

Huntington Union Free School District



Professional Development Plan

**2024-2025
School Year**

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Section I

Introduction

The Huntington Union Free School District recognizes that quality professional development is valuable and important to improve instruction and learning. The district views it as essential to the full achievement of its mission...

...Recognizing the strengths of our district's traditions, its history of community support, the diversity of our population and our commitment to educational excellence, the mission of the Huntington Union Free School District is to educate students by effectively teaching an enriched body of knowledge through the active participation of all students, building upon their unique talents and abilities to produce creative, self-assured, responsible citizens who are capable of critical thought and action.

And to promote and assure ongoing development and growth of its professional staff.

Section 100.2 of the Regulations of the Commissioner of Education requires that each school district create and implement a plan for professional development by September 1, 2000. This plan should "...describe how districts will provide all teachers with substantial professional development opportunities."

The 2024-2025 Huntington Union Free School District Professional Development Plan provides an overview of professional enhancement opportunities available district-wide.

Goals 2024-2025

- Percentage of teachers participating in classroom inter-visitations in core subject areas will increase from 3% to 5% as measured by the beginning of year district-wide needs assessment.
- Percentage of professional development offerings in the area of students' social and emotional developmental health needs (SEDH) will increase from 5% of total professional development offerings in 2023/2024 to 10% of the offered professional development activities.
- Teachers and administrators will participate in Data Articulation Meetings by grade level in the elementary schools and by departments at the secondary level to identify gaps in student learning from the previous year. The information derived from the data analysis will inform teacher curriculum planning for the initial 6 weeks of instruction to ensure student challenges and concerns are addressed as new content is being presented to students.
- Elementary School faculty and staff will continue to participate in professional development sessions to provide them with the expertise to teach English Language Arts, Social Studies, Math and Science, and Technology using both the hands-on materials and online resources.
- The percentage of teachers demonstrating effective approaches in Assessment and Instruction (as per Danielson Rubric) in their classrooms should be at or about 75% of the total teaching staff K-12 in the Huntington Union Free School district as determined through the use of the district Walkthrough protocol.
- District administrators and interested teachers will participate in professional development on the topic of poverty and trauma to support students who may have been impacted by the events of the Pandemic and other environmental life experiences.
- District administrators will participate in professional development on the topic of growth producing feedback to further support teaching staff in improving their professional practice. They will continue to use the newly district developed walk through tool to support the data collection process throughout the year.
- At least 20% of district staff will attend professional development on the topics of Cultural Proficiency and/or Culturally Responsive Practices.

Need/Data Analysis for Professional Development Plans

The Huntington UFSD Professional Development Planning Team members have reviewed the many new mandates and initiatives that have been adopted/adjusted both in New York State and nationally. We will continue to monitor our data and provide additional training in focused areas of need.

In creating the Huntington UFSD Professional Development Plan, we utilized the following needs/assessment sources:

- Annual Professional Performance Review (APPR)
- BEDS Data
- Graduation and drop-out rates
- AIMSweb/iReady
- AP Results
- Walkthrough Data
- Standardized and State Assessments
- State benchmarks for student performance
- Teacher Input
- District-wide Needs Assessment given in Fall of 2023

The District Plan provides for a variety of training programs to ensure that the needs of the students, teachers, and district are addressed. Particular emphasis was placed upon training in standards review and data analysis. A large portion of the planned programs are aimed at increasing teacher knowledge and understanding of current initiatives in order to improve student performance. This, of course, is consistent with the goals of the district.

During each of the past five budget years, the District attempted to commit considerable resources to support staff in-service programs. In order to meet the District's professional development plan goals, the District will utilize the following internal and external resources:

- Western Suffolk BOCES
- Eastern Suffolk BOCES
- Nassau BOCES
- The Huntington Teacher Center
- District Personnel
 - Math Coaches – Colleen Mahoney, Monica Racz, Alyssa Scudieri, Lucy Marotta, Leticia Cuthbertson, Christine Lofaro
 - ELA Coach Secondary – Allison Capewell, Diana Cazzalino
 - ELA/SS Coordinator Elementary (K-6) – Angela Berner
 - Director, ENL, Dual Language and Bilingual Programs – Judy Moroff
 - Math/Computer Science Director (K-12) – Dr. Teresa Grossane
 - Science Chairperson (K-12) – Kevene Lowrie
 - Building Principals
 - Rochelle Brown, HHS
 - Traci Roethel, FMS
 - Stephanie Campbell, Woodhull
 - Donna Moro, Jack Abrams STEM Magnet School
 - Primary Principals
 - Rosecindy Siegel, Flower Hill
 - Michelle Richards, Washington
 - Valerie Capitulo-Saide, Jefferson
 - Jill Amott-Erwig, Southdown
 - Department Chair (7-12) - Joseph Leavy (Humanities)
 - Assistant Superintendent for Curriculum and Instruction – Brenden Cusack

Our local BOCES staff developers will continue to be utilized extensively to provide training in the use of instructional technology. This is consistent with District Goals that emphasize improving student and staff competency in the use of technology to enhance teaching and student learning.

We will focus our efforts on a select number of goals. For 2024-2025 these areas will be:

- APPR Training
- Artificial Intelligence
- DASA Training for DACS
- Cultural Proficiency
- Providing Growth Producing Feedback to Teachers and Students
- Social Emotional Learning/Mental Health
- Professional Development/Planning core content (Science, Social Studies, Mathematics, ELA)
- Data Analysis
- Instructional Technology, Technology Use
- Behavior Management, Restorative Circles
- Mentoring Program
- School Safety
- Professional Learning Communities
- Specific Subject Area Training
- Differentiated Instruction/Response to Intervention (RTI)
- Integrated Co-taught Classes (ICT)
- English as a New Language (ENL), Part 154-2

Section II

Identification of Professional Development Activities

Each year the Huntington Union Free School District's Board of Education identifies goals which reflect specific needs of the school-community. Annually, these goals have been communicated to the K-12 staff and community.

Professional Development for Staff Members Certified after February 2004

The Professional Development Plan of each school district must describe how the school district will provide their newly certified teachers and Level III teaching assistants with opportunities to participate in 100 hours of professional development every five years (20 hours per year) by a sponsor approved by NYSED. The professional development provided by the district must align with the goals outlined in the Professional Development plan.

Starting July 1, 2016, teachers who hold a Professional Certificate or teaching assistants who hold a Title II certificate are required to complete 100 hours of professional development over a five-year period (approximately 20 hours per year) in order to maintain certification.

The ultimate goal of all efforts in this area is to increase the capacity of faculty members to enable and assist all students to higher academic achievement. The New York State Education Department recommends that the content of these professional development opportunities be directly related to:

- Enhancement of teachers' subject matter knowledge [content]
- Teacher knowledge, use and application of appropriate teaching techniques [pedagogy]
- Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies [assessment]
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [student/classroom management]

Curriculum

- Atlas Rubicon Consensus Mapping, Grade K-12
- Social Studies Curriculum, Frameworks Grade K-6; 7-12
- Social Emotional Learning
- Cultural Proficiency
- Science Curriculum, Grade K-6
- JA STEM Curriculum, Grade 4-6, & 7-8
- Summer Reading Suggested Activities for all students
- Development of Curriculum Renewal Plan
- Into Reading Program, K-6
- Reveal Math, K-5; Glencoe (grade 6)
- Foundations, K-3
- New York State Science Learning Standards, K-12 Data Analysis
- Biannual data analysis articulation training and curriculum map adjustment
- Benchmark and Data Analysis (October/February/May)
- AIMSweb data fall, winter, spring (grades K & 1); iReady (grades 2-8)

Instruction

- English Language Arts, K-12 Next Generation Implementation
 - Vocabulary Instruction
 - Text Dependent Questions
 - Working with Complex Text
- Mathematics, K-12 Next Generation Implementation
- Science
 - Oneida Herkimer Madison Science Curriculum, grades K-5, (Primary and Woodhull)
 - TCI Science Program in grade 6, as well as grades 4 and 5 at JA STEM
 - Continued planning and implementation of NYSSLS Science Standards (K-12)
- Social Studies
 - Review of SS Frameworks
 - PNW SS/ELA Framework integration
- ENL Methods and Strategies
 - SIOP Model
 - QTEL/Student discourse

Social/Emotional Learning

- High School, work on Growth Mindsets
- Restorative Circles (grades 4-12)
- Sanford Harmony (K-6) and PBIS K-12
- Advisory Curriculum (grades 7-12)

Technology

- Google Classroom, Google Drive, Chromebook 1:1, SMART Board training
- Flipgrid, Nearpod/Flocabulary, Buncee, Brainpop, RazPlus, ST Math, BookCreator, TechRow VR, Discovery Kids
- Computer Science (grades K-12)
- Artificial Intelligence: pros and cons and how to use it effectively in the classroom

Overview of Professional Development Opportunities

The professional development available to staff is generally clustered in the following areas:

- Implementation of the Learning Standards in Math, English Language Arts, Science and Social Studies
- Implementation of statewide assessments
- Integration of technology
- Data analysis
- Integration of reading and writing into all content areas
- Alignment of curriculum
- ENL in the content areas
- Social Emotional Learning/Restorative Practices
- Cultural Proficiency
- Fine and Performing Arts
- Artificial Intelligence

The following professional development activities will be available to K-12 staff during the 2024-2025 school year:

In-Service District Sponsored Workshops/Training

The Huntington Teacher Center offers a variety of in-service and graduate courses, workshops, seminars and programs to faculty and support-staff members and others in the educational community. Classes are designed to enhance and sharpen instructional skills and classroom practices, build knowledge, expand professional horizons and assist in improving student academic performance.

Classes are offered after school, evenings, weekends, and during the summer. The Teacher Center offers courses and programs of study in cooperation with colleges and universities and the New York State United Teachers at deeply discounted tuition rates. It also serves as a resource for staff and community members searching for courses offered at other Long Island teacher centers or for books and materials.

Each in-service course will be offered for a minimum of 15 hours enabling staff to acquire one credit. However, teachers and teaching assistants may register for a professional development workshop and/or courses to acquire hours to fulfill certification requirements or professional growth.

New Teacher Orientation Program

The new teacher orientation program has been designed to support our new teachers during their first year in the Huntington Union Free School District. The program requires new teachers to meet with their mentors on a monthly basis to discuss a host of topics. The monthly dialogue addresses specific instructional areas and/or topics that are essential to ensuring the success of the first-year teacher. The New Teacher workshop schedule is located in Appendix II.

A mentor will be assigned to new or initially certified teachers, as required by the commissioner's regulations. The mentor will be required to provide a minimum of 45 hours to support to his/her protégé.

Superintendent's Conference Day

Each year, the September Superintendent's conference Day provides K-12 staff with the opportunity to participate in various workshops. The plan for this day is developed based on feedback gathered from staff. In past years, K-12 staff participated in workshops which addressed the following topics:

- Integrating technology into the K - 12 classroom
- Cultural Proficiency
- Overview of Response to Intervention
- Utilizing data to improve instruction
- Aligning K-12 literacy skills
- APPR Implementation
- Next Generation Mathematics and ELA Learning Standards
- New York State Science Learning Standards and the New York State Social Studies Framework

Faculty Meetings

Monthly faculty meetings will address school-wide issues or topics of interest. These meetings will be directed by the principal or designated administrator. The discussion topics have included: data analysis, school-wide testing, school-wide events, cultural proficiency, curriculum initiatives and programs, district and school goals and professional development opportunities.

Grade-level Meetings

Monthly primary and elementary grade-level meetings focus on the following topics: data analysis, alignment of curriculum with Next Generation ELA and Math Standards, New York State Science Learning Standards, New York State Social Studies Framework, integration of technology, integration of character education, utilizing data to improve instruction, implementation of new programs, school procedures, testing and items related to school and/or district initiatives. The principal in collaboration with the grade-level teachers will be responsible for developing the agenda.

Department Meetings

Monthly middle and secondary-level department meetings focus on the following topics: alignment of curriculum, integration of technology, utilizing data to improve instruction, implementation of new programs or initiatives, school procedures, testing and items related to school district initiatives. The administrator in charge will be responsible for developing the agenda in collaboration with the department coordinator, if applicable.

Right to Know Training, Sexual Harassment and Mental Health/Suicide Prevention, Workplace Violence Prevention Training

All K-12 staff members participate in Right to Know, Sexual Harassment and Mental Health/Suicide Prevention training. Additionally, beginning in the 2024-25 School Year, all staff will receive mandatory training in workplace violence prevention, per NYS regulation. Each year, training is updated and presented to K-12 staff during a monthly faculty meeting or Superintendent Conference Day meeting.

Dignity Act Training

All New York State public elementary and secondary students are entitled to attend school in a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property and at school functions.

All K-12 staff members participate in Dignity Act training. Each year, training is updated and presented to K-12 staff during a monthly faculty meeting or Superintendent Conference Day meeting.

District Level Committees

The following district/school-level committees will be in place:

- **Technology Committee**
 - This area has been identified as an integral component of lesson development. During the 2024-2025 school year, teachers and administrators will be provided with PD opportunities related to ParentSquare, TechRow (virtual reality), BookCreator, Google Drive, Google Classroom, Flipgrid, Nearpod and other curriculum specific software to provide continued support for the district's 1:1 Chromebook initiative.
- **Shared Decision-Making Advisory Committee**
 - The District-wide Shared Decision Making Advisory Committee was formed to clarify the process of school-based planning and shared decision making; to provide a forum in which school-based teams can periodically raise questions, express concerns, make suggestions and share their successes with other teams; to serve as a resource and support to the school-based teams; to facilitate the resolution of conflicts which may arise within a team; and to review the district plan every two years, beginning in 2012, and recommend to the Board recertification or amendment of the plan.

- ***MTSS Committee***

- Response to Intervention (RTI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's Regulations, the School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RTI) process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RTI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.
- The district-wide committee is made up of SBIT members from the following schools:
 - Flower Hill Primary
 - Jack Abrams STEM Intermediate
 - Jefferson Primary
 - Southdown Primary
 - Washington Primary
 - Woodhull Intermediate

Section III - Data Driven Instruction –Data Articulation Meetings

Below, please find the professional development calendar for Fall 2024. The calendar has dates for activities that **MUST** be attended by the grade level and/or department faculty specified. We are providing you with these dates as required so that you may plan your personal calendar accordingly.

ATH members must complete up to 13-hours for tenured faculty, and 21-hours for non-tenured faculty of professional development activities. Since your attendance is required for the activities listed below, it is suggested that you speak with your supervisor to develop and determine your professional learning plan for the 2024/25 school year. You will be able to register for these required activities through [Frontlineeducation.com](https://www.frontlineeducation.com). Each of the activities below will run for approximately two hours each, unless otherwise noted. If specific hours are not included, please anticipate a two-hour session at the end of your work day. Prior to the session, locations and further information will be shared by either building or district leadership.

Fall 2024 Professional Development – Required

| <i>Grade/Department</i> | <i>Activity</i> | <i>Date</i> |
|-----------------------------------|---|-----------------|
| K | PD HUFSD – PLC Articulation Meeting (4:00-6:00) | 10/15/24 |
| | PD HUFSD – ELA (4:00-6:00) | 10/9/24 |
| | PD HUFSD- Math/CS (4:00-6:00) | 9/17/24 |
| 1 | PD HUFSD – PLC Articulation Meeting (4:00-6:00) | 10/17/24 |
| | PD HUFSD – ELA (4:00-6:00) | 10/8/24 |
| | PD HUFSD- Math/CS (4:00-6:00) | 9/18/24 |
| 2 | PD HUFSD – PLC Articulation Meeting (4:00-6:00) | 10/22/24 |
| | PD HUFSD – ELA (4:00-6:00) | 10/1/24 |
| | PD HUFSD- Math/CS (4:00-6:00) | 9/19/24 |
| 3 | PD HUFSD – PLC Articulation Meeting (4:00-6:00) | 10/24/24 |
| | PD HUFSD – ELA (4:00-6:00) | 9/19/24 |
| | PD HUFSD- Math/CS (4:00-6:00) | 9/24/24 |
| 4 | PD HUFSD – PLC Articulation Meeting (3:30-5:30) | 10/16/24 |
| | PD HUFSD –ELA (3:30-5:30) | 10/10/24 |
| | PD HUFSD- Math/CS (3:30-5:30) | 9/25/24 |
| 5 | PD HUFSD – PLC Articulation Meeting (3:30-5:30) | 10/23/24 |
| | PD HUFSD- ELA (3:30-5:30) | 9/17/24 |
| | PD HUFSD- Math/CS (3:30-5:30) | 9/26/24 |
| 6 | PD HUFSD – PLC Articulation Meeting (3:30-5:30) | 10/29/24 |
| | PD HUFSD- ELA (3:30-5:30) | 10/15/24 |
| | PD HUFSD- Math/CS (3:30-5:30) | 10/1/24 |
| Business Teachers (all secondary) | PD HUFSD – PLC Articulation Meeting | 9/24/24 |
| Elementary ENL/ Reading Teachers | PD HUFSD – PLC Articulation Meeting | 9/12/24 |
| Elementary RTI Math Teachers | PD HUFSD – PLC Articulation Meeting | 10/9/24 |
| English & Reading, Secondary | PD HUFSD – Writing Articulation; SIM and Hochman Method (3:00-5:00) | 10/16/24 |
| ENL, Secondary | PD HUFSD – PLC Articulation Meeting | 9/19/24 |

| <i>Grade/Department</i> | <i>Activity</i> | <i>Date</i> |
|---|---|-----------------|
| Fine and Performing Arts (Music only) | PD HUFSD – PLC Articulation Meeting | 10/10/24 |
| Fine and Performing Arts (Art only) | PD HUFSD – PLC Articulation Meeting | 10/17/24 |
| Math, Finley Only | PD HUFSD – PLC Articulation Meeting | 10/24/24 |
| Math, Secondary | PD HUFSD – Data Analysis Articulation | 10/8/24 |
| | PD HUFSD – Technology in the Secondary Math Classroom | 10/29/24 |
| Physical Education and Health | PD HUFSD – PLC Articulation Meeting | 10/9/24 |
| Psychologists & Social Workers | PD HUFSD – PLC Articulation Meeting | 9/19/24 |
| School Counselors, grades 6-12 | PD HUFSD – School Avoidance (3:00-5:00) | 10/15/24 |
| | PD HUFSD – Parent Engagement (3:00-4:00) | 11/6/24 |
| | PD- HUFSD- Assisting Students with Managing Stress and Emotions (3:00-5:00) | 12/5/24 |
| Science, Secondary | PD HUFSD – NYSSLS Curriculum and Assessment | 9/17/24 |
| Social Studies, Secondary | PD- HUFSD- Analysis of June 2024 Regents Results & Curriculum Alignment (3:00-5:00) | 10/15/24 |
| Special Education, grades K-3 | PD HUFSD- PLC Articulation Meeting | 11/7/24 |
| Special Education, grades 4-8 | PD HUFSD- PLC Articulation Meeting | 10/17/24 |
| Special Education, Secondary | PD HUFSD- PLC Articulation Meeting | 9/26/24 |
| Speech Pathologists | PD HUFSD – PLC Articulation Meeting | 10/9/24 |
| Technology and Family and Consumer Science Teachers (all secondary) | PD HUFSD – PLC Articulation Meeting | 10/9/24 |
| World Language | PD HUFSD – PLC Articulation Meeting | 10/17/24 |

In addition to the above **REQUIRED** activities, other professional development selections will be available on Tuesdays, Wednesdays, and Thursdays on topics such as: Digital Portfolio, Google Drive, Google Apps (i.e. Classroom), Nearpod, Flipgrid, Buncee, Smart Notebook, QTEL and working with ELLs, NYS Science Learning Standards, Vocabulary Instruction, Developing Cultural Proficiency, Culturally Responsive Teaching, etc. Faculty and staff are encouraged to take as many professional development activities that meet their professional needs beyond those required. Please check the My Learning Plan catalog for all available activities beginning August 2024.

| <u>New Teacher Orientation</u> <u>(Required for all NEW HUFSD teachers)</u> | | |
|--|---|-----------------|
| Classroom Management | Secondary 3:00-4:00, Elementary 4:00-5:00 | 9/10/24 |
| Digital Portfolio/Google Classroom | Secondary 3:00-4:00, Elementary 4:00-5:00 | 10/30/24 |
| ATH | Secondary 3:00-4:00, Elementary 4:00-5:00 | 11/13/24 |
| Part 154 | Secondary 3:00-4:00, Elementary 4:00-5:00 | 12/12/24 |
| Differentiated Instruction | Secondary 3:00-4:00, Elementary 4:00-5:00 | 1/9/25 |

Spring 2025 Professional Development - Articulation - Data Analysis- required

| Woodhull Intermediate, Jack Abrams STEM Magnet School (3:15-5:15) | | |
|--|---|-------------|
| Building | Activity | Date |
| JA STEM | Artificial Intelligence (Classroom Teachers Grades 4-6, Special Education, ENL, Reading, Math, Support Staff) | 2/6/25 |
| Woodhull | Artificial Intelligence (Classroom Teachers Grades 4-6, Special Education, ENL, Reading, Math, Support Staff) | 2/6/25 |

| Huntington High School (2:30-4:30) | | |
|--|-------------------------|----------------|
| Grade/Department | Activity | Date |
| Science/Technology/ World Language Library/Business | Artificial Intelligence | 2/6/25 |
| PE/Health/Social Studies/Special Education/Speech | Artificial Intelligence | 2/13/25 |
| English/Reading/ENL/Guidance/Social Worker/Psychologist | Artificial Intelligence | 3/5/25 |
| Math/Art/Music | Artificial Intelligence | 2/5/25 |

| Washington, Jefferson, Southdown, Flower Hill (4:00- 6:00 PM) | | |
|--|-------------------------|-------------|
| Grade/Department | Activity | Date |
| All Faculty | Artificial Intelligence | 3/5/25 |
| Finley Middle School (3:00-5:00) | | |
| Grade/Department | Activity | Date |
| Science/Technology/ World Language Library/Business | Artificial Intelligence | 2/6/25 |
| PE/Health/Social Studies/Special Education/Speech | Artificial Intelligence | 2/13/25 |
| English/Reading/ENL/Guidance/Social Worker/Psychologist | Artificial Intelligence | 3/5/25 |
| Math/Art/Music | Artificial Intelligence | 2/5/25 |

Required Data Articulation Professional Development by Grade/Department

| Grade/Department | Activity | Date |
|-------------------------------------|--|-------------|
| K | PD HUFSD – PLC Data Artic. Mtg. (4:00-6:00) | 2/26/25 |
| | PD HUFSD – ELEMENTARY CONTENT (4:00-6:00) | 2/4/25 |
| 1 | PD HUFSD – PLC Data Artic. Mtg. (4:00-6:00) | 2/12/25 |
| | PD HUFSD – ELEMENTARY CONTENT (4:00-6:00) | 3/11/25 |
| 2 | PD HUFSD – PLC Data Artic. Mtg. (4:00-6:00) | 2/25/25 |
| | PD HUFSD – ELEMENTARY CONTENT (4:00-6:00) | 3/13/25 |
| 3 | PD HUFSD – PLC Data Artic. Mtg. (4:00-6:00) | 2/4/25 |
| | PD HUFSD – ELEMENTARY CONTENT (4:00-6:00) | 3/27/25 |
| 4 | PD HUFSD – PLC Data Artic. Mtg. (3:15-4:15) | 2/11/25 |
| | PD HUFSD – ELEMENTARY CONTENT (3:30-5:30) | 3/26/25 |
| 5 | PD HUFSD – PLC Data Artic. Mtg. (3:15-4:45) | 2/25/25 |
| | PD HUFSD – ELEMENTARY CONTENT (3:30-5:30) | 3/6/25 |
| 6 | PD HUFSD – PLC Data Artic. Mtg. (3:15-4:15) | 2/26/25 |
| | PD HUFSD – ELEMENTARY CONTENT (3:30-5:30) | 3/18/25 |
| Business Teachers | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 2/13/25 |
| Elementary ENL/ Reading Teachers | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 3/20/25 |

| <i>Grade/Department</i> | <i>Activity</i> | <i>Date</i> |
|--|--|----------------|
| Elementary RTI Math Teachers | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 3/19/25 |
| English & Reading, Secondary | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 2/4/25 |
| ENL, Secondary | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 3/13/25 |
| Fine Arts, HHS Fine Arts, K-8 | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg | 2/27/25 |
| Performing Arts, HHS Performing Arts, K-8 | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg | 2/13/25 |
| School Counselors | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 2/27/25 |
| Math, Secondary | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 2/26/25 |
| Physical Education and Health | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 2/6/25 |
| Psychologists & Social Workers | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 2/6/25 |
| Science, Secondary | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 2/11/25 |
| Social Studies, Secondary | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 2/11/25 |
| Speech Pathologists | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 3/5/25 |
| Technology and Family and Consumer Science | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 2/12/25 |
| World Language | PD HUFSD – PLC Curriculum/Tech/Data Artic.Mtg. | 2/12/25 |

Section IV – District Walkthroughs

It is our belief that a Walkthrough culture will contribute to the growth in student achievement across the district. Walkthroughs are not discrete activities disconnected from other district-wide activities, but are associated with other improvement efforts and organizational practices taking place in each of our schools. These improvement efforts include, but are not limited to, Next Generation ELA and Math Standards implementation, curriculum alignment using Atlas Rubicon, technology integration, implementation of a Response to Instruction model K-6, Science, Technology, Engineering and Mathematics (STEM) implementation, the use of data to improve instruction and learning, and a peer coaching model in the academic disciplines. Walkthroughs are an important tool among many other improvement efforts that will help us to leverage desired changes through ongoing collaboration between teachers, students, administrators and parents in the Huntington Union Free School District.

Walkthroughs are...

- Informal and brief in duration
- Conducted by instructional leaders
- Quick snapshot of classroom activities or “look-fors”
- NOT intended for formal teacher evaluation
- An opportunity to engage in reflective feedback
- Aimed at improving student achievement

Why is there increasing interest?

- Instructional Leadership
- Professional Learning Communities
- School improvement plans (i.e. DTSDE)
- Standards-based Curriculum (i.e. NGLS)
- Curriculum and Instruction initiatives
- Shift from teacher-focus to student-focus
- Increase in coaching and mentoring

School Benefits from Walks

- Acquire additional data about teaching and student learning
- Determine incorporation of new curriculum & instructional initiatives
- Promote collegial and collaborative conversations

Observer Benefits from Walks

- Establish role as instructional leader
- Maintain visibility and accessibility
- Become aware of teaching and learning across multiple disciplines

Teacher Benefits from Walks

- Reflect on own instructional and curricular practices
- Engage in collegial and reflective conversations
- Identify own professional development needs

Student Benefits from Walks

- Sharing with observers what they are learning
- Participating in school improvement
- Teaching targeted to meet needs

Components of Walkthroughs

- Purpose(s)
- Teacher Involvement
- Focus of walks ('look-fors')
- Who participates?
- Protocols (e.g., frequency, amount of time, ground rules)
- How data is gathered/recorded?
- How observation feedback is given?

Section V- UPDATE

Professional Development Funding

| AREA | ALLOCATION |
|---|-----------------|
| Professional Development Conferences (non-BOCES) | \$10,000 |
| Professional Development iReady | \$11,000 |
| Professional Development Conferences (ES/Nassau/WS BOCES) | \$14,300 |
| Professional Development Conferences (Title Funding) | \$10,500 |
| Professional Development Planning/Educational Consultants (BOCES) | \$10,000 |
| Professional Development Virtual ENL Plus Package (Nassau BOCES) | \$2,715 |
| Curriculum Development/Alignment | \$22,000 |
| Technology Mentors | \$10,183 |
| Total Projected Estimate | \$90,698 |

The following resources will be used to assist the district in meeting identified yearly goals:

| Resources | |
|--|---|
| Huntington School District Staff | <ul style="list-style-type: none"> • Exemplary teachers • Administrative staff • Content specialists • Institutions of higher learning • Huntington Teacher Center • District provided professional development |
| Nassau, Western and Eastern Suffolk BOCES | |
| <u>Curriculum Consultants</u> Dr. Peter Osroff- Mentor Training Consultant Scholarus - APPR Frank Kros - SEL/Trauma Informed Instruction Curriculum Associates | |

APPENDIX I

New Teacher Orientation Program – August 2024

New Teacher Induction Program

- Welcome message from Superintendent
- Introduction of Principals/Directors
- Teaching in Huntington Presentation
- Your Digital Connection
- Teacher Center Presentation
- Department Presentations

Employee First Program

- Personnel
- Payroll
- Benefits
- District bus tour

Meetings during the fall

- September, Classroom Management
- October, Your Digital Portfolio
- November, Union Leadership
- December, Part 154 Regulations
- January, Differentiated Instruction

APPENDIX II

Mentor- Protégé Orientation Program

The Purpose of the Huntington Mentoring Program will be to provide assistance and guidance to new teachers. The first few years of instruction are often plagued with doubt, questioning and inexperience (Jellinek, 1985). Therefore, the Huntington Mentoring Program will emphasize the human aspects of mentoring, in addition to the pedagogical essentials. The settling into the profession of teaching is often unsettling and challenging to an unsupported newcomer. The Huntington Mentoring Program will offer the opportunity to work with experienced, respected and empathetic mentors. The purpose of the program will be to assist the new teachers in their beginning years into becoming a more confident and respected professional. Careful consideration will be given to the fact that this relationship is collegial and not parental. All new teachers will be respected as fully qualified for their position. The role of the mentor will be that of a guide, coach and encourager for the intern.

Time will be spent biweekly between the mentor and the mentee to conference with each other, make observations, share curriculum, create their portfolios for the Annual Professional Performance Review process, and plan and evaluate the impact of their efforts upon students. A log of their activities will be kept on a monthly basis. Communication between mentors and mentees will be ongoing through Google Drive and other communications means. This will be done to increase availability for mentors to new teachers.

The topics that will be discussed throughout the year include, but are not limited to:

| | | |
|----------------------------|------------------------------------|-------------------------|
| Classroom Management | Parent Engagement | Best Practices for ELLs |
| Differentiated Instruction | Formative and Summative Assessment | Questioning Techniques |
| Academic Vocabulary | Mindfulness | Reflection |

The goals of the program during this time will accent the importance of the following four areas discussed in Danielson Framework for Teaching:

Planning and preparation Classroom environment Instruction Professional responsibilities

In addition, the Huntington Mentoring Program's central purpose is to emphasize the human aspect of the teaching profession. Special attention will be given to gender, ethnic, racial and cultural awareness and sensitivity within all of the training. The bond between the mentor and the mentee is an important developmental stage in the careers of both the mentor and the mentee. Mentors provide the guidance and safety that should help propel the interns towards their professional goals and their career dreams. In addition, interns often have been found to rejuvenate the mentors' careers, and to add a sense of fulfillment and generativity (Erikson, 1963) to the mentors. The Assistant Superintendent for Curriculum and Instruction, the Human Resources Administrator, the Teacher Center Director and the President of the Huntington Teachers' Union will provide additional assistance to both groups. The Superintendent and the Principals involved will also add their support to both groups. Also, every effort will be made to include and inform replacements for all staff. Plans will be made to assure the continuity of instruction within all involved classrooms.

Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

FRONTLINE EDUCATION

Step by Step Guide

1. Open the internet and go to www.frontlineeducation.com
2. Click on *Username* field. Input your Huntington email address: (e.g. jsmith@hufsd.edu). The *Password* is “teacher” the first time you login. Click on Login. Once the program has been opened, your password can be changed.
3. To change your password, refer to the left menu bar. Click on the *Change Password* link and follow the prompts. Your *Username* can only be changed by district technology staff.
4. Refer to the *My Info* link on the left menu bar and click on the *My User Profile* to verify your account information: *Name, Building, Department*, etc. Make any changes by clicking buttons on and off. Once your information has been verified and updated, click on SAVE at the bottom of the form. The next screen will indicate FORM SAVED at which point you can click on RETURN TO MAIN.
5. Within the *My Info* section you will also be able to add your personal learning goals for the year and view your certificate information. Click on *My Personal Goals* or *My Certificates* and follow the prompts.
6. Within the *My Info* section, you will be able to browse activities by selecting one of the following categories depicted in the left menu bar:
 - a. **View your Portfolio**
 - i. Click the *My Portfolio* link to view your professional development activities, either for the Current Year or Year by Year
 - ii. Click on one of the listed activities to view the specified criteria: (e.g. *Transcript, Goals, Requests in Progress*).
 - b. **View the Activity Catalogs**
 - i. Click the *District Catalog* link to browse the district offerings.
 - ii. If you are interested in participating in one of the offerings, click on the activity.
 - iii. Click the button to *Request Approval* or *Sign Up Now* to register for the activity.
 - iv. Complete the form, if necessary, by clicking on *Fill-In Forms* and submit it.
 - v. The activity should then be available in the *My Requests* box indication the appropriate status.
 - vi. If you make an error and wish to delete an activity, click on the red highlighted activity within the *My Requests* section. Click on *Drop* and follow the prompts.
 - c. **Submit a Form**
 - i. Click on the *Fill-In Forms* link and select the appropriate form, either *Course Approval* or *Conference Request*.
 - ii. Complete the form by following the prompts, as specified. Once the form has been completed, click on the *Submit* button located at the bottom of the form.

- iii. If you do not have all the information, the form can be *Saved as Draft* and completed at a later date.
7. Further details on using functions of **FrontlineEducation.com**, tutorials, how-to's and other resources may be accessed in the *Help* section which is represented by the gold question mark icon located on the top left side of the menu bar.
8. ALL teachers and administrators will complete a "Conference Evaluation" report in Frontline Education Professional Growth after attendance at in-District, BOCES or other professional development opportunities.

CTLE Requirements and Maintenance

Mandatory Continuing Teacher and Leader Education Requirements

(a) Requirements for CTLE certificate holders (holders of professional certificates in the classroom teaching service, educational leadership service and level III teaching assistant certificate holders).

(1) Except as otherwise provided in paragraph (2) of this subdivision and subdivision (b) of this section, commencing with the 2016-2017 school year, a CTLE certificate holder shall be required to successfully complete 100 clock hours of acceptable CTLE during the registration period; provided that:

(i) a CTLE certificate holder who holds a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Part, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and

(ii) for all other CTLE certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and

(iii) for a CTLE certificate holder who holds a level III teaching assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

All professional development that is eligible for CTLE credit will be included in the HUFSD District Catalog or local BOCES catalog within the Frontline System. CTLE activities are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

HUFSD will issue certificates of completion and maintain records for all CTLE activities for 8 years and this information will be housed in our Frontline Management System. Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, such records must be retained for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request. We will use the certificate provided by NYSED, which is included below.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Office of Teaching Initiatives
www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. A separate form must be completed for each training.

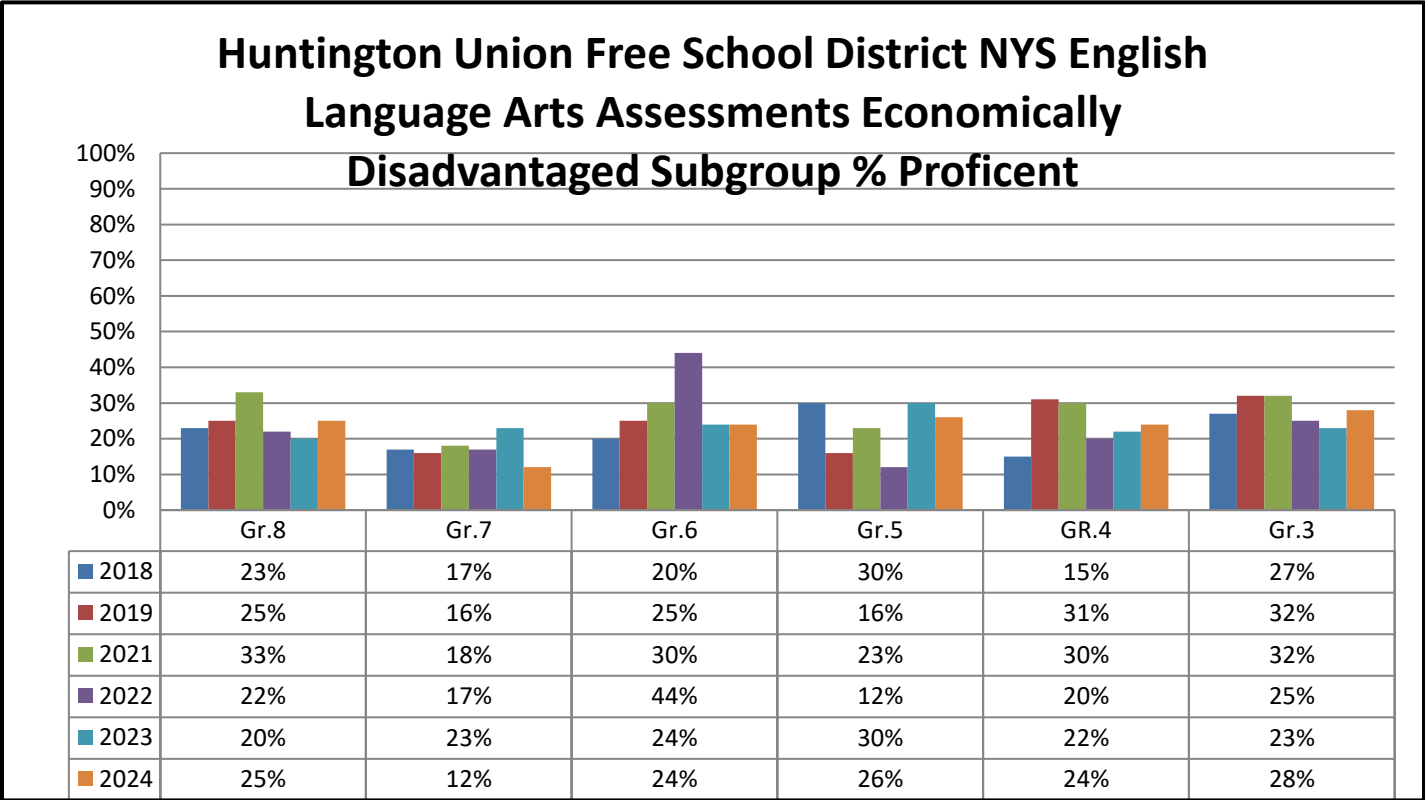
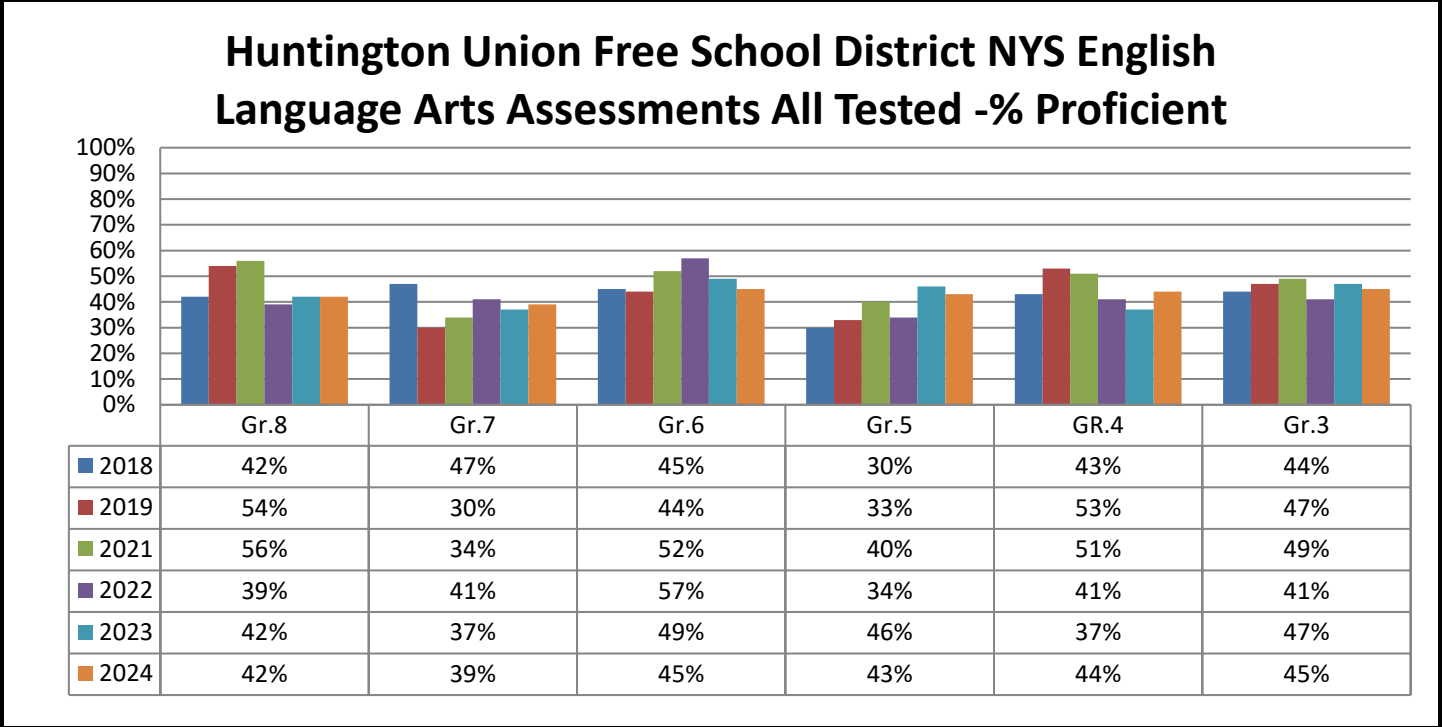
Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

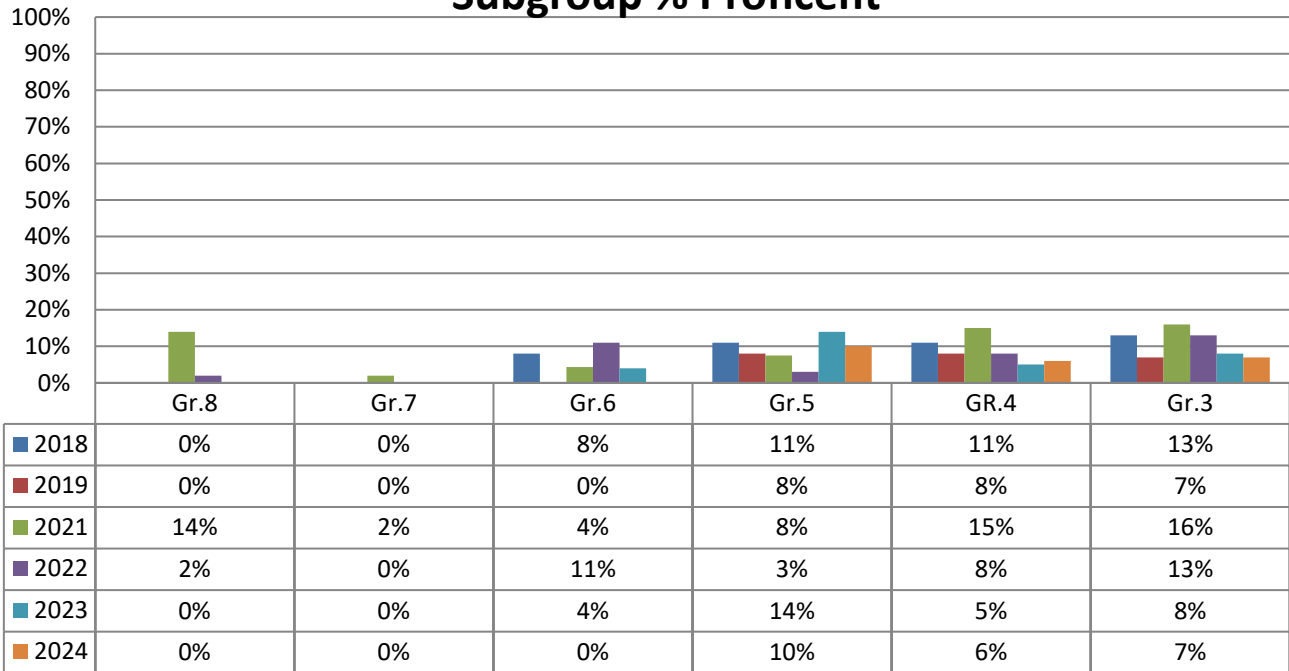
| | | | |
|--|--|---------------------------------|-------------------------|
| Section I | | | |
| First Name: | Last Name: | | Middle Initial: |
| Date of Birth: | Last 4 Digits of the Social Security Number: | | |
| Section II | | | |
| Name of Venue: | | | |
| Street Address: | City: | State: | Zip Code: |
| CTLE Activity Title: | | | |
| <small>(Indicate title/subject/grade level, etc.)</small> | | | |
| Select One or More Areas of Activity: <input type="checkbox"/> Pedagogy <input type="checkbox"/> Content <input type="checkbox"/> English Language Learning | | | |
| CTLE Date(s): from: | | to: | |
| <small>(mm) (dd) (yyyy)</small> | | <small>(mm) (dd) (yyyy)</small> | |
| | | | Number of hours awarded |
| Section III | | | |
| I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education. | | | |
| Approved Sponsor Name: | | | |
| Print Name of Authorized Certifying Officer: | | | |
| Signature of Authorized Certifying Officer: | | | |
| Approved Sponsor Identification Number: | | Date: | |
| Email: | | Phone Number: | |

APPENDIX III - DISTRICT DATA

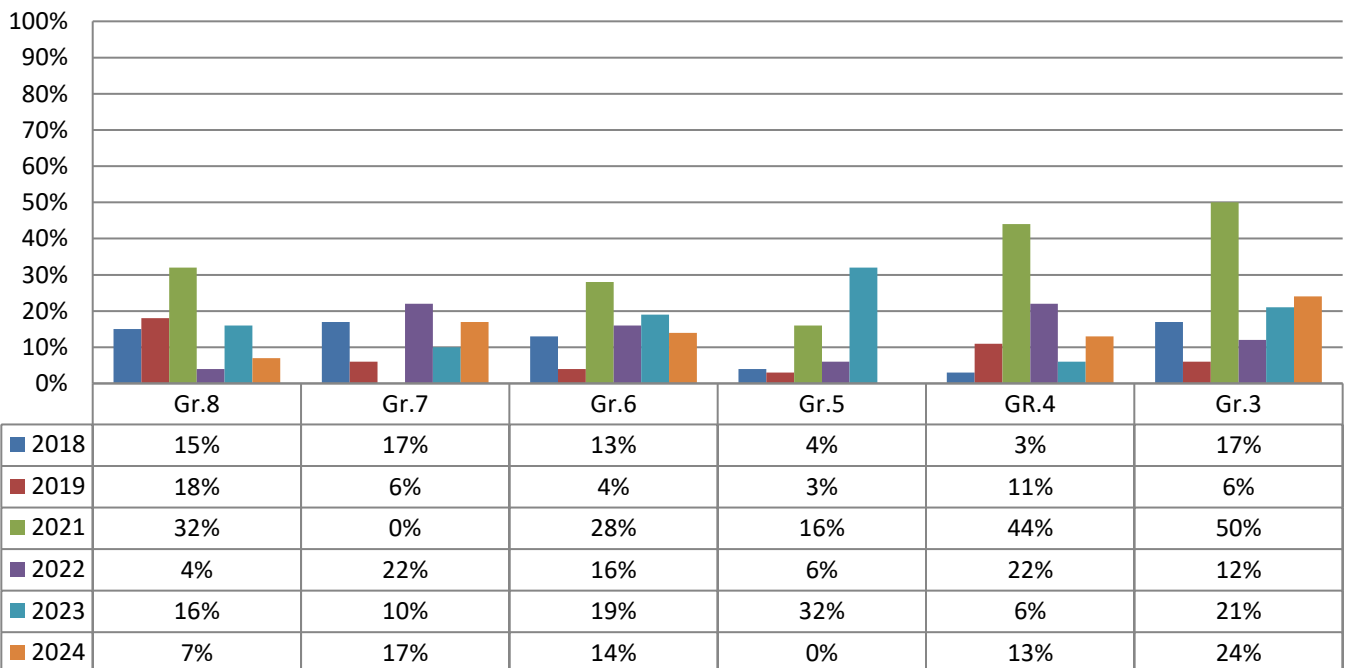
Elementary and Middle Level New York State ELA Assessments



Huntington Union Free School District NYS English Language Arts Assessments Limited English Proficient Subgroup % Proficient

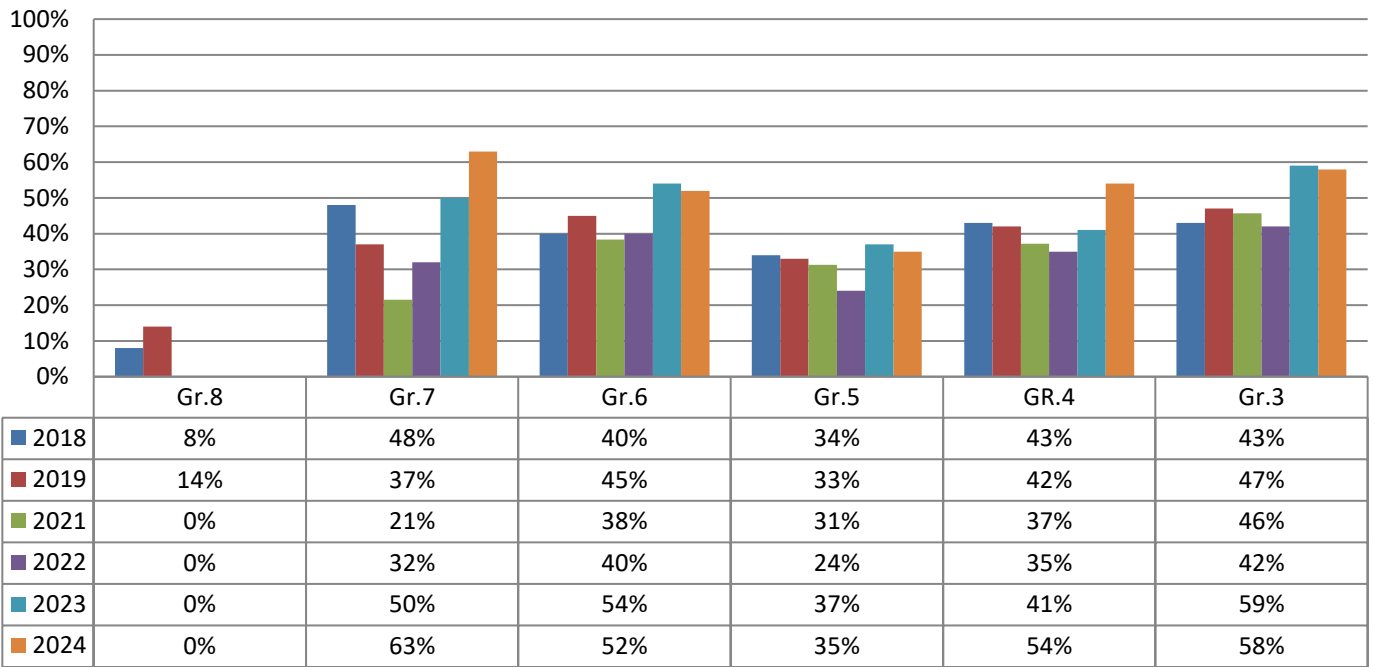


Huntington Union Free School District NYS English Language Arts Assessments Students with Disabilities Subgroup % Proficient

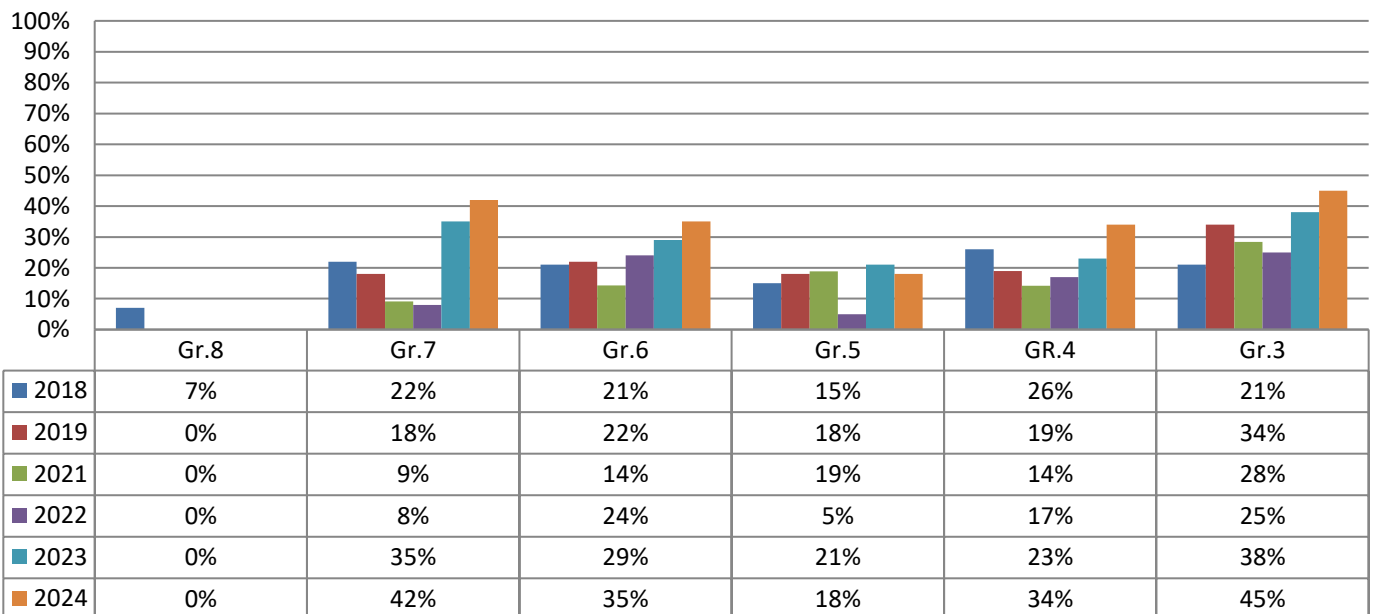


Elementary and Middle Level New York State Math Assessments

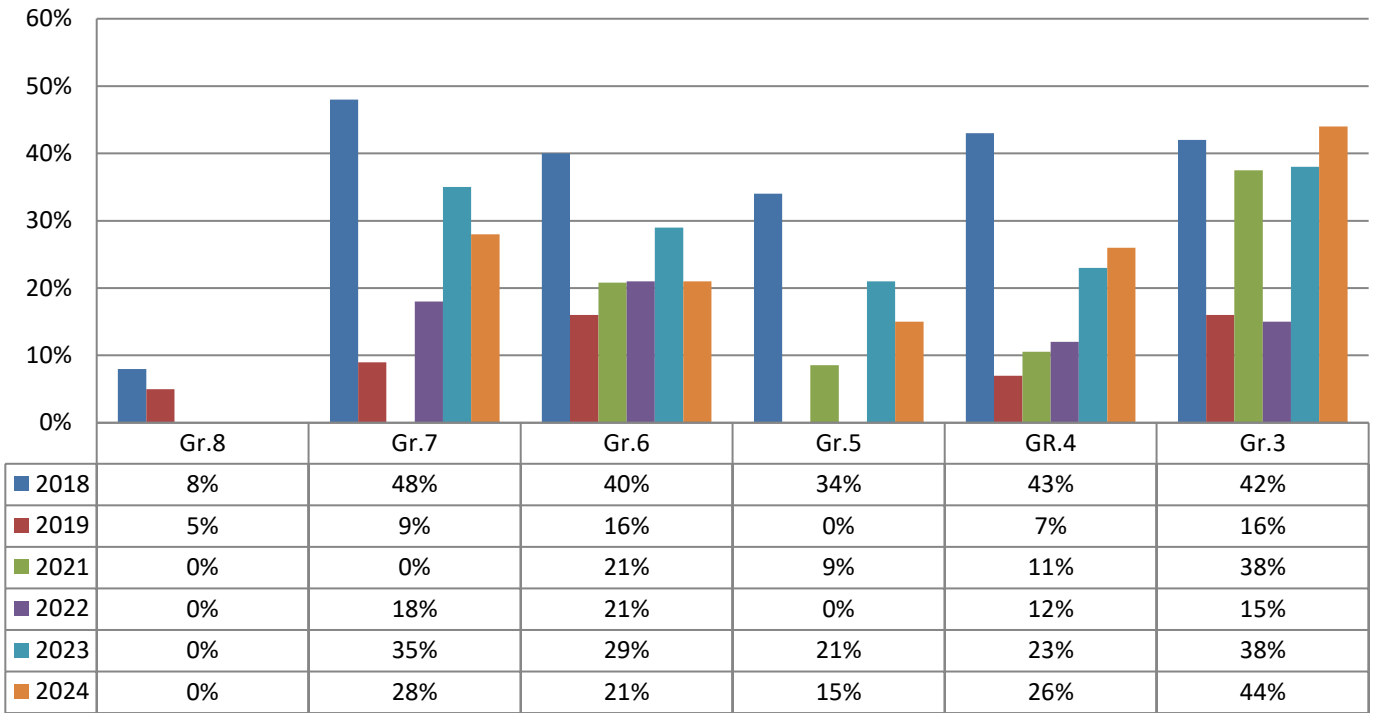
Huntington Union Free School District NYS Math Assessments All Tested- % Proficient



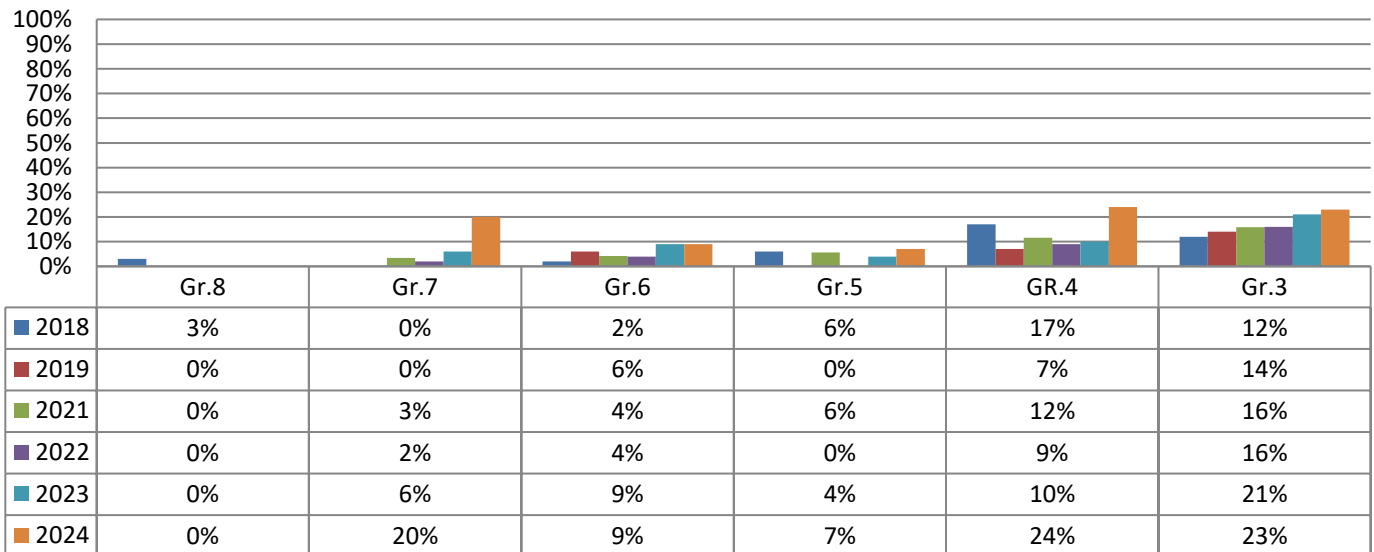
Huntington Union Free School District NYS Math Assessments Economically Disadvantaged Subgroup - % Proficient



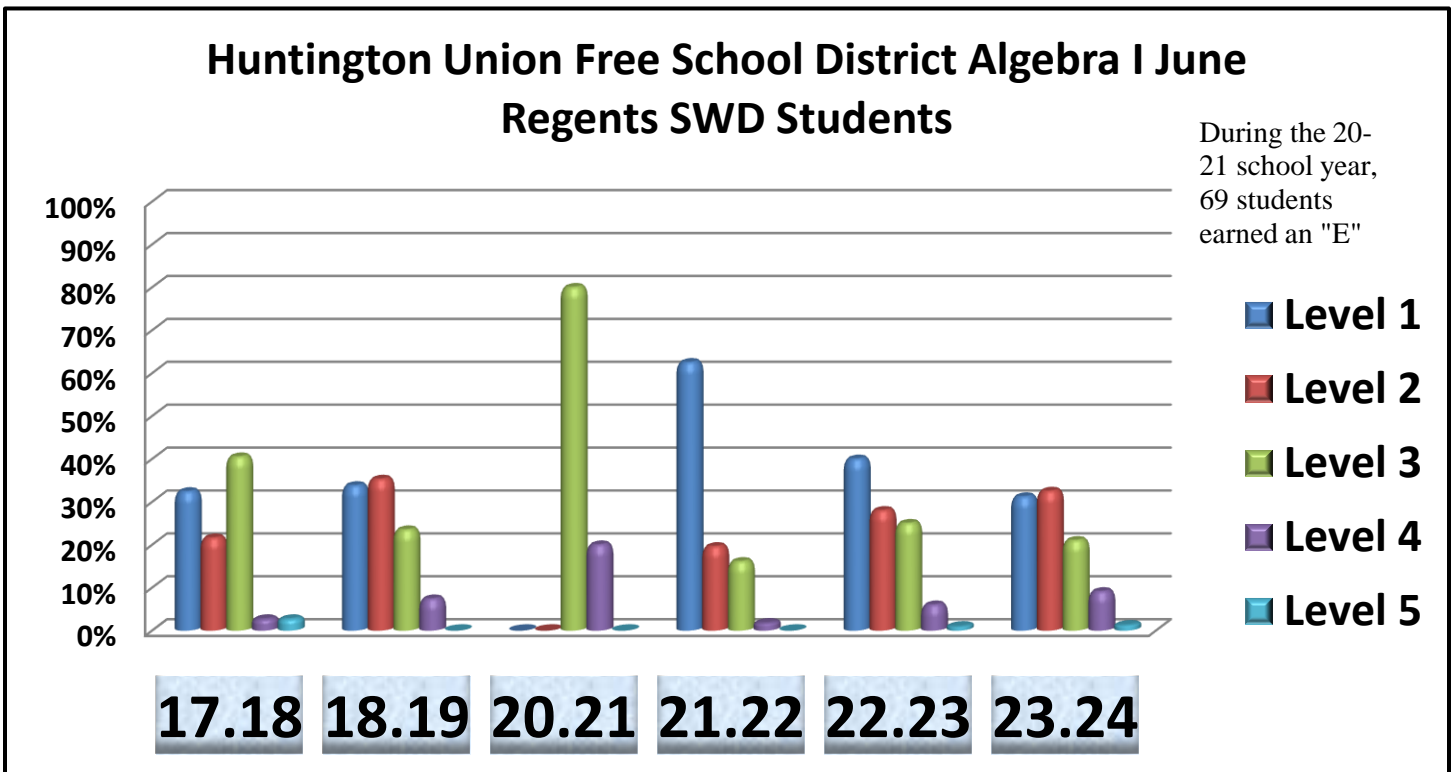
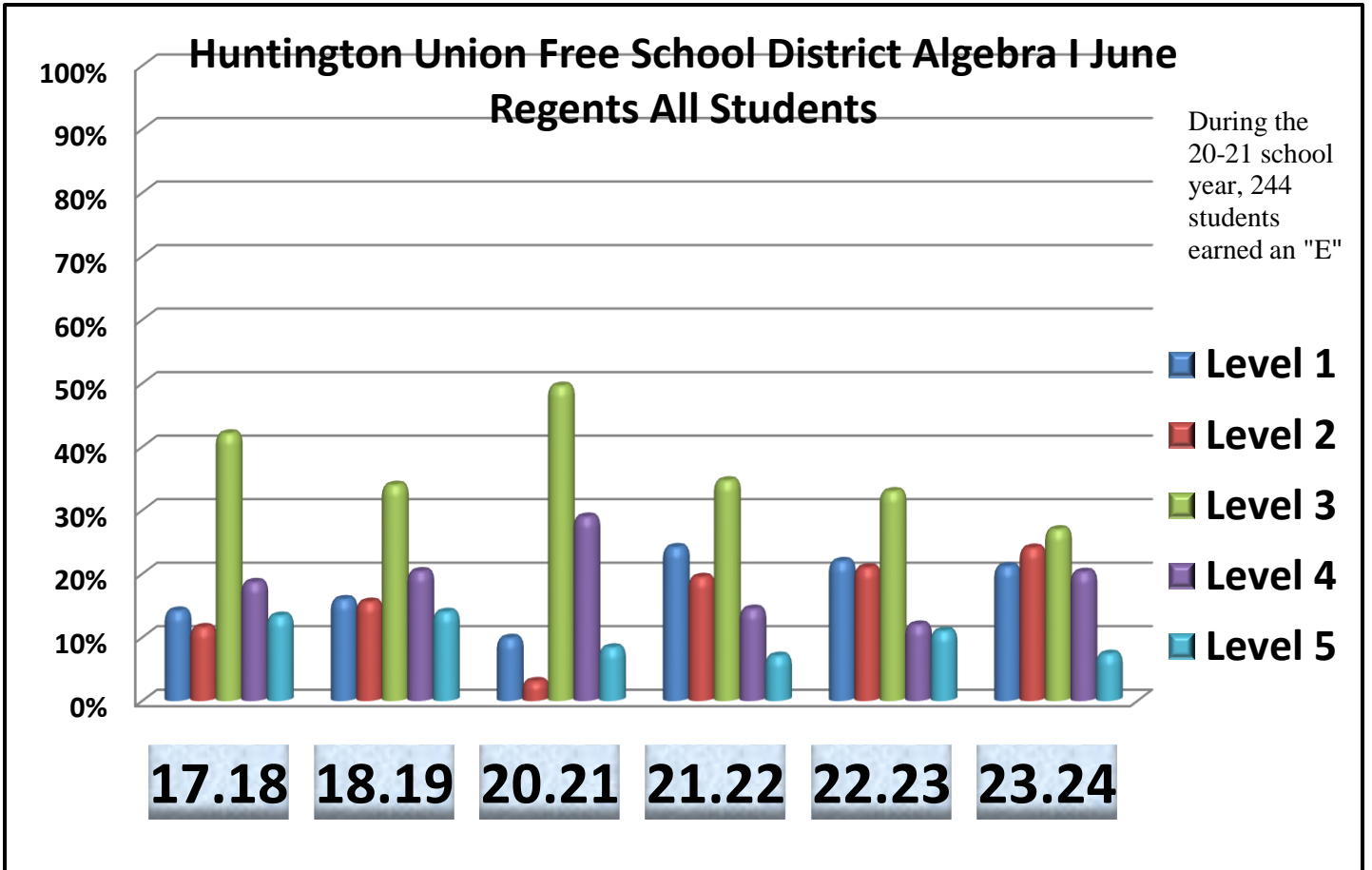
Huntington Union Free School District NYS Math Assessments Students with Disabilities Subgroup - % Proficient



Huntington Union Free School District NYS Math Assessments Limited English Proficient Subgroup - % Proficient

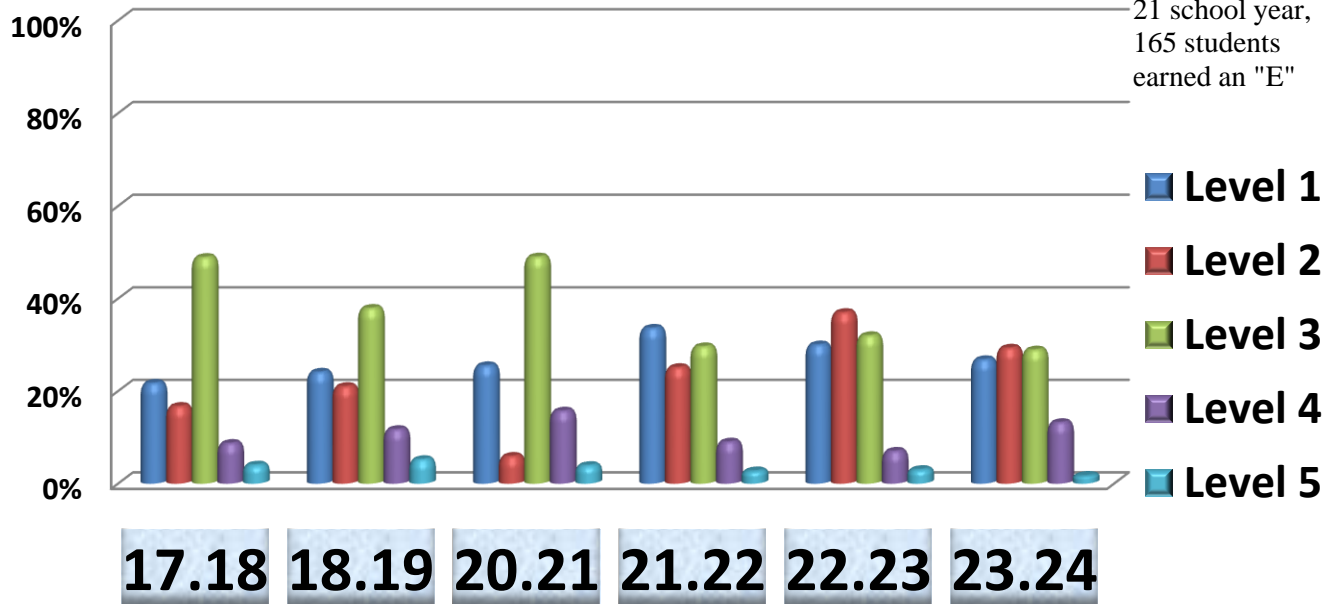


High School Level New York State Regents Assessments – Algebra I Regents



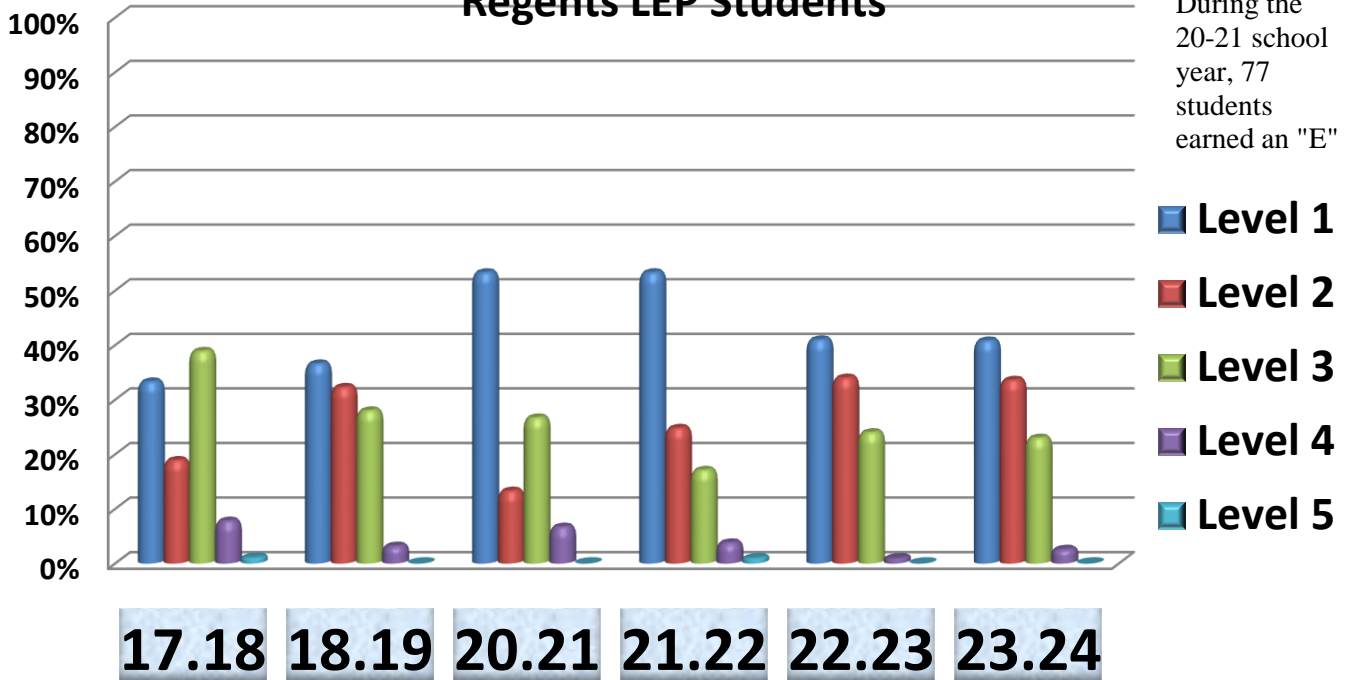
Huntington Union Free School District Algebra I June Regents Economically Disadvantaged Students

During the 20-21 school year, 165 students earned an "E"

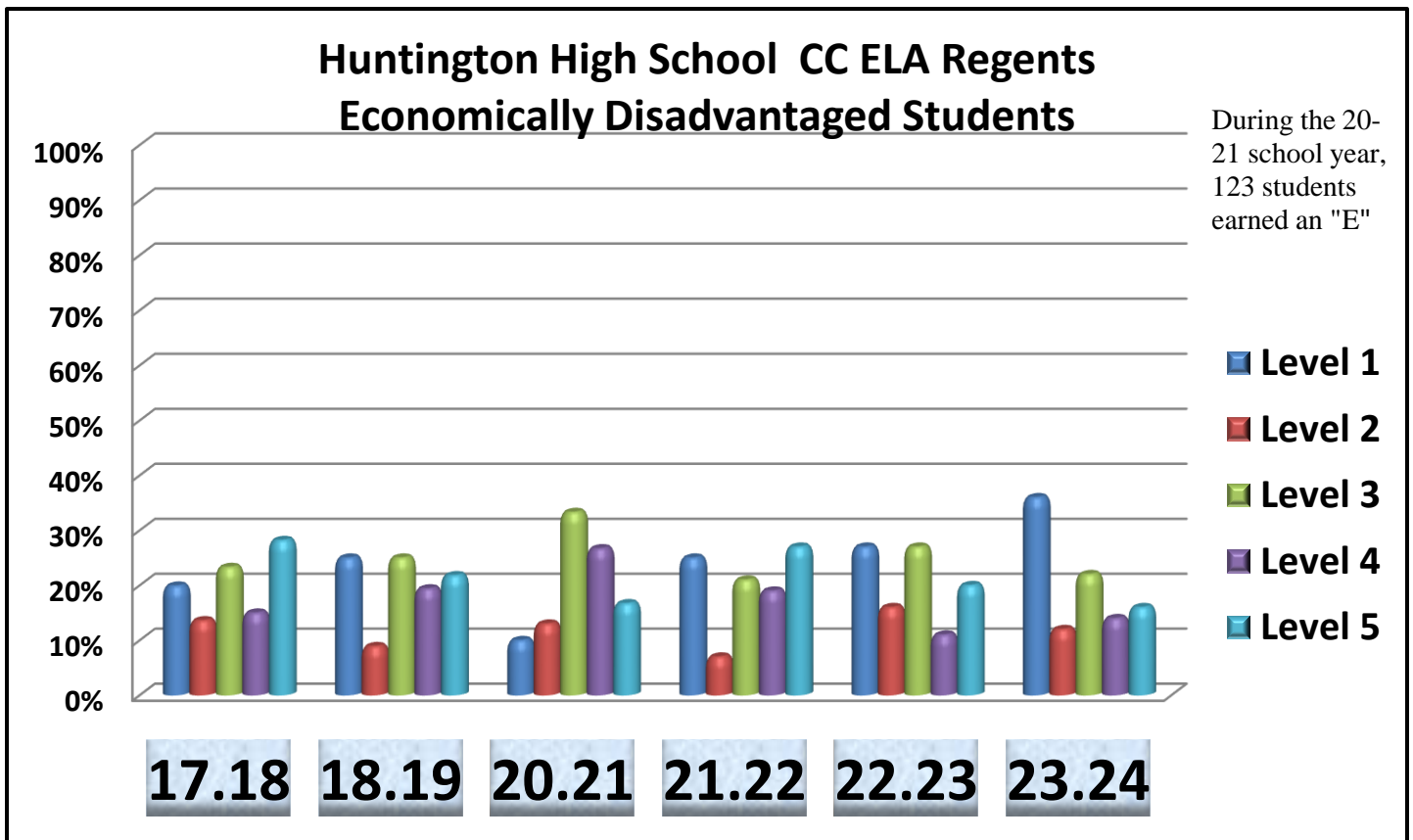
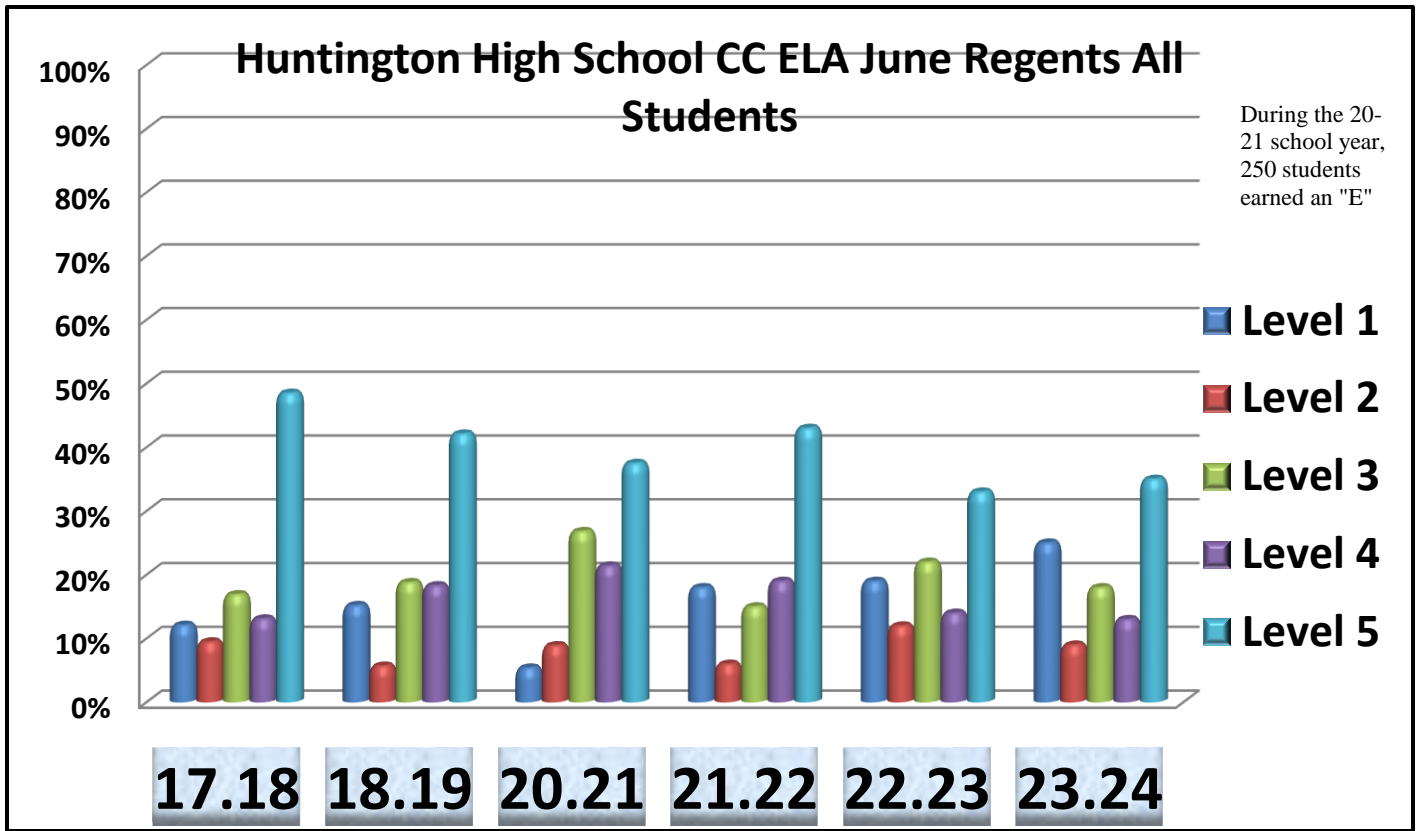


Huntington Union Free School District Algebra I June Regents LEP Students

During the 20-21 school year, 77 students earned an "E"

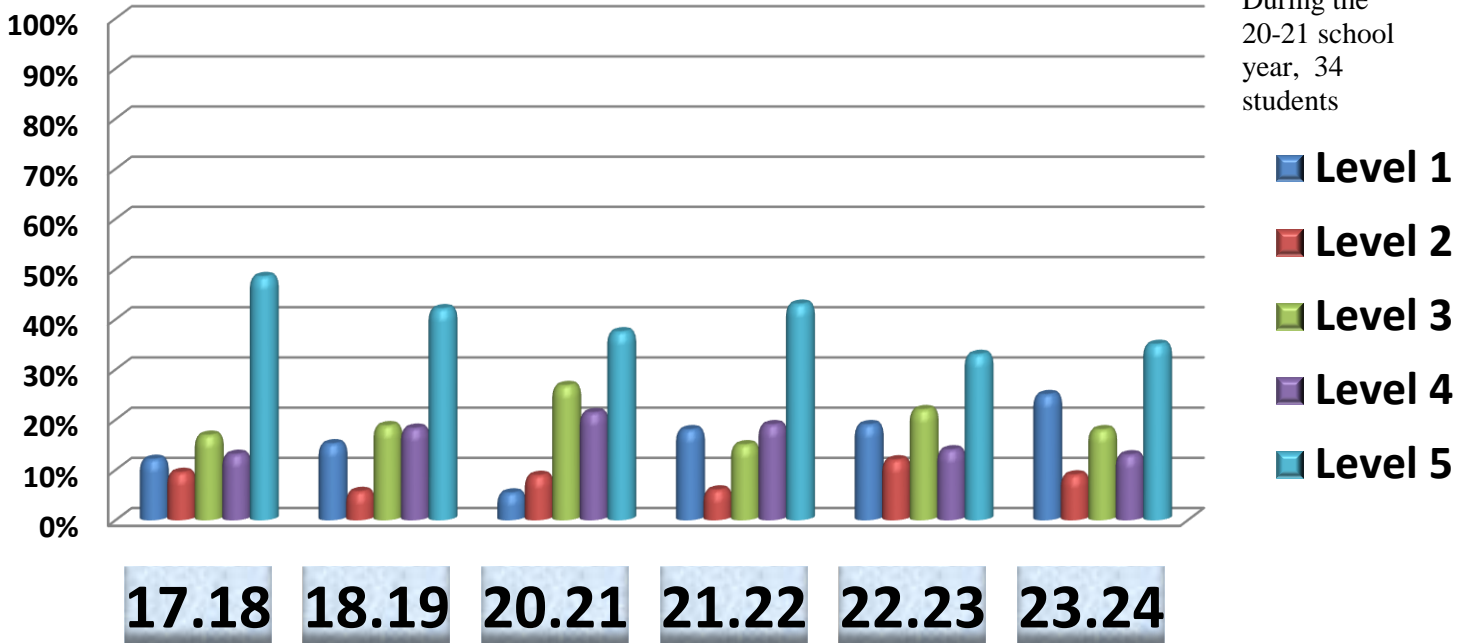


High School Level New York State Regents Assessments – ELA Regents



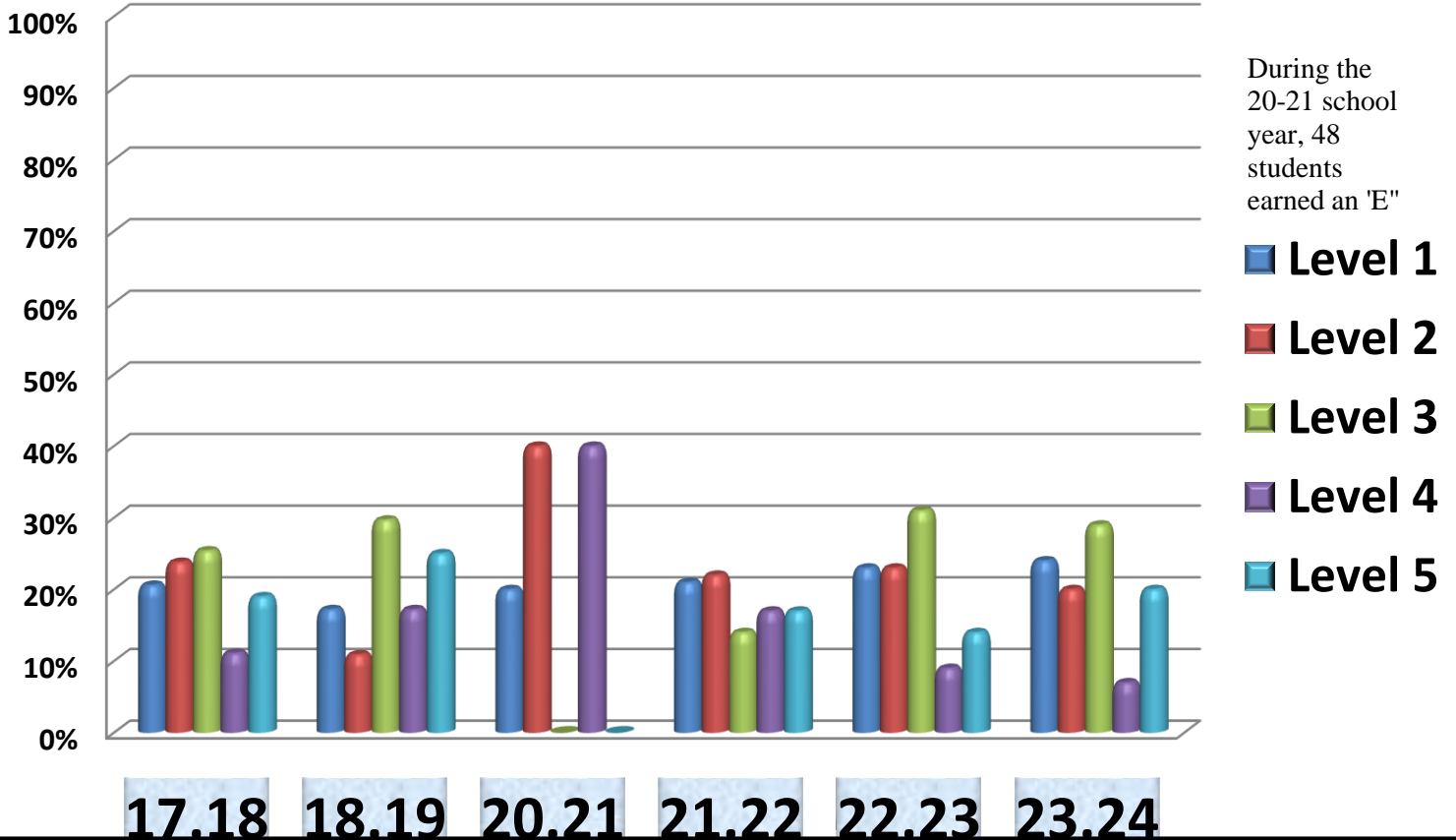
Huntington High School CC ELA June Regents LEP Students

During the 20-21 school year, 34 students



Huntington High School CC ELA June Regents SWD

During the 20-21 school year, 48 students earned an 'E'



APPENDIX IV

Comparison of Advanced Placement Results 2018-2024

| Advanced Placement Exam | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|--------------------------------|------|------|------|------|------|------|------|
| 2-D Art and Design | | | | | | | |
| Percentage Scoring 3 or higher | 100% | 100% | 100% | 91% | 100% | 100% | 100% |
| Number Tested | 9 | 13 | 11 | 11 | 6 | 4 | 10 |
| Art – Drawing | | | | | | | |
| Percentage Scoring 3 or higher | 100% | 100% | 89% | 100% | 88% | 100% | 100% |
| Number Tested | 8 | 4 | 9 | 6 | 8 | 11 | 4 |
| Biology | | | | | | | |
| Percentage scoring 3 or higher | 82% | 92% | 85% | 75% | 82% | 69% | 80% |
| Number Tested | 55 | 63 | 48 | 55 | 60 | 35 | 56 |
| Calculus AB | | | | | | | |
| Percentage scoring 3 or higher | 45% | 68% | 77% | 72% | 51% | 50% | 58% |
| Number Tested | 38 | 31 | 39 | 36 | 35 | 38 | 33 |
| Calculus BC | | | | | | | |
| Percentage scoring 3 or higher | 67% | 100% | 75% | 60% | 58% | 53% | 44 |
| Number Tested | 18 | 16 | 24 | 20 | 19 | 19 | 9 |
| Chemistry | | | | | | | |
| Percentage scoring 3 or higher | 71% | 89% | 78% | 57% | 69% | 89% | 71% |
| Number Tested | 49 | 19 | 18 | 14 | 13 | 28 | 17 |
| | | | | | | | |

| Advanced Placement Exam | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| English/Language/Comp. | | | | | | | |
| Percentage scoring 3 or higher | 77% | 72% | 76% | 69% | N/A | 46% | 40% |
| Number Tested | 75 | 75 | 97 | 103 | N/A | 65 | 67 |
| English Literature/Comp. | | | | | | | |
| Percentage scoring 3 or higher | 51% | 64% | 71% | 59% | 73% | 75% | 72% |
| Number Tested | 51 | 44 | 56 | 44 | 142 | 60 | 43 |
| Environmental Science | | | | | | | |
| Percentage scoring 3 or higher | 50% | 50% | 69% | 63% | 62% | 60% | 32% |
| Number Tested | 38 | 50 | 36 | 43 | 47 | 43 | 31 |
| Human Geography | | | | | | | |
| Percentage scoring 3 or higher | 100% | 78% | 71% | N/A | 11% | 50% | 40% |
| Number Tested | 12 | 9 | 14 | N/A | 9 | 8 | 20 |
| Government & Politics/US | | | | | | | |
| Percentage scoring 3 or higher | 49% | 67% | 70% | 49% | 69% | 61% | 80% |
| Number Tested | 74 | 51 | 67 | 49 | 55 | 70 | 81 |
| Italian Language | | | | | | | |
| Percentage scoring 3 or higher | 42% | 100% | 86% | 80% | 100% | 45% | 88% |
| Number Tested | 12 | 5 | 7 | 5 | 2 | 11 | 8 |
| Microeconomics | | | | | | | |
| Percentage scoring 3 or higher | 53% | 88% | 90% | 75% | 76% | 88% | 75% |
| Number Tested | 77 | 43 | 50 | 4 | 40 | 17 | 16 |
| Macroeconomics | | | | | | | |
| Percentage scoring 3 or higher | 80% | 89% | 87% | 0% | 70% | 94% | 75% |
| Number Tested | 30 | 44 | 52 | 3 | 41 | 16 | 16 |

| Advanced Placement Exam | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Physics 1 | | | | | | | |
| Percentage scoring 3 or higher | 40% | 65% | 58% | 76% | 39% | 67% | 47% |
| Number Tested | 15 | 43 | 38 | 25 | 33 | 21 | 19 |
| Psychology | | | | | | | |
| Percentage scoring 3 or higher | 63% | 41% | 79% | 45% | 40% | 36% | 39% |
| Number Tested | 40 | 27 | 29 | 31 | 35 | 22 | 26 |
| Music Theory | | | | | | | |
| Percentage scoring 3 or higher | 87% | 85% | 92% | 50% | 40% | N/A | 100% |
| Number Tested | 15 | 13 | 12 | 4 | 5 | N/A | 7 |
| Spanish Language | | | | | | | |
| Percentage scoring 3 or higher | 76% | 98% | 98% | 94% | 92% | 89% | 90% |
| Number Tested | 33 | 49 | 44 | 48 | 36 | 46 | 59 |
| Statistics | | | | | | | |
| Percentage scoring 3 or higher | 79% | 67% | 88% | 90% | 56% | 47% | 26% |
| Number Tested | 24 | 24 | 17 | 10 | 27 | 15 | 31 |
| US History | | | | | | | |
| Percentage scoring 3 or higher | 69% | 80% | 66% | 44% | 56% | 61% | 81% |
| Number Tested | 86 | 95 | 93 | 81 | 79 | 70 | 77 |
| World History | | | | | | | |
| Percentage scoring 3 or higher | 94% | 90% | 92% | 59% | 78 | 76% | 87% |
| Number Tested | 68 | 60 | 60 | 66 | 55 | 54 | 67 |
| Total Number Tested | 800 | 801 | 821 | 720 | 821 | 766 | 883 |

APPENDIX V

