

Afton Central School District Professional Development Plan

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Section 1

- BEDS Code:
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- Year Plan is to be effective: 2016-2017 school year

Section 2

- Introduction

The Afton Central School District (ASCD) has a proud heritage of providing a quality education in an environment of respect, creativity, and academic challenge. The district spans 86 square miles in southern Chenango County and currently serves 550 students in Pre-Kindergarten through 12th grade. A single structure, which has grown over the years, houses the entire academic program. The district grounds support numerous athletic fields, a playground, transportation, and maintenance facilities as well. The

ASCD is committed to helping all students learn. This is accomplished by making sure the entire learning community, (teachers, administrators, aides, bus drivers, custodial staff, secretarial staff, additional support staff, and a supportive community) shares in the commitment to ensure our students are prepared to succeed in college or their careers by the time they graduate. This begins with a strong pre-kindergarten program and an elementary staff that is trained and focused on meeting early childhood needs. Teamwork between home and school is vital to the success of our elementary school. An emphasis on inclusive programming and a focused Response-To-Intervention program also are keys to student success. Our Healthy Breakfast and Lunch Program is offered to all students at no charge for those who wish to participate. Once the students reach the middle-high school they are able to take advantage of numerous programs and opportunities that make ASCD special. These include, a pool, a 1:1 device program for high school students, college credit-bearing courses, numerous interscholastic athletic opportunities, strong CTE BOCES programs for our juniors and seniors, a robust FFA program, and numerous other extra-curricular opportunities. ASCD embraces its role as the center of our community. We have a unique and ambitious Adult and Continuing Education Program. The pool is open early morning and evenings for a variety of aquatic programs. Our auditorium is used by the community theatre organization. We encourage community involvement in our PTO, Athletic Boosters, and other district committees. We are proud of our alumni, and pleased that so many of them continue to serve the district after they graduate.

- **Mission Statement:**

Working together as a team within an environment of respect, creativity, and academic challenge, we will use all available resources to help all students learn to be responsible, productive, and eager to continue learning, while becoming prepared to meet the challenges of a diverse society.

- **Composition of Professional Development Team**

Mike Drahos, Superintendent, Maryann *Palmetier*, ex officio, Board of Education President, Beth Carsello, elementary principal, Dave Glover, junior/high school principal, Tracy Caezza, CSE Chair, *Nicki Andrews*, RTI coordinator, Mary Batsford, Grade 1 teacher, Vicki Gregory, Middle/High Agriculture, Technology, and Home and Careers Teacher, Pamela Haynes, Parent, *Stacy Huyck*, District Technology Coordinator, *Jennifer Karnyski*, *School Psychologist*, *Valerie Kraus*, Special Education Teacher, Monica Loher, Special Education Teacher, *Andrea Maynard*, Middle School Guidance Counselor, *Kristen Mayo*, Grade 3 Teacher, Kristi Mercillott, Parent, *Jill Nordberg*, *High School Guidance Counselor*, *Roy Pratt*, Middle School English, Michelle Polcaro, Middle School Science, Danielle Umbra, Second Grade Teacher

Section 3

New York Professional Development Standards as they are the standards by which all professional development must be set.

- 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.
- Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
- Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
- Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.
- Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students
- Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- 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.
- Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Section 4

- **Outline how needs assessment will be conducted and any data analysis that will take place in the PD Committee**
 - In collaboration with the DCMO BOCES Instructional Support Team, and using the LINKS process the committee will integrate the PDP, Mentoring,

and AIS planning initiatives to ensure alignment and common focus using the following protocols:

- Assess the implementation of the previous LINKS Plan
- Review and analyze student outcome data provided by BOCES and the District's Technology Team using District-specific COGNOS data
- Disaggregate data by subgroups

- **Suggested but not all inclusive:**

- NYS Standardized Assessments (e.g., Regents, 3-8 ELA/Math) and program-specific assessments
- School Report Card, student performance data (e.g., progress reports/report cards, samples of classroom work, projects/assessments)
- Observations of students, attendance and health records
- APPR data/results
- Curriculum maps/lesson plans
- Post-graduation placement for all students, completion rates for all students
- Discipline referrals, PBIS, VADIR, DASA data
- Teacher needs survey, post PD feedback
- BEDS data

- **Evaluation**

- Evaluations of the PD plan will use the New York State Impactful Professional Development Rubric adapted from Paul Bambrick Santoyo.

Section 5

2017-18 Priority Goals and Objectives

- **Goal:** To increase student achievement in mathematics K-12.
 - **Objective:** To demonstrate student growth on NYS test scores.
 - **Strategy:** To use data to drive instruction.
- **Goal:** To increase student achievement in ELA K-12.
 - **Objective:** To demonstrate student growth on NYS test scores.
 - **Strategy:** To use data to drive instruction.
- **Goal:** To identify factors that impede learned literacy to establish consistent data-driven strategies K-12.
 - **Objective:** Students K-12 will receive instruction by way of shared strategies developmentally appropriate for struggling "ls" to "enriched 4s"
 - **Objective:** Teachers K-12 will implement RU for data driven (fluid) instructional support.
 - **Strategy:** K-12 ELA Teams require time to organize, meet, plan, and implement PD: Writing Process, Rtl, DDI. Opt-Out Information

Section 6

- List Professional Development Resources and approved providers:
 - List PD providers your district uses on a regular basis. Some examples:
 - DCMO BOCES Instructional Support Services: Professional Development, School Library Systems, Model Schools and Distance Learning programs
 - SESIS/RSE TASC Specialist
 - South Central Regional Information Center
 - Catskill Regional Teacher Center
 - NYSED
 - Unions and Organizations (NYSUT, SAANYS, NYSCOSS)
 - Public School Works
 - BTBOCES
 - ONCBOCES
 - Ferrara & Forenza Law Firm
 - Madison-Oneida Labor Relations
 - Bureau of Educational Research
 - McGraw-Hill
 - In district Staff trainers
 - *PD provided by people/organizations not included in your PD plan do not count. You can resubmit as many times as you need throughout the year.*
- Expected Participation
 - ○ All Afton Central School district teachers and administration are expected to participate in on-going professional development. All teachers/LTA's/admin. subject to CTLE will complete the required number of hours (100) every five years.
 - PD structures that will be available to meet goals/ objectives of the PD Plan.
 - Webinars
 - On-line courses
 - Mentoring, shadowing and coaching
 - DL/Video Conferencing
 - Conferences/workshops
 - College coursework
 - In District Training (turnkey)
 - List of PD structures that will be available to meet goals/objectives of the PD Plan.

Section 7

Mentoring Plan

- I. Purpose of Mentoring
 - Improve teacher performance and student learning
 - Increase retention of promising beginning teachers
 - Promote the personal and professional well-being of beginning teachers

- Transmit the culture of the school and community

II. Goals

- Provide orientation to Afton School and community
- Provide guidance in classroom management
- Provide support for professional development
- Provide a confidential alliance with an experienced teacher

III. Mentor Selection Process

- Administration and mentor coordinator will assess mentoring needs for upcoming year
- Teachers interested in mentoring will contact the mentor coordinator
- Department Coordinators will be consulted if no volunteers are available
- Administration and mentor coordinator select mentors according to needs
- Final approval by administration and board appointment

IV. Criteria for Being a Mentor

- Willing volunteer
- Positive attitude toward school and teaching
- Tenured teacher

V. Mentor Training and Preparation

- Training provided when possible by BOCES or Teacher Center
- In-House training by mentor coordinator and administration

VI. Expectations and Responsibilities for Mentors

- Attend trainings/meetings
- Confidentiality
- Provide ongoing feedback
- Provide expertise and support in classroom, school, and community environments
- Assist in professional development
- Maintain meeting records

VII. Timeline for Mentoring/Allocation of Time

- August: New Teacher Orientation Day
- September – April: Weekly Mentor/Mentee Meetings, Monthly Whole Group Meetings
- May-June: End of Year Checklist, Evaluation Support, Continue Meetings
- 1 hour per month – mandatory whole group meetings run by mentor coordinator
- 30 minutes per week – individual mentor/mentee meetings documented by mentor

Mentor Meeting Log

Mentor: _____ Mentee: _____

Month:	
Week 1 Date: Total Time:	Week 2 Date: Total Time:
Week 3 Date: Total Time:	Week 4 Date: Total Time:

Topic(s) Discussed:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="radio"/> Classroom Organization <input type="radio"/> Classroom Management <input type="radio"/> Discipline Issues <input type="radio"/> Curriculum <input type="radio"/> Parent Contact <input type="radio"/> Grades & Report Cards <input type="radio"/> Level 1/Level 2 <input type="radio"/> Other: _____ | <ul style="list-style-type: none"> <input type="radio"/> General Procedures <input type="radio"/> Computer Procedures <input type="radio"/> Substitutes/Requesting Time Off <input type="radio"/> Safety <input type="radio"/> Support Services <input type="radio"/> Afton Teacher's Association <input type="radio"/> Friday Folders/Morning Program <input type="radio"/> Other: _____ |
|---|---|

Notes:

Questions/Concerns/Follow Up:

Section 8

- All records of professional development will be provided to the faculty and staff. Individual reporting of hours will be maintained by each teacher as required by new CTLE Regulations.
- District will be providing workshops/trainings for school violence prevention during annual new staff orientation.

Section 9

Continuing Teacher Leader Education for Certificate Holders

- o Certificate Holder Requirements
 - Professional Certificate/Teaching Assistant Level III
 - Must complete 100 hours of CTLE every five (5) years certification.
 - Continuing Teaching Assistants
 - Do not have to complete CTLE hours every 5 years
- o Certificate Holder Record Keeping Responsibilities
 - Professional Certificate/Teaching Assistant Level III
 - Must keep record of PD completed during your professional development period, including that provided by your district.
 - Required documentation includes:
 - o Program event/title
 - o Accrual of program/ event hours
 - o Provider name (must be approved provider)
 - o Attendance verification/ certificate of attendance
 - o Data and location of the program/ event
 - Records should be up-to-date, must be kept for eight years and be made available to NYSED in the event of an audit.

Appendix A: Additional Providers of Professional Development

- List and all potential organizations you can think of to avoid having to resubmit the plan multiple times throughout the year.
- Examples:

<ul style="list-style-type: none"> o NYSAHPERD (NYS Association for Health, Physical Education, Recreation, and Dance) o NYSED o COSN (Consortium for School Networking) o ASCD/NYASCD (Association for Supervision and Curriculum Development) o NYSCATE (New York State Association for Computers and Technologies in Education) o NYLA (New York Library Association) o NYSCAA (NYS School Counselors Association) o SUNY Oneonta o SUNY Cortland o SUNY Potsdam o SUNY Binghamton Teachers College (Columbia University) o NYSEC (New York State English Council) 	<ul style="list-style-type: none"> o NYSASBO (NYS Association of School Business Officials) o NYSSBA (NYS School Boards Association) o CASSC (Catskill Area School Study Council) o Marzano - Learning Sciences Learning and the Brain o Educon o ISTE o Solution Tree o American Association of School Librarians o NCTE (National Council of Teachers English) o NCTM (National Council of Teachers of Math) o NYSCSS (NYS Council of Social Studies) o S/CDN (Staff /Curriculum Development Network) o Representatives from NYS o BOCES
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- RSE-TASC Staff
- RBERN Staff
- Schoology
- Buzz/OHM Learning Network
- Model Schools
- DATAG (Data and Technical Assistance Group)
- BER (Bureau of Education Research)
- Leatherstocking Dyslexia Center
- Catskill Area Teaching Center
- CASDA
- TEQ
- Renaissance Learning
- Productive Struggle

CTLE RESOURCES:

Goal: To increase student achievement in mathematics K-12.
Objective: To demonstrate student growth on NYS test scores.

Strategy: To use data to drive instruction.

Action Step:	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow up meetings): emerging needs, issues, next steps
Professional development in Data Driven Instruction.	DCMO BOCES (Nan G) LINKS Team Math Departments K-12 AIS/RTI	By November 10 th <ul style="list-style-type: none"> • Analyze data • Utilize results to inform instruction. 	complete in progress not started
Schedule times to analyze data.	Math Departments K-12	Determine dates for meetings (can it be one of the two monthly faculty meetings required?)	complete in progress not started
Use data to inform instruction and evaluate effectiveness of instruction.	Math Departments K-12	The evaluation template should be completed by the next monthly meeting.	complete in progress not started

Goal: LINKS ELA Team will identify factors that impede learned literacy to establish consistent data driven strategies K-12.
Objective: Students K-12 will receive instruction by way of shared strategies developmentally appropriate for struggling "1s" to "enriched 4+++'s". Teachers K-12 will implement RtI for data driven (fluid) instructional support.

Strategy:
K-12 ELA Teams require time to organize, meet, plan, and implement PD: Writing Process, RtI, DDI. Opt-Out Information

Action Step:	Designation: Who are the collaborative partners?	Timeframe and Results: By when/by what evidence will progress be noted?	Progress Notes (Follow up meetings): emerging needs, issues, next steps
Transition RtI K-12 AIMSweb	RtI Team K-6 RtI/AIS ELA/Math Teachers MHS	2017 August 2018 Observe: RtI Meetings Assessments Tier I, II, III Implementation Build Autonomous MHS Structure	complete in progress not started
Action Step:	Designation:	Timeframe and Results:	Progress Notes:
Writing Process Writing Rubric Encompassing all criteria of strong confident authors	K-12 ELA Team	2017-August, 2018	complete in progress not started
Action Step:	Designation:	Timeframe and Results:	Progress Notes:
PD Data Driven Instruction meaning, process, and use of data	Janet Lathem All Faculty	Superintendent Conference Day?	complete in progress not started
Action Steps:	Designation:	Timeframe and Results:	Progress Notes:
Testing Opt-Outs	Teachers Families Administration	Established for NYSED Tests / Regents Letter/Global Connect/Powerpoint on Website	Complete in progress not started