

Southern Cayuga CSD

Professional Development Plan 2023-2024

(BOE Approved December 11, 2023)

Introduction

Southern Cayuga's Professional Development Plan outlines priorities for collective professional development and the focus of school improvement for the year ahead. For plans covering the time period February 2, 2004, and thereafter, each school district or BOCES is required to describe in their plans how they will provide teachers they employ, holding a professional certificate, with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development every five years.

The intent is for school districts and BOCES to offer a menu of professional development opportunities to their teachers. Such opportunities may be in a variety of formats and offered by a variety of providers and include coursework paid by the teacher.

Southern Cayuga's Professional Development Plan was developed through collaboration the superintendent of schools, school administrators, and teachers who serve as teacher leaders. The plan includes needs analysis, goals, objectives, strategies, activities and evaluation standards. It also describes the manner in which the school district will measure the impact of professional development on student achievement and teachers' practices.

The district must report on their current professional development plan to the State Education Department and certify that it has a plan in place each year.

Needs Analysis

Our district's "Needs Analysis" includes the following components:

- Collective assessment by administrators and teachers to identify curricular and instructional priorities for each school building. The building principal and teacher leaders meet with the grade level teams and/or departments to define the need, appropriate interventions, and/or professional development required, and the means to measure the progress of a focused effort. Results will be reported by building principals to the Board of Education on a yearly basis.
- Collective and individual assessment of teachers at a grade level or within a department to define the need, appropriate interventions and/or professional development required, and the means to measure the progress of a focused effort. Teams will share their input regarding their professional needs with the building administrator.
- The building administrator's assessment of need, appropriate interventions, and/or professional development required, and the means to measure the progress of a focused effort.

Professional Development Goals

- The Southern Cayuga CSD faculty will continue to be provided with opportunities to gain a clearer understanding of the New York State Standards & Assessments, their impact on curriculum & instruction, and student performance outcomes.
- The Southern Cayuga CSD faculty will continue to study and more clearly articulate the instructional curriculum currently being taught to our students, revising, aligning, modifying, and adjusting the program to support both the content and intent of the Learning Standards.
- The Southern Cayuga CSD will continue to increase and initiate programmatic instructional changes designed to expand learning opportunities and alternatives for students.
- The Southern Cayuga CSD faculty and staff will be provided a series of opportunities for professional growth which support accomplishment of the previously stated goals.

Evaluation

Evaluation of the Professional Development Plan is as follows:

- Summarization of all professional development workshops completed in a given year, including those attended by faculty members at BOCES or other sites outside the district.
- Each faculty member who holds a Professional Certificate will be required to submit his/her individual "Professional Development Log" at the end of each academic year to the Superintendent's office. Faculty members who hold Permanent Certification are encouraged to maintain a similar log as evidence of their professional growth as part of the teacher evaluation process.

Evaluation of District Initiatives is as follows:

- Project leaders and participants will provide updates to board members on a yearly basis. The summary will include the names, dates, and participants of workshops completed since the last update, a list of actions completed to date as outlined in the initiative's plan, and the direct impact on student performance.

District Initiatives 2023-2024

The SCCS Professional Development Plan will be based on the district initiatives set forth by the administrative team and teachers. Teachers and administrators meet on a regular basis to discuss instructional strategies, curriculum, and the development of a limited number of focused and clearly articulated initiatives. Each initiative will serve as a focus for professional development and include a defined goal, specific strategies, and a means to measure progress.

2022-2023 SC Emily Howland ES Initiatives & PD Plan

Initiative	K-2 Literacy
Leader	Mike Naylor, Meghan Picciano, Rhonda Hayden, Stacey Gavurnik, Jeannette Owens
Narrative	<p>In 2021, <u>an audit of the K-1 CKLA curriculum</u> was completed. The Superkids Reading program, a systematic phonics program, replaced the CKLA curriculum in order to ensure that all K-1 students have a strong reading foundation.</p> <p>In 2022-2023 the Superkids program replaced CKLA in second grade. Early primary teachers attended multiple professional development opportunities; LETRS (Language Essentials for Teachers of Reading and Spelling), Reading League (The Science of Reading), Heggerity (Phonemic Awareness), and Kilpatrick (Equipped for Reading Success) over two summers (2022 & 2023) and during the course of the academic year.</p> <p>In 2023-2024, seven teachers will attend the Reading League conference in October. A review of Aims Web data will be completed and the school will analyze the student results for all Superkids Reading program assessments in a systematic manner. The goal is to identify critical priority skills for intervention.</p>
Data	<p><u>K-1 AIMSWeb (Composite) performance data reveals:</u> <i>K Composite Subtests include (LNF and LSF) Letter Name Fluency and Letter Word Sounds Fluency</i> 46% of K students at risk in spring 2019 88% of K students at risk in spring 2021 62% of K students at risk in spring 2022 64% of K students at risk in spring 2023</p> <p><i>1st Grade Composite Subtest includes (ORF) Oral Reading Fluency</i> 47% of 1st grade students at risk in spring 2019 61% of 1st grade students at risk in spring 2021 69% of 1st grade students at risk in spring 2022 57% of 1st grade students at risk in spring 2023</p> <p><i>2nd grade Composite Subtest includes (ORF) Oral Reading Fluency</i> 41% of 2nd grade students at risk in spring 2023</p>
Goals	<ul style="list-style-type: none"> ▪ No more than 20% of K-1 students will be identified as “at risk” through the AIMSWeb assessment in spring 2024 ▪ 80% of K-1 students will be reading on grade-level in spring 2024. ▪ <u>Specific phonics and phonological achievement targets for students are determined by initiative leaders and the building principal</u> and used to inform interventions and instruction.

Initiative	Strengthen Culture and Climate										
Leaders	<table border="0"> <tr> <td>Mike Naylor</td> <td>Principal</td> </tr> <tr> <td>Mark Johnson</td> <td>Counselor</td> </tr> <tr> <td>Lindsay Osborne</td> <td>Psychologist</td> </tr> <tr> <td>Jayda Calhoun</td> <td>Mental Health Worker</td> </tr> <tr> <td>Amber Wildenstein</td> <td>BOCES Behavioral Specialist</td> </tr> </table>	Mike Naylor	Principal	Mark Johnson	Counselor	Lindsay Osborne	Psychologist	Jayda Calhoun	Mental Health Worker	Amber Wildenstein	BOCES Behavioral Specialist
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Narrative	<p>The first step in our social and emotional initiative during the 2023-2024 school year is to promote and create a strong culture and climate at Emily Howland Elementary School. We want a culture and climate where students, staff, and families feel welcome, safe, and engaged in their educational journey. There will be multiple steps taken throughout the school year to strengthen the culture and climate at Emily Howland Elementary School.</p> <p>A primary goal for the 2023-2024 school year is to set clear expectations to students. This will be accomplished by the initiative leaders teaching expectations the first week of school in specific areas; classroom, bathroom, playground, cafeteria, hallway, and buses. Posters with the school expectations will be visible giving student reminders and teacher opportunities to use them as a teaching tool. All grade levels will do a reminder lesson of expectations after the holiday break and again after the April spring break.</p> <p>One specific area that is going to be addressed is transportation. On the first Friday of the 2023-2024 school year all grade levels will be taught the expectations of riding on a bus. Additional staff will provide support at dismissal with the buses. The principal will meet with the transportation department on a regular basis and follow up on all bus referrals, including classroom teachers, bus drivers, the school counselor, and parents as needed.</p> <p>Behavior and Emotional Screening System (BASC-3) BESS data for grades K-5 will be used to measure social and emotional well-being of students. This data will be used to provide additional support to students who are identified at extremely elevated risks.</p> <p>This data will also be used to establish a baseline and to identify student needs for the following school year. A pacing guide was developed to support teacher implementation of the Second Step (SEL) curriculum and has been posted on our school website.</p> <p>Classroom educators will teach the Second Step SEL Curriculum for Grades K-5, and the Zones of Regulation Framework to all students with the support of our school counselor and district psychologist. The school counselor will also teach anti-bully lessons to all grade levels. The overall social and emotional learning curriculum will be streamlined to be more intentional with students and explicit in its instruction.</p>										

The behavioral philosophy and practical restorative practice strategies will be addressed at monthly faculty meetings. The BOCES behavioral specialist will work with the staff on working toward a more restorative disciplinary mindset and culture. Also, monthly behavioral training by the BOCES behavioral specialist will be provided to teaching assistants and aides.

Data

Culture and Climate Survey Data:

A winter and spring Google form survey will be given to students in grades 3-5 to complete on their own. Students in grades K-2 will be asked questions by their teacher to answer the survey questions. The Culture and Climate survey will ask students:

- Do you feel safe at school?
- Is there a trusted adult you can talk to at school?
- Do you enjoy coming to school?

Discipline Referrals

In the school year 2022-2023, Emily Howland students had a total of 214 behavior referrals, of which 111 were for aggressive behavior. This year we will closely track the number of referrals monthly, as well as, review aggressive referrals at the weekly Student Services team meeting. This team is composed of the principal, school psychologist, district mental health worker, elementary school counselor, and BOCES behavioral specialist.

Attendance Data

In the school year 2022-2023, attendance data indicated the following:

- 63 out of 369 (17.1 %) students at Emily Howland missed 18 or more days. (18 days is the number most often used to indicate chronic absenteeism by NYS)
- 110 of 369 (29.8 %) students have missed at least 14 or more days.
- 177 of 369 (47.96 %) students have missed at least 10 or more days.

BESS Data- EER-Extremely Elevated Risk, ER-Elevated Risk, NR-Normal Risk

Level	2021-2022	2022-2023	2023-2024
Fall	EER: 3% ER: 10% NR: 87%	EER: 3% ER: 10% NR: 87%	EER: 3% ER: 8% NR: 88%
Winter	EER: 2% ER: 12% NR: 86%	EER: 3% ER: 10% NR: 88%	EER: % ER: % NR: %
Spring	EER: 3% ER: 13% NR: 84%	EER: 4% ER: 12% NR: 84%	EER: % ER: % NR: %

<p>Goals</p>	<p><u>Culture and Climate Goal:</u> 100% of students will reply that they feel safe at school. 100% of students will reply that they have a trusted adult at school. 94% of students will reply that they enjoy coming to school.</p> <p><u>Behavior Discipline Referral Goal:</u> Emily Howland will have fewer than 75 aggressive behavior referrals for the 2023-2024 school year. Emily Howland will have fewer than 175 total referrals for the 2023-2024 school year.</p> <p><u>Attendance Goal:</u> Emily Howland will achieve 96% attendance rate for the 2023-2024 school year in grades PreK - 5</p> <p><u>BESS Goal:</u> Emily Howland will achieve a Normal Risk score of 90% by the spring of 2024, an Elevated Risk of 7%, and an Extremely Elevated Risk of 3%.</p>

Initiative	Project RTR - Math Coaches
Leaders	Mike Simons and Liz Tyrrell
Narrative	<p>Project RTR is an intensive Tier 1 intervention model that responds immediately to student skill deficits. Students will be assessed each week to ascertain their level of mastery with specific skills taught by the classroom teacher. The primary goal of the initiative is to ensure the mastery of foundational/priority skills and the thorough documentation of student academic performance. In 2023-24, coaches will provide direct services to students in grades K-6 in math. The project has been funded for three years through grants and trains new teachers in effective instructional practice to ensure the fidelity of progress monitoring and the MTSS process.</p> <p>The project anticipates students overcoming the impact of pandemic learning loss within a three-year timeframe. Spring 2022 assessment data from grade 3-8 state tests indicated strong growth over pre-pandemic student performance data in seven of the twelve tests administered in 2019. Training will focus on RTR protocols and include the development of assessment tools and the design of effective interventions.</p>
Data	<p>Student performance data on foundational math skills will be assessed on an ongoing weekly basis. Interventions will address deficits and students will be reassessed on a daily basis to determine if individual students are responding to the intervention. At the end of each intervention, individual student progress will be identified at a mastery, developing, or insufficient growth level.</p> <p>Student performance data will be presented by the project leader to the administrative team on a monthly basis and the Board of Education on a regular basis. Coaches will share their data with classroom teachers.</p> <p>2016 Grade 3-8 NYS Math Average Proficiency Rate 42.6% 2019 Grade 3-8 NYS Math Average Proficiency Rate 57% 2022 Grade 3-8 NYS Math Average Proficiency Rate 57.5% 2023 Grade 3-8 NYS Math Average Proficiency Rate 63.5%</p>
Goals	<ol style="list-style-type: none"> 1. Increase student performance on grade 3-8 state math assessments to exceed pre-pandemic levels. 2. Move all students to proficient levels on State exams. 3. Collect and analyze Tier 1, Tier 2, and Tier 3 identification, intervention, and reassessment data for grades 1-6.

2023-2024 SC Jr/Sr HS Initiatives & PD Plan

Initiative	Using Data to Inform Multi-Tiered Systems of Support and Curriculum
Leaders	Luke Carnicelli and Caitlin Wasielewski
Narrative	<p>The data from last year demonstrated a need to renew our focus on using data to predict student outcomes, and provide supports to students in a timely manner. This initiative would focus on using priority standards, collecting data on the priority standards, using the data to identify in class interventions related to standards, and using data to identify Tier 2 and 3 students. Teachers will adjust priority standards and curriculum maps by September 15, 2023. Teachers will collect individual student data on progress towards the power standards weekly. During monthly or bi-monthly tier 1 meetings, teachers will use the data charts to discuss student progress. Students would move through the tier 1-2-3 system as needed based on the data. Students who move up in the tier system would receive additional supports and interventions based on the data. Progress for these students would be monitored and adjusted every 2-3 weeks. The MTSS system will be used to analyze overall student progress and reported to student families every 6 weeks to ensure each student is showing growth.</p>
Data	<p>Data on how students are progressing towards the power standards will be collected and analyzed weekly by individual teachers. Data will be analyzed in grade level teams on a monthly basis.</p> <p>Academic, behavioral, and attendance data will be analyzed by the tier 2 team on a monthly basis.</p> <p>The number of students in Tier 1-2-3 will be collected and analyzed every 6 weeks (each marking period) to determine whether interventions and supports at each Tier level are meeting students needs.</p>
Goals	<ol style="list-style-type: none"> 1. Revise curriculum maps and priority standards based on 3-8 results, Regents results, and final exam results by September 15, 2023. 2. Move all students to proficiency on the power standards through weekly data collection, differentiation, and interventions as needed monitored via the MTSS data collection process. 3. Provide appropriate tier 1-2-3 supports so 80-85% of students are successful at the tier 1 level, 10-15% of students are successful at the tier 2 level, and 1-5% of students are successful at the tier 3 level.

Initiative	Character Education
Leaders	BOCES Coach
Narrative	We will implement a character education program for all students during the 2023-2024 school year. Teachers will receive monthly professional development around the ideas of creating a safe, respectful, responsible, kind, and rigorous learning environment. Students at the 6-8 grade levels will receive 2-4 lessons per month in line with the Second Step curriculum. Students at the 9-12 grade levels will receive 1-2 lessons per month in line with the Character Strong curriculum.
Data	Teachers will complete the BASC-3 BESS rating scale on each student towards the end of the first marking period, October 13, 2023. The scores will then be compared to the BASC-3 BESS teachers complete at the end of the year. Students who score in the Tier 2 or 3 range on the BASC-3 BESS will receive Tier 1 SEL instruction as well as Tier 2 or 3 interventions.
Goals	<ol style="list-style-type: none"> 1. Provide appropriate tier 1-2-3 supports so 80-85% of students are successful at the tier 1 level, 10-15% of students are successful at the tier 2 level, and 1-5% of students are successful at the tier 3 level. 2. Teachers will create a respectful, responsible, safe, kind, and rigorous learning environment as evidenced by students will contribute in a positive manner each class day and display our school values.

Initiative	Building Foundations for New Teachers
Leaders	Luke Carnicelli and Caitlin Wasielewski
Narrative	We will implement a strong New Teacher Orientation, New Teacher Academy, and Mentor program for teachers new to the district. Teachers will learn about school systems and practices during New Teacher Orientation. They will build fundamental skills at New Teacher Academy. Mentors will regularly meet with new teachers and facilitate individual learning plans. Administrators will meet monthly with mentors to provide appropriate professional development around the role of a mentor and check in on how mentees are doing. Mentees will meet on a quarterly basis with administrators, and more frequently as needed.
Data	All new teachers and mentors will create a mentor plan with goals for the year. Progress on the goals will be updated four times per year on Frontline. New teachers will be observed informally during the first six weeks of school. The information gathered from these observations will be used to create specific goals and suggestions for the year. There will be follow up informal observations during the year.
Goals	<ol style="list-style-type: none"> 1. New Teachers and mentors will create a mentor plan by September 29, 2023 with specific goals and actions steps to accomplish during the school year. Progress will be updated quarterly. 2. New Teachers will receive monthly professional development around teaching and soft skills. The focus areas will be driven by needs as determined by observations. 3. Mentors will participate in monthly professional development centered around how to successfully engage and support a new teacher. Mentors will then apply these strategies and skills during their mentee meetings.

Methods for Delivery of Professional Development

Standard Professional Development will take place:

- Superintendent Conference Days: September 5, 2023, October 20, 2023, and March 15, 2024.
- Faculty Meetings: First Tuesday of each month; a significant portion of each meeting will be devoted to professional development; approximately 10 hours/year.
- Curriculum Council meetings will focus on communication, curriculum, standards, and supporting professional growth.

Supplemental Conferences/ Workshops/ Meetings (examples):

- Conference or Professional Meeting
- Colleague shares information from conference or workshop/turn-key trainer
- Curriculum review & Tier 1 meetings with colleagues
- Elective course work

Annual Professional Development Activities

- New Teacher Orientation Training at SCCS starting on August 22, 2023 and continuing on monthly basis with Lindsay Herring, Luke Carnicelli, Caitlin Wasielewski, and Mike Naylor.
 - Safety Procedure Training – Completed by Cayuga Onondaga BOCES Office of Safety and Risk Management, Jack Mekeel, Safety Coordinator on September 5, 2023
 - Legal Training will be provided by Cayuga Onondaga BOCES Office of Labor Relations on September 5, 2023.
 - Violence Prevention and Mental Health Training on September 5, 2023
 - Right to Know Training on September 5, 2023
 - DASA & Mental Health Training on September 5, 2023
 - Sexual Harassment Prevention Training on September 5, 2023
 - Child Abuse Report Training on September 6, 2022
 - Reunification Training on October 20, 2023
- Lock Down Drill with Cayuga County Sherriff's Office- tbd
- Safety Procedures @ HS & ES- Throughout the school year

Superintendent Conference Days

- Review and update district initiatives
- Building level goal setting for current year
- Department and grade level work on goals
- District updates
- Keynote speaker
- Mini workshops on instruction, curriculum, and technology (e-gradebook, School Tool, Chromebook, iPad, interactive projection systems)
- Roles and responsibilities of special education staff in a general education classroom
- Legal review of Individualized Education Plans (IEP)
- NYS Testing Accommodations Workshop

Administrative Professional Development

- APPR Recertification Training by Cayuga Onondaga BOCES, Jessica Docteur, Deputy Superintendent

Additional Staff Developers

- Heather Snyder STEAM Coordinator – Southern Cayuga CSD Responsibilities include assisting teachers and administrators in the region with instructional technology integration to transform classroom instruction and to create new curriculum.
- Jody Burnash Staff Developer – Cayuga Onondaga BOCES Responsibilities include instructional coaching (TIPs), mentoring new teachers, and curriculum development.