

**HUDSON CITY SCHOOL DISTRICT**

**PROFESSIONAL DEVELOPMENT  
PLAN**

**2009-2011**

**And**

**NEW TEACHER**

**MENTORING PLAN**

**PDP Team Members**

Kerri Appelbaum, Psychologist, John L. Edwards School  
Lisa Alonzi, World Languages Teacher, Hudson Middle School  
Amanda Bagnato, Co-Chair, Asst. Superintendent for Curriculum & Instruction  
Mark Brenneman, Assoc. Principal, Middle School  
Phyllis Carito, Academic Dean, Columbia-Greene Community College  
Carol Gans, Principal, John L. Edwards School  
Jill Hanley, Teacher, Greenport School  
Marlene Parmentier, Teacher, Greenport School  
Judy Roehr, Co-Chair, School Library Media Specialist, Hudson High School  
Laurel Semanick, Special Education Teacher, Greenport School

## **Hudson City School District Professional Development Plan -2007-2009**

### **MISSION STATEMENT**

The mission of the Hudson City School District is to ensure that all students are self-motivated, critical thinkers committed to life long learning and possessing the knowledge and skills essential to shape their future and thrive in the changing, interdependent world by uniting the resources of the school, family, community, and world to implement learning prescriptions which reflect the talents and aspirations of each student.

### **SCHOOL CLIMATE STATEMENT**

We believe all students:

- can be successful
- are valuable members of society
- will be taught based on their diverse needs
- will be encouraged to take risks in a safe and nurturing environment
- will be treated with respect as well as learn to treat others with respect
- will act responsibly and be responsible for their own actions
- will accept, understand, and appreciate diversity
- will develop and use critical thinking skills
- will develop citizenship skills in order to become positive role models
- will be active participants in their own learning process

The Hudson City School District will:

- build a community of independent, life long learners
- foster a safe learning environment which respects diversity
- continue to use students' needs and strengths to drive professional development and instructional strategies
- stay true to the district's mission and vision
- empower each student to be successful and to reach his or her own potential
- nurture good citizens by promoting respect and responsibility
- support collaboration, collegiality, and teamwork
- continue to strengthen communication and shared decision making
- challenge each student using a rich curriculum founded upon research based, developmentally appropriate best practices
- challenge students to meet and exceed the NYS Learning Standards
- embrace all challenges and celebrate all successes

\*Professional Development Plan is written in accordance with Part 100.2 (General School Requirements)

## **Section I – Composition, term of office, mode of appointment and replacement of PDP team members**

- A. Membership should include:
  - 1. Superintendent or designee.
  - 2. One - two parent representative(s) as recommended by the teacher organization of any of the buildings or by the parent teacher organization for that building, or, if that is not possible, recommended building level teams.
  - 3. Administrative representatives – or designees as designated by the Administrative Collective Bargaining Organization.
  - 4. Teachers upon designation by the Teachers’ Collective Bargaining Organization with representation from each building including, when possible, special subject areas.
  
- B. Timetable of annual PDP review
  - 1. Members of the PDP Team will be identified by October 15<sup>th</sup> of each school year, and members will be approved by the Board of Education by October 31.
  - 2. The activities of the PDP will be reviewed and evaluated by the PDP Committee each spring. By May 1<sup>st</sup> of each year, recommendations for possible amendments will be made to the Board of Education.
  - 3. If the plan is rejected, a revised plan must be resubmitted and approved by May 31<sup>st</sup> of each year.
  
- C. Chairmanship of the PDP Team
  - 1. The chairmanship will be shared between the Assistant Superintendent for Curriculum and Instruction and a teacher appointed by the Hudson Teachers’ Association.

## **Section II - Data resources used in needs assessment**

- A. Principals to share general findings from annual professional performance reviews
- B. Mentoring program annual survey data, provided through NEMO
- C. District and School Assessment Reports and Comprehensive Information Reports
- D. Detailed analysis of student performance to drive instruction
- E. Student Management System (SMS) data on ethnicity, poverty rates, class size
- F. Data on students with disabilities as reported in annual SED reports (i.e., PD ¼ reports)
- G. Surveys of students in ASHEP programs (LifeTrack through HS Guidance Dept)
- H. Staff surveys from individual buildings collected annually by PDP Committee
- I. Longitudinal data – survey data collected from graduates after one year, five Years (LifeTrack through HS Guidance Dept)
- J. College attendance and graduation statistics (HS Guidance Dept.)
- K. Feedback on specific training events through evaluation of workshops
- L. Data reflective of community trends utilizing resources within the district & the community)
- M. Curriculum annual review (assessment of current status & future needs through the

- Curriculum Steering Committee process)
- N. Review of Performance Plan Indicators (assessment of benchmarks—meeting goals of students & teachers—via monthly PDP meetings)
  - O. Student attendance data—assessment of trends)
  - P. Annual violence prevention training requirement
  - Q. Annual analysis of student data by AIS teachers
  - R. Student discipline data (identification of trends)

**Section III: Listing of all professional development resources available to promote and/or deliver professional development under District plan**

- A. Fiscal resources
  - 1. District budget
  - 2. School improvement grants
  - 3. Consolidated grant
  - 4. Competitive grants
  
- B. Staff resources
  - 1. Exemplary teachers
  - 2. Administrators
  - 3. Computer Technology Coordinator and staff
  - 4. Training offered by district staff
  
- C. Service providers/training opportunities
  - 1. Workshops offered through Questar III, CAP BOCES & NYU (Technical Assistance Center) and the Regional School Support Center network
  - 2. Greater Capital Region Teacher Center
  - 3. Capital Area School District Association (CASDA)
  - 4. Individual professional development conferences
  - 5. Lesley University Literacy Training (Best Practices, Literacy Collaborative, LLI, Coaching, etc.)
  - 6. Reading Recovery training
  - 7. Beyond Paper and Pencil (Concerted Effort)
  - 8. Private educational consultants
  - 9. County resources and safety consultant firm for emergency management and CPR training
  - 12. Project Adventure training
  - 13. Responsive Classroom
  - 14. Positive Behavior Interventions Support (PBIS) training
  - 15. BETAC (Bilingual Education Training Assistance Center)
  - 16. Community resources including the Health Department, Cooperative Extension, Taconic DDSO, Mental Health Association, Columbia County Mental Health, REACH center

#### **Section IV - Need areas, goals, and objectives**

- A. Need area: Student achievement – On Grades 3 to 8 state assessments, too few Hudson City School District students are scoring at Levels 3 and 4. There is a disproportionately large number of students with disabilities who are not scoring at a proficient level (level 3 and above). Additionally, a disproportionately low percentage of students with disabilities pass the Comprehensive English Regents Exam and the Math A Regents Exam.