PROFESSIONAL DEVELOPMENT PLAN

DISTRICT: **Union Springs Central School District**   Superintendent: **Jarett Powers**

Plan Range: 2022 -2023   Current Plan Year: 2022 - 2023   BEDS Codes: 051901040000

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Cycle of Professional Development

Four Planning Components

Collecting / Analyzing Student Data

Program Evaluation (Summative)

Goal Setting & Student Learning

District Career Development Plan

Ongoing Data Collection (Formative Evaluation)

Selecting Content

Ongoing Components

Collaboration / Implementation

Designing Process for Professional Development

Training / Learning Opportunities

Assurances
Professional Development Plan Certification

The Superintendent certifies that:	District Philosophy Statements

The Superintendent certifies that:

- Planning was implemented and updated as a team process.

- Development of plan addresses the needs of **all** students.

- Development of the plan is based on key performance indicators and other available data.

- Representatives of all constituencies were involved in the plan's development.

- Building staff, parents, and the wider school community were informed and involved, as appropriate in the process.

- Required school building plans (such as Title I School Improvement and SURR Comprehensive Education Plan) are on file at the building level and were a major resource in the establishment of priorities.

- The plan meets the requirements of State and Federal laws and/or regulations that apply to the programs covered by this Plan.

- The Board has reviewed and approved this Plan.

District Philosophy Statements

District Vision Statement

The Union Springs School District is a community in which members pursue excellence today in order to ensure success tomorrow.

District Mission Statement

The Union Springs Central School District is an organized body (composed of students, parents, staff, and community members) that nurtures all learning and recognizes individual differences in a challenging environment. ALL MEMBERS positively and respectfully encourage one another to succeed, inspiring pride in accomplishments. With everyone ultimately responsible for his or her life-long learning and behavior, the pursuit of excellence is our mission.

Date: _____

_____
Superintendent's Signature

Background and Demographics

District Statement

The mission of the Union Springs Professional Development Plan is to:

Provide all professional staff and supplementary school personnel (including but not limited to personnel who work with students with disabilities and/or English Language Learners) substantial professional development in order that they remain current with their profession and meet the learning needs of all of their students.

Improve the quality of teaching and learning by ensuring that all instructional personnel participate in professional development that promotes rigorous learning standards and builds students' capacity to meet these standards.

Note: *Instructional personnel* is defined as all full time teachers, teaching assistants and long-term substitutes (40+ days).

All students is defined as all General Education, Special Education and English Language Learners.

This Professional Development Plan describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction. Our goal is to ensure that all members of the professional staff develop the skills, knowledge and strategies to effectively implement curriculum and best instructional practices.

This Professional Development Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State (NYS). Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities and how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing hours of professional development for teachers and for teaching assistants.

Needs Assessment

As part of the ongoing professional development planning cycle, the Union Springs Central School District reviews multiple data sources.

The following items are analyzed annually to determine the focus and content of the professional development plan:

Student Achievement Data
District School Report Card
NYS and District Assessments (e.g., 3-8 testing and Regents exams)
STAR Math and ELA Data
Student Report Cards
Fountas & Pinnell Elementary Reading Data
School Safety & Educational Climate (SSEC) Reports
Student Attendance and Discipline reports
SED Regulations and Mandates

Graduation and Drop-out Rates
Special Education Identifications and Annual Reviews
College Placement Rates
Academic Intervention Services and RtI Records
College Board (AP, SAT, PSAT)
BEDS Data
Teacher Retention and Turnover Rates
APPR and Observations/Evaluations
Mentor Program Evaluations

The Ten Standards for High Quality Professional Development

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, skills 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, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in 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.

Provisions for at least 30 district hours of professional development for each teacher per year (potentially 150 hours in five years)	Methods of assessing effectiveness of professional development and its impact upon student achievement:

1. Embedded professional development
   a. Building Principals
   b. BOCES Professional Development Unit
   c. Other identified District staff
   d. Mentors for new teachers
 	
2. Release time during the school day (number of hours varies, depending District needs).
 	
3. Professional development provided within faculty meetings, department and grade level meetings
 	
4. Superintendent's Conference Days
 	
5. Summer Staff Development Days (two contractually, others possible)
 	
6. Individual professional conferences, workshops, and visitations
	1. Teachers' written evaluations of professional development opportunities and recommendations for future workshops.
	
	2. Follow-up discussions during team meetings and faculty meetings on classroom implementation of specific, required instructional techniques.
	
	3. Informal and formal observations of teacher performance.
	
	4. Analysis of student achievement data.
	
	5. Exit interviews

Principles that guide the Professional Development Plan

Planning Context:

- Learning Communities – Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- Leadership – Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- Resources – Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process

- Learning – Staff development that improves the learning of all students implements learning strategies appropriate to the intended goal.
- Evaluation – Staff development that improves the learning of all students utilizes multiple sources of information to guide improvement and demonstrate its impact.
- Data-Driven – Staff development that improves the learning of all students analyzes disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Collaboration – Staff development that improves learning of all students provides educators with the knowledge and skills to collaborate.

Content

- Equity – Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students' academic achievement.
- Quality Teaching – Staff development that improves the learning of all students deepens educators content knowledge, provides them with researched-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

LONG TERM GOAL 1: Offer ongoing Professional Development for all PreK-12 General Education Teachers and Teaching Assistants (and long term substitutes) to increase cultural awareness and support language acquisition of English Language Learners.

ANNUAL GOAL 1: Understand the shifts in curriculum, instruction and assessment around the implementation of new standards and how that directly impacts English Language Learners.

- Provide practical, research-based information, resources and strategies to teach, evaluate and nurture ELL students on a daily basis to ensure instruction in English is meaningful and comprehensible

- Integrate teachers' understanding of academic content and English-language proficiency standards with instruction in teaching methods and assessment

- Increase awareness around the idea that the content, performance, and language demands in the new standards and assessments are deeper and greater than those in most previous standards, and therefore these challenges will dramatically impact the performance of English Language Learners (ELLs).

- Demonstrate how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement

- Participants share strategies they have found effective; observe peers who are having success

- Embed ELL needs in to future Professional Development sessions

ANNUAL GOAL 2: Increase staff awareness and knowledge of cultural diversity.

- Conduct scenarios that help staff feel and understand what ELLs experience in their classroom

- Create classrooms that are supportive of using and learning language through the use of cooperative learning structures (pairs, small groups, whole group)

- Foster an environment that offers opportunities and engages students in discussions (socialize using disciplinary discourse)

- Build a framework for understanding cultural competency and ensuring that students feel safe and validated in the classroom learning environment

Title of Prof Dev	Audience	When / Frequency	Hrs / PD Standard	Data Source	Staff Responsible	Follow-up/ Measures of success
Who are our ELLs? What is important to know about their background (cultural awareness)? What are their needs? Language Progressions & Scaffolded Skills	All PreK-12 Teachers and TAs	Sept Staff Meetings	.5	NYSESLAT	Mid-State RBERN BOCES PDU ELL teacher	Guidance Counselors, Admin monitor grades
Assessing ELLs to determine linguistic and academic needs, measuring student learning	All PreK-12 Teachers and TAs	Oct Staff Meetings	.5	Classroom quizzes and tests	Mid-State RBERN BTEC BOCES PDU ELL teacher	Guidance Counselors, Admin monitor grades
Effective ways to communicate with parents	All PreK-12 Teachers	Nov Staff Meetings	.5	Parent-Teacher Conference participation	Mid-State RBERN BTEC BOCES PDU ELL teacher	Guidance Counselors, Admin monitor grades

Looking into the new standards and the new challenges that will be presented to ELLs; Language Demands	All PreK-12 Teachers and TAs	Dec Staff Meetings (4 bldgs)	.5	Lesson Plans	Mid-State RBERN BTEC BOCES PDU ELL teacher	Admin walkthroughs and observations
Unpacking the Standards	All new PreK-12 teachers and TAs	Jan, Feb, March	1.5	RTI Plans	Building Principals	Admin walkthroughs and observations

LONG TERM GOAL 2:   Improve the efficiency of the District's Response to Intervention services.

ANNUAL GOAL: Identify the essential learning targets in each lesson/unit

- Staff participate in "The Essentials of RTI (Response to Intervention)" workshop
- Staff collaborate as a team to practice identifying specific learning targets
- Staff work independently to identify their lesson/unit learning targets and provide those learning targets to the ELL teacher

ANNUAL GOAL: Improve student attendance to minimize breaks in instruction/ interventions

- All staff promote good attendance
- Homeroom (or an identified teacher) make personal connection with student and parent/guardian
- Contact Child Protective for instances that are excessive and unwarranted
- Publish data and foment a district wide conversation about school attendance

ANNUAL GOAL: Increase the use of high quality formative assessments to better inform instruction, monitor needs of students (i.e.

ELLs, AIS, IEPs) to improve student learning and achievement

- Identify, create and/or improve progress monitoring assessments (required for AIS, Special Education, ELL)

- Train and support instructional teams in design, creation and application of assessments.

- Continue to research and/or develop required assessment tools and databases for interventions and APPR

- Implement selected assessment models; collect and report-out data.

- Utilize data walls and data team meetings to look at student achievement and build intervention protocols

Title of Prof Dev	Audience	When / Frequency	Hours completed	Data Source	Staff Responsible	Follow-up/ Measures of success
Mission statements around Response to Intervention in *your* classroom (Promoting a Collective Responsibility)	All PreK-12 teachers and TAs	Sept Staff Meeting	.5	RTI Plans	Building Principals, Pam McHenry	Admin walkthroughs and observations
Fostering a Professional Learning Community within Team/ Department/Grade Levels	All PreK-12 teachers and TAs	October Staff Meeting	.5	RTI Plans	Building Principals, Pam McHenry	Admin walkthroughs and observations
Utilizing a Co-Teaching Structure	All special education teachers and assigned gen ed teachers	October Team meetings	1	RTI Plans	Sheila LaDouce, Melinda Smith	Admin walkthroughs and observations
Using Data to Guide Your Instruction	All PreK-12 teachers	Nov mtg	.5		Pam McHenry	Team meeting minutes
Behavior Interventions	All PreK-12 teachers	Nov mtg	1	SST/BIT referrals	Building Principals, Pam McHenry, Dan Smith, Melinda Smith	Discipline referrals

Unpacking the Standards	All PreK-12 teachers and TAs	Jan, Feb, March	1.5	RTI Plans	Building Principals, Pam McHenry	Admin walkthroughs and observations
Creating our own Pyramid of Interventions (per building)	All PreK-12 teachers	April	1	SST/BIT referrals	Building Principals, Pam McHenry	STARS Tracking
Implication of Essential Standards for Intervention Referrals (Screening Process)	All PreK-12 teachers	May	.5	RTI Plans	Building Principals, Pam McHenry	Admin walkthroughs and observations

LONG TERM GOAL 3:   Offer a supportive but robust Mentoring Program.

ANNUAL GOAL: Revise the Mentoring Plan

- Create a Mentoring Planning Committee
- Share feedback
- Revise Mentoring Plan
- Present to Board of Education for approval/ adoption
- Share new plan with current mentors and mentees
- Provide copies of the Plan to all future mentors and mentees
- Build a district-wide framework for supporting new staff and staff that have transitioned from other jobs and districts

Title of Prof Dev	Audience	When / Frequency	Hours completed	Data Source	Staff Responsible	Follow-up/ Measures of success
Mentor Training	Mentors	August	1.5	Mentoring Plan	BOCES IDP	Attendance Roster, monthly check ins with Mentors by Building Principals

Title of Prof Dev	Audience	When/Frequency	Hours Completed	Data Source	Staff Responsible	Follow-up/Measures of success
New to Teaching/New to District	New teacher hires	August	1.5	Mentoring Plan	BOCES IDP	Attendance Roster Building Principals
Welcome & The ABCs to know about our District	All new PreK-12 teachers and TAs	August	1.5	Mentoring Plan	Building Principals	Admin walkthroughs & observations
Writing strong learning objectives	All new PreK-12 teachers	Sept mtg	1	Lesson Plans	Building Principals	Admin walkthroughs & observations
Foundations of Language Development / Strategies for teaching students with IEPs and ELLs but good for all kids	All new PreK-12 teachers	Oct mtg	1	Parent-Teacher Conference participation	Building Principals	Admin walkthroughs & observations

LONG TERM GOAL 4: Develop vertically and horizontally aligned PK-12 Curriculum maps for all content areas based on NYS Learning Standards (Common Core ELA and Math, Social Studies Framework, Next Generation Science Standards) to improve UPK-12 student academic achievement on local and state assessments.

ANNUAL GOAL: Update the district Social Studies, Science, and Math curriculum to align with new Frameworks

- Review the new standards and research support resources/documents that support new standards
- Collaborate as a department to understand and define K -8 grade curriculum alignment
- Seek out and/or create additional resources and supporting materials (i.e. documents) to assist in the implementation of new curriculum
- Provide job-embedded support in implementation of new curriculum

Title of Prof Dev	Audience	When / Frequency	Hours completed	Data Source	Staff Responsible	Follow-up/ Measures of success

	Audience	When / Frequency	Hours completed	Data Source	Staff Responsible	Follow-up / Measures of success
What you should know about the new Social Studies and Science Framework	Elementary and MS Teachers	Oct	.5	Revised Standards and Protocols	BOCES IDP, Building Principal	Admin walkthroughs & observations
Share research and resources with K-8 teaching staff regarding Math	Elementary and MS Teachers	Nov- May	3.5 (.5 monthly)	Framework & Tool Kit TBD	BOCES IDP, Building Principal	Admin walkthroughs & observations

LONG TERM GOAL 5: All 3rd grade students will enter 4th grade reading on grade level.

As Is: 81% of 3rd grade students in the 2017-18 cohort were reading on grade level.

Our Desired State: 100% of 3rd grade students in the 2021 -2022 cohort will be reading on grade level – actual post pandemic percentage is 69%. We will continue to improve reading outcomes for 3rd graders in the 2022-2023 academic year as time and resources allow.

ANNUAL GOAL: Implement a consistent ELA program PreK-3

- Purchase Journeys and provide accompanying professional development to ensure implementation fidelity
- Schedule student use of Imagine Learning and analyze data for effectiveness/progress monitoring
- Identify two staff members to attend Reading Recovery training
- Implementation of Reading Recovery
- Implement small group reading intervention groups, build data teams to review student progress
- Provide professional development around decoding

Title of Prof Dev	Audience	When / Frequency	Hours completed	Data Source	Staff Responsible	Follow-up/ Measures of success
Components of the Journeys system / How to utilize resources provided	All PreK-3 teachers	August	6	3rd STAR results	Vendor Trainer Sheila LaDouce, Building Principal	Admin walkthroughs & observations; STAR results; F&P results

Using Imagine Learning Data	All K-5 teachers	Ongoing	3 (bi monthly data meetings)	Imagine Learning	Sheila LaDouce, Building Principal	Admin walkthroughs & observations; Imagine Learning data
Decoding Strategies	K-5 teachers	August	7 hrs		Sheila LaDouce, Building Principal	Admin walkthroughs & observations; STAR results; F&P results
Reading Recovery	Two teachers	Ongoing		Reading Recovery provider	Sheila LaDouce, Building Principal	Reading Recovery data, STAR, F&P

LONG TERM GOAL 6: Support the integration of advance technology applications to improve instruction, enhance student engagement and maximize learning in a 21st century classroom.

Desired State: All PK – 12th students will independently use a digital learning device to enhance and demonstrate their learning.

ANNUAL GOAL: Implement Digital Learning Devices at the Elementary, Middle School, and high school levels with all students

- Review curriculum and focus on student typing skill development
- Collaborate with BOCES IST for summer professional development
  - Provide a variety of opportunities for staff to develop technology skills for instruction, communication, and presentation
  - Provide training in instructional tools such as: iPads, Chrome Books and Google Apps
  - Provide staff with opportunity to learn current advancements in web-based technology resources (i.e. use of cloud communication.)
  - Provide job embedded professional development / curriculum integration
  - Build understanding of NYS Cultural Responsive Framework.

Title of Prof Dev	Audience	When / Frequency	Hours completed	Data Source	Staff Responsible	Follow-up/ Measures of success
Follow-up training	All staff (teachers, TAs)	Sept Staff / Team meetings	.5		Catie Cahill, Building Principals	Admin walkthroughs & observations
Follow-up training	All staff (teachers, TAs)	Oct Staff /Team meetings	.5		Catie Cahill, Building Principals	Admin walkthroughs & observations
Follow-up training	All staff (teachers, TAs)	Nov Staff /Team meetings	.5		Catie Cahill, Building Principals	Admin walkthroughs & observations

LONG TERM GOAL 7: Establish a community focused on the prevention of harassment and discriminatory behaviors to ensure the safety and security of all District students and staff, and compliance of Board policies around Dignity for All Students Act, Code of Conduct, Character Education, Cultural Competency and Anti-Racism.

ANNUAL GOAL : Foster positive learning environments where students and staff know their right to learn and work in a safe

environment (physical and emotional security) is protected

- Right to Know on-line for staff
- Sexual Harassment
- Building and District Safety Plans reviewed and updated
- Provide copies of revised Code of Conduct to all district staff
- Foster positive learning environments in each school building
- Investigate mental health supports for students and staff
- Provide training regarding cultural competency and anti-racist strategies

Title of Prof Dev	Audience	When / Frequency	Hours completed	Data Source	Staff Responsible	Follow-up/ Measures of success
Staff awareness and sensitivity of harassment and discrimination (students-students, staff –students, staff-staff)	All District employees	Ongoing	1	Attendance sign-in sheet	Superintendent Building Principals Department Supervisors	Referral Data, Parental input
Right To Know workshop & Mental Health (on-line session)	All District employees	Aug/Sept	1	On-line roster	Superintendent, Building Principals,	Sign-In Sheets
Promoting a supportive school environment (free from discrimination and harassment)	All District employees	Ongoing	1	Attendance sign-in sheet	Superintendent Building Principals Department Supervisors	Referral Data, Student Reports
Prevention and Intervention Techniques to recognize and respond to harassment and discrimination	All District employees	Ongoing	1	Attendance sign-in sheet	Superintendent Building Principals Department Supervisors	
Handling of human relations	Dignity Act Coordinators				Building Principals	