

**The State Education Department
Albany, NY 12234**

**SOUTH SENECA CENTRAL SCHOOL DISTRICT
Professional Development Plan
2016-2017**

DISTRICT NAME: South Seneca Central School District

BEDS CODE: 560501-04-0000

SUPERINTENDENT: Stephen Parker Zielinski

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Year(s) Plan is effective: 2016-2017

Composition of Professional Development Team(s)

District Team

School Team(s)

Administrators/staff 3

Administrators/staff 2

Teachers 3

Teachers 3

Others Shared Decision Making Teams 3

#Others 10 (specify roles

below)

Community members and parents

Number of school buildings in district 2

Number of school-based professional development teams 1

Indicate how school team(s), if any, will be represented on district team: 0

DISTRICT SCHOOL IMPROVEMENT GOALS

1. All students in grades K-9 will make at least a year's growth in reading, with 50% making two years' growth. This will be measured individually by one or more of the following assessments: Math and ELA STAR assessments, Fountas and Pinnell, READ 180, and state assessments.
2. There will be a 5% increase of all students achieving a 3 or 4 on the NY State math assessments, compared to 2015-16.
3. The percent of students scoring a level 1 will decrease on the Math and ELA state assessments by five percent, compared to 2015-16.
4. Teachers will increase their repertoire of instructional tools and strategies to improve student engagement and acquisition of tangible skills, as measured by the district rubric.
5. Ninety-five percent of each high school cohort will advance to the next grade level as measured by high school credit and success on state assessments.
6. Teachers will increase their repertoire of tools and strategies to improve student behavior, as measured by the district rubric.
7. Students will transition from program to program with minimal disruption in behavioral, academic, or social-emotional growth, as measured by referrals, academic performance (grades, credit accrual), and post-secondary success.

PROFESSIONAL DEVELOPMENT PLANNING TEAM

1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.

The South Seneca Professional Development Planning Team is a representation of our district. SSCS is a small rural school district. Members from faculty and administration in both the elementary and middle/high school buildings represent the needs of their buildings through active membership and participation on the District Team.

They will demonstrate this by:

- a. surveying faculty and staff
- b. communicating to their constituents on the professional development plan
- c. presenting data from their buildings to the professional development team
- d. presenting information to each Shared Decision Making Team
- e. seeking input from parent groups through each building's Shared Decision Making Team

The District Team will work as a unified group to make decisions that support programming and student achievement K-12.

2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

On an average, a teacher will be involved with professional development for 35 hours annually. This standard may be met through the following:

- Pre-service day(s)-6 hours
- Professional Improvement Plans – 12 hours
- Superintendent Conference Days – 12 hours
- Early Dismissal Days – 12 hours
- Staff Meetings – 10 hours
- Summer In-Service
- Conferences
- Consultant support
- Mentor program

3. Terms of Plan

The Professional Development Plan will be reviewed and renewed on an annual basis.

SOUTH SENECA PROFESSIONAL DEVELOPMENT

We believe that Quality Professional Development is:

1. Results-driven
2. Standards-based
3. Continuous and career-long
4. Congruent and aligned with best practice
5. Contextual and job-embedded
6. Continually assessed and evaluated

Professional Development supports the following key elements of professional practice:

1. Teachers are responsible for managing and monitoring student learning. Sound instructional practices result in student achievement.
2. A teacher's knowledge, management, and delivery of a substantive curriculum impact the attainment of NYS Standards.
3. Technology provides a means of accessing, analyzing, interpreting, synthesizing, applying, and communicating information to enhance teaching and learning.
4. Teachers have a repertoire of assessment strategies, which they use to shape their instructional decisions and to encourage students to take responsibility for their own learning.
5. Teachers are members of learning communities.
6. Teachers create and maintain a learning environment where all can choose to be successful.
7. Teachers think systematically about their practice and learn from experience. Teachers demonstrate the necessary pedagogical practice to support instruction.

8. Teachers know the subjects they teach and how to teach those subjects so students learn the content.

Provided by Cattaraugus/Allegany BOCES
Dr. Gail M. Hirst, Director
Instructional Support Services

NEEDS ASSESSMENT

Sources we used or may use to determine staff development needs:

- School Report Card
- BEDS Data
- Graduation, Completion, cohort data and dropout rates
- State benchmarks for student performance
- Student aspirations
- Student/teacher ratios
- Teacher retirements
- Teacher surveys
- Curriculum surveys
- Community employment opportunities
- Transition information from high school to post-secondary
- Course choices students make senior year
- Student attendance rates
- Student performance results disaggregated by ethnicity, gender, SES, and Other special needs
- Longitudinal data
- Mentoring data
- Teacher proficiency data
- Teacher self-assessment
- Essential Elements of Standards-Focused Middle-Level Schools and Program Rubrics
- APPR
- PIP
- STAR and READ 180 Assessment Data

SUGGESTED ACTIVITIES IN SUPPORT OF PROFESSIONAL DEVELOPMENT

(Adapted from SED Draft guidelines)

Content of courses, workshops, and other professional development experiences should be directly related to:

- Enhancement of teachers' subject matter knowledge
- Teacher knowledge use and application of appropriate teaching techniques
- Broadening and enhancing teacher abilities to apply accurate and appropriate assessment methodologies, and
- Enhancing teacher skills and options in effectively managing individual students and classroom in both heterogeneous and homogeneous settings.

The following categories of activities are considered acceptable activities and learning opportunities for meeting the needs of the South Seneca Central School District capacity.

*Credit-bearing courses**

- Courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts, and independent professional development service providers.
- Coursework listed to improvement of instructional technique or content knowledge, which may not be in pursuit of an advanced degree.
- Coursework or other professional development activities completed to fulfill requirements for annotations to current certification.
- Coursework completed for more advanced certification and certificates in additional areas or completed in accordance with teaching assignment requirement for extension to certification.

*Superintendent approval may be necessary.

Teacher Learning Opportunities, focused on improving practice through individual or collaborative activities.

- Groups of teachers collaborating to examine case studies of student work and development
- Participation in regional scoring of State assessments, assessing student portfolios
- Creation and assessment of teacher portfolios
- Peer Support programs
- Action research projects (includes online research)
- Study (collegial) circles such as "Critical Friends" activities, structured guided reflection activities focused on student learning
- Participation in formal programs of peer coaching or participation in peer review
- Curriculum planning and development
- National Board certification activity (either as candidate or provider of support)
- Sabbaticals (related to content specialty or enhancement of teaching strategies)

- Participation in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes
- Developing or collaborating on the development of new programs and instructional methods

Teacher Leadership

- Assessor of test development committee members
- Service as peer supporter
- Delivering professional development (e.g., conducting workshops)
- Development of statewide curriculum or scoring activities assessment
- Service as an elected officer in professional organizations
- Service on teacher center policy board or special committee
- Service/designation as teacher leader
- Service on the State Professional Standards and Practices Board
- Participation in Professional Development School activities or other school-college teacher development partnerships

Other Educational Service

- Publishing in educational journals
- Presenting a major paper
- Developing and presenting a workshop at a district, state or national conference
- Providing advisement to students via student clubs, etc.
- Serving on district or building level shared decision-making (CR100.11) committees
- Educationally oriented community service

Special Note: In-service for credit or stipend is determined by contract and administrative approval.

PROFESSIONAL DEVELOPMENT RESOURCES

1. Summer workshops
2. Conferences that teachers attend outside the district
3. Classroom visitations
4. Mentoring program
5. District staff development days
6. District early dismissal days
7. Technology in-service through local resources or BOCES
8. BOCES Planning (SED Curriculum and Assessment Updates)/SETRC
9. BOCES cross-contract for services and programs at other BOCES
10. SUNY Cortland Center for Educational Exchange
11. Higher Education partnerships
12. College graduate courses

13. BOCES sponsored workshops
14. Consultant work supported through grants
15. Pre-service day(s)
16. Professional Improvement Plans
17. Technology training opportunities

SOUTH SENECA STAFF RESOURCES

1. Curriculum leaders
2. Content specialists
3. Literacy Leaders
4. Math Coaches Network
5. Turnkey trainers
6. Administrative specialists
7. Director of Special Programs
8. Mentor Coordinator
9. PIP Committee
10. Technology Department
11. Teacher Mentors

FINANCIAL RESOURCES

1. **FEDERAL**
 - A. No Child Left Behind (covers old Title I, Title II, Title III, Title IV)
 - B. IDEA – Students with Disabilities. A portion of this money may be used to provide professional development.
 - C. Technology Grants/BOCES

2. **STATE AND LOCAL**
 - A. BOCES COSER Aid
 - B. District Operating Aid
 - C. Other grants

GOAL ONE: All students in grades K-9 will make at least a year's growth in reading, with 50% making two years' growth. This will be measured individually by one or more of the following assessments: STAR Reading and Math, Fountas and Pinnell, READ 180, and state assessments.

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2016-2017
<p>Implementation of a clearly defined comprehensive program in early literacy as defined by the NYS Pilot and Implement the NYS modules</p> <p>Use co-teaching in grades UPK-2, 6-11 ELA</p> <hr/> <p>Refine School –based inquiry teams Address gaps in learning and instruction for ELA</p>	<p>-Review, evaluate and implement the modules ensuring that curriculum aligns with Common Core</p> <p>Develop a plan for support Determine relevant data to guide plan of support</p> <hr/> <p>-Use data analysis to inform instruction</p> <p>Continue to incorporate student work protocols into reading and writing initiatives</p> <p>-Identify and implement strategies that increase student achievement in targeted gaps with a pk-8 focus on students making a year's growth in reading and writing</p> <p>Support Grades 6-10 with Read 180 class targeted to struggling readers</p>	<p>Lesson Plans Observed Lessons Teacher developed timelines for implementation</p> <p>Implement plan for support Use identified data to determine success</p> <hr/> <p>STAR/Fountas and Pinnell/ Read 180/Formative Assessment - MS will conduct protocols regularly in team meetings (Soar to Success)</p> <p>Lexile Scores:</p>	<p>-Pk-2 Teachers</p> <p>-Principals</p> <p>-Literacy Leaders ELA Curriculum Leader</p> <p>BOCES administrators</p> <hr/> <p>BOCES Principal teachers (ELA Curriculum Leader)</p>

<p>Focus on Common Core state standards in ELA and Literacy.</p> <hr/> <p>Align curriculum to core standards and develop formative assessments based on them</p>	<p>Continue to use Schools Attuned for Strategies, especially for students identified as struggling by IST</p> <p>Support literacy leadership in cooperation with BOCES LL will work with BOCES to begin to access own effectiveness</p> <hr/> <p>PK-8 teachers work to align common core with district curriculum . Review on annual basis reading and writing curriculum maps</p> <p>Facilitate collaboration of ELA teachers PK-10 on integration of shifts</p> <p>Analyze achievement of Common Core Standards for ELA pk-12</p>	<p>classroom data as reported by Read 180 program</p> <p>IST documents- one student in each school attuned</p> <p>Attendance at BOCES LL</p> <hr/> <p>A plan for staff development in literacy by LL</p> <p>Documentation of literacy leaders involvement in turn key trainings(ELA Curricular Meetings)</p> <p>Core Units and lessons</p>	<p>-Literacy Leaders Principals BOCES</p> <p>RTI committee</p> <p>Instructional Support Teams</p> <p>Literacy Leaders Administration BOCES</p> <p>Administration Teachers Literacy leaders BOCES</p> <p>Pre-K-8 Teachers</p> <p>-Principals -Consultants -Dir. Spec. Programs Local Literacy leaders</p>
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GOAL TWO: There will be a 5% increase of all students achieving a 3 or 4 on the NY State math assessments, compared to 2015-16.

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2016-2017
<p>1. Focus on Common Core state standards in math</p> <hr/> <p>-</p>	<p>-Continue to align curriculum to common core -Continue to explore Integrated Algebra class implementation in grades 8 and 9</p> <hr/> <p>-</p>	<p><i>-Maps, units. Lessons and other curriculum documents</i></p> <hr/> <p>-</p>	<p>Pre-K-12 Teachers -Principal Math Leader</p> <p>TST BOCES -Admin.</p> <hr/>
<p>2. Essential Elements Rubrics for both Math and ELA</p> <hr/> <p>-</p>	<p>-Use rubrics to evaluate middle school program on an annual basis</p> <hr/> <p>-</p>	<p><i>Date(s) that rubrics are reviewed</i></p> <hr/> <p>-</p>	<p>Administration Teachers 6-9</p> <hr/>
<p>3. Continue to integrate the instructional shifts into math instruction</p> <hr/> <p>-</p>	<p>Facilitate collaboration of math teachers PK-10 on integration of shifts</p> <hr/>	<p><i>Units, lessons, maps and other curriculum documents</i></p> <hr/>	<p>Teachers PK-10</p> <hr/> <p>BOCES</p>

<p>4. Refine School Based Inquiry Teams</p>	<p>Expand the data pool and enhance educators' data inquiry to continue to drive targeted instruction Analysis of Math Data, including all classroom achievement data in real time</p>	<p><i>BOCES Math Leaders Reports</i></p>	<p>Admin, teachers</p>
<p>5. Address gaps in learning and instruction for Math</p>	<p>- Use Differentiated Instruction Emphasize use of Schools Attuned interventions for struggling learners</p>	<p><i>IST documents</i></p>	<p>Principal, teachers</p>
<p>6. Expand use of tools in STAR Assessment (Front Row Math)</p>	<p>Provide trainings using Webinars, math leaders, BOCES (Monthly Math meetings)</p>	<p><i>Data reports</i></p>	<p>Principals</p>

GOAL THREE: The percent of students scoring a level 1 will decrease on the Math and ELA state assessments by five percent, compared to 2015-16.

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2016-2017
<p>1. At risk students will have equal access to the curriculum</p> <p>2. School builds its capacity to select and implement evidence based interventions</p> <p>3. The school continues to develop academic and behavioral interventions that are valid, reliable, and sensitive to short-term progress.</p>	<p>School continues RTI in grades K-9.</p> <p>Utilize BOCES consultants for trainings</p>	<p>RtI Plan (Weekly RTI meetings) Reduction of students classified as students with disabilities</p> <p>State and local data</p>	<p>Administration Teachers, counseling staff and specialists</p> <p>Consultants BOCES</p>

<p>4. Increase collaboration on classroom instruction between regular education and special education through co-teaching</p>		<p>Use of universal screening assessments (i.e. Dibels, STAR, READ 180)</p> <p>Administrative observations</p>	
<p>5. Develop in-service opportunities for paras on communication, behavior techniques, IEP, FBA, 504, autism, di-verse learners</p> <p>6. Use data PK-12 to determine how well poverty and special education students are achieving on local and state assessments</p>	<p>Use half days and release time with trainers</p> <p>Create data teams in each building to work with BOCES specialists</p>	<p>Dates, times, topics</p> <hr/> <p>Develop a plan for addressing academic needs of sub-categories of students based on data</p> <p>Look at STAR, READ 180, State assessments, individual longitudinal data</p>	<p>-BOCES -Stacey Clark -Kathy Sinkiewicz and other staff TBA</p> <p>BOCES Director of Special Programs</p> <p>Staff</p>

GOAL FOUR: Teachers will increase their repertoire of instructional tools and strategies to improve student engagement and acquisition of tangible skills, as measured by the district rubric.

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2016-2017
<p>1. Increase the amount of differentiated instruction through technology.</p>	<p>Technology coordinators will train staff in how to do this. (BOCES Tech support)</p>	<p>-Training dates and administrative observations and staff</p>	<p>Administration Teachers Coordinators (BOCES)</p>

		surveys.	
2.Emphasize and support lessons that decrease teacher-led instruction, and increase student-driven activities.	Participate in TST BOCES led unit planning that builds in student-centered learning Write student outcome goals defined by acquired skills at each developmental level	Administrative observations Curriculum documents	TST School Improvement Team Teachers Principals
3. Increase the use of portable and flexible labs with a focus on aiding student learning.	Offer training for staff throughout year	Administrative observations and student surveys	-Tech Coordinators Administrators (BOCES)
4.Increase effective use of Promethean Boards and tablets by teachers and students (not just whiteboards) (Epson boards, Chromebooks)	Train teachers	Administrative observations and staff and student surveys	Tech Coordinators Administrators BOCES
5.Use technology to increase student choice in learning, independent learning and inquiry learning	Make use of mobile devices (school or student owned such as SMART phones, Tablets, Ipods, laptops, netbooks, etc.)	Increase of student and staff use	TECH coordinators Teachers Tech teams
6.Increase use of ToolBox Pro and/or other tools for teacher websites	Develop and implement accountability 6-12 Complete a needs assessment pk-5	Data on use 6-12 -number of teachers with updated pages in a given month Plan for addressing needs in elementary	Tech coordinators Administrators

GOAL FIVE: Ninety-five percent of each high school cohort will advance to the next grade level as measured by high school credit and success on state assessments.

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2016-2017
1. Instruction	Align curriculum maps to the Common Core Standards Implement Data Inquiry Teams	Workshops Times and Dates Read 180 Reports Lesson Plans Walkthroughs Data Collection	-Teachers -Administrators -Support Staff -Administrators -Consultants -Inquiry Teams
2. Continue to develop a range of services for non-classified students to address poor performance	-Staff training on effective intervention strategies through AIS, Schools Attuned and RTI -Continued support through pro-social skills and counseling services -Teacher/Student Connections -Learning Centers	RTI Direct IST COST AIS Team Meetings	-Teachers -Support Staff -Counselors -Administrators
3. Credit Recovery	Provide students the opportunity to recover credits for classes failed	Plato Credit Recovery Online classes	Teachers Support Staff Administrators
4. Continue to provide opportunities for students to work outside of school hours	After School Opportunities Homework Help Tutoring AIS RTI Regents and Testing Prep	Dates Times Program to be determined	Teachers Support Staff Administrators
5. Ensure that every freshman student earns at least 5.5 credits in their first year of high school	Mandatory program review for each student who fails to earn 5.5 credits in their first year of high school with an individualized plan for projected completion time of graduation.	Program Review Data	Administrators Counselors Secondary Teachers

6. Develop specific strategies for school-wide improvement on NYS Regents exams	Implement systemic practice on previous Regents questions Find targeted help for students projected to struggle on exams Find targeted help for students ready for mastery level on exams	Practice logs or results per student Specific examples of interventions Specific examples of interventions	MSHS Principal Dean of Students Teachers of Regents courses
7. Continue practice of Standards Based Grading	Faculty meetings devoted to SBG Team meetings Shared Decision Making Teams	Local Report Card Data	Principal

GOAL SIX: Teachers will increase their repertoire of tools and strategies to improve student behavior, as measured by the district rubric.

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2016-2017
1. Reduce student alienation.	<ul style="list-style-type: none"> - Identify types of mental health intervention - Provide training to staff in constructive confrontation skills. - Provide training to staff in mentoring skills. - Identify social skills for counseling group - Provide after-school activities Use Schools Attuned as diagnostic and integration tool - Continue to develop at-risk identification and follow-up protocol 	SDQ	<ul style="list-style-type: none"> - High School Staff - Community - Principal BOCES Youth Development Counselors Administration (Family Navigator),

	(Outside presentations/assemblies)		
2. Continue to update District staff on Dignity Act for All Students This includes information on referral process for investigation	Trainings for all staff on an annual basis	Records of Staff Attendance Survey of Staff Knowledge	Counselors Administration Principals
3.Strive to connect work on Second Step program to create vertical alignment across Elementary and Middle Schools	Continue to promote the Falcon Four and the Middle School Goals Re-commit to implementing Second Step with fidelity across grades 6-8; continue full implementation PK-5	Posters, presentations Log of lessons per grade level	Principals Teachers

GOAL SEVEN: Students will transition from program to program with minimal disruption in behavioral, academic, or social-emotional growth, as measured by referrals, academic performance (grades, credit accrual), and post-secondary success.

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2016-2017
1. Develop full operational procedures for making transition from home to school successful for our youngest students.	Make use of the Primary Project grant and its objectives Screen and act on data to meet the needs of each student	Grant deliverables Data and interventions	Principal Teachers

<p>2.Elementary to Middle School Transition for both Math and ELA</p>	<p>Write a transition process for students moving from grade five to six and from 6 to 7 (curriculum, procedures, movement, grouping, etc).</p> <p>Establish written protocols for student information sharing</p>	<p>Behavioral Stats Curriculum maps January to January planning document that includes classroom procedures, grading procedures, differences in schedules/building movement, other important differences</p>	<p>Elementary teachers (5-6 transition)</p> <p>Middle School teachers (grades 6-7)</p>
<p>3.Refine transition from Middle School to High School</p>	<p>Written Action Plan</p>		<p>-Middle School / High School Teachers</p>
<p>4.Continue District Consolidation of Student Services Team</p>	<p>meetings held quarterly with agenda</p>	<p>-Minutes and action plans from meetings</p>	<p>-Lead-elementary principal</p> <p>Support-middle school principal</p>
<p>5.Monitor initiatives aimed at helping our graduates succeed after high school</p>	<p>Make full use of Guidance Direct</p> <p>Collect data specific to each Senior's goals for next year; act on information gathered</p>	<p>Guidance Direct reports</p> <p>Data and interventions</p>	<p>Principals</p> <p>Dean of Students</p> <p>Counselors</p> <p>Teachers</p>