



Seneca Falls CSD

Organizational Professional Development Plan 2018-2019

BOE Approval: August 2018

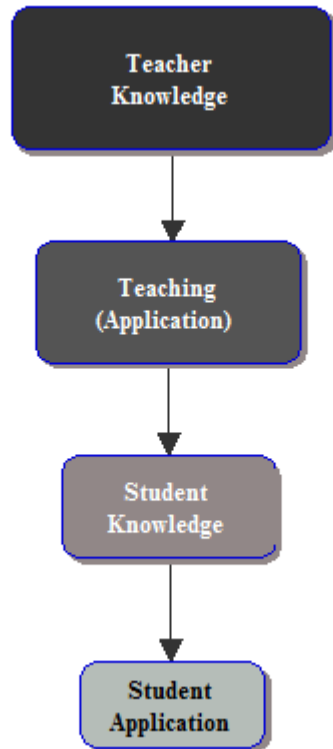
Seneca Falls Organizational Professional Development Plan 2018-2019

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Vision

Professional Development in the Seneca Falls Central School District is recognized by the acquisition and application of the best available research-based knowledge and skills in teaching, learning, and leadership. Professional Development includes a commitment to continuous professional growth by all those whose knowledge, expectations, and actions influence the lives of students. Professional development builds upon the knowledge of the fundamentals of how true learning occurs, which is the foundation upon which new learning is acquired. It is meant to enhance content knowledge, deepen understanding of what promotes and impedes learning, and facilitate effective communication which supports high-level learning for students. The successful application of newly acquired knowledge requires consistent, ongoing opportunities for implementation. It also requires reflective practices and collaborative dialogue with follow-through, feedback, and continued support from skillful school and district leaders who guide continuous professional and instructional growth. It encourages partnerships and networks which enrich the learning environment and learning experiences for all teachers and students in a manner that recognizes those involved as members of a greater community of lifelong learners.



Introduction

The SFCSD Professional Development Planning Process

The Seneca Falls Central School District Professional Development Plan has been developed in conjunction with the goals identified by the District Curriculum Council and administrators. The Council and administrators will develop, implement, review, and evaluate the Professional Development Plan throughout the course of each year. The Council also recommends a revised PD Plan to the Board of Education for approval at the annual Reorganization Meeting.

The Seneca Falls Central School District consists of one primary school, one intermediate school, one middle school, and one high school.

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The professional development planning process is:

1. **Identify** school/district educational goals

- ★ Review existing educational goals for state, district and schools
- ★ Analyze student achievement data: past, present, projected trends
- ★ Diagnose areas of student need
- ★ Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible

2. **Plan** for implementation

- ★ Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
- ★ Identify sources of expertise to assist with identified needs and goals
- ★ Select PD content and process at each level (district, school, team, or individual)
- ★ Identify sources and uses of financial resources

3. **Implement** professional development strategies

- ★ Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
- ★ Incorporate best practices into teaching, learning and leadership
- ★ Identify critical factors for successful implementation

4. **Monitor** progress

- ★ Identify success measures for professional development activities
- ★ Identify data sources and gathering method for each measure
- ★ Plan for articulation of findings
- ★ Keep records of PD implementation, participation and feedback
- ★ Administer feedback surveys and collectively analyze results

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Needs Assessment

As part of the ongoing professional development planning cycle, the Seneca Falls Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

Student Achievement Data

- School Report Card
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Report Cards
- VADIR/DASA Reports
- Counseling and Social Work Records
- Student Attendance and Discipline reports
- Early Warning System Data
- Graduation and Drop-out Rates
- Special Education Identifications and Reviews
- NYS Learning Standards
- College Placement Rates
- Academic Intervention Services and RTI Records
- STAR Elementary Benchmark Reading/Math Assessments
- College Boards (AP, SAT, PSAT)
- iReady (3-8)

Additional Data Sources

- BEDS Data
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- Feedback from Curriculum and Building/ Team Leaders/Department Chairpersons
- SED Regulations and Mandates
- Mentor Program Evaluations
- Writing Portfolios (Grades 2,8,11)

Surveys

- Professional Development Needs Assessment Survey via Google Forms
- Professional Development Evaluation/ Feedback Surveys
- Discovery Education Professional Development Surveys

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Professional Development Committee Membership

| Name | Title | Name | Title |
|--------------------------------|--|-------------------------------|-------------------------|
| Bob McKeveny | Superintendent of Schools | Christine Petrocci | Grade 6 Team Leader |
| Jim Bruni | Administrator of Business & Operations | Dave Major | Grade 7 Team Leader |
| Jodie Verkey | Director of Curriculum & Instruction | Lee Foster | Grade 8 Team Leader |
| Mary Jo Shrey | Director of Pupil Personnel Services | Karen McNamara | Department Chair |
| Janet Clendenen | Principal | Diana Foster | Department Chair |
| Amy Hibbard | Principal | Laura FitzGerald/Heather Cole | Department Chair |
| Kevin Rhinehart | Principal | Cynthia Chuttey | Department Chair |
| Faith Lewis | Principal | Melissa Morrin | Department Chair |
| Bre Mullen | Assistant Administrator | Linda McKeveny | Department Chair |
| Deborah Mead | Grade K Team Leader | Andrew Day | Department Chair |
| Darla Shumway | Grade 1 Team Leader | Michael Miller | Department Chair |
| Michele Pane/ Lisa Furletti | Grade 2 Team Leader | Dana Colvin | Department Chair |
| TBD | Grade 3 Team Leader | Jamie Oberdorf | Teacher Resource Center |
| Jennifer Morrell | Grade 4 Team Leader | | |
| James Reagan | Grade 5 Team Leader | | |

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner's Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Seneca Falls CSD, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

The content of the Seneca Falls CSD's professional development plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

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We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

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Organizational Professional Development Goals

Goal #1: Leadership Team Awareness

- ★ Student Engagement & Empowerment / Blended Learning – Instructional Technology & Student Engagement Strategies
- ★ School Safety
- ★ Supervision/Evaluation – Observation Inter-rater Reliability, SLO Dev.
- ★ English Language Learners
- ★ Engaging Students in Poverty
- ★ Multi-Tiered System of Support
- ★ Every Student Succeeds Act (ESSA)
- ★ Comprehensive School Guidance Program

Goal #2: Curriculum and Programming

- ★ Social Studies Inquiry Based Model of Instruction
- ★ ELA and Math Scope and Sequence Review
- ★ Next Generation Learning Standards ELA & Math Awareness & Implementation
- ★ Next Generation Science Standards Awareness
- ★ Development & Implementation of Digital Citizenship Curriculum
- ★ Mental Health Education
- ★ Embedding digital resources

Goal #3: Using Data to Increase Student Achievement or Student Achievement Through Data Analysis

- ★ State Assessment/Regents Data Analysis
- ★ Standards-based Math Assessment Development
- ★ Standards-based Writing Evaluation
- ★ Student Achievement Data Analysis
- ★ iReady Personalized Instructional Program
- ★ Multi-Tiered System of Support (MTSS) Development & Implementation
- ★ Early Warning System

Goal #4: Engaging Lifelong Learners

1. Instructional

- ★ ELA Media Literacy- Digital Citizenship
- ★ Google Classroom & Google Apps for Education
- ★ Blended Learning/Engagement through Software Applications (myOn, Discovery Ed, SMART Notebook Suite, iReady, etc.)
- ★ Center-Based Instruction
- ★ Continuum of Special Education Services
- ★ Student Engagement Strategies- Discovery Education, In District Learning Walks, Regional School Visitations
- ★ Better Lesson

2. Social/Emotional

- ★ Support staff training
- ★ Trauma-Informed Professional Development

Goal #5: Operational Systems - Use of technology

- ★ SchoolTool Student Management System
- ★ Windows 10 (Cady Stanton)
- ★ Office 16 (Cady Stanton)
- ★ Adobe Creative Software (Art Dept.)

Goal #6: Community Connections

- ★ Internship opportunities (alumni support)
- ★ Small Business and Chamber of Commerce Connections
- ★ College visitations
- ★ Career Exploration K-12

Provision #1: Mentoring Program

- ★ District Mentor Program Implementation
- ★ Better Lessons Support Program

Provision #2: School Violence Prevention and Intervention

- ★ Safety Plan and Emergency Responses
- ★ Positive Behavior Intervention Services
- ★ NaviGate Prepared Software
- ★ Raptor System Implementation

Provision #3: English Language Learners

- ★ Required ELL Trainings

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Goal 1: Leadership Team Awareness

Objective: To increase awareness, knowledge, and skills related to leadership/instructional practices and operational systems

Activities and Strategies: LT Meetings, Regional PD Offerings, Professional Readings

| Inputs (Implementation Steps) | Responsibility | Timeline | Evidence (Achievements) |
|--|---|------------|-------------------------|
| Student Engagement & Empowerment / Blended Learning (articles, discussion, videos, visits, etc.) | Leadership Team - administrators | 2018 -2019 | |
| School Safety - NaviGate Prepared (Interactive maps & floor plans); Raptor System; Simulated emergency preparedness | Superintendent, Technology Staff, Leadership Team , Office Staff, SF Police Dept. | 2018 -2019 | |
| APPR - Observation Inter-Rater Reliability - Use of Data to develop SLOs | Technology Staff, Leadership Team - administrators | 2018 -2019 | |
| English Language Learners - PD consistent and compliant w/ CR154 | PPS Dir., WFL BOCES, and Leadership Team - administrators | 2018 -2019 | |
| iReady Implementation - Building principal/Dir. Of Curr. & Tech dept. coordination of devices and system requirements - PD sessions with teachers and admin - Communication to families | Supt., Frank Knight Principal, Dir. of Curr., K-2 Teachers, Technology Staff | 2018 -2019 | |
| MTSS Development & Implementation - Blending of RTI & PBIS/ Character Education Programs | Supt., K-8 Administrators, PPS Dir., Dir. of Curr., MTSS teacher teams | 2018 -2019 | |

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Goal 2: Curriculum and Programming

| Objective: To increase awareness, knowledge and skills related to new and revised curriculum/instructional practices | | | |
|--|--|-------------|-------------------------|
| Activities and Strategies: Sharing of completed work through DCC Meetings, Faculty Meetings, DC/TL Meetings, Department/GL Meetings | | | |
| Inputs (Implementation Steps) | Responsibility | Timeline | Evidence (Achievements) |
| Social Studies Inquiry Based Model/Curriculum - Implementation of K – 5 Inquiry Model | Dir. of Curr., Principals, WFL BOCES Inst. Support, Teachers | 2018 -2019 | |
| Revise ELA/Math/MA Gemini Course units, modules and daily instruction to incorporate rigorous learning standards | Curriculum Director, Administrators, English and Math Dept. Chairs, Team Leaders, Teachers | Summer 2018 | |
| Development of K – 5 Standards-Based Writing Activities, with an increase of Language Standards based on data analysis from prior year’s writing assessment results | Dir. of Curriculum, Principals, Team Leaders K – 5 Teachers | 2018 -2019 | |
| Transition to Next Generation ELA, Math, Science Standards -Build awareness; exposure to changes -Science kits to align to new standards | Supt., Dir. Of Curr., Leadership Team, Dept. Chairs/Grade Level Chairs, Teachers | 2018 -2019 | |
| Increase student agency in all classes to make learning more relevant and accessible to all students through centers based learning, project based learning & student choice | Curriculum Dir., Administrators, Teacher, Technology Department Chair, Teachers | 2018 -2019 | |
| Implementation of iReady K-2 | Dir. of Curriculum, Principals, Team Leaders, K – 2 Teachers | 2018-19 | |
| Digital Citizenship Curriculum Implementation through Media Courses grades 3-6 | Dir. of Curriculum, Principals, Teachers | 2018-19 | |
| Mental Health Awareness | Supt., Dir. Of Curr., Leadership Team, Dept. Chairs/Grade Level Chairs, Teachers | 2018 -2019 | |

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Goal 3: Using Data to Increase Student Achievement

Objective: To review, analyze, and make data-driven decisions to support student achievement

Activities and Strategies: Summer Curriculum Work, Release Time, Department/Team Meetings

| Inputs (Implementation Steps) | Responsibility | Timeline | Evidence (Achievements) |
|---|---|-------------|-------------------------|
| Gap to region analysis of NYS Assessments/Regents Exams to identify strong and weak performance indicators as well as gaps in standards | Curriculum Director, Administrators, Dept. Chairs, Team Leaders, Teachers | Summer 2018 | |
| Interim & Summative Standards-Based Math Assessment Development using student data from 2017-18 module assessments | Dir. of Curriculum, Principals, Team Leaders, Dept. Chair | 2018 -2019 | |
| Map Interim/Summative assessments of Unit/Modules to State Learning Standards | Curriculum Director, Administrators, Dept. Chairs, Team Leaders, Teachers | Summer 2018 | |
| Continued use of data newsletters to inform instruction and knowledge of students | Curriculum Director, Administrators, Dept. Chairs, Team Leaders, Teachers | 2018 -2019 | |
| Use of local student achievement data to inform daily instruction (ex. Module Assessments, iReady) | Curriculum Director, Administrators, Dept. Chairs, Team Leaders, Teachers | 2018 -2019 | |
| Matching of K-5 writing tasks/assessments to Common Core Writing Standards (#1,2,3) | Curriculum Director, Administrators, Eng. Dept. Chair, Team Leaders, Teachers | 2018 -2019 | |
| Use of previous years writing portfolio to identify gaps of students/writing standards | Curriculum Director, Administrators, Eng. Dept. Chair, Team Leaders, Teachers | 2018 -2019 | |

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Goal 4: Engaging Lifelong Learners

Objective: To increase implementation of blended learning environments and student engagement

Activities and Strategies: Faculty Meetings, Admin & Teacher Leader Trainings

| Inputs (Implementation Steps) | Responsibility | Timeline | Evidence (Achievements) |
|--|--|------------|-------------------------|
| Instructional Technology - Google Classroom - Chromebook Application - School Tool Mgmt. Sys. - Other Software (myOn, iReady, etc.) - Office 16 (CS) - Windows 10 (CS) - Adobe Creative Software (Art Dept.) | Dir. of Curr. Dir, of Business Operations Principals Dept. Chairs/Team Ldrs. K – 12 Teachers Tech Staff | 2018 -2019 | |
| Student Engagement & Empowerment/ Blended Learning - Tracking and sharing of progress from districts involved with regional student engagement initiatives | Dir. of Curr., Principals, Dept. Chairs, Team Leaders, K – 12 Teachers, WFL BOCES | 2018 -2019 | |
| ELA Media Literacy - Awareness of district resources and other digital content | Library Media Specialist (MS/MA) | 2018 -2019 | |
| Blended Learning/Engagement through Software Applications (myOn, Discovery Ed, Reading Ally, NEWSELA, SMART Notebook Suite, iReady, etc.) | Dir. of Technology, Technology Support Specialists, Teacher Leaders, Vendors | 2018 -2019 | |
| Support of Google Classroom environment to faculty and students (Grades K-2) | Technology Director, IT Staff, Principals, Teachers | 2018 -2019 | |
| Use of Google Chromebooks/Chromeboxes throughout Grades 2-12 as research devices | Technology Director, IT Staff, Principals, Teachers | 2018 -2019 | |
| Student engagement and instructional strategy sharing through Discovery Education K-12, | Dir. of Curr. , Principals, Dept. Chairs, Team Leaders, K – 12 Teachers, Regional Districts | 2018 -2019 | |

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| | | | |
|--|---|------------|--|
| Regional School Visitations, In District Learning Walks, Better Lesson Personalized Coaching | | | |
| Trauma-Informed PD | Admins, Dir. of Curr., PPS Dir., Principals | 2018 -2019 | |

Goal 5: Operational Systems

Objective: To provide training for new management software programs

Activities and Strategies: Trainings

| Inputs (Implementation Steps) | Responsibility | Timeline | Evidence (Achievements) |
|--|---|-----------------|--------------------------------|
| Safety Software - Use of Raptor System | Technology Director, IT Staff, Principals | 2018 -2019 | |
| Safety Software - Use of NaviGate Prepared Software | Technology Director, IT Staff, Principals, Teachers | 2018 -2019 | |

Goal 6: Community Connections

Objective: To develop and enhance student connections to the community through partnerships

Activities and Strategies: Build community partnerships to support student learning experiences

| Inputs (Implementation Steps) | Responsibility | Timeline | Evidence (Achievements) |
|--------------------------------------|---|-----------------|--------------------------------|
| Internship Opportunities | Dir. of Curr. Dir, of Business Operations PPS Dir. Principals Dept. Chairs/Team Ldrs. | 2018 -2019 | |

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| | | | |
|---|--|------------|--|
| | K – 12 Teachers School to Work Coordinator | | |
| Small business & Chamber of Commerce Connections | Dir. of Curr. Dir, of Business Operations PPS Dir. Principals Dept. Chairs/Team Ldrs. K – 12 Teachers School to Work Coordinator | 2018 -2019 | |
| College Visitations - FLCC Partnership Development for College & Career Readiness (CS, MS, HS) | Dir. of Curr. Dir, of Business Operations PPS Dir. Principals Dept. Chairs/Team Ldrs. K – 12 Teachers School to Work Coordinator | 2018 -2019 | |
| Career Exploration K-12 - FLCC Partnership Development for College & Career Readiness (CS, MS, HS) | Dir. of Curr. Dir, of Business Operations PPS Dir. Principals Dept. Chairs/Team Ldrs. K – 12 Teachers School to Work Coordinator | 2018 -2019 | |

Provision #1: Mentoring Program Revision Implementation

The Seneca Falls CSD Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Seneca Falls CSD holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers. The

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mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

Seneca Falls CSD employs a mentor program for all new teachers to the district and new teachers to the profession. New teachers participate in district level professional development for multiple days at the start of the school year and periodically during the school year. The superintendent, administrators, and mentor program coordinator provide professional development as part of the district level program sessions. Building principals, Department chairpersons, and team leaders serve as mentors to new teachers at each building. They assume responsibility for working closely with new teachers on building procedures, classroom instruction, curriculum, and professional teaching standards. New teachers are provided with opportunities to attend local and regional professional development offerings to enhance their knowledge and skill level.

The district also receives Mentor Teacher Internship Program Grant funds to support one teacher that is new to the profession. Grant funds are used for release time; work with an assigned mentor, and to provide support for any desired professional development area of interest and need. Tenured teachers in good standing that demonstrate effective instructional practices are selected for mentors for the state supported program. Meetings focus on sharing of teaching practices and framework for teaching components II and III from the Danielson Rubric. New teachers share and provide support for each other during school year meetings. During 2017-18 the district will match three probationary secondary teachers with the opportunity with expanded mentor support through the Better Lessons Company. The opportunity includes electronic connection with a content-specialist and the ability to discuss the Domains and Components from the Danielson Rubric related to the professional teaching standards.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

| | |
|---------------------------------|--|
| Procedure for Selecting Mentors | Department Chair or Team Leader Selection, MTIP Grant Mentor Selection Process |
| Role of the Mentors | Organizational and Instructional Coaching and Support |
| Preparation of Mentors | Teacher Leadership Characteristics |
| Types of Mentoring Activities | Professional Development (including Better Lessons Support), Content Specialty & Instructional Practices Support |
| Time Allotted for Mentoring | Planning Periods, Release Time, Summer work days |

Provision #2: School Violence Prevention and Intervention Training

Seneca Falls CSD is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

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Upon request or determination of necessity, Seneca Falls CSD will provide refreshers on school violence prevention and intervention.

In instructional settings, Seneca Falls CSD will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Objective: To provide awareness, knowledge and skills related school violence prevention and intervention

Activities and Strategies:

1. A district-wide safety committee meets quarterly to review and revise the following district documents: district-wide safety plan, and building level safety plans.
2. A school-based committee will assume responsibility to review and revise the school's code of conduct (regulation) relative to school violence.
3. At least annually the School District Resource Officer meets with each school's Building Emergency Response Committee to review a menu of crisis situations, "drill each scenario, and update and revise the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios.
3. Each building principal ensures that annual updates are presented to students, parents and staff regarding behavioral expectations.

| Inputs (Implementation Steps) | Responsibility | Timeline | Evidence (Achievements) |
|---|---|------------|-------------------------|
| Safety Plan Revision and Procedures | Superintendent, Safety Officer, GV BOCES Safety & Risk Officer, Leadership Team, SFCSD Safety Committee | 2018 -2019 | |
| Required Safety Plan Responses | Superintendent, Safety Officer, GV BOCES Safety & Risk Officer, Leadership Team, SFCSD Safety Committee | 2018 -2019 | |
| Awareness of Positive Behavior Intervention Services (PBIS) | FKS/ECS Principals, PBIS Rep | 2018 -2019 | |
| Required Right to Know Training | GV BOCES Safety & Risk Officer | 2018 -2019 | |
| DASA | GV BOCES, Dignity Act Coord., Pupil Personnel Staff | 2018 -2019 | |
| Active Emergency Simulations | Superintendent, Leadership Team, SFCSD Safety Committee | 2018-2019 | |
| NaviGate Prepared Software | Superintendent, Leadership Team, IT Support | 2018-2019 | |
| Implementation of Raptor System | Superintendent, Leadership Team, IT Support, Office Personnel | 2018-2019 | |

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Provision #3: Teachers Certified in Bilingual and English Language Learner (ELL) Education (*and ELL PD Requirements for other certificate holders*)

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Districts will also provide other CTLE certificate holder's, Professional and Level III Teaching Assistants, a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition unless the District meets exemption.

Seneca Falls CSD teachers may utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network or other approved sponsors to fulfill these requirements. Seneca Falls CSD meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs. **There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Seneca Falls CSD total student population as of such date as established by the commissioner.*

| Objective: To provide the required staff development related to CR-154 | | | |
|--|---|-------------|-------------------------|
| Activities and Strategies: Faculty Meetings | | | |
| Inputs (Implementation Steps) | Responsibility | Timeline | Evidence (Achievements) |
| CR-154 Regulation Awareness and implementation | Dir. of PPS, WFL BOCES, TESOL Teacher | 2018 - 2019 | |
| ELL Instructional Practices | Dir. of PPS, WFL BOCES, TESOL Teacher | 2018 - 2019 | |
| Technology Hardware and Software Support: Chromebooks, iPads, Google Translator, etc. | Dir. of Technology, Software Support Specialists, Dir. of PPS | 2018 - 2019 | |

Recommended PD Provider:

Alicia Van Borssum, EdD

Coordinator, Project CELLS: Western NY Collaboration for English Language Learner Success

Warner Graduate School of Education, University of Rochester

Office: 585-276-4779, Mobile: 585-261-7460

Appendix A - could add in topics/providers that you know already are going to happen for this school year

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2018-2019 school year which will be available across the Seneca Falls CSD organization where CTLE credit will be awarded.

NYSED Approved Provider List: <http://www.op.nysed.gov/prof/sw/swceproviderlist.htm#apdr>