

Southern Cayuga CSD

Professional Development Plan 2019-2020

(BOE Approval, August 26, 2019)

Introduction

Each district is required to have a professional development plan, which describes how they will provide their teachers with substantial professional development opportunities. For plans covering the time period February 2, 2004, and thereafter, each school district or BOCES is required to describe in their plans how they will provide teachers they employ, holding a professional certificate, with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development every five years.

The intent is for school districts and BOCES to offer a menu of professional development opportunities to their teachers. Such opportunities may be in a variety of formats and offered by a variety of providers and include coursework paid by the teacher.

The Southern Cayuga CSD Professional Development Plan was developed through collaboration with a professional development team, including the superintendent of schools, school administrators and teachers who serve as academic coordinators. Among other items, the plan describes the alignment of professional development with New York State standards and assessments, student needs and teacher capacities.

The plan includes needs analysis, goals, objectives, strategies, activities and evaluation standards. It also describes the manner in which the school district will measure the impact of professional development on student achievement and teachers' practices.

The district must report on their current professional development plan to the State Education Department and certify that it has a plan in place each year.

Needs Analysis

Our district's "Needs Analysis" includes the following components:

- Collective assessment by administrators and the SCCS Directions Committee to identify curricular and instructional priorities for each school building. Academic coordinators serve as liaisons and meet with the appropriate grade level teams and/or departments to define the need, appropriate interventions, and/or professional development required, and the means to measure the progress of a focused effort. Results will be reported by building principals to the Board of Education on a yearly basis.
- Collective and individual assessment of teachers at a grade level or within a department to define the need, appropriate interventions and/or professional development required, and the means to measure the progress of a focused effort. Teams will share their input regarding their professional needs with the building administrator.
- The building administrator's assessment of need, appropriate interventions, and/or professional development required, and the means to measure the progress of a focused effort.
- Review of K-12 faculty feedback in regards to computer technology needs by the SCCS Technology Working Group.

Professional Development Goals

- The Southern Cayuga CSD faculty will continue to be provided with opportunities to gain a clearer understanding of the New York State Standards & Assessments, their impact on curriculum & instruction, and student performance outcomes.
- The Southern Cayuga CSD faculty will continue to study and more clearly articulate the instructional curriculum currently being taught to our students, revising, aligning, modifying, and adjusting the program to support both the content and intent of the Learning Standards.
- The Southern Cayuga CSD will continue to increase and initiate programmatic instructional changes designed to expand learning opportunities and alternatives for students.
- The Southern Cayuga CSD faculty and staff will be provided a series of opportunities for professional growth which support accomplishment of the previously stated goals.

Evaluation

Evaluation of the Professional Development Plan is as follows:

- Summarization of all professional development workshops completed in a given year, including those attended by faculty members at BOCES or other sites outside the district.
- Each faculty member who holds a Professional Certificate will be required to submit his/her individual "Professional Development Log" at the end of each academic year to the Superintendent's office. Faculty members who hold Permanent Certification are encouraged to maintain a similar log as evidence of their professional growth as part of the teacher evaluation process.

District Initiatives 2019-2020

The SCCS Professional Development Plan will be based on the district initiatives set forth by the administrative team and the SCCS Directions Committee. The committee is comprised of teachers, administrators, and members of the Board of Education, who meet on a monthly basis to discuss instructional strategies, curriculum, and the development of a limited number of focused and clearly articulated initiatives. Each initiative will serve as a focus for professional development and include a defined goal, specific strategies, and a means to measure progress.

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Initiative	K-1 Literacy
Leaders	Rhonda Hayden & Tracy Musso
Narrative	After reviewing K-1 AIMSWeb performance data for 17-18 and 18-19, and conducting an audit of the K-1 CKLA curriculum, we developed a K-1 literacy initiative. We will replace the current CKLA curriculum with the SuperKids systematic phonics program in order to ensure that all students have the reading foundation they need. We will supplement instruction in phonological awareness with the Heggerty curriculum. We will give all K-1 and reading teachers professional development in current literacy research and best-practices through the Language Essentials for Teachers of Reading and Spelling (LETRS) training.
Data	1) <u>K-1 AIMSWeb performance data</u> reveals: 85% of K students at risk in spring 2018 95% of K students at risk in winter 2019 55% of 1st grade students at risk in spring 2018 79% of 1st grade students at risk in winter 2019
Goals	<ol style="list-style-type: none"> 1. No more than 20% of K-1 students will be identified as “at risk” through the AIMSWeb assessment in spring 2020. 2. 80% of K-1 students will be reading on grade-level in spring 2020. 3. Specific phonics and phonological achievement targets as determined by initiative leaders and principal.

Initiative	3-6 Interventions
Leaders	Julia Dunsmoor, Jeannette Lutkins, Liz Tyrrell, Tracy Musso
Narrative	State testing and AIMSWeb data analysis in the 18-19 school year revealed stagnant achievement levels among students who are not yet proficient on State exams and/or who remain academically “at risk.” Our goal in the 19-20 school year is to evaluate and improve our instructional, intervention, and Morning Work Room blocks to give students additional time to master previously taught grade-level priority skills. The focus of our work will be formalizing and systematizing our process of identifying gaps, providing interventions, and reassessing student achievement. Outcomes will include a Morning Work Room curriculum and formative assessments in ELA and math as well centralizing data of progress monitoring in 3-6 ELA and math classrooms.
Data	1) In 18-19, 61 “bubble” students in grades 4-6 were identified for interventions administered in classrooms, Morning Workroom, and TREE periods. Of the identified students, ___% moved to proficiency on State exams, ___% were no longer identified as “at risk” in the spring AIMS data, ___% remained stagnant, and ___% decreased in performance.
Goals	<ol style="list-style-type: none"> 1. Move all identified students to proficient levels on State exams. 2. Move all identified students out of “at risk” identification in AIMSWeb Plus. 3. Centralize and analyze Tier 1 and Tier 2 identification, intervention, and reassessment data.

Initiative	Jr HS ELA & Math Interventions
Leaders	Tracy Musso & Meghan Picciano
Narrative	State testing and AIMSWeb data analysis in the 2018-19 school year revealed a need to focus on students at Level 2. We continued our work to provide students with additional supports during and outside of the regular school day. The focus of our work will be formalizing and systematizing our process of identifying gaps, providing interventions, and reassessing student achievement. Outcomes will include curriculum and formative assessments in ELA & Math as well centralizing data of progress monitoring in 7/8 ELA classrooms.
Data	In 2018-19, 20 students in grades 7/8 were identified for ELA interventions administered in classrooms as well during ReTeach. The specific skills measured were vocabulary, silent reading fluency, and reading comprehension. Of the identified students, 16, or 80%, were no longer identified as “at risk” in the spring AIMS data, 2, or 10%, showed growth, 1, or 5%, remained stagnant, and 1, or 5%, decreased in performance on the spring AIMS data. In 2018-19, 18 students in grades 7/8 were identified for Math interventions administered in classrooms as well as during ReTeach. The specific skills measured were number sense fluency, number comparison fluency, and concepts and applications. Of the identified students, 11, or 61% were no longer identified as “at risk” in the spring AIMS data, 4, or 22%, showed growth, and 3, or 17%, decreased in performance on the spring AIMS data.
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Initiative	ELL Skill Interventions
Leaders	Becky Davis & Tracy Musso
Narrative	Based on the NYSITELL exam at the start of the 2018-19 school year, 8 students enrolled in 9th grade scored at the Entering Proficiency Level. The instructional goals for this target population were based on students demonstrating a sound understanding of the essential topics outlined in the Readiness Unit in <i>Access - Building Literacy Through Learning - Newcomers</i> . Specific topics such as the alphabet, verb usage/high utility words, numbers 0-100, math vocabulary, and parts of the body were identified as the focus. Assessments and interventions were based on students’ receptive and expressive language skills relative to the above referenced topics.
Data	Speaking, listening, reading, and writing are the priority skills for this intervention group. Each 9th grade student was identified as needing continued practice in all

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	<p>5 topic areas at the beginning of the school year. After receiving small group targeted skills practice in an intervention class, the year end data revealed <u>100% proficiency</u> in speaking, listening, reading, and writing Numbers 1-100, reading and writing the alphabet, and listening in the Parts of the Body unit; <u>75% proficiency</u> in speaking the alphabet, reading verb usage/high utility words, and speaking the Parts of the Body; <u>50% proficiency</u> in listening skills with the alphabet, writing verb usage/high utility words, reading and writing math vocabulary, and reading the Parts of the Body unit and <u>38% proficiency</u> was indicated in speaking and listening to verb usage / high utility words, speaking and listening to math vocabulary, and writing the Parts of the Body unit.</p> <p>Overall, 35% of the skill sets were mastered, 15% of the skill sets were identified as proficient, 30% of the skill sets needed continued practice, and 20% of the skill sets needed more intensive practice.</p>
Goals	All students at the entering, emerging, and transitioning levels of English will be proficient in speaking, listening, reading, and writing in each topic of instruction.

Initiative	TCIS – Therapeutic Crisis Interventions for School
Leaders	Nate Van Hall & Tracy Musso
Narrative	<p>Therapeutic Crisis Intervention for Schools (TCIS) curriculum stresses crisis prevention and de-escalation strategies. Topics that will be discussed include</p> <ul style="list-style-type: none"> ○ (TCIS) - Definition, Relevance, Benefits ○ The Stress Model of Crisis ○ Skills Building for Co-Regulation Strategies in TCIS ○ Active Listening Crisis Communication ○ Nonverbal Communication ○ Behavior Support Techniques ○ Emotional First Aid and Crisis Co-Regulation ○ Life-Space Interview
Data	The assessment strategy includes data collection and analysis, interviews, surveys, document review, classroom observations, and TCI training observations (if possible). Data collection takes place approximately every month.
Goals	We will track the progress each month starting in November via student office visits for social/emotional needs and overall behavioral referral reasons.

Initiative	STEAM-Robotics Skills
Leaders	Caitlin Rejman & Heather Snyder
Narrative	<p>STEM 8: After being introduced to 'drag and drop' coding through Scratch and Code.org, students worked with a partner to build a robot with either a Vex IQ or Lego Mindstorm kit. The students were then tasked with coding their robot, first move forward 42 inches (within a 12 inch wide path), turn 180 degrees and return to their original starting location. Their second task was to move forward 66 inches, and successfully parallel park next to a robot that is parked in an adjacent lane. The lanes and the starting point were marked off with tape and the distances were not given, they were to be measured. Students were given four-45 minute class periods to successfully complete the coding performance tasks.</p> <p>HS Robotics: Students are first introduced to basic building and engineering principles associated with the Vex EDR kits including gear ratio and torque. After completing several building challenges including lifts, speed, size, parameters they are then introduced to robot programming using the RobotC software based on the C++ computer language. Students test these programming skills by designing a robot to complete a maze autonomously.</p>
Data	<p>STEM 8: The robotic programming portion of this unit found all 45 students successful, and 10 student pairs also successfully completed the same driving and parking challenges after being challenged to build a completely different designed robot. None of the 22 groups were successful on their first attempt, yet found success upon applying the engineering design process of: Ask (identify the need and constraints), Research (the problem), Imagine (develop possible solutions), Plan (select a promising solution), Create (build a prototype), Test (an evaluate prototype), Improve (redesign as needed). Ultimately, internalization of the design process is what we want the students to achieve.</p> <p>HS Robotics: Students started with basic building skills, then moved on to gear ratios, lift systems, weight distribution, and finished with programming. Of the 26 students, 100% reached mastery of the basic building skills, and 77% reached mastery of the intermediate skills. To differentiate, 12% of the class was also working on advanced robotics skills.</p>
Goals	<p>STEM 8: All 48 incoming STEM 8 students will successfully complete drag and drop coding challenges and students needing to be challenged will be introduced to RobotC software based on the C++ computer language to utilize in completion of the same challenges.</p> <p>HS Robotics: All 30 students signed up for the course will successfully complete sensor wiring and programming using RobotC software based on the C++ computer language.</p>

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On-Going Professional Development - Elementary School

Curriculum Development:

- Continued updating of maps to reflect priority and enrichment standards.
- Continued development of formative assessments aligned to prioritized standards.

K-5 Mystery Science:

- Continued implementation of Mystery Science and collection of achievement data.
- Continued professional development for the design and implementation of inquiry- and project-based learning experiences.

Whole Child Curriculum & Practices Development:

- Continued shift from the RtI to the MTSS model of interventions.
- Continued integration of SEL best-practices.
- Responsive Classroom Training for all new K-6 teachers

On-Going Professional Development – Jr/Sr. High School

- Continued updating of curriculum maps to reflect priority and Next Gen Standards in all applicable areas.
- Continued development of formative assessments aligned to prioritized standards to assist with measurement of students on identified skills.
- Continued implementation of evidence-based interventions. If students are not performing well on a specific skill, create additional interventions to assist students to master the content.

Methods for Delivery of Professional Development

Standard Professional Development will take place:

- Superintendent Conference Days: September 3, 2019, October 25, 2019, and March 20, 2020.
- Faculty Meetings: First Tuesday of each month; a significant portion of each meeting will be devoted to professional development; approximately 10 hours/year.
- Academic Coordinator/ direction Committee meetings will focus on curriculum, standards, and instructional practice.

Supplemental Conferences/ Workshops/ Meetings (examples):

- Conference or Professional Meeting
- Colleague shares information from conference or workshop/turn-key trainer
- Curriculum review/realignment sessions with colleagues
- Elective course work

Annual Professional Development Activities

- New Teacher Orientation Training at SCCS August 28, 2019. BOCES dates October 9, 2019 & December 17, 2019 by Tracy Musso, Cayuga Onondaga BOCES Office of Professional Development
- Safety Procedure Training – All training by Cayuga Onondaga BOCES Office of Safety and Risk Management, Jack Mekeel, Safety Coordinator
- Legal Training will be provided by Cayuga Onondaga BOCES Office of Labor Relations, Nick Minderler, Labor Relations Specialist.
- Violence Prevention and Mental Health Training on September 3, 2019
- Right to Know Training on tbd
- DASA Training on September 3, 2019
- Sexual Harassment Prevention Training on September 3, 2019
- Child Abuse Report Training on September 3, 2019
- Lock Down Drill with Cayuga County Sherriff's Office- tbd
- Safety Procedures @ HS & ES- tbd

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Superintendent Conference Days

September 3, 2019, October 25, 2019, and March 20, 2020

- Review district goals, initiatives, and student performance data
- Building level target setting for current year
- Department and grade level work on goals/targets
- District updates
- Keynote speaker
- Mini workshops on instruction, curriculum, and technology (e-gradebook, School Tool, Chromebook, iPad, interactive projection systems)
- Roles and responsibilities of special education staff in a general education classroom
- Legal review of Individualized Education Plans (IEP)
- Executive Functioning Workshop
- NYS Testing Accommodations Workshop

Administrative Professional Development

- APPR Recertification Training by Cayuga Onondaga BOCES, Jessica Docteur, Deputy Superintendent

Additional Staff Developers

- Heather Snyder STEAM Coordinator – Southern Cayuga CSD Responsibilities include assisting teachers and administrators in the region with instructional technology integration to transform classroom instruction and to create a new curriculum for the 8th grade technology course.
- Tracy Musso Staff Developer – Cayuga Onondaga BOCES Responsibilities include instructional coaching (TIPs), mentoring new teachers, and curriculum development.

