Avoca Central School District
Professional Development Plan
2023-2024

BEDS Code: 570201040000

Avoca Central School District Professional Development Team

Superintendent: Stephen Saxton

Elementary Building Administrator: Deanna Wilkinson

Middle High School Building Administrator: Scott Carroll

Business Administrator: Matthew Pfleegor

Curriculum Coordinator: Beth Powell

Elementary Classroom Teachers: Amy Stewart, Megan Aini, Christina Quinlan

Middle School Classroom Teachers: Elizabeth Rodbourn (parent)

High School Classroom Teachers: Jamie Bonham, Hilarie Sutherland

Special Education Teacher: Elizabeth Wood

Approved by the Board of Education 8/22/23

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Avoca Central School Mission Statement

The purpose of the Avoca CSD is to provide a safe, nurturing, and welcoming environment that challenges students with an exceptional education. We will prepare students to be life-long critical, independent thinkers in the career, college or military experience of their choosing.

Priority Areas

Well-Rounded Students
Avoca CSD will develop and provide a variety of programming based on different interests while focusing on life planning for post graduate success

Connections and Collaboration
Avoca CSD will focus on the development of connections and collaborative relationships between students, staff, families and the community.

Planning and Operations
Avoca CSD departments will regularly create, maintain, and share a list of short, mid, and long-term goals and concerns for their department.

Inclusivity
Avoca CSD will consider programming to meet the needs of all students from all backgrounds and utilize inclusivity as a lens in the planning process.

Professional Development Philosophy

Professional development at Avoca Central School is a vital component of our commitment to providing quality education for all students. We are committed to high-quality, research-based professional development that provides ongoing opportunities for growth for teachers and staff, that enables us to achieve shared district goals and initiatives. Learning opportunities are grounded in the district's mission, and are implemented in ways that support and promote continuity and sustainability in instructional practice, collaboration, and self-reflection.

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. *Design*: Professional Development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. *Content Knowledge and Quality Teaching*: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. *Research-based*: Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

4. *Collaboration*: Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.

5. *Diverse Learning*: Professional Development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

6. *Student Learning Environments*: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. *Parent, Family, and Community Engagement*: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.

8. *Data-Driven Professional Practice*: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. *Technology*: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

10. *Evaluation*: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Integration of Professional Development

Professional development is centered around building meaningful and authentic connections between curriculum, instruction, and assessment, and strengthening social-emotional development across grade levels. All teachers (including teaching assistants and long-term substitutes) are provided professional development opportunities designed to address students' needs and enhance instructional practice to support student achievement toward proficiency in NYS learning standards. Multiple sources of data are utilized to identify areas of strength and areas of need on an ongoing basis, including, but not limited to:

- School report cards
- iReady Benchmark Assessments for Reading and Math
- Fountas and Pinnell Benchmark Assessment System (K-5)
- Leveled Literacy Intervention Assessments (RtI)
- Summative assessments
- Formative assessments
- Grade 3-8 NYS ELA and Math assessments
- NYS Regents exams
- Student surveys
- Staff surveys
- Feedback from members of the PD Committee
- Formal and informal teacher observations

During the 2023-2024 school year, five days are designated as Superintendent Conference Days. In addition, one day is scheduled as an Early Release Day. Therefore, instructional staff have an opportunity to potentially participate in approximately 30 professional development hours per year within the district. This will allow teachers holding a professional certificate to complete 100 hours of CTLE credit every five years, as required by NYSED. A variety of additional professional development opportunities are also offered through our regional BOCES and in our surrounding area.

Staff members who work with students with disabilities have opportunities to deepen their understanding of students' unique needs and development through local BOCES trainings, as well as professional development offered in the region.

At the conclusion of each Conference Day, all staff will have an opportunity to share their feedback related to the activities they participated in. This feedback will be used to guide future planning to ensure subsequent collaboration and PD opportunities meet the needs of staff in a meaningful and timely manner.

Professional Development Goals

1. To build robust instructional practices that promote an understanding of literacy behaviors and ensure instructional consistency across grade levels.

2. To create a culture in which all students are able to develop leadership skills.

3. To deepen understanding and capacity around students social- emotional needs and mental health

Action Plans

(Please see Appendix A for a list of all anticipated workshop topics, trainings, and consultants to be utilized by the district.)

Goal 1: To build a robust instructional program that promotes an understanding of literacy behaviors and ensures instructional consistency across grade levels.

OBJECTIVE:	
To identify and close literacy and math learning gaps through the use of the iReady Reading and iReady Math diagnostic and instructional tools with fidelity across grade levels K-8.	
ESSENTIAL QUESTION:	
Is ELA/literacy and Mathematical instruction across grade levels meeting the needs of our student population?	
ACTIVITIES AND STRATEGIES:	
Cohesive use of elements of the literacy program during the ELA block and components of iReady Math by all teachers kindergarten through eighth grade.	

Timeline	Learning Opportunity and Learning Partners	Evidence of Implementation	Measure of Progress/ Person Responsible	Opportunity for Continuous Collaboration and Reflection
October 2023-June 2024	**F&P Classroom: Identifying gaps and using data to inform individualized instruction** **Teachers K-8** **Facilitator: Principals**	-Identify gaps using data including BAS, summative and formative assessments, RTI -Inform instructional practices based upon the data -Implementing individual student conferencing	-Walkthroughs -admin. -Formal/informal Observations - admin. -Analysis of BAS and iReady Benchmark data (3x/year) - K-8 teachers, admin. -Formative and summative classroom assessments - K-8 teachers	-Bi-Weekly collaboration/ data meetings and shared meeting notes
October 2023-June 2024	**Units of Study Writing:Identifying gaps and using data to inform individualized instruction** **Teachers K-5** **Facilitator: Principals**	-Identify gaps using data including summative and formative assessments, RTI, writing observations -Inform instructional practices based upon the data -Implementing individual student conferencing	-Walkthroughs -admin. -Formal/informal Observations - admin. -Analysis of BAS and iReady Benchmark data (3x/year) - K-5 teachers, admin. -Formative and summative classroom assessments - K-5 teachers	-Bi-Weekly collaboration/ data meetings and shared meeting notes
September 2023-June 2024	**iReady Reading & iReady Math: Identifying gaps and using data to inform individualized instruction**	-Identify gaps using data including summative and formative assessments, RTI, -Inform instructional practices based upon the data -Implementing individual student conferencing -Use of Common Formative Assessments	-Walkthroughs -admin. -Formal/informal Observations - admin. -iReady Benchmark data (3x/year) - K-8 teachers, admin. -Formative and summative classroom assessments - K-8 teachers	-Bi-Weekly collaboration/ data meetings and shared meeting notes

Goal 2: To create a culture in which all students are able to develop leadership skills.

<table>
<tr><td>OBJECTIVE:

To establish a range of opportunities for students to develop and demonstrate leadership skills through the Leader in Me programmatic framework.</td></tr>
<tr><td>ESSENTIAL QUESTION:

How do we present our students with opportunities to develop confidence in themselves that will allow them to make meaningful contributions throughout their lives?</td></tr>
<tr><td>ACTIVITIES AND STRATEGIES:

Refamiliarize staff with the Seven Habits of Highly Effective People, continue to develop a common language throughout the school, and facilitate collaboration between the Elementary and High School lead teams.</td></tr>
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Timeline	Learning Opportunity and Learning Partners	Evidence of Implementation	Measure of Progress/ Person Responsible	Opportunity for Continuous Collaboration and Reflection
September 2023-June 2024	**Building-wide Leader in Me activities** All district staff **Facilitator:** Admin, Leader in Me Trainer, Student Leadership Team	-Student involvement in Lead Team -Peer tutoring -Student-led morning announcements -Common language used among staff, Students -Staff buy in -Student involvement in LEAD team -Common language used among staff and students -WIGs implementation	-Student surveys (MRA grade 4+) -Teacher surveys -Parent surveys	-Monthly Lighthouse Team meetings -PAC Meetings - Student Lighthouse Meetings

Goal 3:   To deepen understanding and capacity around students social- emotional needs

and mental health

OBJECTIVE:
To engage staff in professional learning to strengthen knowledge and expertise in order to meet the academic, social, emotional, and behavioral needs of all students.

ESSENTIAL QUESTION:
Are the structures and supports we have in place adequately meeting the social-emotional needs of our students?

ACTIVITIES AND STRATEGIES:
To engage in professional learning to develop skills for cultivating supportive learning environments and promoting SEL for students

Timeline	Learning Opportunity and Learning Partners	Evidence of Implementation	Measure of Progress/ Person Responsible	Opportunity for Continuous Collaboration and Reflection
July – August 2023	**GST BOCES SIP Offerings** All District Staff **Facilitator:** GST BOCES	–Teacher feedback and implementation	–Attendees	–Time to reflect and collaborate with other staff members –Staff Conference Days
September 2023-June 2024	**Professional Learning to Strengthen Staff Expertise** All district staff **Facilitator:** Admin, Lighthouse Team Members	–Opportunities for Staff to reflect on and develop their own social, emotional, and cultural competencies –SEL Rubric –Connectedness survey	–Staff: building Relationship with students	–Time to reflect and collaborate with other staff members –Staff Conference Days
September 2023-June 2024	**Staff Collaboration** All district staff **Facilitator:** Admin, Lighthouse Team Members	–Opportunities for Staff to reflect on and develop their own social, emotional, and cultural competencies –SEL Rubric	–Staff: building Relationship with students	–Time to reflect and collaborate with other staff members –Staff Conference Days
September 2023-June 2024	**Staff Modeling of SEL and Leader in Me** All district staff **Facilitator:** Admin, Lighthouse Team Members	–Opportunities for Staff to reflect on and develop their own social, emotional, and cultural competencies –SEL Rubric	–Staff: modeling SEL and Leader in Me	–Time to reflect and collaborate with other staff members –Staff Conference Days
September 2023-June 2024	**Supportive Classroom Environments** All district staff **Facilitator:** Admin, Lighthouse Team	–Opportunities for Staff to reflect on and develop their own social, emotional, and cultural competencies –SEL Rubric	–Staff:creating supportive classroom environments	–Time to reflect and collaborate with other staff members –Staff Conference Days

	Members			
September 2023–June 2024	**Explicit SEL Instruction** All district staff **Facilitator:** School Counselor and psychologist, admin	–Opportunities for Staff to reflect on and develop their own social, emotional, and cultural competencies –SEL Rubric	–Staff: teaching explicit SEL instruction to students during the instructional day	–Time to reflect and collaborate with other staff members –Staff Conference Days

Provisions for Mentoring Program

The Avoca Central School District's Mentoring Program is defined by the Board of Education policy, as outlined below:

First year teachers must participate in a mentoring program as a component of the School District's Professional Development Plan. The purpose of the mentoring program is to increase the retention of new teachers and improve their ability to assist students in attaining State learning standards. The mentor's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement. (Policy 6160; Adopted 9/15/15)

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

Procedure for selecting Mentors	*A committee made up of three teachers, appointed by the association, and two administrators will select and match the mentor with the teacher.*
	
	When selecting the mentor teachers, the committee will ensure that each mentor has:
	  ● *Volunteered to be a mentor*
	  ● *Tenure in the district*
	  ● *An awareness of the subject matter/curriculum*
	  ● *Knowledge of instructional/learning theory*
	  ● *Demonstrated transfer of theory into practice*
	  ● *Effective interpersonal communication skills*
	  ● *An understanding of the concept and value of continuous professional development*
	  ● *An understanding of the importance of confidentiality.*
	
	Wherever possible the Teacher Mentoring Committee shall match the mentor and the new teacher in each of the following areas:
	  ● *Tenure*
	  ● *Certification*

Role of the Mentors	*Teacher mentors support and advise new teachers with the intention of building skills that directly affect students' performance and maintain retention of quality new teachers.*
Preparation of Mentors	*It shall be the responsibility of the Teacher Mentor Committee to assign a mentor to assist those teachers with less than three years' experience. Once assigned the mentor, the mentor coordinator and the committee will provide each new mentor with training. The mentor will then meet with the new teacher to develop a mentoring program which is consistent with the guidelines set forth in the program guide.*

Types of Mentoring Activities	*Monthly Meetings*
	(possible topics to discuss)
	  – *Curriculum*
	  – *Unit and Lesson Planning*
	  – *Instructional Techniques*
	  – *Management Strategies*
	  – *Teacher Responsibilities and Timelines*
	  – *Parent/Teacher Conferencing*
	Informal Observations (by both mentor and mentee)

Time Allotted for Mentoring	*The mentor and the mentoring coordinator will plan for release time when the mentor may observe the teacher and assist in classroom/curriculum planning. This shall not conflict with the mentor's lunch and prep periods.*

Provisions for School Violence Prevention and Intervention Training

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

Upon request or determination of necessity, Avoca Central School District will provide refreshers on school violence prevention and intervention.

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

Provisions for Teachers Certified in Bilingual and English Language Learners (ELL) Education

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.

Avoca Central School District teachers will utilize the expertise and training provided by the Regional Bilingual Education-Resource Network to fulfill these requirements.

Avoca Central School meets the qualifications for exemption from the professional development requirements in language acquisition for ELLs based on our student population*. The District will apply for the professional development ELL waiver, which exempts faculty and staff from professional development requirements in language acquisition for ELLs for the 2020-2021 school year.

*There are fewer than 30 English language learners enrolled or English learners make up less than five percent of the Avoca Central School District's total student population as of such date as established by the Commissioner.

Appendix A

Below is a list of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2023-2024 school year which will be available across the Avoca Central School District where CTLE credit will be awarded.

Topic / Training / Consultant	Offered By/Provider
Curriculum, Instruction and Assessment	
Marzano's 9 Essential Strategies	SIP
Empowering Students to Ask Questions	SIP
Brain Based Strategies for Your Classroom	SIP
MTSS: An Introduction to Multi-Tiered Systems of Supports	SIP
Formative Assessment Close-Up	SIP
Fostering Civic Mindedness in Young Students	SIP
Teaching Literacy in the Digital Age	SIP
Evidence-Based Practices for Teaching Vocabulary	SIP
The Writing Rope: Bood Study	SIP
Book Study: Teaching Students to Decode the World	SIP
Science of Reading Collaborative Learning Community	SIP
Secondary ELA Collaborative Learning Community	SIP
Equity Based Math Teaching Practices	SIP
Elementary Math Collaborative Learning Community	SIP
Secondary Math Collaborative Learning Community	SIP
Living Environment Collaborative Learning Community	SIP
NYS Grade 5 Elementary Required Investigations Overview	SIP
NYS Grade 8 Elementary Required Investigations Overview	SIP

STEM: Third Grade FOSS Science Structures of Life	SIP
STEM: Third Grade FOSS Science Water and Climate	SIP
STEM: Third Grade FOSS Science Motion and Matter	SIP
STEM: Fourth Grade FOSS Science Energy	SIP
STEM: Fourth Grade FOSS Science Environments	SIP
STEM: Fourth Grade FOSS Science Soil, Rocks, and Landforms	SIP
STEM: Fifth Grade FOSS Science Mixtures and Solutions	SIP
STEM: Fifth Grade FOSS Science Earth and Sun	SIP
STEM: Fifth Grade FOSS Science Living Systems	SIP
Data-Informed Discussions	
A Call to Action: Be Data Wise	SIP
Chronic Absenteeism: Causes, Effects, and Promising Evidence-Based Solutions	SIP
Equity	
Regional Equity Network for Educators	SIP
Regional DEIB Leaders Network	SIP
LGBTQ+ Etiquette and Common Bloopers	SIP
Good Talk: The Art of Having Useful Conversations	SIP
SEL Collaborative Learning Community	SIP
Belonging	SIP
Fill Your Backpack and Climb High!	SIP
Transforming a Culture of Learning	SIP
Creating Classroom Norms	SIP

Integrating the NYS Social Emotional Learning Goals into the Content Area Curriculum	SIP
Building Sheroes	SIP
SEL in the General Education Classroom: Incorporating SEL, Music & Movement Through Children's Literature	SIP
Interactive Formative Assessments and SEL	SIP
Mentoring for IMPACT	SIP
New Teacher Academy	SIP
Taking a Deep Dive into the NYS Teaching Standards	SIP
Student Support and School Counselor Trainings	
School Counselors Summit	SIP
Diverse Learners and Behavioral Supports	
IEP Progress Monitoring	SIP
Accelerating Learning for Students with Disabilities	SIP
Using the RTI Approach to Classification	SIP
Boos Study: What Happened to You?	SIP
Dealing with Problematic Behaviors	SIP
Creating an Action Plan to Boost ELL Family Engagement	SIP
Administrative Support and Leadership Trainings	
Initial Certification for Evaluation/Observation of Teachers	SIP
Recertification for the Observation/Evaluation of Principals	SIP
Recertification for the Observation/Evaluation of Teachers	SIP
GST BOCES Regional Elementary Principals' Council	SIP
GST BOCES Regional Middle & High School Principals' Council	SIP