

Canisteo-Greenwood Central School District

Professional Development Plan

2019-20

BEDS Code: 571502060000

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PDP Narrative

This Professional Development Plan (PDP) has been developed for the Canisteo-Greenwood Central School District in response to the mandates of the New York State Education Department's *PART 100* Regents Regulations. The plan has been structured to be reviewed throughout the year by the administrative team with the ultimate aim of improving student achievement in the district.

The Canisteo-Greenwood Central School District believes that high-quality professional development:

- Is based on the analysis of multiple measures of data (student achievement, demographic, perceptual and school process)
- Prioritizes key growth areas which the district identifies as: high need/high impact/high control over
- Provides continuous and job embedded reflective opportunities to build staff capacity on key growth areas
- Results in increased student achievement

The data analyzed/collected to create this plan included:

- PLC Team Goals and suggestions from the teaching staff
- State assessment outcomes from previous year
- Building AYP designations
- Student Achievement/Demographic
- PLC Team notes (Demographic/Perceptual)

As a result, the superintendent, the administrators, the PLC team leaders, and the teachers have developed a plan revolving around and including professional development in areas such as curriculum development, instructional practice, literacy development, differentiation, technology etc.

A main focus for the Canisteo-Greenwood Central School District in the 2019-20 school year, will be to work with staff on developing a learning culture that is inclusive of all student needs. This will be done with a heightened focus on SEL (social emotional learning) and trauma-informed best practice and instruction.

The Canisteo-Greenwood Central School District will work toward educating staff on working with students to reach their fullest potential. The Canisteo-Greenwood Central School District will also develop a multi-year strategic plan through the University Of Rochester Warner School Of Education and strategic planning committee through CGCSD. The plan will define the mission and vision, the management procedures for all programs and systems of the school district using a variety of data points.

Elementary School Key Growth Area:

Elementary Current state: In the 2018/19 school year the Elementary Teaching/Administrative Staff continued the process of analyzing and transitioning curriculum goals to the Next Generation Standards as outlined on the NYSED website. The teachers/administrators are looking to continue and further this process in the 2019/20 school year. In addition to the continued analysis of the NYS Next Generation Standards, CGES teachers and administrators will continue the process of technology integration professional development in classrooms. The elementary school teachers will continue to work with the Director of Curriculum, Instruction, & Technology on implementing the Lucy Calkins Units of Study Writing curriculum. The elementary school is also looking to transform the building culture with the continued implementation of and professional development for the Leader in Me in all Elementary classrooms (PK-6). Teacher leaders will participation in the Leader in Me and Lighthouse Team members will work under the direction of the principals. The Elementary School will have specific professional development goals for the 2019/20 school year. These goals include:

Goal 1:

By June 2020, all Elementary school teachers/administrators will receive professional development on technology in the classroom – with a focus on iPads, Microsoft 365, Class OneNote, Microsoft Teams, Computer Based Testing transitions in the classroom, building technologically literate students that meet the needs of a 21st century learner, and the instructional apps necessary for student use. The professional development may include Superintendent Conference days, use of PLC time, curriculum days, technology integration training with an Erie1 BOCES trainer, and other additional opportunities as needed.

This goal will be accomplished by the Elementary School implementing the following activities:

Activity	Participants	Student Impact	Dates	Person Responsible
Technology Integration Training Days with Erie1 BOCES	Pre K-6 Teachers & Administrators	<p>Big Picture: Through the technology integration training that the ES teaching staff and administrators will be receiving, the students will become more technologically literate as aligned with the goals in the CG Technology Plan.</p> <p>*CGES students will be able to save and share documents through OneDrive, Excel Forms and Class OneNote on Microsoft 365.</p> <p>*CGES students will be able to build multi-media presentations using Microsoft 365 in multiple ways such as PowerPoint, Sway, and Class OneNote etc.</p> <p>*CGES students will be able to navigate multiple platforms of technology and use them for bettering study practices, classroom information and synthesis of information, review, and technology literacy.</p> <p>*CGES students will also be able to use multiple educational websites to enhance their educational experiences and help them to better prepare for Computer Based Testing. These websites might include but are not limited to – Kahoot, Newsela, Prezi, Quizlet etc.</p>	<p>* Scheduled sessions for each team leaders throughout the 19-20 school year.</p> <p>*Teams may request additional time as needed with Tech Trainer if needs persist after training.</p> <p>*Technology training could run in either pull-out or push-in. The needs of teachers will be met based on technology requests from teachers and teams.</p>	<p>*Director of Curriculum</p> <p>*Erie1 BOCES Technology Integration Specialist</p> <p>*Administrator</p>

Goal 2:

By June 2020, Elementary school teachers will receive professional development in supporting students who have encountered trauma and the different ACES that may affect the learning abilities of students. Staff will also explore multiple ways to enhance and differentiate instruction through Universally Designed Instruction (UDI) and creating a learning environment that is sensitive to the SEL (social emotional learning) model. The professional development may include Superintendent Conference days, use of PLC time, and curriculum days, and other opportunities as needed. Teachers will be able to schedule professional development time outside of the classroom as a PLC team beginning as soon as the end of September and continuing throughout the duration of the school year, to look more deeply at the instruction provided and the ways in which activities can be differentiated in the classroom to meet student needs.

This goal will be accomplished by the Elementary School implementing the following activities:

Activity	Participants	Student Impact	Dates	Person Responsible
<p>Superintendent Conference Days</p>	<p>K-6 Teachers & Administrators</p>	<p>Big Picture: Superintendent’s Conference days will allow teachers to receive high quality professional development through a trainer that will be able to provide effective, meaningful, and thorough feedback to teachers in a purposeful manner with a focus on students that have encountered trauma, the UDI model and the SEL model. The conference days provide a work time that allows teacher’s goal oriented work time to focus on student work.</p> <p>*CGES teachers will be able to write instructional activities that will best support the needs of all students, especially those students affected by different traumatic events and creating a classroom culture that is inclusive of all students and all types of learners..</p> <p>*CGES teachers will be able to build a strong foundation for supporting students that might be struggling either academically, emotionally, behaviorally, or socially.</p> <p>*CGES students will be able to collaborate and work efficiently in partnerships and small group setting.</p> <p>*CGES students will be able to communicate their needs and will be able to advocate for their education.</p>	<p>*Superintendent Conference Days will take place in September 2019, January 2020, and March 2020.</p> <p>*Teams may request additional time as needed to focus on additional PD needed to meet the needs of the students effected by trauma or ACES.</p>	<p>*CGCSD Counselling Staff</p> <p>*Director of Curriculum</p> <p>*GST BOCES</p> <p>* Joe Fantigrossi</p> <p>*Building and District Level Administrator</p>

Goal 3:

By June 2020, all staff that interacts with elementary students (Pk-6 building) will receive professional development for the Leader in Me program. The faculty and staff will work closely with highly qualified trainers with Franklin Cove and Leader in Me and with the Lighthouse team to understand and effectively implement the 7 Habits of Highly Effective People, with the end goal of the professional development to become a Lighthouse School. The professional development will begin in September and will continue throughout the duration of the school year with a focus on the education continuum.

This goal will be accomplished by the Elementary School implementing the following activities:

Activity	Participants	Student Impact	Dates	Person Responsible
<p>Leader in Me Workshop (Lighthouse Team PD)</p>	<p>*ALL CGES Faculty and Staff</p> <p>*Lighthouse team members</p>	<p>Big Picture: The faculty and staff within the Canisteo-Greenwood Elementary school are committed to enhance the educational culture of CGES. The 7 Habits of Highly Effective people educate the ‘whole’ child - mental, physical, and emotional.</p> <p>*CGES students will become leaders – they will grow and make proactive decisions.</p> <p>*CGES students will be able to problem-solve multiple situations and scenarios.</p> <p>*CGES students will take pride in maintaining a well-organized school that promotes a welcoming learning environment.</p> <p>*CGES students will be conscious of the feelings of others and will be proactive and responsible when dealing with difficult situations.</p> <p>*CGES students will feel empowered to share their educational and social experiences with others in a positive and mature manner.</p>	<p>* Ongoing scheduled sessions for each PLC team throughout the 19-20 school year.</p> <p>*Professional development with the Leader in Me Staff Developer will happen during School Conference Days.</p> <p>*The Lighthouse team will work together with the Leader in Me Staff Developer and the administrators to continue the process of implementing and creating a strong foundation for this program at CGES.</p>	<p>*Leader in Me Staff Developer</p> <p>*Lighthouse Team</p> <p>*In house Leader in Me certified trainers</p> <p>*Administrator</p> <p>*Director of Curriculum</p>

Evidence of professional development process and completion:

The PLC and Grade Level teams will work together with their administrators to schedule release time from the classroom as needed in order to build their curriculum. The teachers will collaborate with both their grade level teams and with the teams above and below (vertical conversations) to expand their curricular knowledge and their teaching practices.

Elementary Professional Development Cycle

Desired state: By June 2020, 100% of Elementary grade level PLC’s will be able to look at their curriculum framework– and reflectively discuss the ‘year in review’ curriculum process in order to filter out what worked and what did not work for their student’s needs. (Teachers will be provided release time to collaborate and work with the Director of Curriculum, as needed to continue working on curriculum and instruction creation, modification, adaptation, and goals throughout the 2019-20 school year).

High School Key Growth Area:

High School Current State: In the 2018/19 school year, the High School teaching and administrative staff worked diligently to align their curriculum to the state standards and began the process of analyzing the Every Student Succeeds Act (ESSA) and the Next Generation Learning Standards in anticipation of curricular and assessment change. In the 2019/20 school year, the High School PLC teams will continue to have targeted collaborative discussions about RTI (Response to Intervention), building tight and loose practices, and common best grading practices through targeted professional development. The high school is also continuing to receive professional development on the effective use of technology in the classroom. Much like CGES, the high school will also look at using Superintendent’s Conference Days to shape the learning culture for all students, but especially with a targeted focus on supporting students dealing with trauma based on living in poverty. The teams have outlined specific professional development goals for the 2019/20 school year. These goals include:

Goal 1:

By June 2020, high school teachers and administrators will receive professional development on the Every Student Succeeds Act (ESSA) and the crosswalk of and roadmap for rolling out the Next Generation Learning Standards. Professional development will take place during common team meeting times during the instructional day and after school. All teachers will be responsible for aligning their curriculum to the Next Generation Learning Standards and creating learning goals that are directly tied to the Next Generation Learning Standards. Teachers will begin using these practices in their classrooms beginning in September.

This goal will be accomplished by the High School implementing the following activities:

Activity	Participants	Student Impact	Dates	Person Responsible
Alignment of curricular framework to Next Generation Learning Standards	7-12 Teachers & Administrators	<p>Big Picture: Common team planning time will allow high school teachers & administrators to receive professional development in the area of curriculum and standard alignment – with a focus on essential shifts instruction and interventions that are necessary for teachers and students to succeed with college, career, and civic readiness standards as outlined in ESSA.</p> <p>*CGHS teachers & administrators will receive targeted professional development in the areas of ESSA and the Next Generation Learning Standards.</p> <p>* Through these training sessions, CGHS teachers & administrators will be able to provide students with high quality instructional practices and intervention.</p> <p>*Common planning time will provide teachers with the ability to adapt to the Next Generation Learning Standards.</p> <p>*CGHS teachers intentionally scaffold and align to essential standards that incorporate student-centric strategies with more frequency and greater depth.</p>	<p>* Ongoing scheduled team planning time for each PLC team throughout the 19-20 school year.</p> <p>*Team planning time will begin in early Fall and continue throughout the 2018-19 school year.</p> <p>*Teams may request additional time as needed with content specific teams for collaborative curricular development.</p>	<p>*Director of Curriculum</p> <p>*Administrator</p> <p>*GST BOCES PD Consultant</p>

Goal 2:

By June 2020, High school teachers will receive professional development in supporting students affected by trauma and have a high ACES score, and will explore multiple ways to enhance and differentiate instruction through Universally Designed Instruction (UDI) in order to serve all student and provide them with a learning environment that is aware of all the aspects incorporated in Social Emotional Learning (SEL) best practice. The professional development may include Superintendent Conference days, use of PLC time, and curriculum days, and other opportunities as needed. Teachers will be able to schedule professional development time outside of the classroom as a PLC team beginning as soon as the end of September and continuing throughout the duration of the school year, to look more deeply at the instruction provided and the ways in which activities can be differentiated in the classroom to meet student needs.

This goal will be accomplished by the High School implementing the following activities:

Activity	Participants	Student Impact	Dates	Person Responsible
<p>Superintendent Conference Days</p>	<p>7-12 Teachers & Administrators</p>	<p>Big Picture: Superintendent’s Conference days will allow teachers to receive high quality professional development through a trainer that will be able to provide effective, meaningful, and thorough feedback to teachers in a purposeful manner with a focus on students affected by trauma, have a high ACES score, incorporating UDI, and SEL into the learning culture of the building. The conference days provide a work time that allows teacher’s goal oriented work time to focus on student work.</p> <p>*CGHS teachers will be able to write instructional activities that will best support the needs of all students, especially those students affected by trauma and ACEs.</p> <p>*CGHS teachers will be able to build a strong foundation for supporting students that might be struggling either academically, emotionally, behaviorally, or socially.</p> <p>*CGHS students will be able to collaborate and work efficiently in partnerships and small group setting.</p> <p>*CGHS students will be able to communicate their needs and will be able to advocate for their education.</p>	<p>*Superintendent Conference Days will take place in September 2019, January 2020, and March 2020.</p> <p>*Teams may request additional time as needed to focus on additional PD needed to meet the needs of the students affected by trauma.</p>	<p>*CGCSD Counselling Staff</p> <p>*Director of Curriculum</p> <p>*GST BOCES</p> <p>* Joe Fantigrossi</p> <p>*Building and District Level Administrator</p>

Goal 3:

By June 2020, high school teachers will receive professional development on effective uses of technology in the classroom. Training will be available through technology training through ERIE 1 BOCES, which could include one-on-one sessions, pilot programs, or PLC/grade level group sessions. The professional development may include Superintendent Conference days, use of PLC time, technology training days, and other additional professional development opportunities as needed.

This goal will be accomplished by the High School implementing the following activities:

Activity	Participants	Student Impact	Dates	Person Responsible
<p>Technology Integration Training Days with Erie1 BOCES</p>	<p>7-12 Grade Teachers & Administrators</p>	<p>Big Picture: Through the technology integration training that the HS teaching staff and administrators will be receiving, the students will become more technologically literate as aligned with the goals in the CG Technology Plan.</p> <p>*CGHS students will be able to save and share documents through OneDrive, Excel Forms and Class OneNote on Microsoft 365.</p> <p>*CGHS students will be able to build multi-media presentations using Microsoft 365 in multiple ways such as Forms, PowerPoint, Teams, and Class OneNote etc.</p> <p>*CGHS students will be able to navigate multiple platforms of technology and use them for bettering study practices, classroom information and synthesis of information, review, and technology literacy.</p> <p>*CGHS students will also be able to use multiple educational websites to enhance their educational experiences and help them to better prepare for Computer Based Testing. These websites might include but are not limited to – Kahoot, Newsela, Prezi, Quizlet etc.</p>	<p>* Scheduled sessions for each team leaders throughout the 19-20 school year.</p> <p>*Teams may request additional time as needed with Tech Trainer if needs persist after training.</p> <p>*Technology training could run in either pull-out or push-in. The needs of teachers will be met based on technology requests from teachers and teams.</p>	<p>*Director of Curriculum</p> <p>*Erie1BOCES Technology Integration Specialist</p> <p>*Administrator</p>

Evidence of professional development process and completion:

The PLC teams will continue to work together with their administrators and intervention coordinator (when necessary) to schedule release time from the classroom as needed to build/adapt their curriculum. The teachers will collaborate with both their grade level teams and with the teams above and below (vertical conversations) to expand their curricular knowledge and their teaching practices. Teams will also work with GST and Erie 1 BOCES staff to build their knowledge and instructional skills in the desired areas outlined in the above goals.

High School Professional Development Cycle

Desired state: By June 2020, 100% of High School grade level PLC’s will be able to look at their curriculum framework– and reflectively discuss the ‘year in review’ curriculum process in order to filter out what worked and what did not work for their student’s needs. During this reflective process, teachers and PLC teams will use the professional development goals (curriculum and technology related) to drive curriculum adaptation and instruction that meets the needs of CG students.

Special Education Key Growth Area:

Using the co-teach model to make the instruction being provided in the classroom more appropriate and specific to the students with special needs –also looking at ways to make the instruction aligned to the needs of SPED students.

Special Education Current State: In the 2018/2019 school year the Special Education staff worked with general education teachers in the areas of adapting and modifying the curriculum with a PK-6 focus. Teachers and administrators are looking to continue this process and elaborate on the process in the 2019/2020 school year. The special education teachers and administrators will receive targeted professional development in the 2019/2020 school year from GST BOCES, in house training from the Director of Special Education, and consultation from G & R Inclusive Group LLC. to guide staff from the consultant, teach model to the co-teach model. The PLC Team Leaders and their administrators have drafted specific goals for this process. These goals include:

Goal 1:

By June 2020, All Special Education teachers, their corresponding General Education teachers, grade level interventionists, and administrators, will receive professional development in co-teaching that will create a school community that implements and maintains inclusive programming in the least restrictive environment. The professional development will include training from G & R Inclusive Group LLC. Staff will also have access to Val Cole (Special Education School Improvement Specialist/GST BOCES) for the co-teach model and other opportunities as needed/requested.

Activity	Participants	Student Impact	Dates	Person Responsible
<p>Co-Teach Workshops</p>	<p>Pk-6 Special Education Teachers, General Education Teachers, Interventionists & Administrative Staff</p>	<p>Big Picture: Co-teach workshop days will allow staff to receive professional development in the area of co-teaching with highly trained professionals in this area. This process will offer hands on interactive group sessions that introduce and explore the practices and structures that support the implementation of effective inclusive classrooms.</p> <p>*CG students will be positively impacted by educators that are being effectively trained in the co-teaching model.</p> <p>*CG teachers will build collaboration with Related Service Providers.</p> <p>*CG teachers will support students through whole class and individual student accommodations and modifications.</p> <p>*ALL CG students will be provided access to an education that is accessible by every student at their different levels and different types of learners.</p>	<p>* Ongoing scheduled sessions for each co-teach team throughout the 19-20 school year.</p> <p>* On-site sessions may be provided by consultants through the G & R Inclusive Group LLC. Teacher teams will cycle through trainings as needed or requested.</p> <p>*Additional online services provided via virtual coaching during months where on-site PD is not taking place.</p> <p>*Teams may request additional time as needed with vertical teams for collaborative curricular development.</p>	<p>*Director of Special Education</p> <p>* G & R Inclusive Group LLC. Consultants</p> <p>*GST BOCES PD Consultant</p>

Goal 2:

By June 2020, all CG Special Education teachers will receive professional development in curriculum and technology. The professional development may include Superintendent's Conference days, use of PLC time, curriculum days, Erie 1 BOCES Technology trainings, and other opportunities as needed. Release time for site visits when appropriate may be granted to gather best practices to be utilized in the classroom.

Activity	Participants	Student Impact	Dates	Person Responsible
Technology Integration Training Days with Erie1 BOCES	K-12 SPED Teachers & Administrators	<p>Big Picture: Through the technology integration training that the SPED teaching staff & administrators will be receiving, the students will become more technologically informed, will increase the rigor of their learning, and will be exposed to different websites, apps, and add-ons that will allow students with special needs to achieve at optimum levels.</p> <p>*CG students will be able to save and share documents through OneDrive, Excel Forms and Class OneNote on Microsoft 365.</p> <p>*CG students will be able to build multi-media presentations using Microsoft 365 in multiple ways such as PowerPoint, Sway, and Class OneNote etc.</p> <p>*CG students will also be able to independently differentiate their learning through the use of technology and track their progress based on their own independent and individual needs.</p>	<p>* Scheduled sessions for each team/building throughout the 19-20 school year.</p> <p>*Teams may request additional time as needed with Tech Trainer if needs persist after training.</p>	<p>*Director of Curriculum</p> <p>*Director of Special Education</p> <p>*Erie1BOCES Technology Integration Specialist</p> <p>*Building Principals</p>

Evidence of professional development process and completion:

The PLC and Grade Level teams will work together with their administrators, intervention teachers, to schedule release time from the classroom as needed in order to build their curriculum. The teachers will collaborate with both their grade level teams, with the teams above, and below to expand their curricular knowledge and their teaching practices. Teams will also work GST and Erie1 BOCES staff and guidance counselors to build their knowledge and instructional skills in the desired areas outlined above.

Special Education Professional Development Cycle

Desired State: By June 2020 Special Education teachers and PLC teams will work collaboratively with instruction of content at all school levels and reflectively discuss the strengths and needs of co-teaching, and requirements of Work-Based Learning and CDOS Credentials. Teachers will continue to advocate for additional training to improve upon co-teaching, guided reading, and WBL and CDOS goals. Staff will be provided the release time needed to continue working these goals throughout the 2019/2020 school year.