



Seneca Falls CSD
Organizational Professional Learning Plan
2019-2020

Pride & Opportunity

Educating the Whole Child

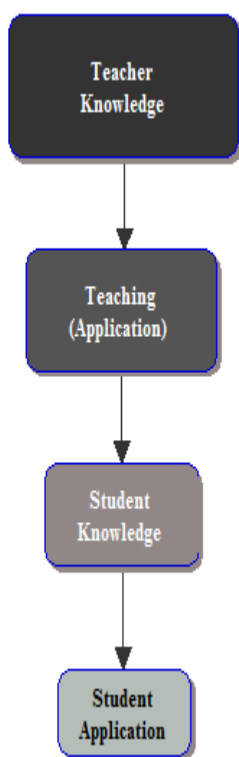
Seneca Falls CSD Organizational Professional Learning Plan 2019-2020

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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 Learning includes a commitment to continuous professional growth by all those whose knowledge, expectations, and actions influence the lives of students. Professional Learning 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 Learning Planning Process

The Seneca Falls Central School District Professional Learning Plan has been developed in conjunction with the goals identified by the District Curriculum Council, District Steering Committee, and administrators. The Council, Steering Committee and administrators will develop, implement, review, and evaluate the Professional Learning Plan throughout the course of each year. The Council also recommends a revised PL 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.

Culturally Reflective & Data Driven

The Seneca Falls Central School District Professional Learning Plan is reflective of student demographic data. Focused learning on trauma-informed best practices, social emotional needs, mental health support, and empowering students to own their learning are responsive to student needs within the District. This professional learning and sharing of best practices not only supports student need, but fosters continual growth within our field of educators. Data from state and local assessment results, student and educator survey results on post-secondary readiness, classroom culture, and professional learning topics all contribute to the development of the Professional Learning Plan and professional learning opportunities. Measurement of the impact of such learning focuses occurs through continuous evaluation of data sources listed above.

Professional Learning Opportunities

SFCSD offers opportunities for professional learning through in-district Learning Walks, Regional School Visitations, After School Learning & Leading Sessions facilitated by teachers based on teacher requests. Faculty meetings, Superintendent's Conference Days, District Curriculum Council meetings, Mentor program meetings, BetterLesson coaching sessions, and team/grade level meetings all offer learning experiences relevant to enhancing instructional practices, curriculum development, engaging and empowering learners, and culturally responsive practices that support student needs and teacher growth.

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Development of the professional learning plan 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 learning 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 learning 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 learning 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 Learning Plan 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 learning 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)
- i-Ready (3-8)
- ESSA Accountability Status Report

Surveys

- Professional Development Evaluation/ Feedback Surveys
- Discovery Education Professional Development Surveys
- BetterLesson Survey
- Life Track Post-Secondary Survey (student survey in grade 12, 18 months post-graduation, 5 year post graduation)

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)

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Professional Learning Committee Membership

Name	Title	Name	Title
Jeremy Clingerman	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
	Director of Special Programs		Department Chair
Janet Clendenen	Principal		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		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
Steph Moll	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 learning plan is in compliance with Commissioner's Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning 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 learning providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional learning 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 learning 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 learning 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. Click this link to access document: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>:

1. **Designing Professional Learning** : Professional learning 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 learning 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 learning is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration**: Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning**: Professional learning ensures that educators have the knowledge and skills to meet the diverse needs of all students.
6. **Student Learning Environments**: Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement**: Professional learning 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 learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology**: Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation**: Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

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Organizational Professional Learning 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.
- ★ Engaging Students in Poverty
- ★ Multi-Tiered System of Support
- ★ Every Student Succeeds Act (ESSA)
- ★ Comprehensive School Guidance Program
- ★ Social Emotional Learning (SEL)
- ★ Mental Health
- ★ Cultural Diversity

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 Implementation
- ★ Next Generation Science Standards Awareness
- ★ Development & Implementation of Digital Citizenship Curriculum
- ★ Mental Health Education
- ★ Embedding digital resources
- ★ Social Emotional Learning (SEL)

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
- ★ i-Ready 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
- ★ Center-Based Instruction
- ★ Continuum of Special Education Services
- ★ Student Engagement Strategies- After School Sessions, In District Learning Walks, Regional School Visitations
- ★ Better Lesson

2. Social/Emotional

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

Goal #5: Operational Systems - Use of technology

- ★ NaviGate Prepared
- ★ Raptor System

Goal #6: Community Connections

- ★ Internship opportunities (alumni support)
- ★ Small Business and Chamber of Commerce Connections
- ★ College Visitations
- ★ Career Exploration & Post-Secondary Field Trips
- ★ Career Oriented Guest Speaker
- ★ Job Shadows

Provision #1: Mentoring Program

- ★ District Mentor Program Implementation
- ★ BetterLesson Support Program

Provision #2: School Violence Prevention and Intervention

- ★ Safety Plan and Emergency Responses
- ★ MTSS
- ★ NaviGate Prepared Software
- ★ Raptor System
- ★ DASA

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	Leadership Team – administrators	2019-2020	
School Safety - NaviGate Prepared (Interactive maps & floor plans); Raptor System; Simulated emergency preparedness	Superintendent, Technology Staff, Leadership Team , Office Staff, SF Police Dept.	2019-2020	
APPR - Observation Inter-Rater Reliability - Use of Data to develop SLOs	Technology Staff, Leadership Team - administrators	2019-2020	
English Language Learners - PD consistent and compliant w/ CR154	PPS Dir., WFL BOCES, and Leadership Team - administrators	2019-2020	
iReady Implementation/Use - Building principal/Dir. Of Curr. & Tech dept. coordination of devices and system requirements - PD sessions with teachers and admin	Supt., Frank Knight Principal, Dir. of Curr., K-8 Teachers, Technology Staff	2019-2020	
MTSS Development & Implementation - Blending of RTI & PBIS/ Character Education Programs	Supt., K-8 Administrators, PPS Dir., Dir. of Curr., MTSS teacher teams	2019-2020	
School Counseling Plan - Increasing Tier 1 Support	Supt., Dir. Of Curr., Principals, PPS Dir.	2019-2020	
Mental Health & Social Emotional Learning Components	Leadership Team – administrators	2019-2020	

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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	2019-2020	
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 2019	
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	2019-2020	
Transition to Next Generation ELA, Math, Science Standards -Identify Changes & Update Curriculum & Assessments -Science kits to align to new standards	Supt., Dir. Of Curr., Leadership Team, Dept. Chairs/Grade Level Chairs, Teachers	2019-2020	
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	2019-2020	
Instructional Use of i-Ready K-8 - Goal Setting & Progress Tracking	Dir. of Curriculum, Principals, Team Leaders, K – 8 Teachers	2019-2020	
Digital Citizenship Curriculum Implementation through Media Courses grades 3-6	Dir. of Curriculum, Principals, Teachers	2019-2020	
Mental Health Awareness & Social Emotional Learning (SEL) Components	Supt., Dir. Of Curr., Leadership Team, Dept. Chairs/Grade Level Chairs, Teachers	2019-2020	

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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 2019	
Interim & Summative Standards-Based Math Assessment Development using student data from 2017-18 module assessments	Dir. of Curriculum, Principals, Team Leaders, Dept. Chair	2019-2020	
Map Interim/Summative assessments of Unit/Modules to State Learning Standards	Curriculum Director, Administrators, Dept. Chairs, Team Leaders, Teachers	Summer 2019	
Continued use of data newsletters to inform instruction and knowledge of students, ESSA related components	Curriculum Director, Administrators, Dept. Chairs, Team Leaders, Teachers	2019-2020	
Use of local student achievement data to inform daily instruction (ex. Module Assessments, iReady)	Curriculum Director, Administrators, Dept. Chairs, Team Leaders, Teachers	2019-2020	
Matching of K-5 writing tasks/assessments to Common Core Writing Standards (#1,2,3)	Curriculum Director, Administrators, Eng. Dept. Chair, Team Leaders, Teachers	2019-2020	
Use of previous years writing portfolio to identify gaps of students/writing standards	Curriculum Director, Administrators, Eng. Dept. Chair, Team Leaders, Teachers	2019-2020	
ESSA Accountability Status Report	Leadership team	2019-2020	

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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 - Digital Tools/Apps - Windows 10 Operating System (Grades 3-12)	Dir. of Curr. Dir. of Business Operations Principals Dept. Chairs/Team Ldrs. K – 12 Teachers Tech Staff	2019-2020	
Student Engagement & Empowerment/ Blended Learning - Tracking and sharing of progress from districts involved with regional student engagement initiatives (Regional School Visitations)	Dir. of Curr., Principals, Dept. Chairs, Team Leaders, K – 12 Teachers, WFL BOCES	2019-2020	
ELA Media Literacy - Awareness of district resources and other digital content	Library Media Specialist (MS/MA)	2019-2020	
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	2019-2020	
Support of Google Classroom environment to faculty and students (Grades K-12)	Technology Director, IT Staff, Principals, Teachers	2019-2020	
Use of Google Chromebooks/Chromeboxes throughout Grades 2-12 as research devices	Technology Director, IT Staff, Principals, Teachers	2019-2020	
Student engagement and instructional strategy sharing through Discovery Education Streaming Resources, Regional School Visitations, In District Learning Walks, Better Lesson Personalized Coaching, After School PD Sessions	Dir. of Curr. , Principals, Dept. Chairs, Team Leaders, K – 12 Teachers, Regional Districts	2019-2020	

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Trauma-Informed PD - SEL (Mindfulness, Zones of Regulation, Community Circles)	Admins, Dir. of Curr., PPS Dir., Principals	2019-2020	
School Counseling Plan - Increasing Tier 1 Support	Supt., Dir. Of Curr., Principals, PPS Dir.	2019-2020	

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 - Use of NaviGate Prepared Software	Technology Director, IT Staff, Principals	2019-2020	
Software - Windows 10 (Office 16)	Technology Director, IT Staff, Principals, Teachers	2019-2020	

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. K – 12 Teachers	2019-2020	

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	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	2019-2020	
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	2019-2020	
Career Exploration & Post –Secondary Field Trips - 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	2019-2020	
Career Oriented Guest Speakers	Principals Dept. Chairs/Team Ldrs. K – 12 Teachers School to Work Coordinator	2019-2020	
Job Shadowing	Principals Dept. Chairs/Team Ldrs. K – 12 Teachers School to Work Coordination	2019-2020	

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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 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 learning 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 learning 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.

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. The District will offer secondary probationary teachers the opportunity with expanded mentor support through the Better Lessons Services. The opportunity includes electronic connection with an instructional coach 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
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

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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.

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	2019 -2020	
Required Safety Plan Responses	Superintendent, Safety Officer, GV BOCES Safety & Risk Officer, Leadership Team, SFCSD Safety Committee	2019 -2020	
Awareness of Positive Behavior Intervention Services (PBIS)	FKS/ECS Principals, PBIS Rep	2019 -2020	
Required Right to Know Training	GV BOCES Safety & Risk Officer	2019 -2020	
DASA	GV BOCES, Dignity Act Coord., Pupil Personnel Staff	2019 -2020	
Active Emergency Simulations	Superintendent, Leadership Team, SFCSD Safety Committee	2019 -2020	

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NaviGate Prepared Software	Superintendent, Leadership Team, IT Support	2019 -2020	
Implementation of Raptor System	Superintendent, Leadership Team, IT Support, Office Personnel	2019 -2020	

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	2019 -2020	
ELL Instructional Practices	Dir. of PPS, WFL BOCES, TESOL Teacher	2019 -2020	
Technology Hardware and Software Support: Chromebooks, iPads, Google Translator, etc.	Dir. of Technology, Software Support Specialists, Dir. of PPS	2019 -2020	

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

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2019-2020 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>, BetterLesson, Wayne-Finger Lakes Teacher Resource Center