Allegany-Limestone Central School District

Professional Development Plan

2016-2017

TABLE OF CONTENTS

District Name: Allegany-Limestone Central School

BEDS Code: 04-03-02-06-0000

Superintendent: Dr. Karen Geelan

Address: 3131 Five Mile Road, Allegany, NY 14706
Phone: 716-375-6600
Fax: 716-375-6629
E-mail: kgeelan@alcsny.org

Year plan is in effect: 2016-2017

Vision

Vision: *Allegany-Limestone Central School will create and sustain a safe, nurturing, and rigorous learning environment in which all students are challenged and prepared to accomplish their goals.*

Mission

Mission: *By instilling a sense of inquiry, adaptability, creativity and character, the ALCS community will prepare our students as lifelong learners and problem solvers.*

Introduction

The purpose of the Professional Development Plan in the Allegany-Limestone Central School District is to improve student achievement and success through a wealth of opportunities and resources that are offered to all district employees and that reflect the varied needs of all district employees.

A diverse team of professionals meets yearly to evaluate the ALCS Professional Development Plan to ensure that goals and action plans are aligned with BOE goals, rigorous and engaging instruction, technological advancements, and health and safety priorities.

ALCS embraces and supports the practice of lifelong learning, and the Professional Development Plan is a key component in ensuring that the most important needs of all, those of our students, are met.

Professional Development /Comprehensive Planning Team Members:

Name	Title
Dr. Karen Geelan	Administrator
Kimberly Moore	Administrator
Cory Pecorella	Administrator
Kevin Straub	Administrator
David Taylor	Administrator
Amy Windus	Administrator
Phil Quinlan	Board of Education
Dr. Paula Scraba	St. Bonaventure Univ.
Greta Gregory	Counselor
Suzanne Charles	Teacher

Name	Title
Eileen Finn	Teacher
Jennifer Giardini	Teacher
Rosemarie Grainer	Teacher
Tammy Hollowell	Teacher
Brian Rohrabacher	Teacher
Patty Saglimben	Teacher Aide
Ellen Samol	Teacher
Wayde Savidge	Teacher
Karol Stayer	Teacher
Linda Thiel	Teacher
Susie Vossler	Teacher

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.

Allegany-Limestone Central School District and CAEW 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. Certificates will be transmitted by e-mail in most instances to each participant in the professional development training.

Philosophy

Professional development at Allegany-Limestone Central School District is a vital component of our commitment to continuous refinement of instruction. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our district, as well as to the assessment of ongoing professional development initiatives. Professional development provided to employees is tailored to the needs of our district and individual buildings, progresses across grade levels, and is ongoing 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.

District-wide Goals

Board of Education District Goals (To be updated by BOE)

1. By September 1, 2016 there will be a 5% increase in student proficiency on the NYS Assessments in ELA and Mathematics at all three grade levels in the Middle School.
2. By September 1, 2016, our schools will narrow the achievement gap by at least 50% for our economically disadvantaged students.
3. By September 1, 2016, ALCS will have a 93% five year high school graduation rate.
4. By September 1, 2016, ALCS students will achieve proficiency at the aspirational (college and career ready) level in English Language Arts and Mathematics for all subgroups, including students with disabilities narrowing the achievement gap by 50% over the 2014 rate.

ALCS Professional Development Goals

Instructional Goals:
1. To improve student performance specifically in Reading / Writing / ELA / Math.
2. To revise District curriculum to strengthen horizontal and vertical alignment with NYS Learning Standards.
3. To expand the repertoire of behavior management strategies to ensure the academic success of each student in the classroom.
4. To educate our staff on the challenges of poverty and its impact on student learning.
5. To educate our staff on the unique needs of students who are differently-abled.

Technology Goals:
1. To provide staff with training on various forms of technologies to support curriculum work.
2. We will provide training to allow staff to utilize technologies to safeguard our campuses and buses.
3. Technologies will be used in an effort to engage families and members of the ALCS community.
4. Provide students with instructional experiences aligned with the ISTE standards to equip them as 21st century learners.

Health and Safety Goals:
1. To ensure student safety, staff will be continuously trained and updated on student health concerns.
2. To guarantee staff is knowledgeable about potential student and environmental concerns and how to react appropriately when incidents occur.
3. To provide training so that all staff know the correct policies and procedures to ensure student and staff safety in the event of an emergency.

Action Plans

Please see Appendix A for a list of all anticipated workshop topics, trainings, and consultants to be utilized by the District during the 2016-2017 school year.

Instructional Goal 1: To improve student performance specifically in Reading / Writing / ELA / Math.

Objective: To provide support to teachers and additional teaching strategies for students in the areas of Reading, Writing, ELA, and Math.			
Essential Questions: What are the specific standards of Reading, Writing, ELA, and Math in which students are struggling?			
Activities and Strategies: Identify gaps in learning by performing item analyses by standard of NYS Assessments. Devise plan to implement new strategies into the classroom.			
Inputs	Evidence	Responsibility	Timeline
Data analysis of State Assessment results.	Report from staff on standards in need of attention.	Dir. Of Instruction; Building Administrator; Teachers	July 2016 – June 2017
Collaboration to implement new strategies.	Lesson plans; curriculum maps	Dir. Of Instruction; Building Administrator; Teachers; BOCES	July 2016 – June 2017

Instructional Goal 2: To revise District curriculum to strengthen horizontal and vertical alignment with NYS Learning Standards.

Objective: Create continuity of learning within different sections of the course and as well as sequential courses.			
Essential Questions: Where is there a discontinuous flow of instruction within the instructional programs?			
Activities and Strategies: Establish environments where discussion of curriculum maps compare programs at adjacent grade levels and sequential courses.			
Inputs	Evidence	Responsibility	Timeline
Staff participation in grade-level and departmental meetings.	Meeting agendas and minutes.	Dir. Of Instruction; Building Administrator; Team Leaders, Teachers	July 2016 – June 2017

Instructional Goal 3: To expand the repertoire of behavior management strategies to ensure the academic success of each student in the classroom.

Objective: Mitigate behavioral disruptions to the education process.
Essential Questions: What strategies can / should be used in a variety of situations in order to minimize negative student behaviors that inhibit learning for the subject individual and classmates?

Activities and Strategies: In-district meetings will be used to collaborate on both, general behavioral and specific cases, and to share appropriate responses to be used by educators.
Outside sources of training will be included to support strategy development for issues of student conduct.

Inputs	Evidence	Responsibility	Timeline
Staff attendance in meetings on specific issues.	Behavior plans and strategy guidelines.	Dir. Of Instruction; Building Administrators; Counselors; Psychologists; Teachers	July 2016 – June 2017
Staff attendance at BOCES training sessions.	Behavior plans and strategy guidelines.	Building Administrators; Counselors; Psychologists; Teachers	July 2016 – June 2017

Instructional Goal 4: To educate our staff on the challenges of poverty and its impact on student learning.

Objective: To increase the awareness in district staff and potential steps to lessen the impact of poverty on student learning.

Essential Questions: What does poverty look like in our district? How does it affect a student's ability to learn at school and home? What strategies can be employed to counteract the challenges encountered by poverty-afflicted families?

Activities and Strategies: Presentations of experts, recorded and live, to explain the issues surrounding the poverty environment.
Meetings to address district, building, or family-specific situations of poverty.

Inputs	Evidence	Responsibility	Timeline
Employee attendance at Staff Development Day sessions.	Attendance sign-in sheets.	Dir. Of Instruction; Building Administrators; Counselors; Psychologists; Teachers	July 2016 – June 2017
Building staff meetings and family/staff meetings.	Meeting agendas and minutes.	Dir. Of Instruction; Building Administrators; Counselors; Psychologists; Teachers	July 2016 – June 2017

Instructional Goal 5: To educate our staff on the unique needs of students who are differently-abled.

Objective: To inform our staff on the general needs that exist in our student body, as well as more specific needs of our individual students.			
Essential Questions: Do we understand the difference between what we are familiar with in the general population and the adjustments of supports and expectations for students with special needs?			
Activities and Strategies: Presentations by specialist in the area of Special Education to explain the needs and circumstances of students who are differently-abled.			
Inputs	Evidence	Responsibility	Timeline

Employee attendance at presentations.	Attendance sign-in sheets.	Dir. Of Instruction; Director of Spec. Educ.; Building Administrators; Counselors; Psychologists; Teachers	July 2016 – June 2017

Technology Goal 1: Technology will be used to plan curriculum, including development, design, and assessment.

Objective: To provide staff with training on various forms of technologies to support curriculum work.			
Essential Questions: What types of technology training are necessary to improve curriculum development?			
Activities and Strategies: Training on technologies used on curriculum mapping, lesson planning, and assessment development.			
Inputs	Evidence	Responsibility	Timeline
In-house, BOCES training sessions	Attendance sign-in sheets.	Dir. Of Instruction; Dir. Of Technology, Building Administrator; Teachers	July 2016 – June 2017

Technology Goal 2: We will provide training to appropriate staff to utilize technologies to safeguard our campuses and buses.

Objective: To support an environment to safeguard the security and safety of our people and property.			
Essential Questions: What are the specific training needs to remain current in protection of our district?			
Activities and Strategies: Training in the operation of security cameras.			
Inputs	Evidence	Responsibility	Timeline
In-house and vendor training sessions.	Attendance sign-in sheets.	Dir. Of Instruction; Dir. Of Technology, Building Administrator.	July 2016 – June 2017

Technology Goal 3: Technologies will be used in an effort to engage families and members of the ALCS community.

Objective: To use technology to improve existing methods and new opportunities for communication with families and community members.			
Essential Questions: How best can families receive information from the school district?			
Activities and Strategies: Training of staff on the use of School Messenger and social media to engage families in the events of the District.			
Inputs	Evidence	Responsibility	Timeline

BOCES and in-house training sessions.	Attendance sign-in sheets.	Dir. Of Instruction; Dir. Of Technology, Building Administrator.	July 2016 – June 2017

Technology Goal 4: Provide students with instructional experiences aligned with the ISTE standards to equip them as 21st century learners.

Objective: We will provide professional development to ensure our faculty is prepared to create and sustain adaptable and state of the art learning environments aligned to ISTE standards.			
Essential Questions: What will students need to be successful as 21st century learners?			
Activities and Strategies: Training for staff who provide instruction in coding, distance learning instruction, 21st century classroom learning model.			
Inputs	Evidence	Responsibility	Timeline
BOCES workshops, in-house sessions			July 2016 – June 2017

Health and Safety Goal 1: To ensure student safety, staff will be continuously trained and updated on student health concerns.

Objective: To provide current information on student health conditions.
Essential Questions: How do we provide appropriate information to essential personnel without violating privacy laws?

Activities and Strategies: Training sessions for staff on specific student conditions.			
Inputs	Evidence	Responsibility	Timeline
In-house training, parent meetings, outside professionals	Sign-in sheets.	Building principals, school nurses, counselors, teachers	July 2016 – June 2017

Health and Safety Goal 2: To guarantee staff is knowledgeable about potential student and environmental concerns and how to react appropriately when incidents occur.

Objective: To prepare staff to handle any day-to-day student crises or environmental situations.			
Essential Questions: What types of student crises may occur in our schools?			
Activities and Strategies: CPI training and drills for instructional staff on responding to student crises and environmental issues.			
Inputs	Evidence	Responsibility	Timeline
In-house training sessions	Sign-in sheets	CPI instructors, counselors, psychologists, ERT members.	July 2016 – June 2017

Health and Safety Goal 3: To provide training so that all staff know the correct policies and procedures to ensure student and staff safety in the event of an emergency.

Objective: To ensure that responses to emergencies are timely and appropriate.			
Essential Questions: What is the best way to train in-house responders to emergency situations?			
Activities and Strategies: Drills and tabletop exercises, regular meetings will keep staff current for potential situations.			
Inputs	Evidence	Responsibility	Timeline
In-house and outside law enforcement agency trainings	Sign-in sheets and drill completion reports	District Emergency Response Coordinator, ERT teams	July 2016 – June 2017

Provisions for Mentoring Program

The Allegany-Limestone Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Allegany-Limestone Central School District 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:

Procedure for Selecting Mentors	Mentors are selected from the ALCS tenured faculty who have a depth of experience working within the school building, knowledge of district/building/department policies and procedures, and the ability and opportunity to work closely with the new teacher.
Role of the Mentors	Although each new teacher will go through a formal training session prior to beginning their teaching experience at ALCS, mentors will provide new staff with a support system to prepare the mentee for upcoming tasks and events; provide further assistance / one-on-one training; and discuss expectations of the position. In addition to regularly scheduled meetings, the mentor will make him/herself readily available to the new teacher.
Preparation of Mentors	Mentors will receive training prior to beginning the mentoring relationship with new teachers. The Director of Instruction will be responsible for the scope of the training. Each mentor will receive a binder containing

	information to be used during the mentorship and forms to document meetings and benchmark items.
Types of Mentoring Activities	The program includes an initial orientation for all new teachers that introduces staff to the goals, policies, climate, expectations, resources, and procedures of the District. Subsequent meetings are set forth in a schedule to meet in group and one-on-one settings. At the beginning of the school year, an experienced teacher is assigned to each new teacher (mentee) with whom to meet on a regular basis and be a readily-available, specific point of contact throughout the school year. Details such as topic, participant, and duration of each session of training/collaboration will be documented by the mentee on a log, which will be turned in to the office of the Director of Instruction from which a training certificate will be issued.
Time Allotted for Mentoring	Teachers who are new to our District will participate in the mentoring program for the first school year of their employment with the District. A formal New Teacher Orientation will be scheduled during the summer preceding the start of the new employees' first school year. Regularly scheduled meetings with mentees, group or individual, will be conducted by the Director of Instruction.

Provisions for School Violence Prevention and Intervention Training

Allegany-Limestone Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Allegany-Limestone Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Allegany-Limestone Central School District 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

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.

Allegany-Limestone Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, Allegany-Limestone Central School District 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 Allegany-Limestone Central School District total student population, as of such date as established by the commissioner.

Appendix A

List of anticipated training providers and types of training to be offered and/or utilized during the 2016-2017 school year which will be available to staff of the Allegany-Limestone Central School District where CTLE credit will be awarded.

List of Training Providers

Training Provider	Types of Training
Allegany-Limestone Central School	Curriculum, Health, Safety, Technology, Assessments, Data analysis, STEM, Best practices, Employee relations,
Cattaraugus-Allegany BOCES	Curriculum, Health, Safety, Technology, Assessments, Data analysis, STEM
Erie 1 BOCES	Curriculum, Technology, STEM
Cattaraugus-Allegany Teacher Center	Best Teaching Practices
Utica National Insurance Company	Health, Safety, Employee Relations
Amplify Education, Inc.	ELA curriculum
AV Rover	Technology
NYLearns	Curriculum mapping, Lesson planning
Castle Learning	Curriculum
PD and Evaluation	PD Documentation
Curriculum Associates, LLC	ELA and Math Curriculum
NYS Police / Catt. Co. Emergency Services	Safety
Southern Tier Health Care System	Student safety

School Messenger	Communication, Public information
Harris Beach	Legal practices
Hodgson Russ	Legal practices
LEAF, Inc.	Best administrative practices
SAANYS	Best administrative practices
NYSSBA	Best administrative practices
NYSCOSS	Best administrative practices
NYSUT	Best teaching practices
Parent Network of Western New York	Best administrative practices
Western New York Educational Services Council	Best administrative practices
Catt. Co. Dept. of Mental Health	Health and Safety
Catt. Co. Youth Bureau	Health and Safety
ASCD	Best practices for administrators
Learner-Centered Initiatives, Ltd.	Administrator evaluations