

Southern Cayuga CSD

Professional Development Plan 2022-2023

(BOE Approved, October 11, 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 2022-2023

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.

2022-2023 SC Emily Howland ES Initiatives & PD Plan

Initiative	K-2 Literacy
Leaders	Boyan Mnahoncak, Rhonda Hayden
Narrative	After reviewing <u>K-1 AIMSWeb performance data</u> for 17-18 and 18-19, and conducting an <u>audit of the K-1 CKLA curriculum</u> , 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. In 2022-2023 we expanded our Superkids program to second grade. The program includes an additional phonemic awareness program. We will supplement instruction in phonological awareness with the Heggerty curriculum in grades K-1. We will give all untrained 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 in summer 2022. By the summer of 2023, we will train K-3 classroom teachers, reading teachers and SPE teachers in LETRS Level 1 training and provide Level 2 training to staff who previously received Level 1.
Data	<p><u>K-1 AIMSWeb (Composite) performance data reveals:</u> <i>K Composite Subtests include (LNF and LSF) Letter Name Fluency and Letter Word Sounds Fluency</i> 46% of K students at risk in spring 2019 88% of K students at risk in spring 2021 62% of K students at risk in spring 2022</p> <p><i>1st Grade Composite Subtest includes (ORF) Oral Reading Fluency</i> 47% of 1st grade students at risk in spring 2019 61% of 1st grade students at risk in spring 2021 69% of 1st grade students at risk in spring 2022</p>
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 2023 2. 80% of K-1 students will be reading on grade-level in spring 2023. 1. <u>Specific phonics and phonological achievement targets for students are determined by initiative leaders and the building principal</u> and used to inform interventions and instruction.

Initiative	Interventions
Leaders	Boyan Mnahoncak
Narrative	During the 2021-2022 school year, we evaluated and designed a MTSS process. The MTSS process included a system for analyzing data, identifying gaps, providing interventions, and reassessing student achievement. In the 2022-2023 school year, we will enhance our Tier 1 instruction by identifying power standards that align to grade level and content specific curriculum maps and assess student progress towards the power standards. We will centralize ELA and math progress monitoring in grades K-6 and expand our data points to ensure data alignment. Student performance and data will be used to drive instruction and interventions.
Data	<u>Percent of Tier 2 and Tier 3 Services at EH (K-6)</u> Math II (12%) in spring 2022 Math III (7%) in spring 2022 ELA II (25%) in spring 2022 ELA III (11%) in spring 2022 <u>Percent of Tier 2 students proficient (Level 3 or 4) on the NYS tests (3-6)</u> ELA 23% proficient in spring 2022 Math 7% proficient in spring 2022
Goals	<ol style="list-style-type: none"> 1. Move all identified students to proficient levels on State exams. 2. Have 80% of students in Tier 1. Have no more than 15% of students in Tier 2 and no more than 5% of students in Tier 3 services in Spring 2023.

Initiative	Social Emotional Learning (SEL)
Leaders	Boyan Mnahoncak, Mark Johnson, Lindsay Osborne
Narrative	<p>Our focus during the 2022-2023 school year will be to continue to promote social emotional skills so that students thrive both in the classroom and in life. Behavior and Emotional Screening System (BASC-3) BESS data for grades K-6 will be used to measure student social and emotional learning. This data will be used to provide additional support to students.</p> <p>Classroom educators will implement the Second Step® SEL Curriculum for Grades K-6, and the Zones of Regulation Framework to all students with the support of our school counselor and district psychologist. We will continue to examine multiple data sets in addition to the BESS in order to support 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

	<ul style="list-style-type: none"> • Navigate the world more effectively <p>Zones of Regulation topics for grades K-6 include:</p> <ul style="list-style-type: none"> • Self-awareness • Self-management • Understanding perspectives • Decision making • Relationships • Size of the problem • Inner critic and inner coach
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 during the Fall, Winter and Spring benchmark periods. This data will be used to establish a baseline and in order to identify student needs for the following school year. A pacing guide was developed to support teacher implementation of the Second Step (SEL) curriculum and has been posted on your school website.</p> <p><u>BESS Data 2021- 2022</u></p> <p><i>Fall</i> Extremely elevated risk- 3% Elevated risk - 10% Normal risk- 87%</p> <p><i>Winter</i> Extremely elevated risk - 2% Elevated risk - 12% Normal risk- 86%</p> <p><i>Spring</i> Extremely elevated risk - 3% Elevated risk - 13% Normal risk- 84%</p>
Goals	<p>Goal 1: Support the BESS administration to ensure data alignment by completing a fidelity check and training staff.</p> <p>Goal 2: Develop and identify a baseline for a student needs assessment and climate survey</p>

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 and the thorough documentation of student academic performance. In 2022-23, seven coaches will provide direct services to students in grades 1-8 in math and grades 3-6 in ELA. The project will be funded for up to three years through grants and will train new teachers in effective instructional practice to ensure the fidelity of progress monitoring and the MTSS process.</p> <p>The project anticipates students overcoming the impact of pandemic learning loss within a three-year timeframe. Spring 2022 assessment data from grade 3-8 state tests indicated strong growth over pre-pandemic student performance data in seven of the twelve tests administered in 2019. The program expanded in the summer of 2022 to include three reading coaches working in grades three through six.</p> <p>Training will focus on RTR protocols and include the development of assessment tools and the design of effective interventions.</p>
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 regular basis. Coaches will share their data with classroom teachers.</p>
Goals	<ol style="list-style-type: none"> 1. Increase student performance on grade 3-8 state ELA and math assessments to exceed pre-pandemic levels. 2. Move all students to proficient levels on State exams. 3. Centralize and analyze Tier 1, Tier 2, and Tier 3 identification, intervention, and reassessment data for grades 1-8.

2022-23 Jr/Sr HS Educational Initiatives/PD Plan

<u>Initiative #1</u>	Project RTR - Jr HS Math Tier 1 & Tier 2 Outline
<u>Participants</u>	Project Leaders: Mike Simons & Caitlin Wasielewski Coach: Julia Dunsmoor (Math 8) Teacher: Mary Beth Howell (Math 7) Teacher: Colton Gregg (Math 8) Aide: Martha Bielowicz (Math 7)
<u>Narrative</u>	<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 priority skills taught by the classroom teacher. The primary goal of the initiative is to ensure the mastery of foundational/priority skills. The coach and teacher will provide direct instruction on lagging skills to students in grades 7 & 8 Math. The service could be provided in class or during a ReTeach class.</p> <p>One day of summer training will review the process of data collection and pedagogy for Tier 1 (in-class) & Tier 2 (RTI/ReTeach). This session will be followed up with regularly scheduled Professional Learning Community (PLC) meetings. Training will focus on understanding RTR protocols, establishing fidelity-checking protocols, and also include developing assessment tools and designing effective interventions and progress monitoring tools.</p>
<u>Data</u>	<p>Student performance data on math priority standards and skills will be assessed, collected, and charted on a weekly basis. Interventions will address lagging skills 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 regular basis. Teachers/Coaches will share student learning data with classroom teachers and project leaders as they are made available.</p>
<u>Goals</u>	<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 identification, intervention, and reassessment data for grades 7 & 8.

Initiative #2	Using Data to Inform Multi-Tiered Systems of Support and Curriculum
Leaders	Luke Carnicelli and Caitlin Wasielewski
Narrative	Last year teachers revised courses to focus on power standards and collected data to monitor student progress in individual courses. This year we will continue to define our MTSS system and supports associated with the system. Teachers will collect individual student data on progress towards the power standards weekly. Teachers will meet monthly 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 support 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	Data on how students are progressing towards the power standards will be collected and analyzed weekly by individual teachers. Academic, behavioral, and attendance data will be analyzed at least once per marking period in grade level teams. Tier 2 and 3 interventions will be reviewed every 2-3 weeks. 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 student needs.
Goals	<ol style="list-style-type: none"> 1. Revise curriculum maps and MTSS charts for power standards by 9/15/2022. 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 #3	Social Emotional Learning, Equity, and Diversity
Leaders	BOCES Instructional Coach/ Staff Developer, Lisa Carnicelli, Nate Van Hall, Luke Carnicelli and Caitlin Wasielewski.

Narrative	<p>We will implement a social emotional learning curriculum for all students which incorporates culturally responsive practices, inclusion, and diverse perspectives during the 2022-23 school year. Teachers will continue to receive monthly professional development on welcoming and affirming environments, inclusive curriculum and assessments, and high expectations and rigorous instruction. Teachers will implement a character education program, Second Step at the 7-8 grade level, and Character Strong at the 9-12 grade levels one to two times per month. Students will also participate in character education activities during advisory to continue building skills.</p>
Data	<p>Teachers will complete the BASC-3 BESS rating scale on each student towards the end of the first marking period, by October 14, 2022. The scores will then be compared to the BASC-3 BESS teachers complete at the middle and end of the year.</p> <p>Students who score in the Tier 2 or 3 range on the BASC-3 BESS will receive Tier 1 SEL instruction as well as Tier 2 or 3 interventions.</p>
Goals	<ol style="list-style-type: none"> 1. Students will increase their Social Emotional levels on the BASC-3 BESS assessment during the 2022-23 school year. 2. Teachers will create a welcoming and affirming environment in their classroom, foster high expectations, teach inclusive curriculum and have inclusive assessments, and engage in ongoing professional development.

Methods for Delivery of Professional Development

Standard Professional Development will take place:

- Superintendent Conference Days: September 6, 2022, November 22, 2022, and March 17, 2023.
- Faculty Meetings: First Tuesday of each month; a significant portion of each meeting will be devoted to professional development; approximately 10 hours/year.
- Direction Committee meetings will focus on communication, curriculum, standards, and supporting professional growth.

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 30, 2022 and continuing on monthly basis with Lindsay Herrling, 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 6, 2022
- Legal Training will be provided by Cayuga Onondaga BOCES Office of Labor Relations on September 6, 2022.
- Violence Prevention and Mental Health Training on September 6, 2022
- Right to Know Training on September 6, 2022
- DASA & Mental Health Training on September 6, 2022
- Sexual Harassment Prevention Training on September 6, 2022
- Child Abuse Report Training on September 6, 2022
- Lock Down Drill with Cayuga County Sherriff's Office- tbd
- Safety Procedures @ HS & ES- tbd

Superintendent Conference Days

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