



Seneca Falls CSD

Organizational Professional Development Plan 2020-2021

Pride & Opportunity
Educating the Whole Child

Seneca Falls CSD Organizational Professional Development Plan 2020-2021

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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 Analysis

The Seneca Falls CSD conducts a needs analysis of teacher and leader practices annually. This is conducted through a survey to teachers. The indication of a variety of needs allows the District to plan professional development around specific topics. Professional development on these topics are offered by teachers within the district who demonstrate high skill levels or knowledge in regard to such topics. An example of the needs analysis survey is [linked](#). Teachers are provided professional learning opportunities in After School Professional Development Sessions, as well as through summer curriculum work days, BOCES supported PD, RBERN, Teacher Resource Center, Dr. Elaine Roberts (Educational Consultant), etc.. Additionally, school report card, state and local assessment results, and benchmark assessments will be indicators of needs.

Estimated Average Number of Hours of Professional Development

Positions	Hours	CTLE hours / choice topics
Teachers	at least 20 hours per year to stay on track for 100 hours/ 5 years	Conference day, professional development in district or region- approved providers
Teaching Assistants	at least 20 hours per year to stay on track for 100 hours/ 5 years	Conference day, professional development in district or region- approved providers
Administrators	at least 20 hours per year to stay on track for 100 hours/ 5 years	Conference day, professional development in district or region- approved providers

Seneca Falls Demographics

Currently the Town of Seneca Falls has approximately 10,000 residents with an almost equal percentage of men and women. Strong community support exists for the school. District personnel work closely with community members through the established District Steering Committee. This is a shared decision making group composed of multiple stakeholder groups, including that of higher education. This group helps connect the school to the community as a whole. Determining needs, evaluating strategic goals, developing working relationships with businesses are functions of this collaborative committee. Feedback from this group, which includes teachers and students, helps drive district decision making on professional development provided for teachers and specific focus topics for students and the community which leads to school and community learning events as an annual goal.

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Professional Development Committee Membership

Name	Title	Name	Title
Jeramy Clingerman	Superintendent of Schools	James Reagan	Grade 5 Team Leader
Jim Bruni	Administrator of Business & Operations	Christine Petrocci	Grade 6 Team Leader
Jodie Verkey	Director of Curriculum & Instruction	Dave Major	Grade 7 Team Leader
Karissa Blamble	Director of Special Programs	Amylyn Marley	Grade 8 Team Leader
Janet Clendenen	Principal	Christina Korba	Department Chair
Amy Hibbard	Principal	Laura FitzGerald/Heather Cole	Department Chair
Kevin Rhinehart	Principal	Cynthia Chutney	Department Chair
Faith Lewis	Principal	Melissa Morrin	Department Chair
Jamie Oberdorf	Teacher Resource Center	Bre Mullen	Parent
Deborah Mead	Grade K Team Leader	Jackie Tiermini	Finger lakes Community College
Darla Shumway	Grade 1 Team Leader	Kevin Korzenwski	Department Chair
Michele Pane/Lisa Furletti	Grade 2 Team Leader	Dana Colvin	Department Chair
Steph Moll	Grade 3 Team Leader		
Jennifer Morrell	Grade 4 Team Leader		

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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.

Needs Assessment - Suggested Location: School Report Card and School Tool

List of data sources:

- iReady K-8 Reading
- iReady K-8 Math
- 3-8 State ELA Test
- 3-8 State Math Test
- 4 and 8 State Science Test
- Algebra Regents
- Living Environment Regents
- Earth Science Regents
- US History Regents
- Global Regents

Timeline - Data is Reviewed a minimum of four times per year: Summer 2020; Fall 2020; Winter 2021; Spring 2021

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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.

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 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 Development Goals

Goal #1: Mentoring Program

- ★ Procedure for selection
- ★ Role of Mentor
- ★ Preparation
- ★ Mentoring activities
- ★ Time allotted to work with mentees

Goal #2: Leadership Team Awareness

- ★ Student Empowerment/Blended Learning – Instructional Technology & Student Engagement Strategies (In School & Distance Learning Models)
- ★ School Safety
- ★ APPR: Supervision/Evaluation – Observation Inter-rater Reliability, SLO Dev.
- ★ English Language Learners
- ★ Multi-Tiered System of Support
- ★ Every Student Succeeds Act (ESSA)
- ★ Social Emotional Learning (SEL) & Mental Health
- ★ Cultural Responsiveness

Goal #3: Curriculum and Programming

- ★ Curriculum Review & Adjustment
- ★ Next Generation Learning Standards ELA, Science, Math Implementation & SS Framework
- ★ Distance Learning Preparation & Planning
- ★ Instructional Use of iReady K-8
- ★ STEAM Program Development & Implementation
- ★ Mental Health Education & Social Emotional Learning (SEL)

Goal #4: Using Data to Increase Student Achievement or Student Achievement Through Data Analysis

- ★ State Assessment/Regents Data Analysis
- ★ District Data Newsletter
- ★ Student Achievement Data Analysis
- ★ Writing Portfolio

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- ★ ESSA Accountability Report
- ★ i-Ready Personalized Instructional Program
- ★ Multi-Tiered System of Support (MTSS) Development & Implementation
- ★ Early Warning System- Panorama

Goal #5: Engaging Lifelong Learners

1. Instructional

- ★ Instructional Technology (Including new hardware devices)
- ★ Blended Learning/Engagement through Software Applications
- ★ Student Engagement & instructional Strategy Sharing

2. Social/Emotional

- ★ Trauma-Informed Professional Learning
 - Faculty & Support Staff

Goal #6: Operational Systems - Use of technology

- ★ NaviGate Prepared
- ★ Panorama
- ★ Seesaw
- ★ GoGuardian
- ★ Google

Goal #7: 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

Goal 8: English Language Learners

Provision #1: Mentoring Program

- ★ District Mentor Program Implementation
- ★ BetterLesson Support Program

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Provision #2: School Violence Prevention and Intervention

- ★ Safety Plan and Emergency Responses
- ★ MTSS
- ★ NaviGate Prepared Software
- ★ Right to Know Required Training
- ★ DASA

Provision #3: English Language Learners

Required ELL Trainings


Action Plans

Goal 1: New Staff Induction

★ *Mentoring - Required Elements*

- Procedure for selection- All new teachers to SFCS D will be required to participate in the mentor Program their first year of employment. Mentor selection is based on criteria of being a highly qualified educator with similar building assignments to support content knowledge growth of mentee and assimilation into school culture. When applicable, department chairs or team leaders are selected as mentors.
- Role of Mentor- The mentor's role is one of organization and instructional guidance and support. If the mentor's role is solely that of guidance and support, information emerging from mentoring activities and the mentoring relationship is confidential. The mentor can fulfill a variety of roles for the novice teacher: guide, advocate, confidante, subject expert, "critical friend", champion, and reflective partner, all of which can be considered in light of the overall goals of the mentoring program.
- Preparation - Mentor support groups or monthly mentor meetings are important as on-going sources of support for mentors. Mentors are chosen based on content or grade level similarity as well as being highly qualified to support and guide the new teacher. Providing an opportunity for experienced teachers to be reenergized through their professional interactions and hand down to their successors the knowledge gained through their years of experience. Selection is made based on teacher leadership characteristics.
- Mentoring activities-Mentoring programs may include such activities as joint lesson planning, coaching, observations, reflection activities, or even curricula development around the NYS Learning Standards. Types of mentoring activities include modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team teaching, and orienting the new teacher to the school culture, and engaging in self reflection and feedback, BetterLesson instructional coaching support, time management techniques.

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	Year 1 Major Focus: Support	Year 2 Major Focus: Professional Development	Year 3 Major Focus: Reflection	Year 4 Major Focus: Longevity
Mentee and Mentor Activities and Requirements	<p>ALL teachers new to district are assigned a mentor <i>* Mentor/Mentee meet a minimum of 1 time/week in September and June and a minimum of 2 time/month in Oct-May</i></p> <p><i>* Mentor/Mentee attend New Teacher Orientation in August</i></p> <p><i>* Mentor/Mentee attend 3 Mentor Coordinator meetings per year</i></p> <p><i>*Mentor/Mentee informally observe one another at least one time (non-evaluative)</i></p> <p><i>* see Appendix A for list of suggested activities</i></p>	<p>Mentor and Mentee meet as needed during Year 2</p> <p>ALL teachers participate in 2 or more professional development opportunities to be determined collaboratively by Principal, Director of Curriculum, Mentor Coordinator, mentee & mentor. <i>(see Appendix B)</i></p>	<p>Teacher seeks support from established network of colleagues</p> <p>Preparation for tenure recommendation</p> <p>Meet with Superintendent/District Office to ensure certification requirements are met and professional development hours are understood</p>	<p>All teachers join at least 1 building-level and/or district-level committee</p> <p>All teachers share instructional best practices as requested by Administrators</p>
Reflection and Monitoring	<p><i>* Mentor and Mentee keep a monthly log (see Appendix C) and share with Mentor Coordinator at 2 meeting checkpoints during the year</i></p> <p><i>* Mentor, mentee and Mentor Coordinator meet at end of year to reflect and determine next steps</i></p>	<p><i>* Mentee completes a PD reflection sheet (see Appendix D) for all PD opportunities he/she participates in</i></p> <p><i>* Mentor Coordinator and Mentee meet at the end of the year to reflect and determine next steps</i></p>	<p><i>* Mentee and Building Principal have a conversation to address guiding questions (see Appendix E) aligned to Danielson Domains 1 -4. Mentee is prepared to provide examples to support answers to questions (i.e. pictures, unit plans, etc...)</i></p>	

- Time allotted to work with mentees- Mentors work with mentees through weekly grade levels meetings/ monthly department meetings, planning periods, release time, and summer work days. Mentors meet with mentees virtually or in person weekly to offer support and answer questions. Mentors and mentees attend quarterly group meetings. Mentees meet individually with Building Principals monthly or more as necessary and determined by either party.

★ New Teacher Orientation - New teachers attend a district level information session to attain information regarding district level policies & procedures, insurance set up, district strategic plan goals, etc. New teachers meet with building principals to be introduced to building level procedures. See chart. Effectiveness of the program is evaluated by an end of year survey by participants.

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Year 1	District	Building	Classroom
August	<ul style="list-style-type: none"> <input type="checkbox"/> District Goals/ Policies/ Procedures <input type="checkbox"/> Tour of district/ community (demographic info) <input type="checkbox"/> Introduction to administrators <input type="checkbox"/> Pay procedures (benefits/ salary schedule/ 403b awareness, etc.) <input type="checkbox"/> Absences: <ul style="list-style-type: none"> <input type="checkbox"/> AESOP System <input type="checkbox"/> Personal Day <input type="checkbox"/> Leave procedures <input type="checkbox"/> Teacher's Union <input type="checkbox"/> Certification and continuing PD requirements <input type="checkbox"/> Contract <input type="checkbox"/> New Teacher Orientation <input type="checkbox"/> Student & employee handbooks and code of conduct 	<ul style="list-style-type: none"> <input type="checkbox"/> Building goals/ policies/ procedures <ul style="list-style-type: none"> <input type="checkbox"/> Attendance <input type="checkbox"/> Field Trips <input type="checkbox"/> Class Parties/Birthdays <input type="checkbox"/> Maintenance Needs <input type="checkbox"/> Classroom volunteers <input type="checkbox"/> School Assemblies <input type="checkbox"/> Special Education/Rtl <input type="checkbox"/> Meeting requirements (team, faculty, etc..) <input type="checkbox"/> Tour of school <input type="checkbox"/> Introduction to administrators <input type="checkbox"/> Call-in procedures (AESOP) <input type="checkbox"/> Keys / parking / entry / sign-in procedures <input type="checkbox"/> Copy Room/ AV location and checkout <input type="checkbox"/> Help desk <input type="checkbox"/> Resources & equipment <input type="checkbox"/> Meet specialists (custodial staff, counselors, psychologists, etc.) <input type="checkbox"/> Emergency procedures <input type="checkbox"/> Discipline policies <input type="checkbox"/> SchoolTool <input type="checkbox"/> PBIS/Character Education <input type="checkbox"/> Student Info <ul style="list-style-type: none"> <input type="checkbox"/> Background Info <input type="checkbox"/> Medical conditions/ health concerns <input type="checkbox"/> Confidential list <input type="checkbox"/> IEPs / 504s <input type="checkbox"/> AIS 	<ul style="list-style-type: none"> <input type="checkbox"/> Resources already in classroom <input type="checkbox"/> Interactive Whiteboard <input type="checkbox"/> Computer sign-on <input type="checkbox"/> Shared folder <input type="checkbox"/> Attendance procedures <input type="checkbox"/> Schedules <input type="checkbox"/> Extra duties <input type="checkbox"/> Course syllabi (grade weighting, curriculum map) <input type="checkbox"/> Lesson planning (long & short term) <input type="checkbox"/> Intro-letter to students/families <input type="checkbox"/> Classroom set-up/preparation <input type="checkbox"/> Ordering/accessing supplies <p>First Day Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, Pacing, Pre-Assessments <input type="checkbox"/> Planning <input type="checkbox"/> Setting appropriate tone <input type="checkbox"/> Classroom organization <input type="checkbox"/> Rituals/ Routines

Objective: The Seneca Falls Central School District believes that one of the keys to improving the academic climate of our schools rests in attracting and keeping motivated and highly qualified new teachers. In order to enhance new teachers' growth as professional educators, we feel it is imperative to provide them with opportunities to receive guidance and feedback and an opportunity for reflection in a proactive, non-evaluative setting. To this end, we propose a mentoring program for teachers new to the district.

Activities and Strategies: Provide support, professional development, promote reflection with a goal of longevity of new staff.

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Inputs	Responsibility	Timeline	Evidence
New Teacher Induction	Superintendent, Director of Curriculum, Principals, Director of Special Programs	August 2020	
New Teacher Meetings	Director of Curriculum, Principals, Director of Special Programs	September 2020- June 2020	
Non-evaluative Observations	Director of Curriculum, Principals, Director of Special Programs	September 2020- June 2020	
New Teacher Peer Observations	Mentors, Mentees, Principals	Sept- June 2020	

Goal 2: 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- In School & Distance Learning Models	Leadership Team – administrators	2020-2021	
School Safety - NaviGate Prepared (Interactive maps & floor plans) Simulated emergency preparedness	Superintendent, Technology Staff, Leadership Team , Office Staff, SF Police Dept.	2020-2021	

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APPR - Observation Inter-Rater Reliability - Use of Data to develop SLOs	Technology Staff, Leadership Team - administrators	2020-2021	
English Language Learners - PD consistent and compliant w/ CR154	Dir .of Spec Program, WFL BOCES, RBERN and Leadership Team - administrators	2020-2021	
MTSS Development & Implementation - Blending of RTI & PBIS/ Character Education Programs	Supt., K-8 Administrators, Dir of Spec Programs., Dir. of Curr., MTSS teacher teams	2020-2021	
Every Student Succeeds Act (ESSA)	Leadership Team – administrators	2020-2021	
Social Emotional Learning & Mental Health Components	Leadership Team – administrators	2020-2021	
Cultural Responsiveness	Leadership Team – administrators	2020-2021	

Goal 3: 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)

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Curriculum Review & Adjustment: 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 2020	
Next Generation ELA, Math, Science Standards Implementation & SS Framework -Identify Changes & Update Curriculum & Assessments -Science kits to align to new standards	Supt., Dir. Of Curr., Leadership Team, Dept. Chairs/Grade Level Chairs, Teachers	2020-2021	
Distance Learning Preparation & Planning: Identify priority standards in all areas; integrate online platforms to support instruction, feedback and assessment; utilize video conferencing platform to connect to students; Use Google Classroom & Seesaw as communication hub	Superintendent, Curriculum Dir., Administrators, Teacher, Technology Department Chair, Counselors, Support Staff	2020-2021	
Instructional Use of i-Ready K-8 - Goal Setting & Progress Tracking	Dir. of Curriculum, Principals, Team Leaders, K – 8 Teachers	2020-2021	
STEAM Program Development & Implementation (Computer & Informational Literacy) Implementation grades 3-5	Dir. of Curriculum, Principal, Teacher	2020-2021	
Mental Health Awareness & Social Emotional Learning (SEL) Components	Supt., Dir. Of Curr., Leadership Team, Dept. Chairs/Grade Level Chairs, Teachers	2020-2021	

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Goal 4: 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)
State Assessment & Regents Data Analysis: 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	NA- No data	
District Data Newsletter: Use of data newsletters to inform instruction and knowledge of students, ESSA related components	Curriculum Director, Administrators, Dept. Chairs, Team Leaders, Teachers	2020-2021	
Student Achievement Data Analysis: Use of local student achievement data to inform daily instruction (ex. Module Assessments, iReady)	Curriculum Director, Administrators, Dept. Chairs, Team Leaders, Teachers	2020-2021	
Writing Portfolio Analysis: Use of previous years writing portfolio to identify gaps of students/writing standards	N/A- no data	2020-2021	
ESSA Accountability Status Report	Leadership team	2020-2021	
i-Ready Personalized Instructional Program	Curriculum Director, Administrators, Team Leaders, Teachers	2020-2021	

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MTSS Development & Implementation	MTSS Teams per building	2020-2021	
Early Warning Systems- Panorama	Curriculum Director, Administrators, MTSS Coordinators, MTSS Case Managers, Counselors	2020-2021	

Goal 5: 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 Instructional Technology - Google Classroom (K-12) - Chromebook Application - Digital Tools/Apps (including virtual meetings) - Windows 10 Operating System (Grades 3-12) - Seesaw (K-2) - ZEARN	Dir. of Curr. Dir, of Business Operations Principals Dept. Chairs/Team Ldrs. K – 12 Teachers Tech Staff	2020-2021	
Blended Learning/Engagement through Software Applications (Zearn, Discovery Ed, Reading Ally, NEWSOLA, SMART Notebook Suite, iReady, StoryWorks, Go Guardian, EPIC, etc.)to support in school & Distance Learning Models	Dir. of Curriculum, Dir. of Technology, Technology Support Specialists, Teacher Leaders, Vendors	2020-2021	

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Student engagement and instructional strategy sharing through Regional School Visitations, In District Learning Walks, Better Lesson Personalized Coaching, After School PD Sessions, Webinars by Dr. Elaine Roberts (Establishing a Classroom Community at a Distance, Differentiation, feedback & Assessment, Google Classroom Tips & Tricks)	Dir. of Curr. , Principals, Dept. Chairs, Team Leaders, K – 12 Teachers, Regional Districts, Dr. Elaine Roberts, Better Lesson	2020-2021	
<u>New Hardware Training</u> Training for teachers (Grades 3-5 and HS Science/Math) on new Interactive Flatpanel Boxlight displays which replaced SMARTBoards	Dir. of Technology and Technology Department	2020-2021	
<u>Social/Emotional</u> Trauma-Informed PD (Faculty & Support Staff) - SEL (Mindfulness, Zones of Regulation, Community Circles, Restorative Practices)	Admins, Dir. of Curr., Dir of Spec Programs., Principals, Finger Lakes Resiliency Network,	2020-2021	

Goal 6: 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 NaviGate Prepared Software	Technology Director, IT Staff, Principals	2020-2021	
Software/Platforms - Panorama - Seesaw - Go Guardian - Google	Technology Director, IT Staff, Principals, Teachers, Director of Curriculum, Director of Special Programs, Building Principals	2020-2021	

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Goal 7: 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 Dir. of Spec Programs Principals Dept. Chairs/Team Ldrs. K – 12 Teachers School to Work Coordinator	2020-2021	
Small business & Chamber of Commerce Connections	Dir. of Curr. Dir, of Business Operations Dir. of Spec Programs Principals Dept. Chairs/Team Ldrs. K – 12 Teachers School to Work Coordinator	2020-2021	
College Visitations - FLCC Partnership Development for College & Career Readiness (CS, MS, HS)	Dir. of Curr. Dir, of Business Operations Dir. of Spec Programs Principals Dept. Chairs/Team Ldrs. K – 12 Teachers School to Work Coordinator	2020-2021	

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Career Exploration & Post –Secondary Field Trips - FLCC Partnership Development for College & Career Readiness (CS, MS, HS)	Dir. of Curr. Dir, of Business Operations Dir. of Spec Programs. Principals Dept. Chairs/Team Ldrs. K – 12 Teachers School to Work Coordinator	2020-2021	
Career Oriented Guest Speakers	Principals Dept. Chairs/Team Ldrs. K – 12 Teachers School to Work Coordinator	2020-2021	
Job Shadowing	Principals Dept. Chairs/Team Ldrs. K – 12 Teachers School to Work Coordination	2020-2021	

Goal 8: English Language Learners *(ELL - Required - waiver available but goal required)*

Objective: Teachers and staff will continue to develop their knowledge and understanding on how to use research based strategies to support the learning of all English Language Learners in their classes.			
Activities and Strategies: Using local and regional networking and collaboration, professional development will be utilized to increase success of ENL students.			
Inputs	Responsibility	Timeline	Evidence
Conference Day- Staff training on student engagement strategies, including strategies	Director of Special Programs	2020-21	

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to increase ENL engagement			
ENL teachers will participate in a professional development regionally to learn and promote research based strategies that will be implemented and shared with classroom teachers.	ENL and classroom teachers, and administrators	2020-2021	

Provisions for Mentoring Program [REQUIRED ELEMENT FROM PART 100]

The Seneca Falls Central School District 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
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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

Provisions for 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. SafeSchools platform is used to provide and track these required trainings..

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.

<p>Objective: 1. To provide awareness, knowledge and skills related school violence prevention and intervention. 2. <i>100% of staff will meet the State requirement for school violence and intervention training.</i></p>
<p>Activities and Strategies:</p> <ol style="list-style-type: none"> 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. 4. School Psychologists, counselors, and social workers provide classroom lessons related to creating a positive school climate and mental health strategies (MTSS tier 1).

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Inputs (Implementation Steps)	Responsibility	Timeline	Evidence (Achievements)
Safety Plan Revision and Procedures, Required Safety Plan Responses & Active Emergency Simulations	Superintendent, Safety Officer, GV BOCES Safety & Risk Officer, Leadership Team, SFCSD Safety Committee	2020-2021	
MTSS: Awareness of Positive Behavior Intervention Services (PBIS) & Restorative Practices	FKS/ECS Principals, PBIS Rep Mynderse Academy- Principals, Counselors, Mental Health support staff	2020-2021	
MTSS: Tier 1 support through age appropriate lessons related to mental health and positive school climate	School Psychologists, School Counselors, Social Workers	2020-2021	
Required Right to Know Training	GV BOCES Safety & Risk Officer	2020-2021	
DASA	GV BOCES, Dignity Act Coord., Pupil Personnel Staff	2020-2021	

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Provisions for 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.

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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 Spec Programs, WFL BOCES, ENL Teachers, RBERN	2020-2021	
ELL Instructional Practices	Dir. of Spec Programs, WFL BOCES, ENL Teacher, RBERN	2020-2021	
Technology Hardware and Software Support: Chromebooks, iPads, Google Translator, etc.	Dir. of Technology, Software Support Specialists, Dir. of Spec Programs	2020-2021	

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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

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2020-2021 school year which will be available across the Seneca Falls CSD organization where CTLE credit will be awarded. https://docs.google.com/document/d/1Axuu2fRo7Gt0CC2XCS6L4S2bBZDjFOS4S68jo0HU_Pc/edit?usp=sharing

NYSED Approved Provider List: <http://www.op.nysed.gov/prof/sw/swceproviderlist.htm#apdr>, BetterLesson, Wayne-Finger Lakes Teacher Resource Center

PROFESSIONAL DEVELOPMENT PLAN STATEMENT OF CERTIFICATION

School District: _____ Seneca Falls Central School District _____ BEDS Code: _____ 56070106000 _____

The superintendent certifies to the Commissioner that: (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan. (2) The requirements of CR 100.2 (dd) to have a professional development plan for the succeeding school year have been met. (3) The school District or BOCES has complied with the professional development plan applicable to the current school year. (4) The plan focuses on improving student performance and teacher practice as identified through data analysis. (5) The plan describes professional development that: • is aligned with state content and student performance standards; • is articulated within and across grade levels; • is continuous and sustained; • indicates how classroom instruction and teacher practice will be improved and assessed; • indicates how each teacher in the district will participate; and • reflects congruence between student and teacher needs and district goals and objectives. (6) The plan describes how the effectiveness of the professional development will be evaluated and indicates how activities will be adjusted in response to that evaluation. (7) The plan complies with CR 100.2(dd) to: • describe and implement a mentoring program for new teachers; • provide teachers holding a professional certificate with opportunities for completing 100 hours of professional development (CTLE) every five years; • ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities, • state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan; • describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources; • provide staff with training in school violence prevention and intervention; and • provide professional development to all professional and supplementary school staff who work with students with disabilities. (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: <http://www.emsc.nysed.gov/part100/pages/1002h.html>. (9)

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education. _____

Print Name of Superintendent of Schools _____ Jeremy Clingerman _____

Original Signature of Superintendent of Schools _____

Date _____