



Rondout Valley Central School District

Educational Master Plan

2014-2015 Rondout Valley Central School District Comprehensive School Improvement Plan

The mission of the Rondout Valley Central School District, the dynamic, visionary, educational center of the Mid-Hudson Valley, is to unleash the limitless potential of each student by inspiring a lifelong passion for learning, embracing the resources of our culturally eclectic community, engaging the talents of our educational team in partnership with families, supporting change, and dedicating ourselves to giving wings to our students' dreams.

Overarching Goal: To improve student achievement

Key Targets to Drive Educational Planning:

- Collaborative learning and teaching Real world applications/processes
- Infusion of technology
- Inquiry and critical thinking
- Speaking and writing in a variety of forms
- Consistency of social-emotional supports and behavioral expectations

Traits, characteristics, and dispositions that Rondout Valley graduates should possess:

Critical thinker
Skilled reader and writer
Able to articulate information and needs
Passionate about the possibilities of life
Commitment to a healthy lifestyle
Passionate about something specific
Community-minded/aware
Citizenship
Appreciative
Competent communicator
Creative thinker
Ethical
Team player
Independent

Have content knowledge and persuasive skills
Respectful
Proficient writer
Sense of self
Risk taker
Possess Workplace skills
Understand, accept and empathize with diverse populations
See opportunities and have the skills to work towards goals
Problem solver
Self-motivated
Lifelong, self-directed learner
Confident
Kind

**2014-2015 Rondout Valley CSD Vision Statement:
Superintendent Agostaro's Vision and Connection to Educational Master Plan**

Master Plan Pillar: Academic Program

Vision:

- (1) Literacy is the central thread for improving student achievement.
- (2) Research-based effective teaching and administrative strategies are discussed, shared and observed.
- (3) Project-based and experiential learning are infused at all educational levels.
- (4) Frequent assessment of student progress and multiple opportunities for student improvement.
- (5) Data informs instructional and leadership decisions.

Master Plan Pillar: Communication

Vision:

- (1) Adoption of research-based communication strategies with all stakeholders.
- (2) Collaborative teams focused on student learning.
- (3) Continue to improve safety programs in all schools.

Master Plan Pillar: Technology

Vision:

- (1) The workers of tomorrow will develop the ability to use not just today's technologies but be skillful enough and adapt to the technologies of tomorrow. We want our students to be technologically literate.

COMMITTEE MEMBERS: 2013-2014

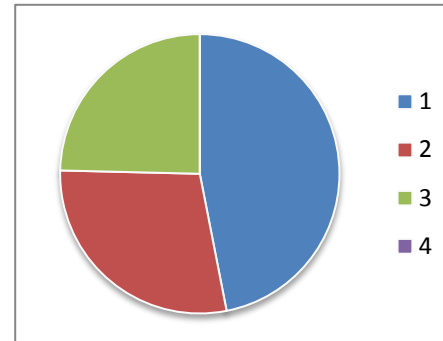
Name	Title/Representation
Beth Alter	Parent
Justine Seksinsky	JH Science Teacher
Laura Ayasse	Intermediate School Principal
Eric Rizzo	Director of Technology
Patricia Bennett	Grade 6 Classroom Teacher
Andrew Davenport	MES Principal
Kate Clark	Parent
Sheryl Delano	Grade 6 Teacher/RVF President
Michelle Donlon	Assistant Superintendent for Curriculum and Instruction
Iris Goliger	CSE Chairperson, grades 7-12
Francine Hertz	Special Education Teacher & Program Coordinator
Kris Miller	HS Assistant Principal
Robin Doick	CPSE and K-6 Chairperson
Robert Cook	HS Assistant Principal
Mary Schreiber	HS Math Teacher
Deana Shelok	HS Reading Teacher
Charles Tadduni	JH Principal
Elizabeth Turner	Standards Area Chairperson/Data Administrator
Jackie Vannosdall	KES Principal
Timothy Wade	Deputy Superintendent
Christine Wynkoop	Paraprofessional
Brian Roach	Student
Linda Bradford	Parent
Lisa Pacht	Executive Director of Curriculum and Instruction

***Names in bold indicate authors of the plan. All people listed are members of the larger implementation committee.**

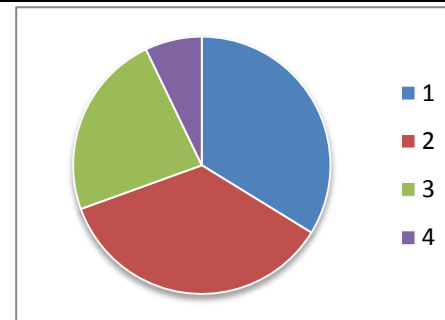
DATA SETS

2013-14 NYS Student Achievement Data:

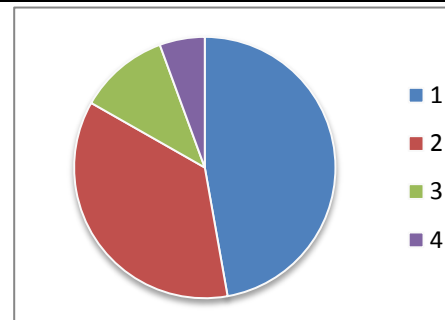
ELA 3	#				
	Tested	Lev 1	Lev 2	Lev 3	Lev 4
District totals	130	61	37	32	0
District %		46.9%	28.5%	24.6%	0.0%
KES totals	50	26	16	8	0
KES %		52.0%	32.0%	16.0%	0.0%
MES totals	80	35	21	24	0
MES %		43.8%	26.3%	30.0%	0.0%



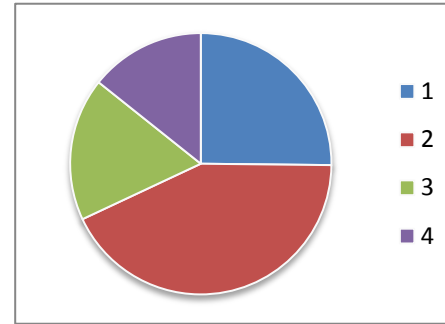
ELA4	#				
	Tested	Lev 1	Lev 2	Lev 3	Lev 4
RVIS Totals	154	52	55	36	11
RVIS %		33.8%	35.7%	23.4%	7.1%



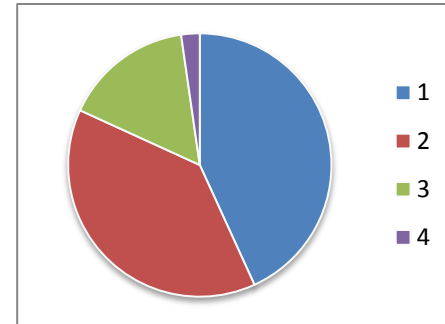
ELA5	#				
	Tested	Lev 1	Lev 2	Lev 3	Lev 4
RVIS Totals	161	76	58	18	9
RVIS %		47.2%	36.0%	11.2%	5.6%



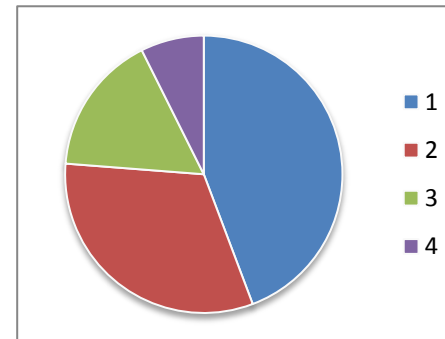
ELA6	#	Lev 1	Lev 2	Lev 3	Lev 4
Tested	147	37	63	26	21
RVIS Totals					
RVIS %		25.2%	42.9%	17.9%	14.3%



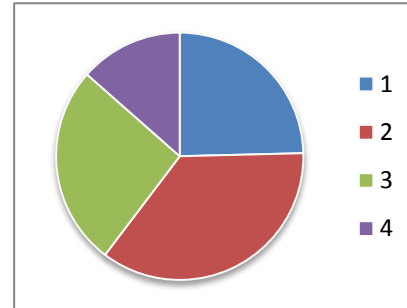
ELA7	#	Lev 1	Lev 2	Lev 3	Lev 4
Tested	132	57	51	21	3
RVJHS Totals					
RVJHS %		43.2%	38.6%	15.9%	2.3%



ELA8	#	Lev 1	Lev 2	Lev 3	Lev 4
Tested	122	54	39	20	9
RVJHS Totals					
RVJHS %		44.3%	31.9%	16.4%	7.4%

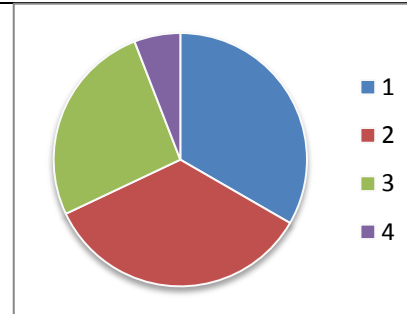


Math3	# Tested*	Lev 1	Lev 2	Lev 3	Lev 4
District totals	126	31	45	33	17
District %		24.6%	35.7%	26.2%	13.5%
KES totals	49	12	19	13	5
KES %		24.5%	38.8%	26.5%	10.2%
MES totals	77	19	26	20	12
MES %		24.5%	33.8%	25.9%	15.6%



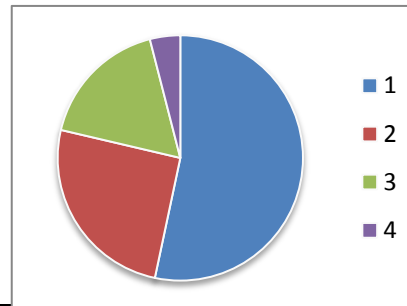
*Does not include NYSAA eligible students

Math4	# Tested*	Lev 1	Lev 2	Lev 3	Lev 4
RVIS Totals	153	51	53	40	9
RVIS %		33.3%	34.6%	26.1%	5.9%



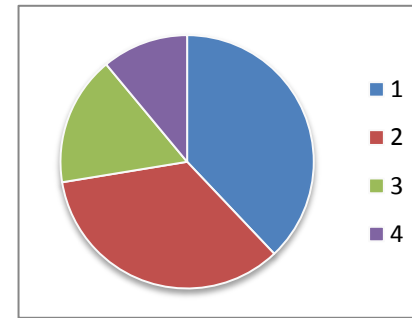
*Does not include NYSAA eligible students

Math5	# Tested*	Lev 1	Lev 2	Lev 3	Lev 4
RVIS Totals	150	80	38	26	6
RVIS %		53.3%	25.3%	17.3%	4.0%



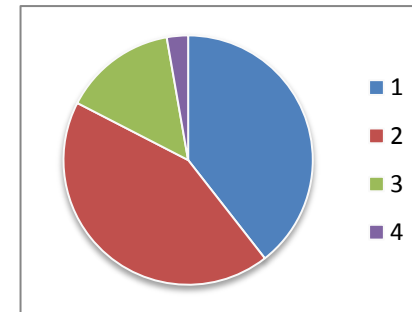
*Does not include NYSAA eligible students

Math6	# Tested*	Lev 1	Lev 2	Lev 3	Lev 4
RVIS Totals	145	55	50	24	16
RVIS %		37.9%	34.5%	16.6%	11.0%



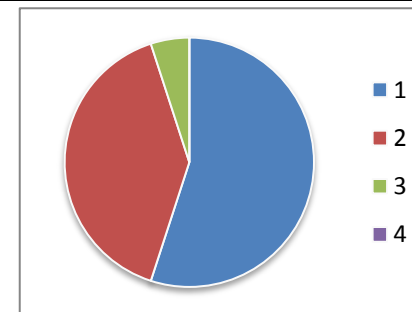
*Does not include NYSAA eligible students

Math7	# Tested*	Lev 1	Lev 2	Lev 3	Lev 4
RVJHS Totals	109	43	47	16	3
RVJHS %		39.4%	43.1%	14.7%	2.8%



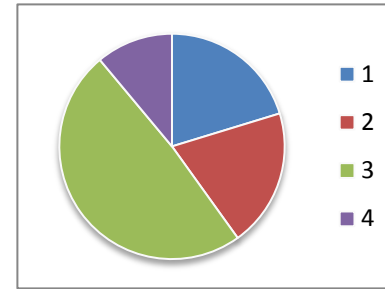
*Does not include NYSAA eligible students

Math8	# Tested*	Lev 1	Lev 2	Lev 3	Lev 4
RVJHS Totals	80	44	32	4	0
RVJHS %		55.0%	40.0%	5.0%	0.0%

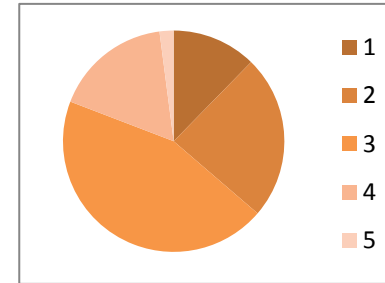


*Does not include NYSAA eligible students

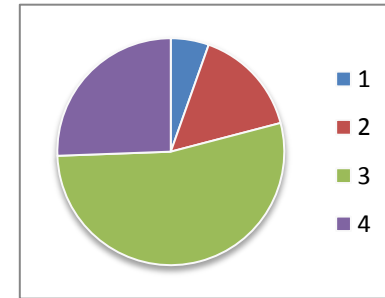
Regents Exam	#				
	Tested	Lev 1	Lev 2	Lev 3	Lev 4
Int. Algebra	217	44	43	106	24
District %		20.3%	19.8%	48.8%	11.1%



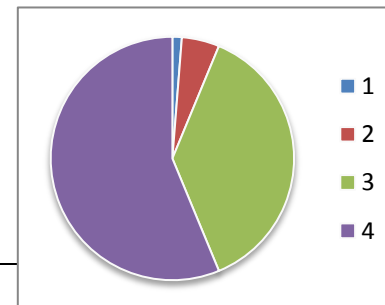
CC Algebra I	#					
	Tested	Lev 1	Lev 2	Lev 3	Lev 4	Lev 5 (CC)
		0-54	55-64	65-74	75-84	85-100
	146	18	35	65	25	3
District %		12.3%	24.0%	44.5%	17.1%	2.1%



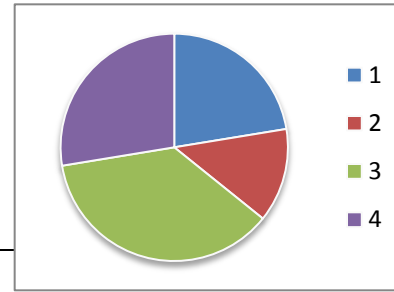
Geometry	#				
	Tested	Lev 1	Lev 2	Lev 3	Lev 4
	129	7	20	69	33
District %		5.4%	15.5%	53.5%	25.6%



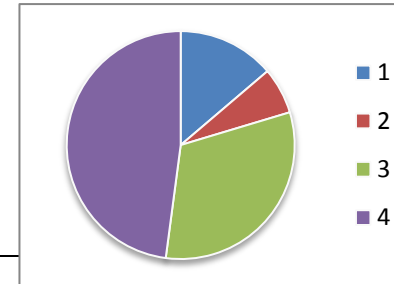
Algebra2/Trig	#				
	Tested	Lev 1	Lev 2	Lev 3	Lev 4
	80	1	4	30	45
District %		1.3%	5.0%	37.5%	56.2%



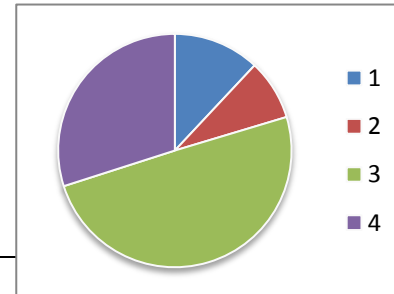
	#	Lev 1	Lev 2	Lev 3	Lev 4
Global History	232	52	31	85	64
District %		22.4	13.4	36.6	27.6



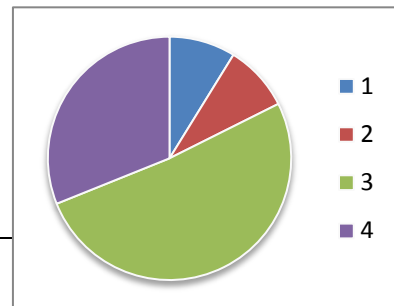
	#	Lev 1	Lev 2	Lev 3	Lev 4
US History	167	23	11	53	80
District %		13.8%	6.6%	31.7%	47.9%



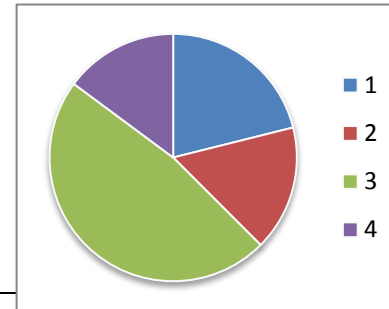
	#	Lev 1	Lev 2	Lev 3	Lev 4
English	167	20	14	83	50
District %		12.0%	8.4%	49.7%	29.9%



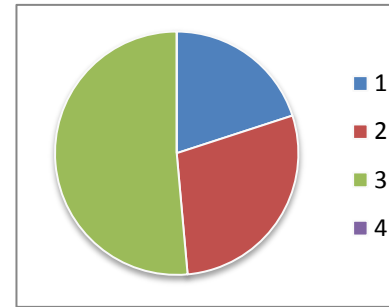
	#	Lev 1	Lev 2	Lev 3	Lev 4
Living Env.	193	17	17	99	60
District %		8.8%	8.8%	51.3%	31.1%



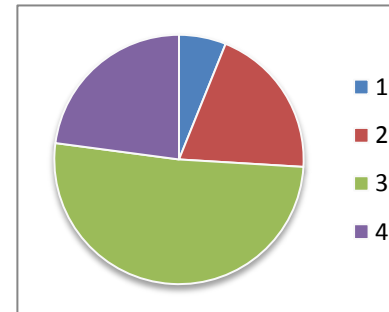
	# Tested	Lev 1	Lev 2	Lev 3	Lev 4
Earth Sci.	128	27	21	61	19
District %		21.1%	16.4%	47.7%	14.8%



	# Tested	Lev 1	Lev 2	Lev 3	Lev 4
Chemistry	35	7	10	18	0
District %		20.0%	28.6%	51.4%	0.0%



	# Tested	Lev 1	Lev 2	Lev 3	Lev 4
Physics	131	8	26	67	30
District %		6.1%	19.8%	51.1%	22.9%



Local Common Assessment Data Collection in 2013-2014:

Universal Screening of Kindergarten Students: the Brigance

Renaissance Learning: STAR Early Literacy Assessment for all students in grades K-2
STAR Reading Assessment for all students in grades 3-12
STAR Math Assessment for all students in grades K-12

Student Learning Objective Assessments

Teachers College Benchmarks for Reading, grades K-8

Mid-module and end-of-module assessments for ELA and Math (as determined by module implementation) Mid-term Assessments for students in grades 9-12

Anticipated Local Common Assessment Data Collection in 2014-2015:

Universal Screening of Kindergarten Students: the Brigance

Renaissance Learning: STAR Early Literacy Assessment for all students in grades K-2
STAR Reading Assessment for all students in grades 3-12
STAR Math Assessment for all students in grades K-12

Phonological Awareness Literacy Screening K [PALS]

Student Learning Objective Assessments as applicable

Teachers College Benchmarks for Reading, grades K-8

Teachers College Benchmarks for Writing, grades K-4

Mid-module and end-of-module assessments for ELA K-8 and Math 7-8 (as determined by module implementation)

Benchmark Assessments in Math K-6 (developed by Math Cabinet)

Mid-term Assessments for students in grades 9-12

2013-2014 ELA Curriculum Cabinet Work as a Data Point:

A commitment was made by the ELA Cabinet members and the administration to fully implement English Language Arts instruction at grades K-8. In addition, teachers at grades 9-12 will be looking to integrate materials into their current practice. This commitment was extended to the end of the school year as a result of structured implementation, support, teacher review sessions, and data analysis throughout the implementation of the modules. The Cabinet members worked with the overview materials, text lists, and curriculum calendars, as well as the available modules to make decisions about the resources needed.

2013-2014 Mathematics Curriculum Cabinet Work as a Data Point:

A commitment was made by the Mathematics Cabinet members to implement a minimum of three mathematics modules over the course of the 2013-2014 school year. The following guidelines were provided to teachers, grades K-6:

Absolute:

Teach the topics in Module 1 in the order in which they appear in the module. Use the assessment at the end of the module.

Use the terminology in the module because it will show up on the assessment.

Optional, but highly recommended:

Use the problem sets, the homework sets, the sprints, and the exit tickets included for each lesson. Give the mid-module assessment.

Math Coaches actively modeled instruction as they use a job-embedded model to support teachers as they make this shift.

2013-2014 Science Curriculum Cabinet Work as a Data Point:

Development of modules to implement the standards

Identification of labs/resources for implementation

Articulated minimal instruction expectation of 100 minutes per week

Articulated expectation for hands-on component at K-6, including four labs

2014-15 Curriculum Cabinets:

- ELA K-6
- ELA 7-12
- Math K-6
- Math 7-12
- Science & Social Studies K-5
- Science 6-12
- Social Studies 6-12

9th Grade Academy Practices as a Data Point:

- 9 GA is made up of a core group of teachers who meet every other day.
- Prior to parent/teacher conferences, the student meets with his or her teachers and goes over his or her learning and progress. The counselor facilitates the student/parent/teacher conference. The discussion and strategies/next steps are documented from those meetings with follow-up a week later.
- Each teacher *adopts* ten families to enhance communication and build relationships.
- The team will be using Universal Screener this year to assess reading levels of all students coming into grade 9.
- Students coming into grade 9 were given a choice of summer reading about a social issue. Books were at various reading levels. Current ninth grade students who had read the books were included in orientation at the middle school; and they did book “sells” to the students to help them make their selections.
- Teams of teachers visited the grade 8 students in small groups at the middle school before the end of the school year as part of the transition plan from the middle school to the high school.
- An orientation is held just prior to the beginning of school. Newcomer’s Uplifted participates in the orientation. All grade 9 students have a student mentor from the upper grade levels.
- Common professional time was built into the schedule for teachers to meet.
- Staff development has been provided to support the work of the collaborative work team.
- Much of the decision-making for the team is teacher-driven with facilitation by the administration.

Research as a Data Point:

Educational Researchers Who Endorse PLC Concepts:

Roland Barth	Judith Warren Little	Thomas Sergiovanni
Anthony Byrk	Robert Marzano	Dennis Sparks
Linda Darling-Hammond	Milbrey McLaughlin	Richard Stiggins
Richard Elmore	Fred Newmann	Joan Talbert
Michael Fullan	Douglas Reeves	Gary Wehlage
Carl Glickman	Jonathan Saphier	Dylan Wiliam
Andy Hargreaves	Phil Schlecty	Art Wise
Shirley Hord	Mike Schmoker	
Sharon Kruse	Karen Seashore Louis	

Organizations that Endorse PLC Concepts:

American Federation of Teachers
Council of Chief State School Officials
Association of Elementary School Principals
National Board of Professional Teaching Standards
National Council of Teachers of English
National Education Association
National Science Education Leadership Association

Annenberg Institute for School Reform
Mid-Continent Regional Educational Laboratory National
National Association of Secondary School Principals
National Council for Accreditation of Teacher Education
National Council of Teachers of Mathematics
National Middle School Association

Definition of Professional Learning Community:

“Educators are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.” ~DuFour, DuFour, Eaker, & Many (2006)

The Big Ideas of a PLC:

- We accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.
- We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high-performing teams.
- We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Definition of collaboration:

“A systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results.” ~DuFour, DuFour, & Eaker (2002)

The Focus of Collaboration:

“Collaborative cultures, which by definition have close relationships, are indeed powerful, but unless they are focusing on the right things they may end up being powerfully wrong.” ~Michael Fullan

Critical Corollary Questions:

If we believe all kids can learn:

What is it we expect them to learn?

How will we know when they have learned it?

How will we respond when they don't learn?

How will we respond when they already know it?

Examples of Current Effective Collaborative Work Groups in RVCSD as a foundation for development as PLC:

9th Grade Academy; Elementary and Middle School Work Groups developing, implementing, and reviewing student work utilizing the Teachers College approach to Reading and Writing Instruction; Elementary Work Groups developing and implementing instruction utilizing Math Connects; Curriculum Cabinets; Work Groups implementing PBIS; Educational Master Planning Committee; Building School Improvement Teams; Special Education Walkthrough; LifeSkills and Behavior Management Cabinets.

Summer 2014 Data Set: Professional Learning Communities at Work Continuum: Implementing a PLC Districtwide

Assessment of current status of implementation levels at district and building levels:

Pre-initiating: There is no focused and sustained districtwide process for improving schools. Improvement efforts tend to be disconnected, episodic, and piecemeal. Projects come and go, but the cultures of schools remain largely unaffected.

Initiating: The district has announced that school should operate as professional learning communities and may have articulated a rationale in support of PLCs, but the concept remains ambiguous, and educators at the school site view it as just one of many initiatives raining down upon them from the central office. Little is done to monitor implementation. Some central office leaders and principals demonstrate indifference to the initiative.

Implementing: Central office leaders made a concerted effort to build shared knowledge and to establish a common language regarding the PLC process throughout the district. They have called for schools to operate as PLCs and clarified some of the specific structural changes to support teacher collaboration and systems of intervention that they expect to see in each school. They monitor the implementation of the structural changes and offer assistance to schools that seek it. Some schools move forward with effective implementation, while others merely tweak their existing structures. Professional practice is impacted in some schools and not in others.

Developing: Central office leaders have put processes in place to develop the capacity of principals to lead the PLC process in their schools, monitor implementation of the PLC process, and respond to schools that are experiencing difficulty. Building-level and central office leaders have begun to function as their own collaborative team and work interdependently to achieve common goals and identify and resolve issues that are interfering with the PLC process. Individual schools are examining ways to become more effective in the PLC process.

Sustaining: Administrators at all levels function as coordinated, high-performing teams characterized by a deep understanding of and commitment to the PLC process. They consider that process not as one of several improvement initiatives, but rather as *the* process by which they will continuously improve the student and adult learning. They are intensely focused on student learning and make student achievement data transparent among all members. They work together collaboratively to resolve problems, develop a deeper understanding of the PLC process, and learn from one another. They are committed to the collective success of the team and the individual success of each member.

Summary of Conclusions:

KES: Developing → Sustaining

- Examples: Teachers are working collaboratively towards common goals (School Improvement Team, grade level teams, Instructional Support Team); there is a focus on student learning; teachers problem-solve collaboratively; there is a commitment to collective successful collaborations across buildings; and the Data Inquiry Practices.

MES: Developing → Sustaining

- Examples: Teachers are working collaboratively towards common goals (grade level teams, Instructional Support Team); Cabinet work.

IS: Developing → Sustaining

- Examples: PBIS; School Improvement Team; Instructional Support Team; grade level teams; extra common planning time; Town Meetings; 6th grade departmentalization; Data Leadership team.

JH: Developing → Sustaining

- Examples: PBIS; Instructional Support Teams; Cabinet work; bi-weekly team & department meetings; Data Leadership team

HS: Developing → Sustaining

- Examples: Instructional Support Team, Team 10; PBIS; and 9th Grade Academy

District [Five buildings and District Office working together]: Implementing

Priority Action Plan

SMART Goal: To effectively build the capacity of staff to function as professional learning communities.

Strategy	What	Who	Timeline	Responsibility	Evidence
	Major Tasks/Activities	Target Population	Dates	Oversight	
Establish a clear purpose and priorities to raise student achievement.	Communicate the Superintendent's Vision Statement and the Educational Master Plan for 2014-2015	Staff	September 2014	Executive Director of Curriculum & Instruction and Building Administrators	Communication: email, website, CIA meetings
	Organize staff into collaborative teams	Staff	September 2014	District and Building Administrators	Team membership lists Cabinet meetings Grade level/department meeting Attendance at meetings
	Ensure a guaranteed and viable curriculum	Staff	September 2014- June 2015	Executive Director of Curriculum & Instruction and District Teacher Cabinets	Curriculum materials
	Continued professional development to increase the understanding and use of frequent formative assessments to improve student learning and professional practice	Staff and students	September 2014 – June 2015	Executive Director of Curriculum & Instruction and Building Administrators	Types of formative assessments Common Assessments indicated in curriculum and assessment documents
	Continued implementation of a school-wide plan for intervention and enrichment	Staff and Students	September 2014 – June 2015	Executive Director of Curriculum & Instruction and Building Administrators	Building/Program Scheduling priorities Intervention reports: RtI/AIS
Limit initiatives	Focus on prioritized work included in the Educational Master Plan	Staff	September 2014 – June 2015	Superintendent; Deputy Superintendent; Executive Director of Curriculum & Instruction; Building Administrators	Calendar of activities Focused Staff development Reflective practice on Professional Development

Strategy	What	Who	Timeline	Responsibility	Evidence
	Major Tasks/Activities	Target Population	Dates	Oversight	
Build capacity of teachers and administrators to lead the PLC process	Continued staff development and resources to develop and improve leadership skills needed for successful implementation	Teachers Administrators	August 2014- June 2015	Executive Director of Curriculum & Instruction	Preplanned calendar of professional development activities Records of training: school visits, books and articles, workshops, conferences
Monitor progress	Develop SMART goals for each school aligned with the District goals (Educational Master Plan)	Building Principals	September 2014	Executive Director of Curriculum & Instruction	Goals for 2014-2015 developed by principals to promote student & staff engagement and learning
	Coaching model with principals: Monthly principals meetings (Elem. & Secondary) and Monthly individual principal meetings to monitor and support principals in their efforts to assess staff and student progress	Building Principals	September 2014-June 2015	Executive Director of Curriculum & Instruction	Records of meetings Analysis of student achievement data Specific strategies used to improve student achievement

Priority Action Plan

SMART Goal: To effectively use data to inform instructional and leadership decisions resulting in increased student achievement.

Strategy	What	Who	Timeline	Responsibility	Evidence
	Major Tasks/Activities	Target Population	Dates	Oversight	
Develop process for discussing academic achievement data	Establish district-wide expectations for data inquiry practices	Staff and Students	September 2014	Executive Director of Curriculum & Instruction	Written guidelines
Provide PD in the effective use of assessments (formative & summative) to improve instructional practice and student achievement	Establish district-wide expectations for assessments FOR learning and OF learning	Staff and students	September 2014-2015	Executive Director of Curriculum & Instruction and Administrators	CIA meetings Faculty meetings Written guidelines
Use academic achievement data to inform first class instruction	Embed data inquiry practices as component of staff development around curricula	Staff	September 2014- June 2015	Executive Director of Curriculum & Instruction and Teacher Cabinets	CIA meetings
Incorporate effective instructional strategies into all instruction	Discussion about strategies a component of all reflections of instruction	Staff	September 2014 – June 2015	Executive Director of Curriculum & Instruction and Teacher Cabinets	CIA meetings
Provide staff development and resources about effective instructional strategies	Professional Development opportunities in instructional strategies, including utilizing Teachers- Teaching-Teachers model	Staff	November 2014	Executive Director of Curriculum & Instruction and Teacher Cabinets	Schedule of PD opportunities
	Provide copy of <i>Teach like a Champion</i> to all staff; include as component of building level staff development	Staff	September 2014 – June 2015	Executive Director of Curriculum & Instruction and Administrators	CIA meetings Faculty meetings

Strategy	What	Who	Timeline	Responsibility	Evidence
	Major Tasks/Activities	Target Population	Dates	Oversight	
Use academic achievement information to develop targeted interventions	Communicate District-wide RTI/AIS plan	Staff, students, and parents	September 2014	Executive Director of Curriculum & Instruction and Building Administrators	Communication artifacts
	Analyze student assessment information	Staff	September 2014 – August 2015	Executive Director of Curriculum & Instruction and Building Administrators	Summary reports
	Use analysis to make recommendations for student interventions	Staff	August 2014 – August 2015	Executive Director of Curriculum & Instruction and Building Administrators	IST recommendations Teachers & Counselors
Monitor implementation of RTI/AIS plan	Ensure that all students who should receive academic intervention receive services	Students	August 2014 – June 2015	Building Administrators	Rosters
Continue development of effective intervention practices	Evaluate effectiveness of intervention services	Students	September 2014 – June 2015	Executive Director of Curriculum & Instruction and Building Administrators	STAR data Reading benchmarks PALS Common Benchmark assessments
Analyze referral, identification and declassification of students with disabilities	Continue professional development for effective Instructional Support Teams	Students and staff	September 2014 – June 2015	Executive Director of Curriculum & Instruction, Deputy Superintendent and Building Administrators	Three-year trend of percentage of students identified as students with disabilities

Priority Action Plan

SMART Goal: To fully and successfully integrate District Technology Outcomes into the curriculum.

Strategy	What	Who	Timeline	Responsibility	Evidence
	Major Tasks/Activities	Target Population	Dates	Oversight	
Provide technological tools needed for students and staff to become technologically literate	Short and long-range written plan for the distribution of iPads	Students and staff	September 2014	Director of Technology	Written plan
Communicate district-wide and grade-specific expectations of technology outcomes for students	Use a variety of methods to communicate expectations to students, staff and parents	Students	September 2014	Director of Technology Executive Director of Curriculum & Instruction and Building Administrators	Communication artifacts
Embed technology outcomes into curricula	Connect technology outcomes to existing curricula through curriculum mapping/module work	Students and staff	September 2014 – June 2015	Director of Technology Executive Director of Curriculum & Instruction and Teacher Cabinets	Technology outcomes explicit in maps/modules
Grow teachers' and support staff proficiency to deliver effective instruction utilizing SMARTboards and Web2.0 tools	Differentiate training to meet the needs of all staff expected to deliver instruction	Staff	September 2014 – June 2015	Director of Technology and Executive Director of Curriculum & Instruction	Schedule of Professional Development opportunities
Grow teachers' proficiency in development of project-based learning opportunities incorporating technologies	Provide opportunities for teachers to develop instruction	Staff	September 2014 – June 2015	Director of Technology and Executive Director of Curriculum & Instruction	Lesson plans Schedule of Professional Development opportunities
Ensure that students receive instruction to become technologically competent	Observe staff delivering instruction with technology integrated	Staff	September 2014 – June 2015	Building and District evaluators	Observations

Strategy	What	Who	Timeline	Responsibility	Evidence
	Major Tasks/Activities	Target Population	Dates	Oversight	
Evaluate progress	Assess levels of instruction aligned with outcomes	Staff	January 2014 and June 2015	Director of Technology	Schedule of computer lab use Library computer labs Laptop carts

Priority Action Plan

SMART Goal: To fully and successfully implement PBIS District-wide, including all stakeholders

Strategy	What	Who	Timeline	Responsibility	Evidence
	Major Tasks/Activities	Target Population	Dates	Oversight	
Use PBIS as a decision framework that guides selection, integration, and best practices for the academic and behavioral success of all students	Reaffirm consensus about components that will be consistent across all buildings/programs, i.e., expectations for students (Be respectful, be responsible and be safe...) Be honorable at the HS	Staff and students	September 2014 – December 2014	Building Administrators	Posters articulating building expectations Document articulating District-wide PBIS approach
	Communicate school-wide expectations through the use of a variety of methods to students, staff, and parents	Staff, Students and Parents	September 2014- June 2015	Building Administrators and School Improvement Teams	Communication artifacts
	Implement and monitor PBIS practices	Staff	September 2014 – June 2015	Building Administrators	Decrease in discipline referrals Records of parent/teacher communication Decrease in absences from school
	Review of District-wide implementation	Building Administrators	September 2014 – June 2015	Executive Director of Curriculum & Instruction	Sharing with Educational Master Planning Committee

Scholastic Standards as Guiding Principles:

- Rondout Valley Central School District will continue to develop and implement a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Rondout Valley Central School District will support the use of multiple evaluations and assessment strategies in all buildings to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Rondout Valley Central School District ensure that the school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance
- Rondout Valley Central School District will function as an effective learning community and support a climate conducive to performance excellence.
- Rondout Valley Central School District will work with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
- Rondout Valley Central School District will provide on-going research-based, result driven professional development opportunities for staff and implement performance evaluation procedures in order to improve teaching and learning.
- Rondout Valley Central School District instructional decisions will focus on support for teaching and learning, organizational direction, high performance expectations, and creating a learning culture and developing leadership capacity.
- Rondout Valley Central School District will be organized to maximize use of all available resources to support student and staff performance.
- Rondout Valley Central School District will develop, implement, and evaluate a comprehensive plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

Glossary:

Authentic Assessment: assessment that provides students with opportunities to demonstrate what they know, can do, and are like; emphasis on performance assessments as opposed to paper-pencil methods

Bullying: conscious, willful, and deliberate hostile activity intended to harm, induce fear through threat of further aggression and create terror

Collaboration: systematic process in which people work together interdependently to analyze and impact professional practice in order to improve the individual and collective results

Common Core Standards: standards that define the knowledge and skills that students should acquire within their K-12 education so that they will graduate from high school with the ability to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards (1) are aligned with college and work expectations (2) are clear, understandable and consistent (3) include rigorous content and application of knowledge through higher order skills (4) build upon strengths and lessons of current state standards (5) are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society (6) are evidence-based

Core Maps: non-negotiable curricular components agreed upon through consensus

Cultural Competence: the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, disabilities, religions, genders, sexual orientation and other diversity factors in a manner that recognizes, affirms and values the worth of individuals, families and communities and protects and preserves the dignity of each. Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.

Differentiation: a philosophy that enables teachers to plan strategically in order to reach the needs of diverse learners in the classroom.

Formative Assessment: a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing

Guaranteed and Viable Curriculum: a curriculum that gives students access to the same essential learning regardless of who is teaching the class and that can be taught in the time allotted

Instructional Coaching: instructional coaches observe teachers and provide feedback; provide demonstration lessons that include time for planning, the lesson itself, and debriefing after the lesson; co-teaching the lesson, including planning and debriefing; customized professional development to match each teacher's needs and interests while helping the school establish a common understanding across all teachers.

Instructional Support Team (IST): multi-disciplinary team that assesses students, designs interventions, and monitors progress

Newcomer's Uplifted: upper class mentors for students entering grade 9 at Rondout Valley High School

Performance Tracker: electronic student/provider achievement data tracking and analysis system

Positive Behavioral Intervention Systems (PBIS): a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students

Professional Learning Community (PLC): educators working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for students they serve

Reader's Workshop: component of Teachers College approach to reading

Response to Intervention (RTI): process which includes the provision of systematic, research-based instruction and interventions to struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. It is designed as an early intervention to prevent long-term academic failure.

Rigby Benchmarks: teacher-administered system used for assessing reading development of students in each of the Rondout Valley elementary schools

RTIm Direct: electronic student/provider intervention tracking system

Running Record: method of assessing individual student performance in reading

Service Learning: a structured approach to learning that connects classroom content, literature, and skills to community needs; a teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge required

Standardized Assessment: assessment that provides comparative data on either a state-wide or national level

Transition Plan: plan for activities to assist students in moving from one level to another, i.e., grade 3 to grade 4; from one building to another, i.e., middle school to high school; or from one environment to another, i.e., graduation from high school to post-secondary environments

Universal Screening: tools used to identify levels of proficiency for each students in essential academics; results allow for review of both group and individual performance on specific skills

Universal Screener: electronic system used for assessing reading development of students in grade 9 at Rondout Valley High School

Writer's Workshop: component of Teachers College approach to writing

Foundational/background questions for the development of the 2013-2014 Educational Master Plan.

Summer Data Set: To Assess the Climate for Creating Consensus and Responding to Resistance in Your School or District

Question	Committee Responses/Points of Discussion
<p>What evidence do we have that district goals are directly impacting the work of schools and collaborative teams within the school?</p>	<ul style="list-style-type: none"> • Graduation rates, assessment results, attendance rates, school climate Building plans and activities are aligned with and focused on • District initiatives • Increased consultation/collaboration between and with teachers • K-6 and 7/8 (ex.: grade level teams) • IST, grades 4-8 • Teams, co-teaching and cabinets • Grade level/department discussions focus on district initiatives as well as state requirements
<p>Do we have an operational definition of consensus in our school? Do we know at what point in the decision-making process we will move forward with an initiative?</p>	<ul style="list-style-type: none"> • No. We need more • No, but should be a priority • When a large majority is supportive • Discussions begin at SIT, followed-up by grade level/departments, return to SIT for determination • It is important to be confident in what consensus means • Everyone has been heard and the will of the group is evident
<p>Do we have a sense of what decisions require consensus? When do we want to involve all staff in the decision-making process? Who decides who decides?</p>	<ul style="list-style-type: none"> • Decisions, no • Involve – when it represents a major shift, district goals, or a non-negotiable • Who? Administrators, Principals, lead Teachers • All staff is involved more in implementation than decision-making if mandate; consensus: hallways, parades, picnics Yes (we have a sense) • Initial stages, test the waters (when?) SIT (who?) • Cabinets work on this in our district (tight and loose) • Curriculum-based decisions

Question	Committee Responses/Points of Discussion
Should individual members of our staff be permitted to disregard agreements we have made as a staff? What is the appropriate response if they do?	<ul style="list-style-type: none"> • Individual opt-out: no; can disagree • Appropriate response: conversation, conversation, research, collaboration, conversation • No, not permitted • Response: hold private conversation with staff member and employ one of several strategies to gain compliance • No, work to validate their opinion as well as share the need for them to collaborate, share expertise, etc.
Identify a conflict that has emerged in our school in the past. How was that conflict addressed?	<ul style="list-style-type: none"> • Teachers College: more information and training helped • Reading Recovery; the conflict was not addressed • One colleague acting disrespectfully towards another; reiterate expectations and basic protocols • Teaching assistances and special education teachers
Are we building shared knowledge and conducting action research in an effort to address conflict productively? Can we cite an example in which we resolved a difference of opinion through examining the research or conducting our own action research?	<ul style="list-style-type: none"> • No • Module work will be an example of this
Describe the process we currently use to resolve conflict. What skills could we identify and practice to become more effective in this important area?	<ul style="list-style-type: none"> • Listening; negotiation; make short-term compromises, if necessary; stick to long-term goal • Listen to both sides. Bring people together to facilitate discussion to come to common understanding • No process; some individuals have strengths to deal with conflict; “listen” • Active listening; mutual outcomes; points of agreement
Do we view conflict as something to be avoided?	<ul style="list-style-type: none"> • No • Yes – teachers often don’t say what they feel, think or want in order to avoid conflict with colleagues
Do we expect administrators to resolve conflict or do we work together to address it in ways that improve our effectiveness?	<ul style="list-style-type: none"> • Administrators are responsible for big things; interpersonal: teacher-teacher • Administrators must take an active role; colleagues support each other • It shouldn’t automatically be the responsibility of the administrator. • More than I like

Question	Committee Responses/Points of Discussion
Are we developing our skills to hold crucial conversations?	<ul style="list-style-type: none"> • No, but we could. This is a great idea. • Yes, at the beginning stages. More research is necessary. We need to • No (a good idea for staff development)
Do we have a common understanding of our purpose – learning for all – and of our priorities, our goals, and our expectations of one another that are aligned with that purpose? Does this shared understanding allow us to be open with each other? Do we operate with an assumption of the good intentions of our members?	<ul style="list-style-type: none"> • We believe so; we are sometimes cautious about expressing concerns; most of the time • Yes, but a work in progress; yes, if a level of trust has been established; yes • We need to clarify and check for there to be a common understanding; trust and assumptions are issues

PROFESSIONAL DEVELOPMENT COMPONENTS

Curriculum Cabinet Work
 Assessment Development
 Unit Development
 Instructional Strategies
 Project-Based Learning
 Common Core Standards (required by NYS)
 Professional Learning Communities

} Curriculum Work through C/I Office, in-service opportunities; BOCES

Content knowledge }
 Instructional Strategies }

Teachers-teaching-Teachers

Coaching }

C/I Office

Teachers College Reading and Writing Project }

TC; C/I Office, job-embedded, in-service opportunities

STEM Development and Support }

C/I Office; Superintendent’s Office; Math Coaches

Sexual harassment/Harassment/Bullying
 Diversity training (Cultural Competencies)
 Response to Intervention

C/I Office Mandated training

Technology integration }

C/I Office and Technology Department; BOCES; in-service opportunities

Mentoring }

C/I Office, BOCES

Co-Teaching
 Assistive Technology
 TCI

} C/I Office and Special Education

PBIS
 Instructional Support Teams (IST) }

BOCES; C/I Office

Technology systems training }

Technology Department; BOCES; C/I Office

Potential Methods of Professional Development:

District-wide modules/trainings	In-service offerings	Teachers-teaching-Teachers	Collaborative work groups
Book studies	BOCES trainings	On-line	Workshop and Conferences

Master Plan At-A-Glance

SMART Goal: To effectively build the capacity of staff to function as professional learning communities

- Establish a clear purpose and priorities to raise student achievement
- Limit initiatives
- Build Principal capacity to lead the PLC
- Monitor progress

SMART Goal: To effectively use data to inform instructional and leadership decisions resulting in increased student achievement

- Develop process for discussing academic achievement data
- Use academic achievement data to inform first class instruction
- Incorporate effective instructional strategies into all instruction
- Provide staff development and resources about effective instructional strategies Use academic achievement information to develop targeted interventions Monitor implementation of RTI/AIS plan
- Continue development of effective intervention practices
- Reduce referral and identification of students with disabilities

SMART Goal: To fully and successfully integrate District Technology Outcomes into the curriculum

- Provide technological tools needed for students and staff to become technologically literate Communicate district-wide and grade-specific expectations of technology outcomes for students Embed technology outcomes into curricula
- Ensure that teachers have the proficiency to deliver effective instruction
- Encourage applied use of technology and project-based learning
- Ensure that students receive instruction to become technologically competent
- Evaluate progress

SMART Goal: To fully and successfully implement PBIS District-wide, including all stakeholders

Use PBIS as a decision framework that guides selection, integration, and best practices for the academic and behavioral success of all students.