

**Avoca Central School District
Professional Development Plan
2024-2025**



BEDS Code: 570201040000

Avoca Central School District Professional Development Team

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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 2024-2025 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, emphasize writing instruction, and ensure instructional consistency across grade levels.**
- 2. To establish a comprehensive behavior support and intervention framework that fosters a positive school climate, promotes social-emotional well-being, and ensures the academic success of all students.**

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 develop robust instructional practices that promote an understanding of the Science of Reading in literacy, emphasize writing instruction, and ensure consistency across grade levels.

OBJECTIVE:				
Develop and implement instructional practices that enhance understanding of the Science of Reading in literacy, prioritize writing instruction, and maintain consistency across all grade levels.				
ESSENTIAL QUESTION:				
How can we develop and implement instructional practices that enhance understanding of the Science of Reading, prioritize writing instruction, and ensure consistency across all grade levels?				
ACTIVITIES AND STRATEGIES:				
To foster cohesion, teachers from kindergarten to fifth grade integrate elements of the literacy program and writing skills during the ELA block, maintaining a consistent emphasis on literacy instruction and writing across all content areas from grades 6 to 12. The implementation focuses on explicit instruction covering the six components of the Science of Reading—phonological awareness, phonics, vocabulary, fluency, comprehension, and oral language—while also addressing structured writing skills.				
Timeline	Learning Opportunity and Learning Partners	Evidence of Implementation	Measure of Progress/ Person Responsible	Opportunity for Continuous Collaboration and Reflection
June 2024-August 2024	Science of Reading Microcredential: SUNY New Paltz Program Teachers K-12 Facilitator: SUNY New Paltz,	-Teacher feedback and implementation	-Attendees, Certification for CTLE	-Time to reflect and collaborate with other staff members -Staff Conference Days -Monthly Grade-Level PLC Meetings (Elementary) -Monthly Department Meetings (Secondary) -Quarterly check-in meetings
July 2024-June 2025	Regional SIP Catalog Offerings based on the Science of Reading Teachers K-12 Facilitator: GST BOCES SIP Offerings	-Teacher feedback and implementation	-Attendees	-Time to reflect and collaborate with other staff members -Staff Conference Days -Monthly Grade-Level PLC Meetings (Elementary) -Monthly Department Meetings (Secondary) -Quarterly check-in meetings

<p>September 2024-October 2024</p>	<p>Literacy Committee Teachers K-5: ELA/Social Studies Teachers: 6-12: Core Academic Class Content Facilitator: Principals/ Administrators</p>	<p>-Literacy Committee consists of diverse educational stakeholders -Create data organizer based on SoR research/Utilize NYSED Literary Review Guide</p>	<p>-Diverse Committee selected -Organizer created for each grade level based on SoR Components (NYSED Review Guide)</p>	<p>-Time to reflect and collaborate with other staff members -Staff Conference Days -Monthly Grade-Level PLC Meetings (Elementary) -Monthly Department Meetings (Secondary) -Quarterly check-in meetings</p>
<p>October 2024-February 2025</p>	<p>ELA Curriculum Audit All district staff Facilitators: Principals/ Administration/ Literacy Committee</p>	<p>-Identify curriculum gaps for each grade level using the Science of Reading Components: Phonological Awareness, Phonics, Comprehension, Fluency, Vocabulary, and Oral Language -Identify current writing instruction and resources used at each grade level -Inform instructional practices based upon the data</p>	<p>-Curriculum review through monthly meetings -Data collection of ELA and writing resources -Walkthroughs - admin. -Formal/informal Observations - admin. -Analysis of BAS and iReady Benchmark data (3x/year) - K-8 teachers, admin. -Formative and summative classroom assessments</p>	<p>-Time to reflect and collaborate with other staff members -Staff Conference Days -Monthly Grade-Level PLC Meetings (Elementary) -Monthly Department Meetings (Secondary) -Quarterly check-in meetings</p>
<p>March 2025-May 2025</p>	<p>Identification and Implementation Plan- Science of Reading All district staff Facilitators: Principals/ Administration/ Literacy Committee</p>	<p>-Identify gaps using data from the curriculum audit -Continued priority standards sessions (K-5) -Update scope and sequence by adding resources to supplement identified areas of need -Inform instructional practices based upon the data -Use of Common Formative Assessments and data collected</p>	<p>-Curriculum review through monthly meetings -Updated documents: ELA priority standards/scope and sequence -Walkthroughs - admin. -Formal/informal Observations - admin. -iReady Benchmark data (3x/year) - K-8 teachers, admin. -Formative and summative classroom assessments</p>	<p>-Time to reflect and collaborate with other staff members -Staff Conference Days -Monthly Grade-Level PLC Meetings (Elementary) -Monthly Department Meetings (Secondary) -Quarterly check-in meetings</p>
<p>June 2025</p>	<p>Final Review, Adjustments, and Planning for Next School Year All district staff Facilitators: Principals/ Administration/ Literacy Committee</p>	<p>-Analyze data collected throughout the year: Curriculum review document, assessment data, resources to supplement areas of need -Compare with NYSED Guidelines</p>	<p>-iReady Benchmark data (3x/year) - K-8 teachers, admin. -Formative and summative classroom assessments -Committee review: adjustments and plans for following school year</p>	<p>-Monthly Grade-Level PLC Meetings (Elementary) -Monthly Department Meetings (Secondary) -Quarterly check-in meetings</p>

Goal 2: To establish a comprehensive behavior support and intervention framework that fosters a positive school climate, promotes social-emotional well-being, and ensures the academic success of all students.

OBJECTIVE:				
To develop and implement evidence-based behavior support and intervention strategies that address the diverse needs of students, promote positive behavior, and provide targeted support for students who require additional assistance.				
ESSENTIAL QUESTION:				
How can we create a supportive and inclusive learning environment that addresses the behavioral and social-emotional needs of all students, ensuring their success both academically and personally?				
ACTIVITIES AND STRATEGIES:				
Activities and strategies include ongoing professional development, training in behavior support techniques, collecting and analyzing data reflecting student behavior, and surveying staff for feedback.				
Timeline	Learning Opportunity and Learning Partners	Evidence of Implementation	Measure of Progress/ Person Responsible	Opportunity for Continuous Collaboration and Reflection
July 2024- August 2025	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
(Summer 2024)	Staff Survey: Perspective on Tier I Behavior Support All district staff Facilitator: Administration	-Opportunity for Staff to provide input and perspective of student behavior support	-Staff participation and receipt of completed surveys	-Review survey responses, collect and analyze data
September 2024-January 2025	Professional Learning to Strengthen Staff Expertise: Behavior Support Techniques All district staff Facilitator: Administration	-Utilize staff survey data, Therapeutic Crisis Intervention, and Evidence-based practices to develop professional learning opportunities for all ACSD staff	-Staff participation in professional learning: Building -Positive relationships with students	-Time to reflect and collaborate with other staff members -Staff Conference Days
October 2024-January 2025	Data Collection and Observation All district staff Facilitator: Administration	-Record monthly data for behavior reports, attendance trends, suspensions, behavior referrals -Monitor staff implementation of	-Analyze and compare data trends -Walkthroughs-admin -Formal/informal Observations - admin.	-Time to reflect and collaborate with other staff members -Staff Conference Days

		Behavior Support Training		
May 2025-June 2025	<p>Review, Adjustments, Planning for Next School Year</p> <p>Facilitator: Administration</p>	<ul style="list-style-type: none"> -Survey staff -Administrative data review meetings 	<ul style="list-style-type: none"> -Review and analyze data collection from reports, walkthroughs, observations -Review survey results and suggestions 	<ul style="list-style-type: none"> -Share out survey results, utilize in staff and administration planning for following school year

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:

<p>Procedure for selecting Mentors</p>	<p><i>A committee made up of three teachers, appointed by the association, and two administrators will select and match the mentor with the teacher.</i></p> <p><i>When selecting the mentor teachers, the committee will ensure that each mentor has:</i></p> <ul style="list-style-type: none"> ● <i>Volunteered to be a mentor</i> ● <i>Tenure in the district</i> ● <i>An awareness of the subject matter/curriculum</i> ● <i>Knowledge of instructional/learning theory</i> ● <i>Demonstrated transfer of theory into practice</i> ● <i>Effective interpersonal communication skills</i> ● <i>An understanding of the concept and value of continuous professional development</i> ● <i>An understanding of the importance of confidentiality.</i> <p><i>Wherever possible the Teacher Mentoring Committee shall match the mentor and the new teacher in each of the following areas:</i></p> <ul style="list-style-type: none"> ● <i>Tenure</i> ● <i>Certification</i>
<p>Role of the Mentors</p>	<p><i>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.</i></p>
<p>Preparation of Mentors</p>	<p><i>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.</i></p>
<p>Types of Mentoring Activities</p>	<p><i>Monthly Meetings (possible topics to discuss)</i></p> <ul style="list-style-type: none"> - <i>Curriculum</i> - <i>Unit and Lesson Planning</i> - <i>Instructional Techniques</i> - <i>Management Strategies</i> - <i>Teacher Responsibilities and Timelines</i> - <i>Parent/Teacher Conferencing</i> <p><i>Informal Observations (by both mentor and mentee)</i></p>
<p>Time Allotted for Mentoring</p>	<p><i>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.</i></p>

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 2024-2025 school year which will be available across the Avoca Central School District where CTLE credit will be awarded.

Topic / Training / Consultant	Offered By/Provider
Content Area Curriculum and Instructional Design	
Teacher Center	GST BOCES
The Science of Reading Fundamentals Microcredential	SUNY New Paltz
Exploring Literacy Brief 5: Collaborative and Culminating Projects, Performances, and Celebrations in Elementary Grades	SIP
Exploring Literacy Brief 6: Collaborative and Culminating Projects, Performances, and Celebrations in Secondary Grades	SIP
Exploring Literacy Brief 6: Text-Based Discussion and Writing Opportunities at the Secondary Level	SIP
Structured Literacy Interventions	SIP
Fostering Young Voices: Navigating NYS Next Gen Writing Anchor Standard 1, Grades PK-6	SIP
Elevating Student Voices: Navigating NYS Next Gen Writing Anchor Standard 1, Grades 7-12	SIP
Supporting Student Ability to Identify Key Ideas and Details in ELA	SIP
Fostering Oral Language Development in the Elementary Classroom	SIP
Speech to Print: Supporting Literacy Development	SIP
Words of Wisdom: Elevating Literacy Through Tiered Vocabulary	SIP
Read with Sora	SIP
Sora Literacy Tools	SIP
Elementary Math Collaborative Learning Community	SIP
Secondary Math Collaborative Learning Community	SIP

<i>Building Literacy in Social StudiesL Strategies for Improving Comprehension and Critical Thinking (Book Study)</i>	SIP
Integrating Literacy: Writing in ELA and Social Studies Grades 7-12 (NYSED Science of Reading Brief 3)	SIP
Seal of Civic Readiness Work Session	SIP
STEM: Unraveling NYSED Course Maps for High School Science Teachers	SIP
NYS Elementary-Level Science Required Investigations Overview	SIP
NYS Intermediate-Level Science Required Investigations Overview	SIP
NYS Regents Earth and Space Sciences Required Investigations Overview	SIP
NYS Regents Life Science: Biology Required Investigations Overview	SIP
Data-Informed Decision-Making	
Chronic Absenteeism: Attendance Teams and Tier I Strategies	SIP
Chronic Absenteeism: Attendance Teams and Tier II & Tier III Strategies	SIP
Data Driven Compass: Tailoring Interventions Based on Data	SIP
Equity/SEL/Mental Health	
Trauma Responsive Informed Care Workshops	SIP
Interactive Formative Assessments and SEL	SIP
Building Bridges: Behavior Support CLC PK-2	SIP
Building Bridges: Behavior Support CLC 3-6	SIP
Building Bridges: Behavior Support CLC Secondary Grades	SIP
The Invisible Teacher	SIP
The Power of Play	SIP
SEL- One Breath at a Time	SIP
Grading for Equity, by Joe Feldman Book Study	SIP

Introduction to the NY Culturally Responsive-Sustaining Education Framework: Teacher Leaders & School Counselors Session	SIP
Book Study: <i>Miseducated</i>	SIP
Embrace, Connect, Thrive (SEL CLC)	SIP
Student Support and School Counselor Trainings	
School Counselors Summit	SIP
Special Education	
Optimizing Learning Environments: Academic Interventions in MTSS	SIP
Specially Designed Core Instruction in the Consultant Teacher Model	SIP
Strategic IEPs: 7 Steps to Crafting Standards-Based IEPs with Impact	SIP
Administrative Support and Leadership Trainings	
Curriculum, Instruction, Assessment Advisory Council (CIA)	SIP
Regional Instructional Leaders (RIL)	SIP
Recertification for the Observation/Evaluation of Principals	SIP
Recertification for the Observation/Evaluation of Teachers	SIP
GST BOCES Regional Elementary Principal Meetings	SIP
GST BOCES Regional Middle & High School Principal Meetings	SIP
Therapeutic Crisis Intervention for Schools: Train the Trainers-5 Day Workshop	Community Schools