

The State Education Department
Albany, NY 12234

SOUTH SENECA CENTRAL SCHOOL DISTRICT
Professional Development Plan

DISTRICT NAME: South Seneca Central School District

BEDS CODE: 560501-04-0003

SUPERINTENDENT: Janie Nusser

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Year(s) Plan is effective: 2011-2012

Composition of Professional Development Team(s)

District Team

School Team(s)

Administrators/staff_5_

Administrators/staff_____

Teachers_3_

Teachers_____

Others__Shared Decision Making Teams_3_
(specify roles below)

#Others_____

Number of school buildings in district_2 (3 schools)_

Number of school-based professional development teams__0__

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

DISTRICT SCHOOL IMPROVEMENT GOALS

1. All students in grades K-9 will make at least a year's growth in reading, with 50% making two years' growth. This will be measured by one or more of the following assessments: GATES, Fountas and Pinnell, READ 180, and state assessments.
2. Eighty percent of all students in grades 3-8 will achieve a 3 or 4 on the NY State math assessment.

3. The percent of students scoring a level 1 will decrease on the Math and ELA state assessment by five percent.
4. Teachers will increase their repertoire of technological tools and strategies to improve student achievement.
5. Ninety-five percent of each high school cohort will advance to the next grade level as measured by high school credit.
6. Teachers will increase their repertoire of tools and strategies to improve student behavior.
7. Students will transition from program to program with minimal disruption in behavioral, academic, or social-emotional growth, as measured by referrals, academic performance (passing grades, credit accrual), and post-secondary success.

PROFESSIONAL DEVELOPMENT PLANNING TEAM

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

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

They will demonstrate this by:

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

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

2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.
On an average, a teacher will be involved with professional development for 35 hours annually. This standard may be met through the following:

- Pre-service days – two offered on an annual basis
- Professional Improvement Plans – 12 hours
- Superintendent Conference Days – 12 hours
- Early Dismissal Days – 12 hours
- Staff Meetings – 10 hours
- Summer In-Service
- Conferences
- Consultant support
- Mentor program

3. Terms of Plan

The Professional Development Plan will be reviewed and renewed on an annual basis. The team will meet a minimum of three times a year beginning in October with the last meeting taking place in May.

SOUTH SENECA PROFESSIONAL DEVELOPMENT

We believe that Quality Professional Development is:

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

Professional Development supports the following key elements of professional practice:

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

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

NEEDS ASSESSMENT

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

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

SUGGESTED ACTIVITIES IN SUPPORT OF PROFESSIONAL DEVELOPMENT

(Adapted from SED Draft guidelines)

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

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

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

*Credit-bearing courses**

- Courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts, and independent professional development service providers.

- Coursework listed to improvement of instructional technique or content knowledge, which may not be in pursuit of an advanced degree.
- Coursework or other professional development activities completed to fulfill requirements for annotations to current certification.
- Coursework completed for more advanced certification and certificates in additional areas or completed in accordance with teaching assignment requirement for extension to certification.

*Superintendent approval may be necessary.

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

- Groups of teachers collaborating to examine case studies of student work and development
- Participation in regional scoring of State assessments, assessing student portfolios
- Creation and assessment of teacher portfolios
- Peer Support programs
- Action research projects (includes online research)
- Study (collegial) circles such as “Critical Friends” activities, structured guided reflection activities focused on student learning
- Participation in formal programs of peer coaching or participation in peer review
- Curriculum planning and development
- National Board certification activity (either as candidate or provider of support)
- Sabbaticals (related to content specialty or enhancement of teaching strategies)
- Participation in reviews of class performance data over time to make decisions about one’s own professional development, based on student outcomes
- Developing or collaborating on the development of new programs and instructional methods

Teacher Leadership

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

Other Educational Service

- Publishing in educational journals
- Presenting a major paper

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

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

PROFESSIONAL DEVELOPMENT RESOURCES

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

SOUTH SENECA STAFF RESOURCES

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

FINANCIAL RESOURCES

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

- C. Technology Grants/BOCES
- D. ARRA Funding

2. STATE AND LOCAL

- A. BOCES COSER Aid
- B. District Operating Aid
- C. SETRC
- D. Other grants

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

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2011-2012
<p>Implementation of a clearly defined comprehensive program in early literacy including the following components:</p> <ul style="list-style-type: none"> -Research based -Provides direct instruction -Sustainable -Builds capacity -System for accountability -Incorporates parents -Includes all students 	<p>-Focus on Writing; include use of protocols to examine student work and to inform instruction</p> <p>Continue to support ELA co-teaching grades 5-12</p>	<p>- Each grade level will have a plan for reviewing student work , this will include a timeline and a specific grade level focus</p> <p>- Strategies for student improvement will be identified</p> <p>Data will be collected and shared</p> <p>observations</p>	<p>-Pk-5 Teachers</p> <p>-Principals</p> <p>-Writing facilitators</p> <p>BOCES Literacy Leaders</p> <p>administrators</p>
<p>Develop School –based inquiry teams</p> <p>Address gaps in learning and instruction for ELA</p>	<p>-Use data analysis to inform instruction</p> <p>Focus collegial work on Literacy in the Content areas or differentiated instruction</p> <p>Continue to incorporate student work protocols into reading and writing initiatives</p> <p>-Identify and implement strategies that increase student achievement in comprehension with a pk-8 focus on students making a year's growth in reading and writing</p> <p>Support Grades 6-9 with Read 180 class targeted to struggling readers</p> <p>Support a pre-k-9 focus on increasing students' perceptions</p>	<p>GATES/Fountas and Pinnell/ Read 180Formative Assessment</p> <p>- Collegial circle results</p> <p>- MS will conduct protocols regularly in team meetings</p> <p>- GATES/Fountas and Pinnell/ Read 180 Formative Assessment</p> <p>Lexile Scores: classroom data as reported by Read 180 program</p> <p>-Survey results</p>	<p>BOCES</p> <p>Principal teachers</p> <p>-Literacy Leaders</p> <p>Principals</p> <p>BOCES</p> <p>RTI committee</p> <p>Instructional Support Teams</p> <p>Literacy Leaders</p>

	<p>of themselves as readers and writers</p> <p>Continue to use Schools Attuned for Strategies, especially for students identified as struggling by IST</p> <p>Support literacy leadership in cooperation with BOCES LL will work with BOCES to begin to access own effectiveness</p>	<p>IST documents- one student in each school attuned</p> <p>Attendance at BOCES LL</p>	<p>Administration BOCES</p> <p>Administration</p>
<p>Focus on Common Core state standards in ELA and Literacy.</p>	<p>PK-8 teachers work to align common core with district curriculum and Power Standards Review on annual basis reading and writing curriculum maps</p>	<p>A plan for staff development in literacy by LL</p> <p>Documentation of literacy leaders involvement in professional learning communities</p>	<p>Administration Teachers Literacy leaders BOCES</p> <p>Pre-K-8 Teachers</p>
<p>Align curriculum to core standards and develop formative assessments based on them</p>	<p>Analyze achievement of Power Standards for ELA pk- 12 in Year One of implementation; act on results</p>	<p>Revised curriculum documents pk-8 Power Standard Document; assessments</p>	<p>-Principals -Consultants -Dir. Spec. Programs Local Literacy leaders</p>

GOAL TWO: Eighty percent of all students in grades 3-8 will achieve a 3 or 4 on the NY State math assessment.

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2011-2012
1. Focus on Common Core state standards in math	-Begin work to align curriculum to common core -Continue to explore Integrated Algebra class implementation in grades 8 and 9	<i>-Maps</i> <i>-curriculum documents</i>	Pre-K-12 Teachers -Principal TST BOCES -Admin.
2. Essential Elements Rubrics for both Math and ELA	-Use rubrics to evaluate middle school program on an annual basis	<i>Date(s) that rubrics are reviewed</i>	Administration Teachers 6-9
3. Continue to develop effective instructional practices for teaching fractions	Facilitate collaboration of math teachers PK-10 on fractions	<i>Collegial Circle results</i>	Teachers PK-10
4. Develop School Based Inquiry Teams	Expand the data pool and enhance educators' data inquiry to continue to drive targeted instruction Analysis of Math Data, including all classroom achievement data in real time	<i>BOCES Math Leaders Reports</i>	BOCES Admin, teachers
5. Address gaps in learning and instruction for Math	- Use Differentiated Instruction Emphasize use of Schools Attuned interventions for struggling learners	<i>IST documents</i>	Principal, teachers
6. Select Local assessment	Research options	<i>Plan for purchase</i>	Principals

GOAL THREE: The percent of students scoring a level 1 will decrease on the Math and ELA state assessment by five percent.

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2011-2012
<p>1. At risk students will have equal access to the curriculum</p> <p>2. School builds its capacity to select and implement evidence based interventions</p> <p>3. The school continues to develop academic and behavioral interventions that are valid, reliable, and sensitive to short-term progress.</p> <p>4. Increase collaboration on classroom instruction between regular education and special education through co-teaching</p>	<p>School continues implementation of RTI in grades K-9.</p>	<p>RtI Plan Reduction of students classified as students with disabilities</p> <p>State and local data</p> <p>Use of universal screening assessments (i.e. Dibels, GATES, READ 180)</p> <p>Administrative observations</p>	<p>Administration Teachers, counseling staff and specialists</p> <p>Consultants BOCES</p>
<p>5. Develop in-service opportunities for paras on communication, behavior techniques, IEP, FBA, 504, autism, diverse learners</p>	<p>Use half days and release time with trainers</p>	<p>Dates, times, topics</p>	<p>-BOCES -Stacey Clark -Kathy Sinkiewicz and other staff TBA</p>

GOAL FOUR: Teachers will increase their repertoire of technological tools and strategies to improve student achievement.

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2011-2012
1. Determine needs and progress on measures.	Teachers and students will be surveyed to determine needs and progress on measures used In previous surveys.	Survey results	Technology Coordinators and Principals, Spring 2012
2.Revise curriculum based on the results in #1 above.	Curriculum document updated and teachers updated	~Curriculum document	Technology coordinators and Library Media Specialists Spring 2012.
4. Increase the amount of differentiated instruction through technology.	Technology coordinators will train staff in how to do this.	~Training dates and administrative observations and staff surveys.	Administration Teachers Coordinators Fall 2011
5. Increase the use of portable and flexible labs with a focus on aiding student learning.	Offer training for staff throughout year	Administrative observations and student surveys	~Tech Coordinators Administrators
6.Increase effective use of Promethean Boards by teachers and students (not just whiteboards)	Train teachers	Administrative observations and staff and student surveys	Tech Coordinators Administrators
7.Increase integration of digital video technologies into grades 3-8	Train staff and students	Core curriculum documents Administrative observations Staff and student surveys	Tech coordinators Administrators
8.Increase use of ToolBox Pro	Develop an implementation plan	Number of teacher calendars (goal: 100% in first year)	Tech coordinators Administrators

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

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2011-2012
1. Instruction	<p>Continued focus on reading comprehension and strategies across the curriculum</p> <p>Align curriculum maps to the Common Core Standards</p> <p>Implement Data Inquiry Teams</p>	<p>Workshops Times and Dates Read 180 Reports Lesson Plans</p> <p>Walkthroughs</p> <p>Data Collection</p>	<p>-Teachers -Administrators -Support Staff -Administrators -Consultants -Inquiry Teams</p>
2. Continue to develop a range of services for non-classified students to address poor performance	<p>-Staff training on effective intervention strategies through AIS, Schools Attuned and RTI</p> <p>-Continued support through pro-social skills and counseling services</p> <p>-Teacher/Student Connections</p> <p>-Learning Centers</p>	<p>RTI Direct IST COST AIS Team Meetings</p>	<p>-Teachers -Support Staff -Counselors -Administrators</p>
3. Increased use of educational technology	<p>Provide staff training on engaging students through use of Promethean Boards and projectors.</p> <p>Provide staff training and support on instruction in designing websites, video production and online activities and programs.</p>	<p>Workshops Dates Times</p> <p>Tool Box Pro Websites</p>	<p>Teachers Administrators</p>
4. Continue to implement ELA Co-Teaching	<p>Provide staff with using differentiated instruction through technology</p>	<p>Workshops Dates Times</p>	<p>Teachers Administrators</p>
5. Credit Recovery	<p>Provide students the opportunity to recover credits for classes failed</p>	<p>Plato Credit Recovery</p>	<p>Teachers Support Staff Administrators</p>
6. Continue to provide opportunities for students	<p>After School Opportunities</p>	<p>Dates Times</p>	<p>Teachers Support Staff</p>

to work outside of school hours	Homework Help Mobile Learning Devices AIS RTI Regents and Testing Prep	Program to be determined	Administrators
7.Ensure that every freshman student earns at least 5.5 credits in their first year of high school	Professional development for the Ninth Grade Academy on grading policies in relation to assignment completion vs learning objectives, RTI, differentiated instruction and literacy Mandatory program review for each student who fails to earn 5.5 credits in their first year of high school with an individualized plan for projected completion time of graduation.	Program Review Data	Administrators Counselors Freshman Teachers

GOAL SIX: Teachers will increase their repertoire of tools and strategies to improve student behavior.

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2011-2012
<p>1. Develop the ability in staff to teach skill streaming behavior skills to student in grade pk-12</p>	<p>Continue to use TAs in Planning Room/Alternative Classroom as school experts in Skill streaming Development</p> <p>For elementary students with more than nine referrals, identify gaps in prosocial skills</p> <p>In elementary schedule, continue to include time for teachers to implement skill streaming with students.</p> <p>In elementary school, monitor the implementation of skill streaming activities</p> <p>In middle school, incorporate skill streaming vocabulary in Second Step lessons</p> <p>Develop a MS referral form that uses skill streaming vocabulary</p>	<p>-Use of Skill streaming strategies in Behavior plans for students -Administrative observations -Staff surveys -Behavior data -HS referral forms and student</p> <p>Behavior plan</p> <p>schedule Written plans and data Gather data regarding the skills taught at various levels in order to identify gaps</p> <p>Student surveys</p> <p>Referral form</p>	<p>Teachers -Support Staff -Principal -Shared Decision-Making Team -Student Advisory Board of High School --Administrators</p> <p>Planning Room TA; Dean; school psychologist</p> <p>Principal</p> <p>teachers</p> <p>Principal</p> <p>MS teams</p>

	At high school, a student referred to IST for behavior problems will receive a behavior plan using skill streaming strategies	Behavior plan	Principal Planning Room TA School psychologist
2. Reduce student alienation.	<ul style="list-style-type: none"> - Identify types of mental health intervention -Provide training to staff in constructive confrontation skills. - Provide training to staff in mentoring skills. - Identify social skills for counseling group -Provide after-school activities Use Schools Affuned as diagnostic and integration tool -Continue to develop at-risk identification and follow-up protocol -freshman Academy 		<ul style="list-style-type: none"> -High School Staff -Community -Principal BOCES Youth Development Counselors administration
3.Implement new school board policy to address bullying and hazing	<p>Continue mentoring program in grade 9</p> <p>Train staff on board policy and their responsibilities</p>	<p>Number of students enrolled who complete the mentoring program</p> <p>Trainings</p>	<p>Counselors Administration</p> <p>Principals</p>

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

STRATEGIES	ACTIVITIES	What evidence will be used to determine success of activity	WHEN and who is responsible 2011-2012
1Elementary to Middle School Transition for both Math and ELA	<p>Establishment of a transition process for students moving from grade five to six and from 6 to 7 (curriculum, procedures, movement, grouping, etc).</p> <p>Establish written protocols for student information sharing</p> <p>Explore the possibility of an intramural program for 5th through 8th graders</p>	Behavioral Stats Curriculum maps January to January planning document that includes classroom procedures, grading procedures, differences in schedules/building movement, other important differences	<p>Elementary principal (5-6 transition)</p> <p>Middle School principal (grades 6-7)</p>
2. Refine transition from Middle School to High School			-Middle School Principal High School Principal
3.Review IEP Development with focus on post-secondary transition	Special Ed teachers and counselors will meet state transition guidelines/mandates.	-verification documents - 100% completed profiles	-Lead-Director of Special programs Support- High School Principal
4. Continue District Consolidation of Student Services Team	meetings held quarterly with agenda	-Minutes and action plans from meetings	-Lead- elementary principal Support-middle school principal