ALLEGANY-LIMESTONE CENTRAL SCHOOL

Professional Development Plan

2015-2016

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

The purpose of the Professional Development Plan in the Allegany-Limestone School District is to improve student achievement through the creation of a professional learning community which provides a continuum of opportunities and resources to ensure that all staff strive to become or continue to be highly effective educators.

Professional Development /Comprehensive Planning Team MEMBERS:

Dr. Nancy Casey (SBU)	Brian Rohrabacher
Barb Driscoll	Patty Saglimben
Eric Filbert	Ellen Samol
Eileen Finn	Wayde Savidge
Dr. Karen Geelan	Dr. Paul Scraba (SBU)
Jennifer Giardini	Karol Stayer
Tammy Hollowell	Kevin Straub
Dean Mesi	David Taylor
Kimberly Moore	Linda Thiel
Cory Pecorella	Suzi VanDeCar
Sue Pircio	Susie Vossler

Professional Development Plan
2015-2016

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

Years plan is in effect: 2015-2016

Composition of Professional Development/Comprehensive Planning Team:

District Team

Number of administrators/staff: 6

Number of teachers: 13

Number of others (support/community/post-secondary/Board): 3

Number of school buildings in district: 3

The district team had representation from all buildings. Administrators, teachers, support personnel, and post-secondary educators were included in the composition of the Professional Development/Comprehensive Planning Team.

New York State's Commitment to Professional Development

Listed below are existing State requirements and systems that build a strong foundation for professional development in New York:

o Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain their certification.

o Commissioner's Regulation 100.2 (dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.

o Commissioner's Regulation 100.2 (o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

New York State Professional Development Standards

Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 4: Collaboration
Standard 5: Diverse Learning
Standard 6: Student Learning Environments
Standard 7: Parent, Family, and Community Engagement
Standard 8: Data-driven Professional Practice
Standard 9: Technology
Standard 10: Evaluation

Board of Education District Goals

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.

In compliance with these New York State Professional Development Standards, Allegany-Limestone Central School District has adopted the following Professional Development Goals for the 2015-2016 school year and beyond, relating to those standards:

Professional Development Goals

Instructional Goals

1. To continue to improve collaboration between administration, teaching staff, and community within and outside of grade levels and departments.
2. To improve student performance in Reading / Writing / ELA.
3. To effectively and continuously analyze data, including the iReady program, NYS Assessments, and local student achievement results; to better monitor student progress and modify instructional practices, via the Comprehensive Planning Team (CPT), School Improvement Teams (SIT), and various in-building committees.
4. To revise District curriculum in alignment with NYS Common Core Learning Standards.

Technology Goals

1. The planning of curriculum, including development, design and assessment, will be collaborative and accessible, as will all associated data to evaluate our instructional program and effectively make reports to authorities.
2. The safety and security of our students and staff is our first priority. We will utilize technologies to safeguard our campuses and buses and create efficiencies. Technologies will be used in an effort to engage families and members of the ALCS community.
3. Provide students with instructional experiences aligned with the ISTE standards to help support our students by equipping them to be 21st century learners.
4. 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.

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 in the event of an issue.
3. To provide training such that all staff know the correct policies and procedures to ensure student and staff safety in the event of an emergency.

Assessment Data Used to Identify Professional Development Needs

Scoring Reports from NYS Math Exams
Scoring Reports from NYS ELA Exams
Grade Level Achievement scores
NYS Regents Exam scores
Teacher Professional Development Needs Surveys via reflection forms in MLP
and at the conclusion of each District Staff Development Day
Benchmark Assessment Data from iReady
Local Benchmark Assessments in place in individual classrooms, i.e. Interim Assessments

Needs Assessment Prioritizing

INSTRUCTIONAL TEAM SURVEY RESULTS

As a result of the work of the various teams (Comprehensive Planning Team (CPT), School Improvement Teams (SIT), Vertical Alignment Teams (VAT), grade-level teams, departmental teams, along with standing and ad hoc committees), specific goals are formalized. The categories included instructional goals, differentiated instruction goals, technology goals, health and safety goals, assessment needs, and common core learning. From these goals, in collaboration with all stakeholders, professional development needs are identified and prioritized for the school year.

TEST DATA ANALYSIS and ISSUES FOR INSTRUCTIONAL PROGRESS

District and building assessment results need to be continuously reviewed across all content areas and grade levels in order to determine areas of need. Teachers are provided with test results each year and these results are analyzed to determine areas of strength and weakness in order to identify instructional and curriculum adjustments needed.

STATE REGULATIONS

ALCS is adjusting its curriculum in accordance to NYS Common Core Curriculum. The changes to curriculum and new expectations, specifically in the areas of ELA and math, make ongoing professional development a priority. Data analysis and assessment are key components to CCLS and as such will also require continuous professional development by grade level and/or content area.

Changes to teacher evaluation plans and Professional Performance Reviews require continued professional development to make all staff aware of changes and expectations. Mentoring programs must be continued and expanded to include not only teachers new to the district but also those deemed "Developing" and/or "Ineffective" according to new state and district criteria.

MENTORING PROGRAM

Allegany-Limestone Central School includes a formal mentoring program for teachers that are newly hired in the District. The purpose of the mentoring program is to provide any new, incoming, or developing teacher the support, advice, and professional expertise necessary to have successful, quality teaching experiences with the goal of improving student learning. 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.

APPENDIX A: List of Training Providers

The organizations listed below are training providers utilized for in-District professional development.

- o Cattaraugus-Allegany BOCES
- o Erie 1 BOCES
- o Cattaraugus-Allegany Teacher Center
- o Utica National Insurance Company
- o Amplify Education, Inc.
- o AV Rover
- o NYLearns
- o Castle Learning
- o MyLearningPlan / OASYS
- o Curriculum Associates, LLC
- o NYS Police / Catt. Co. Emergency Services
- o Southern Tier Health Care System
- o School Messenger
- o Traverse
- o Harris Beach
- o Hodgson Russ
- o LEAF, Inc.
- o SAANYS
- o NYSSBA
- o NYSCOSS
- o NYSUT
- o Parent Network of Western New York
- o Western New York Educational Services Council
- o Catt. Co. Dept. of Mental Health
- o Catt. Co. Youth Bureau

ALCS District Professional Development Plan
Implementation Plan

GOAL INSTRUCTION 1: Collaboration

TIMEFRAME (WHEN/HOW LONG)	PROVIDER	METHODS	ACTIVITY	PERFORMANCE MEASURE/ DATA SOURCE
2015 - 2016	CA BOCES SETRC District Coordinator In-house faculty Team Members	Workshops Discussions Incentives Mentoring Program	Sharing Information Planning time to design lesson plans, test analyzes Various forms of communication Parent/community involvement	Lesson plans Observations Log meeting times Benchmark Assessments Parent/Community attendance

GOAL INSTRUCTION 2: Reading / Writing / ELA

TIMEFRAME (WHEN/HOW LONG)	PROVIDER	METHODS	ACTIVITY	PERFORMANCE MEASURE/ DATA SOURCE
2015 - 2016	Teachers' Center Kindergarten Team CA BOCES SERTC BETASC	Collaboration Inclusion Team teaching	RTI/BIT Modified curriculum/workload Modified course materials IEP modifications AIS i-Ready	Formative/summative assessments Differentiated assessments Observations Progress monitoring through AIS and RtI i-Ready

GOAL INSTRUCTION 3: Data Analysis of Student Achievement

TIMEFRAME (WHEN/HOW LONG)	PROVIDER	METHODS	ACTIVITY	PERFORMANCE MEASURE/ DATA SOURCE
2015 - 2016	CA BOCES Representatives In-house faculty Teachers' Center	Meetings Observations Collaboration Corrective Reading My Sidewalks LOGIC AIS and RtI NYS Modules	Videos Workbooks Literacy blocks	Reports from Teachers, Literacy Professionals, Aide CCLS benchmark assessments Formative/summative assessments i-Ready NYS benchmark assessments

GOAL   INSTRUCTION 4:   Curriculum Revision (CCLS)

TIMEFRAME (WHEN/HOW LONG)	PROVIDER	METHODS	ACTIVITY	PERFORMANCE MEASURE/ DATA SOURCE
2015 - 2016 Varies	District Coordinator Mentors CA BOCES In-house faculty	Meetings Observations Workshops Research Singapore Math Collaboration NYS Modules NYLearns	Math Block Assessment Analysis Common planning time	CCLS benchmark assessments NYS benchmark assessments Lesson plans Formative/summative assessments

GOAL   TECHNOLOGY 1& 2: Planning of Curriculum / Campus Safeguarding

TIMEFRAME (WHEN/HOW LONG)	PROVIDER	METHODS	ACTIVITY	PERFORMANCE MEASURE/ DATA SOURCE
2015 - 2016 Varies	Erie 1 BOCES/CSLO In-house faculty Teachers' Center Outside providers	Workshops 1:1 help Technology Cafe Turnkey training	Varied	Lesson plans Student assignments Observations Surveys

GOAL   TECHNOLOGY 3 & 4: Integration of Technology with Instruction

TIMEFRAME (WHEN/HOW LONG)	PROVIDER	METHODS	ACTIVITY	PERFORMANCE MEASURE/ DATA SOURCE
2015 - 2016 Varies	Erie 1 BOCES/CSLO Outside providers Tech. Coordinator In-house faculty Teachers' Center	Workshops 1:1 help Turnkey training	Digital technology APEX PowerSchool Moodle Castle Learning 3D Rover IEP Direct i-Ready Smart Notebook BrainPop MBC	Increased use of digital technology Lesson plans Observations Student projects Teacher reflections

GOAL   HEALTH AND SAFETY 1: Student Safety

TIMEFRAME (WHEN/HOW LONG)	PROVIDER	METHODS	ACTIVITY	PERFORMANCE MEASURE/ DATA SOURCE
2015 - 2016 Initial training as needed Varies	In-house personnel Catt. Co. Health Sheriff Dept. PowerSchool	Training	CPI training/updates Code of Conduct updates Review of student health concerns through PowerSchool/ nurse/ administrator	Certification PowerSchool

GOAL   HEALTH AND SAFETY 2: Staff Safety and Accountability

TIMEFRAME (WHEN/HOW LONG)	PROVIDER	METHODS	ACTIVITY	PERFORMANCE MEASURE/ DATA SOURCE
2015 - 2016	Sheriff Dept. Administration In-house faculty CC Dept. of Health	Online training Personnel training Presentations Workshops	Online quizzes Code of Conduct updates Defibrillator Training CPI training/updates Right To Know Trainings Blood Borne Pathogens training Informational sessions of student health Issues and concerns Mandated Reporter review	Report from BOCES on test results Certification Continued monitoring of Student Health

GOAL   HEALTH AND SAFETY 3: Emergency Planning/Building Safety

TIMEFRAME (WHEN/HOW LONG)	PROVIDER	METHODS	ACTIVITY	PERFORMANCE MEASURE/ DATA SOURCE
2015 - 2016 Varies	In-house personnel Sheriff Administration	Training Research Rehearsal /mock situations	Revisit Emergency Response Team Fire Extinguisher training and location Evacuation drills School Safety Plan review Fire drills Lockdown/Lockout/Shelter in Place drills Go home drills	Time of mock drills