

Southern Cayuga CSD

Professional Development Plan 2021-2022

Introduction

Southern Cayuga's Professional Development Plan outlines priorities for collective professional development and the focus of school improvement for the year ahead. 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.

Southern Cayuga's Professional Development Plan was developed through collaboration with a Directions Committee, including the superintendent of schools, school administrators, Board members, and teachers who serve as academic coordinators. 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.

Evaluation of District Initiatives is as follows:

- Project leaders and participants will provide updates to the Directions Committee, administrators, teachers, and Board members on a quarterly basis. The summary will include the names, dates, and participants of workshops completed since the last update, a list of actions completed to date as outlined in the initiative’s plan, and the direct impact on student performance.

District Initiatives 2021-2022

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.

2021-2022 SC Emily Howland ES Initiatives & PD Plan

Initiative	K-1 Literacy
Leaders	Rhonda Hayden & Boyan Mnahoncak
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	<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 2022. 2. 80% of K-1 students will be reading on grade-level in spring 2022. 3. Specific phonics and phonological achievement targets as determined by initiative leaders and principal.

Initiative	Interventions
Leaders	Boyan Mnahoncak
Narrative	<p>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 focus in the 2021-2022 school year will be to</p> <ol style="list-style-type: none"> 1. Evaluate and improve our instruction by examining our RTI/ MTSS process and interventions. The "Data Wise" Eight Step Improvement Process will be used to analyze student data and to improve teaching and learning. 2. Evaluate and improve our instruction by identifying power standards, alignment to grade level and content specific curriculum maps and assess student progress towards power standards. <p>The focus of our work will be formalizing and systematizing our process for analyzing data, identifying gaps, providing interventions, and reassessing student achievement. Outcomes will include a MTSS/RTI intervention process, a TREE committee, grade level curriculum maps aligned to power standards, and formative assessments in ELA and math as well as centralizing data of progress monitoring in K-6.</p>
Data	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, Tier 2, and Tier 3 identification, intervention, and reassessment data for grades K-6.
Initiative	Social Emotional Learning (SEL)
Leaders	Boyan Mnahoncak, Mark Johnson, Lindsay Osbourne
Narrative	<p>Our focus during the 2021-2022 school year will be to continue to promote social emotional skills and to raise cultural awareness so that students thrive both in the classroom and in life. Behavior and Emotional Screening System (BASC) BESS data for grades K-6 will be used to measure student social and emotional learning.</p> <p>Classroom educators will implement the Second Step® SEL Curriculum for Grades K-6, Diversity topics and activities with the support of the school counselor and implement the Zones of Regulation mindset. Staff will participate in culturally responsive and diversity training prior to the first day of school and throughout the 2021-2022 school year. Training topics throughout the school year will be tailored to support the needs of our educators and students.</p>

	<p>Second Step® SEL Curriculum for Grades K-6 topics include:</p> <ul style="list-style-type: none"> • Gain confidence • Set goals • Make better decisions • Collaborate with others in work and play • Navigate the world more effectively <p>Diversity topics include:</p> <ul style="list-style-type: none"> • Culture • Disabilities • Black History • Women’s History • Body Positivity
Data	<p>The first year of the Behavioral and Emotional Screening System (BASC-3 BESS) administration for grades K-6 was completed during the 2019-2020 school year. The assessment was administered during the Fall and Winter benchmark periods. During the 2020-2021 school year the BESS was administered to grades K-6 for the Winter benchmark period. During the 2021-2022 school year, the BESS will be administered to grades K-6 for the Fall, Winter and Spring benchmark periods. This data will be used to establish a baseline and to identify student needs for the following school year.</p> <p>A pacing guide will be developed to support teacher implementation of the Second Step (SEL) and Diversity curriculum that will be taught throughout the school year.</p>
Goals	<ol style="list-style-type: none"> 1. Students will increase their Social Emotional levels on the BASC-3 BESS assessment during the 2021-22 school year. 2. Continue to build cultural awareness and learn to appreciate differences. 3. Expose students to diversity and embrace differences.

Initiative	Project RTR - Math and Reading Coaches
Leaders	Mike Simons and Liz Tyrrell
Narrative	<p>Project RTR is an intensive intervention model that responds immediately to student skill deficits. Students will be assessed each week to ascertain their level of mastery with specific skills taught by the classroom teacher. The primary goal of the initiative is to ensure the mastery of foundational/priority skills. Seven coaches will provide direct services to students in grades 1-8 in both reading and math. The project will be funded for up to three years through grants and will train new teachers in effective instructional practice. The project anticipates students overcoming the impact of pandemic learning loss within a three-year timeframe.</p>

	Two days of summer training will be followed by monthly training sessions. Training will focus on RTR protocols and include the development of assessment tools and the design of effective interventions.
Data	<p>Student performance data on foundational reading and math skills will be assessed on a weekly basis. Interventions will address deficits and students will be reassessed on a daily basis to determine if individual students are responding to the intervention. At the end of each intervention, individual student progress will be identified at a mastery, developing, or insufficient growth level.</p> <p>Student performance data will be presented by the project leader to the administrative team on a monthly basis and the Board of Education on a quarterly basis. Coaches will share their data with classroom teachers.</p>
Goals	<ol style="list-style-type: none"> 1. Move all students to proficient levels on State exams. 2. Move all students out of “at risk” identification in AIMSWeb Plus. 3. Centralize and analyze Tier 1, Tier 2, and Tier 3 identification, intervention, and reassessment data for grades 1-8.

2021-2022 SC Jr/Sr HS Initiatives & PD Plan

Initiative #1	Using Data to Inform Multi-Tiered Systems of Support and Curriculum
Leaders	Luke Carnicelli and Caitlin Wasielewski
Narrative	The data from last year demonstrated a need to provide supports to students in need and adjust curriculum based on student progress. This initiative would focus on prioritizing standards, collecting data on progress towards standards, adjusting curriculum maps, and providing interventions and supports. Teachers will identify the power standards for their course and adjust their curriculum maps to reflect the power standards by September 30, 2021. Teachers will collect individual student data on progress towards the power standards weekly. Teachers would meet bi-weekly in grade level teams to discuss student academic, behavioral, and attendance progress. Students would move through the tier 1-2-3 system as needed based on the data. Students who move up in the tier system would receive additional supports and interventions based on the data. Progress for these students would be monitored and adjusted every 2-3 weeks. The MTSS system will be used to analyze overall student progress and reported to student families every 6 weeks to ensure each student is showing growth.
Data	<p>Data on how students are progressing towards the power standards will be collected and analyzed weekly by individual teachers.</p> <p>Academic, behavioral, and attendance data will be analyzed at least once per marking period in grade level teams.</p> <p>Tier 2 and 3 interventions will be reviewed every 2-3 weeks.</p>

	The number of students in Tier 1-2-3 will be collected and analyzed every 6 weeks (each marking period) to determine whether interventions and supports at each Tier level are meeting students needs.
Goals	<ol style="list-style-type: none">1. Identify power standards for each course and ensure curriculum maps are aligned to the power standards by September 30, 2021.2. Move all students to proficiency on the power standards through weekly data collection, differentiation, and interventions as needed monitored via the MTSS data collection process.3. Provide appropriate tier 1-2-3 supports so 80-85% of students are successful at the tier 1 level, 10-15% of students are successful at the tier 2 level, and 1-5% of students are successful at the tier 3 level.

Initiative #2	Social Emotional Learning, Equity, and Diversity
Leaders	BOCES Coach
Narrative	As we welcome all students back to in person learning, we will implement Social and Emotional Learning (SEL) activities into our curriculum. Social and Emotional Learning is the process through which students develop and effectively apply the knowledge, attitudes, and skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Teachers will receive monthly professional development based on the ideas of Social and Emotional Learning then create evidence-based activities to infuse into their lesson planning. There will also be opportunities to expand staff knowledge this year with the NYSED initiative Culturally Responsive-Sustaining (CR-S) practices. After our PD sessions, teachers will implement Social and Emotional Learning content to support the school mission of being safe, respectful, responsible, and kind, likely after the start of the semester 2, January 24, 2022.
Data	Teachers will complete surveys to gather information regarding their knowledge of SEL and how to best proceed with this initiative to assist our students. We will use the BASC-3 rating scale to conduct comprehensive evaluations, plan and deliver effective interventions, and monitor student progress. This will be completed by mid-year then end of year. Students will receive support and interventions based on the range scored. Teachers will complete self-assessments on their knowledge of Culturally Responsive-Sustaining (CR-S) practices throughout the year as part of the professional development.
Goals	<ol style="list-style-type: none"> 1. Staff and students will increase their Social and Emotional Learning understanding during the 2021-22 school year. 2. Teachers will create a welcoming environment in their classroom, foster high expectations and goal setting as well as teach responsible decision-making strategies. This will be accomplished by engaging in ongoing professional development on SEL during faculty meetings. 3. Our faculty PD sessions will be used to increase our awareness on the NYSED CR-S initiative for effective planning for future implementation.

Methods for Delivery of Professional Development

Standard Professional Development will take place:

- Superintendent Conference Days: September 1 & 2, 2021 and June 24, 2022.
- 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, supporting professional growth, and instructional practice.

Supplemental Conferences/ Workshops/ Meetings (examples):

- Conference or Professional Meeting
- Colleague shares information from conference or workshop/turn-key trainer
- Curriculum review & Tier 1 meetings with colleagues
- Elective course work

Annual Professional Development Activities

- New Teacher Orientation Training at SCCS starting on August 31, 2021 and continuing on monthly basis with Lindsay Herring, Luke Carnicelli, Caitlin Wasielewski, and Boyan Mnahoncak.
- Safety Procedure Training – Completed by Cayuga Onondaga BOCES Office of Safety and Risk Management, Jack Mekeel, Safety Coordinator On September 1, 2021
- Training session to support LGBTQ+ students with Ashley Davis and Karen Fuller from the Q Center on September 1, 2021
- Legal Training will be provided by Cayuga Onondaga BOCES Office of Labor Relations, Nick Minderler, Labor Relations Specialist on September 2, 2021.
- Violence Prevention and Mental Health Training on September 2, 2021
- Right to Know Training on September 1, 2021
- DASA & Mental Health Training on September 2, 2021
- Sexual Harassment Prevention Training on September 2, 2021
- Child Abuse Report Training on September 2, 2021
- Lock Down Drill with Cayuga County Sherriff's Office- tbd
- Safety Procedures @ HS & ES- tbd

Superintendent Conference Days

September 1, 2021, September 2, 2021 and June 24, 2022

- 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.
- Jody Burnash Staff Developer – Cayuga Onondaga BOCES Responsibilities include instructional coaching (TIPs), mentoring new teachers, and curriculum development.