Silver Creek C.S.D. Organizational Professional Development Plan
2020-2021
Mission Statement
Silver Creek Central School District builds bridges with students linking today’s learning to tomorrow’s possibilities.

Belief Statements:
We believe...........
- The community and the school are one.
- Students must come first in our decision making.
- For all students to learn, our school community must learn.
- Instruction must be relevant and challenge diverse learners.
- The school environment must embrace diversity and be a physically and emotionally safe place where everyone can take risks in their learning.
- Values and responsibility must be modeled, taught, expected, and respected.
- Thriving public schools must create shared responsibility with their community.
- Effective communication systems create trust.

Vision
Silver Creek Central School District is a collaborative learning community, sharing the responsibility for student learning and preparing our students for life's journey. Our curriculum is dedicated to the meaningful development of 21st century skills such as critical thinking, decision making, and problem solving - all within a safe and comfortable environment that meets students' needs. The relevance of our curriculum is based on its application to the real world. In preparing for the global world of tomorrow, Silver Creek C.S.D. is helping students become information seekers in a collaborative work environment that will enable them to think and perform more critically and powerfully. We focus on the importance of comprehensive literacy as we prepare our students for their futures. Responding to the needs of each and every student, we use research-based practices to shape curriculum, assessment and instruction. We encourage and expect students to take ownership for their learning. In addition to our academic pursuits, we envision a district where all students grow in mutual respect, trust, honesty, tolerance, integrity and honor in becoming model citizens for the 21st century.
Board of Education Goals - To demonstrate continual improvement in the following areas.

1. Graduation is the defining result of all that takes place within our District from PreK – 12. The Graduation rate, both District and High School, will increase by 2% from June 2019 to June 2020, therefore up to 86% District and 92% High School. Supporting structures to reinforce these goals will be evidenced by:
   • Aligned, cohesive and articulated curriculum Pre-K – 12 that utilizes a systematic approach to support all learners.
   • Academic achievement results with NYS grades 3 – 8 and Regents exams

2. The Board of Education desires students and school staff to model the District’s understanding of character traits. The Board promotes a school climate that supports the social and emotional well-being of District students. A research-based curricula and programming which is comprehensive, aligned, and articulated will be in place by June 2020.

3. The Board of Education will continue to provide resources and promote a shared common vision of Family Engagement by June 2020. The District will implement additional ways to engage families as evidenced by:
   • CSEP plan infusion
   • Enhanced community partnerships
   • Additional family outreach

Comprehensive District Education Plan’s Goals (CDEP)

SOP 3.3 Teachers develop and ensure that unit and lesson plans used include DDI protocols that are aligned to CCLS and NYS content standards and address student achievement needs.

SOP 3.5 Teachers implement a comprehensive system for using pre and post formative and summative assessments for strategic short- and long-range curriculum planning that involves student reflection, tracking of and ownership of learning, student created rubrics, student use of rubrics for peer and self-assessment, and alignment of assessment and curriculum to the standards.

SOP 4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lessons plans that address all student goals and needs.

SOP 4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring.)

SOP 5.2 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers and students.

SOP 6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health to support student success.)
Description of the Plan

This plan was developed from a needs assessment based on a review of local and state assessments and Silver Creek Central School District’s goals. Congruence between student performance and instructional needs have been used to determine the priorities. Professional development opportunities focus on improving the quality of teaching and learning.

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Silver Creek Central School District and BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant’s name, date of workshop, number of hours, topic, and type of activity or program.

In addition, per the SCTA contract, teachers are able to receive 35 hours of professional development credit outside the normal school day, pending prior approval by the District’s Continuing Education Credits Committee (CEC Committee) and Superintendent.
Professional Development Activities

Such activities may include:

- Training for & implementation of new programs & instructional methods
- Superintendent’s Conference Day
- Task force work
- Peer observations
- Building & District-wide committee work
- County-wide committee work (BOCES Regional Forums)
- Training and scoring of state assessments
- In-service courses & workshops
- Faculty meetings
- Grade level meetings
- Department meetings
- Participation in District Mentoring Program
- Assessment & rubric development
- Data team training
- Curriculum development & alignment

Needs Assessment

As part of the ongoing professional development planning cycle, the Silver Creek Central School District reviews multiple sources. The following documents are analyzed annually to determine the focus and content of the Professional Development Plan:

- Student achievement data
- New York State Report Card
- Disaggregated student achievement data
- Student report cards
- VADIR reports
- Supervisor and department data analyses and recommendations
- Student attendance and discipline reports
- Graduation, dropout and attendance rates
- Special education classification rates and annual reviews
- College placement rates
- Academic Intervention Services (AIS) records
- College Board (AP, SAT, ACT)
- RTI universal screening and progress monitoring
- District Diagnostic Assessment data (i.e. iReady data)
- NYS and District Assessments
Additional Data Sources

- Parent surveys
- BEDS data
- Longitudinal student performance data
- Teacher retention and turnover rates
- Annual Professional Performance Reviews (APPR)
- Program evaluations
- Feedback from curriculum and building committee
- SED regulations
- Mentor program evaluations
- Staff attendance
- Board of Education work sessions
- Shared Decision Making Teams such as Comprehensive School Educational Plan committee (CSEP)
- Health and Wellness Committee
- District, school, department goals/objectives

Professional Development Plan Alignment

Each year, this plan will be reviewed to reassess the goals and outcomes in alignment with the New York State Learning Standards. The plan focuses on professional development that improves instruction and learning outcomes for all students.

Revisions are determined based on the analysis of the previous year's data sources and input from the following groups:

- Comprehensive District Educational Plan committee (CDEP)
- Board of Education
- Comprehensive School Educational Planning committee (CSEP)
- Learning and Technology Council
- Information obtained from consultants, focus groups, parent and student surveys, etc.
Needs Assessment Prioritizing

Student and teacher needs, along with district goals and objectives, will determine the priorities listed in this plan and help us to guide our students toward College and Career Readiness. Our ongoing analysis from the school district assessments, community forums and workforce, will help shape the priorities established.

Professional Development Committee Membership  [REQUIRED ELEMENT FROM PART 100]

CDEP Committee (Responsible for taking BOE goals, studying data and developing district goals) CSEP committees at each building will take these goals and develop specific building goals that align.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Todd Crandall</td>
<td>Superintendent</td>
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<tr>
<td>Matt Bogosian</td>
<td>Board of Education</td>
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<td>Martha Howard</td>
<td>Board of Education</td>
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<td>Marge Foxton</td>
<td>Board of Education</td>
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<td>Michelle Helmer</td>
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<td>Megan Cook</td>
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<tr>
<td>Dan Tomaszewski</td>
<td>Teacher Union President</td>
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<tr>
<td>Shannon Near</td>
<td>Teacher</td>
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<td>Shannon Matson</td>
<td>Teacher</td>
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<td>Name</td>
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<tr>
<td>Carolyn Laurenzi</td>
<td>Teacher</td>
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<tr>
<td>Mary Burr</td>
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<td>Rose Battleson</td>
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<tr>
<td>Alison Gondek</td>
<td>Guidance Counselor</td>
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<tr>
<td>Caitlyn Snyder</td>
<td>Title 7 Guidance Counselor</td>
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<tr>
<td>Trudy Jackson</td>
<td>Seneca Nation, Department of Education</td>
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<tr>
<td>Amanda Austin</td>
<td>Parent</td>
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<tr>
<td>Jen Zbytek</td>
<td>Parent</td>
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<tr>
<td>MaryAnn Bowers</td>
<td>Parent</td>
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Learning and Technology Committee  This group will take the CDEP and CSEP goals to develop the PDP plan

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<td>Megan Cook</td>
<td>Director of Special Education</td>
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<td>Mike Kempster</td>
<td>Technology Coordinator</td>
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<td>Lisa Brennan</td>
<td>CIO</td>
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<td>Ann Kempster</td>
<td>Continuing Education Committee Rep</td>
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<td>Lynn Feeley</td>
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<td>Mary Burr</td>
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<td>Danielle Schuster</td>
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<td>Christian Charles</td>
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<td>Cheryl Smith</td>
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<td>Jamie Francisco</td>
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<td>Paula Michalak</td>
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<tr>
<td>Alesha Helman</td>
<td>Teacher</td>
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<tr>
<td>Maureen Quant</td>
<td>Teacher</td>
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<tr>
<td>Bridget Case</td>
<td>Teacher</td>
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Philosophy

Professional development at Silver Creek C.S.D is a vital component of our commitment to serving our component school districts as their Essential Partner. We are committed to high quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

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. **Designing Professional Development:** 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 Learning:** 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.
Organizational Professional Development Goals & Action Plans

**Goal 1:** Graduation is the defining result of all that takes place within our District from PreK – 12. The Graduation rate, both District and High School, will increase by 2% from June 2019 to June 2020, therefore up to 86% District and 92% High School. Supporting structures to reinforce these goals will be evidenced by:

- Aligned, cohesive and articulated curriculum Pre-K – 12 that utilizes a systematic approach to support all learners.
- Academic achievement results with NYS grades 3 – 8 and Regents exam

**Objective:**
The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes (Tenet 3).

Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement. (Tenet 4)

**Essential Questions/Needs Statements:**
The District needs to work on the following;

- Teachers develop and ensure that unit and lesson plans used include DDI protocols that are aligned to the Next Generation Learning Standards and NYS content standards and address student achievement needs.
- Teachers use pre and post formative and summative assessments for strategic short- and long-range curriculum planning that fosters student learning.
- Teachers will foster student ownership of learning by incorporating student reflection, student created rubrics, student use of rubrics for peer and self-assessment, and alignment of assessment and curriculum to the standards.
- School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lessons plans that address all student goals and needs, as articulated by curriculum maps.
- Teachers use a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring,) to plan and foster student participation in the learning process because it will lead to an increase in academic achievement.
**Faculty Learning Targets:**
- I can respond to standards-based learning needs based on a variety of data, including, but not limited to NYS assessment, iReady, IRLA, and Common Formative Assessments.
- I can frequently communicate progress toward academic skills on student progress reports.
- I can use models to provide a clear vision of what quality looks like in order to improve proficiency.
- I can use grade level DDI protocols for the purposes of RTI.
- I can utilize and teach students to use formative assessment strategies to close the gap between current performance and intended outcomes.
- I can design and/or use and implement effective instruction and assessment based on NYS learning standards.
- I can integrate technology.

Goal #2: The Board of Education desires students and school staff to model the District’s understanding of character traits. The Board promotes a school climate that supports the social and emotional well-being of District students. A research-based curricula and programming which is comprehensive, aligned, and articulated will be in place by June 2020.

**Objective:**
The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

**Essential Questions/Needs Statements:**
The District needs to fully implement, monitor, and revise programs already established to all stakeholders through differentiated means and at multiple times. This will give a more accurate reading of the Social Emotional Developmental Health within our district while also enhancing Social Emotional Developmental Health.

**Faculty Learning Targets:**
- I can implement district supported curricula and programs that address student social and emotional health needs.
- I can identify the adult skills and behaviors needed to address social emotional developmental health.
- I can measure student social and emotional health.
Goal #3: The Board of Education will continue to provide resources and promote a shared common vision of Family Engagement by June 2020. The District will implement additional ways to engage families as evidenced by:
  - CSEP plan infusion
  - Enhanced community partnerships
  - Additional family outreach

**Objective:**
The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social emotional growth and well being.

**Essential Questions/Needs Statement:**
The district needs to equip educators in their work to infuse family engagement in their daily practice because it will assist in understanding the needs of all families.

**Faculty Learning Targets:**
- I can actively seek partnerships with community organizations to support student success.
- I can identify strategies that engage families in support of their child’s educational success.
Provisions for Mentoring Program [REQUIRED ELEMENT FROM PART 100]
The Silver Creek Mentoring Program is defined by Board of Education policy, as outlined below:

*All new teachers at Silver Creek CSD holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers. The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.*

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

*[CHART BELOW IS REQUIRED ELEMENT FROM PART 100]*

<table>
<thead>
<tr>
<th>Procedure for Selecting Mentors</th>
<th>All qualified teachers can apply to be mentors. They will be selected, paired with a mentee, trained and remunerated (compensation for training is considered part of the mentor’s stipend)</th>
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<tbody>
<tr>
<td>Qualifications of a mentor</td>
<td>A mentor must...</td>
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<tr>
<td></td>
<td>• be a tenured teacher in the district</td>
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<td>• be able to maintain confidentiality</td>
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<td>• be willing and able to invest time in mentoring activities</td>
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<td>• apply for the position each spring</td>
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<td>• complete the district sponsored training</td>
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<td>• be aware of different teaching styles, pedagogical strategies, and methods.</td>
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<td>• have knowledge of the professional and community resources in the school/district.</td>
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| Role of the Mentors | - The mentor is to be a non-evaluative resource to the mentee. The ideal ratio of mentor to mentee will be 1:1, but circumstances may require 1:2 ratios on occasion.  
- The mentor's role will be advisory, based on the Danielson framework, and directed toward professional growth.  
- The mentor will review and advise (not dictate) the mentee with respect to teaching style and methods. Content area advice may be provided by content specialists.  
- Content area specialists may include department chairs and grade level chairpersons. As needed, the mentee may consult with other colleagues on matters of teaching style, methodology and content.  
- Confidentiality must be maintained between the mentor and mentee at all times. In no way should confidential information be shared from mentee, mentor, or mentor coordinator to administration. In the event that someone's actions put students at risk, information must then be shared with administration.  
- The responsibilities of a mentor include:  
  o Serving as a resource related to all school and district procedures, guidelines, policies, professional expectations, and educational resources.  
  o Helping the mentee develop a network of curricular support.  
  o Promoting instructional excellence with respect to classroom management, teaching strategies, lesson planning, and record keeping.  
  o Sharing ideas and strategies for interacting positively with parents and documenting all parental contacts.  
  o Allowing the mentee to observe the mentor and discussing the lessons afterwards.  
  o Promoting opportunities to observe other teachers and classrooms.  
  o Observing a minimum of one lesson per semester employing clinical observation practices outlined in the training.  
  o Collecting data and student work four times a year and sharing and analyzing it with the mentee to promote understanding of instruction and assessment practices.  
  o Submitting confidential checklist and statement of completion to New Teacher Induction Coordinator. |

- Meeting program guidelines for mentoring activities and keeping confidential mutual logs of these activities. A copy of the log initialed by both mentor and mentee, kept by both the mentor and mentee.
- Assisting the mentee in setting and meeting realistic goals and reevaluating these goals as necessary.
- Assisting in the evaluation of the mentor program.
- Support and advise mentee in developing APPR portfolio selections.
- Administrators may include mentor in any component of a mentee’s formal observation with permission of the mentee.

<table>
<thead>
<tr>
<th>Preparation of Mentors</th>
<th>All mentors complete District Sponsored training</th>
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<tbody>
<tr>
<td>Types of Mentoring Activities</td>
<td>New Teacher orientation meet and greet Weekly informal meetings Monthly formal meetings 2 observations of mentee by mentor 1 observation of mentor by mentee 1 observation, coordinated by mentor, that is of another teacher in the building</td>
</tr>
<tr>
<td>Time Allotted for Mentoring</td>
<td>Mentors and Mentees must find the time within their schedules to fulfil the requirements of the program Additionally, all mentees meet with the New Teacher Induction Coordinator 4 times/year for professional development as a Professional Learning Community outside of the school day.</td>
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Provisions for School Violence Prevention and Intervention Training [REQUIRED ELEMENT FROM PART 100]

Silver Creek CSD 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, Silver Creek CSD will provide refreshers on school violence prevention and intervention.

In instructional settings, Silver Creek CSD will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will 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 Learner (ELL) Education
[REQUIRED ELEMENT FROM PART 100]

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 804.3 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 coteaching strategies, and integrating language and content instruction for English language learners.

For all other faculty and staff, Silver Creek CSD meets* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

*There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Silver Creek CSD total student population as of such date as established by the commissioner.
Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2019-2020 school year which will be available across the Silver Creek CSD organization where CTLE credit will be awarded.

Professional Development opportunities

- Superintendent’s Conference Days
- Friday: Faculty Meetings/Department (HS/MS), PLC meetings
- Early Release days for PD
- New Teacher Induction sessions:
- CEC offerings
- Out of District Workshops
- 565 days BOCES (5)
- CSLO days (10)
Possible Providers: (We will add to as appropriate throughout the year)

- District Administrators and Teacher Leaders
- De Bonenberger - Developmentally Appropriate Practices support
- Cheryl Dobbertin – Literacy and Instructional support
- EL Education
- American Reading Company
- Erie 2 BOCES
- Erie 1 BOCES
- Renaissance House Drug and Alcohol Abuse Awareness
- Dr. Mike Jabot – Professor of Science – Science Department Support
- Dr. Darryl Tonemah
- Dr. Steve Constantino