importance of conversation types and the power of language in our work with the people in our buildings/departments, teamwork and trust building within our group and with the people we lead, and Kotter’s concepts for navigating successfully the pitfalls associated with change. This work is ongoing. • Our professional development work regarding dealing effectively with change continued through the spring, as we focused on such things as paper usage, printing and copying, and other areas that will come into play as we move deeper into the 1:1 initiative implementation. During our March meeting, we did a legal “refresh” with our attorney that focused on best practices in hiring employees – things related to screening candidates, conducting interviews and background checks, etc., and doing so in ways that meet the legal and ethical standards established for the profession. We also did reflective exercises and training related to our Comprehensive Plan, safety processes related to Lockdown scenarios, and a follow-up to the Community Forum we had in late March. 	<p style="text-align: center;">June, 2016</p>	<p>Leadership Development Summary Report</p>