

**Avoca Central School District
Professional Development Plan
2021-2022**



BEDS Code: 570201040000

Avoca Central School District Professional Development Team

Superintendent: Stephen Saxton

Elementary Building Administrator: Stephanie Helgeland

Middle High School Building Administrator: Steven Denaker

Business Administrator: Matthew Pfleegor

Curriculum Coordinator: Myia Smith

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Middle School Classroom Teachers: Elizabeth Rodbourn (parent)

High School Classroom Teachers: Jamie Bonham, Hilarie Sutherland

Special Education Teacher: Elizabeth Wood

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Avoca Central School Mission Statement

The mission of Avoca Central School is to develop every child as a respectful, responsible person who is motivated and prepared academically, as well as socially, emotionally, and physically, to meet life's challenges. We will accomplish this mission by providing a coordinated curriculum implemented by a creative, collaborative staff in a supportive environment.

District Goals

Student Achievement:

The Avoca Central School District is committed to educating the whole child by utilizing a data-driven approach to support and enhance excellence through its curriculum, instruction and programs. The District is committed to providing all students access to high quality leadership, teachers, staff, and personalized learning experiences and opportunities that motivate each student to reach his or her fullest potential and graduate college and career ready.

Culture & Climate:

The Avoca Central School District is committed to cultivating a safe and positive learning environment that fosters the development of socially responsible and ethical citizens who are engaged in learning that promotes curiosity, inquiry, understanding, dignity and respect for the diversity of all individuals and cultures to prepare students to live and excel in a 21st century global society.

Technology:

The Avoca Central School District is committed to the development of technologically advanced school that provides both students and staff with innovative technology that enhances curriculum and instructional practice, promotes real-world application, and engages students to become proficient in technical literacy and skills essential for entering the global workforce.

Community Engagement:

The Avoca Central School District is committed to recognizing the importance of community to the educational process and to cultivating positive relationships that support high levels of collaboration and two-way communication, providing opportunities for parents and community members to actively engage in the education and development of our students.

Human Resources:

The Avoca Central School District is committed to recruiting, developing, and retaining highly qualified teachers, administrators and staff, to promoting positive employee - employer relations that foster a safe, welcoming and respectful workplace, and to providing professional development focused on student achievement.

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 enable 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 2021-2022 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 participate in a minimum of 35 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 and Early Release Day, all staff will have an opportunity to complete a survey to share their feedback related to the activities they participated in.

A Professional Development Committee will meet within approximately two weeks after each Conference Day or Early Release Day to discuss feedback received from staff on the most recent professional development provided. 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 a literacy program that promotes an understanding of literacy behaviors and ensures instructional consistency across grade levels.
2. To create a culture in which all students are able to develop leadership skills.
3. To continue to enhance instructional staff members' abilities to use online resources to provide high-quality and meaningful instruction to create students who are college and career ready
4. 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 literacy program that promotes an understanding of literacy behaviors and ensures instructional consistency across grade levels.

| OBJECTIVE: | | | | |
|---|--|--|--|--|
| To identify and close literacy learning gaps caused by students' extended leave from in-person instruction by implementing the Fountas and Pinnell Classroom and Units of Study writing program with fidelity across elementary grade levels. | | | | |
| ESSENTIAL QUESTION: | | | | |
| Is ELA/literacy 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 by all teachers kindergarten through fifth grade. | | | | |
| Timeline | Learning Opportunity and Learning Partners | Evidence of Implementation | Measure of Progress/ Person Responsible | Opportunity for Continuous Collaboration and Reflection |
| August 2021 | F&P Classroom: Identifying and closing gaps using data Teachers K-5 Facilitator: Laurie Baker (Consultant) | -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-5 teachers, admin. -Formative and summative classroom assessments - K-5 teachers | -Weekly collaboration/ data meetings and shared meeting notes |
| August 2021 | Units of Study Writing: Identifying and closing gaps using data Teachers K-5 Facilitator: Kristin Beers (consultant) | -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 | -Weekly collaboration/ data meetings and shared meeting notes |
| September 2021-June 2022 | F&P Classroom: Analyzing data to inform instructional practices | -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 | -Weekly collaboration/ data meetings and shared meeting notes |

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| September 2021-June 2022 | Units of Study Writing: Analyzing data to inform instructional practices | -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 | -Weekly collaboration/ data meetings and shared meeting notes |
| September 2022 | F&P Classroom: Full implementation Teachers K-5 | Use of all components of F&P Classroom w/ fidelity K-5 | -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 | -Weekly collaboration/ data meetings and shared meeting notes |

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

| OBJECTIVE: To establish a range of opportunities for students to develop and demonstrate leadership skills through the Leader in Me programmatic framework. | | | | |
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| 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? | | | | |
| ACTIVITIES AND STRATEGIES: Refamiliarize staff with the <i>Seven Habits of Highly Effective People</i> , continue to develop a common language throughout the school, and facilitate collaboration between the Elementary and High School lead teams. | | | | |
| Timeline | Learning Opportunity and Learning Partners | Evidence of Implementation | Measure of Progress/ Person Responsible | Opportunity for Continuous Collaboration and Reflection |
| September 2021-June 2022 | Building-wide Leader in Me activities All district staff Facilitator: Admin, Leader in Me Trainer, Lighthouse Team Members | -Student involvement in Lead Team -Peer tutoring after school -Student-led morning announcements -Common language used among staff, Students | -Student surveys (MRA grade 4+) -Teacher surveys -Parent surveys | -Monthly Lighthouse Team meetings -PAC Meetings -Biweekly student meetings |

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| September 2021-June 2022 | <p>Building wide Leader in Me Activities</p> <p>All district staff</p> <p>Facilitator: Admin, Leader in Me Trainer, Lighthouse Team Members</p> | <p>-Staff buy in</p> <p>-Student involvement in LEAD team</p> <p>-Common language used among staff and students</p> <p>-WIGs implementation</p> | <p>-Student surveys (MRA grade 4+)</p> <p>-Teacher surveys</p> <p>-Parent surveys</p> | <p>-Monthly Lighthouse Team meetings</p> <p>-PAC Meetings</p> <p>-Biweekly student meetings</p> |
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Goal 3: To continue to enhance instructional staff members’ abilities to use online resources to provide high-quality and meaningful instruction that creates college and career ready students.

| OBJECTIVE: | | | | |
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| To implement the use of available digital resources to provide students with opportunities to create, research, and share ideas using technology in authentic and meaningful ways in a range of learning environments. | | | | |
| ESSENTIAL QUESTION: | | | | |
| Are we using technology to create graduates that are college and career ready? | | | | |
| ACTIVITIES AND STRATEGIES: | | | | |
| Provide ongoing opportunities for staff to deepen their knowledge of digital tools and enhance instructional application of such tools to promote student achievement | | | | |
| Timeline | Learning Opportunity and Learning Partners | Evidence of Implementation | Measure of Progress/ Person Responsible | Opportunity for Continuous Collaboration and Reflection |
| August 2021 | <p>G-Suite</p> <p>K-12 instructional staff</p> <p>Facilitator: District & BOCES staff</p> | <p>-Workshop agendas</p> <p>-Use of Google Classroom by all district teachers</p> | <p>-Post-Training Survey</p> <p>-Administration</p> | <p>-Ongoing collaboration among staff members</p> |
| August 2021 | <p>A mini edcamp experience</p> <p>K-12 instructional staff</p> <p>Facilitator: BOCES</p> | <p>-Workshop agenda</p> | <p>-Post-Training Feedback</p> <p>-Observation of implementation</p> | <p>-Ongoing collaboration and practice</p> |
| September 2021-June 2022 | <p>Technology Training - Google Classroom & Zoom Refreshers</p> <p>K-12 instructional staff</p> <p>Facilitator: District & BOCES staff</p> | <p>-Workshop agendas</p> <p>-Use of Google Classroom by all district teachers</p> | <p>-Post-Training Survey</p> <p>-Administration</p> | <p>-Ongoing collaboration among staff members</p> |

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Goal 4: To deepen understanding and capacity around students social- emotional needs and mental health

| OBJECTIVE: | | | | |
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| 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 |
| September 2021-November 2021 | 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 | -Staff: building Relationship with students | -Time to reflect and collaborate with other staff members -Staff Conference Days |
| September 2021-June 2022 | 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 2021-June 2022 | 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 2021-June 2022 | 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 |

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| | Members | | | |
| September 2021-June 2022 | <p>Explicit SEL Instruction</p> <p>All district staff</p> <p>Facilitator: Admin, Lighthouse Team Members</p> | <p>-Opportunities for Staff to reflect on and develop their own social, emotional, and cultural competencies</p> <p>-SEL Rubric</p> | <p>-Staff: teaching explicit SEL instruction to students during the instructional day</p> | <p>-Time to reflect and collaborate with other staff members</p> <p>-Staff Conference Days</p> |

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:

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| <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> |

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| | <ul style="list-style-type: none"> - <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> |
| Time Allotted for Mentoring | <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> |

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 violence 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 trainings 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 2021-2022 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 2021-2022 school year which will be available across the Avoca Central School District where CTLE credit will be awarded.

| Topic / Training / Consultant | Offered By/Provider |
|---|---------------------|
| Data | |
| Chronic Absenteeism: Causes, Effects, and promising evidence-based solutions | SIP |
| Generating Solutions to Close Gaps with ESSA Level 1 Indicators | SIP |
| ELA | |
| Visible Learning for Literacy | SIP |
| Scaffolding Instruction for All Students in the ELA Classroom | SIP |
| Collecting Baseline Writing Data to Inform Next Steps in ELA Curriculum and Instruction | SIP |
| ELA PLC | SIP |
| Equity | |
| SEL Strategies to Improve Student Engagement | SIP |
| Investigating Implicit Bias | SIP |
| Case Studies on Diversity and Social Justice Education Book Study | SIP |
| Shaping a Shared Understanding of Social Emotional Learning | SIP |
| Reaching and Teaching Students in Poverty | SIP |
| Leadership | |
| Preserving the Good from Leadership Lessons Led: From Crisis to Opportunity | SIP |
| Recertification for the Evaluating/ Observing Principals | SIP |
| Recertification for the Evaluating/ Observing Teachers | SIP |
| Certification for New Lead Evaluators | SIP |
| Regional Principals Meetings | SIP |

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| Math | |
| Math PLC | SIP |
| Other Cross-Curricular | |
| Classroom Culture | SIP |
| Classroom Management Strategies | SIP |
| a Mini Edcamp Experience: Choice Boards, HyperDocs, E-Learning, App Smackdown, and more... | SIP |
| Developing Assessment Capable Visible Learners | SIP |
| A Makerspace Showcase: Let's explore how Making in Education has led to increases in student outcomes | SIP |
| NYS Computer Science & Digital Fluency Standards: Introduction to the Vocabulary | SIP |
| Regional Conference Days | |
| Locally Planned Trainings and Activities for Special Area Teachers (Art, Music, PE, Health, LOTE, FACS) | SIP |
| School Counselor Summit | SIP |
| Special Education | |
| Building Collaborative Partnerships Among Teachers, Assistants, and Aides | SIP |
| Standards-Based IEPs | SIP |
| CDOS & Special Education PLC | SIP |
| Teacher's Center | |
| Offerings released 3 times per year and are sent to teacher's after each release. | |