Solvay Union Free School District *Professional Learning Plan* 2018-2020

BEDS Code: 42-07-02-03-0000		
Superintendent: Mr. Jay Tinklepaugh		
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School years for which the plan is effective: 2018-2020 *(Revised Fall 2018 and Spring 2019)*		

Composition of Professional Learning Team(s)
(majority of team members must be teachers)

District Team (Required)	School Team(s) (Recommended)
___7_____ # administrators/staff (includes D.O.T.)	____N/A___ # Administrators/staff
__16_____ # teachers (includes 1 Lit. Coach)	___N/A____ # Teachers
___5_____ # others (specify roles below) Tech. Coordinator, Dir. of Guidance, 3 Parents	____N/A____ # Others (specify roles below)

Number of school buildings in district: ___3__

Number of school-based professional development teams: __0___

Indicate how school team(s), if any, will be represented on district team:

Professional Learning Planning Team

1. **If school teams are not represented on the district professional learning team, describe briefly how the district plan will ensure that the needs of schools in the district are met.**

There are no school teams, but at least four teachers and one administrator from each school building are on the district team as well as the Director of Technology and the technology coordinator. Furthermore, each building's Building Level Team (BLT) addresses professional learning needs and provides input directly to the district team.

2. **On average, please identify the number of hours a teacher will be involved with professional learning on an annual basis. This may include the planning, delivery, application and/or evaluation of professional learning activities.**

It is an expectation that teachers employed in the Solvay UFSD will participate in a minimum of 25-60 hours of professional development each school year. First year teachers participating in the induction program will have approximately 60 hours of professional development during the first year of employment.

Needs/Data Analysis for Professional Development Plans

1. **Describe how the professional development plan is aligned with New York Next Generation Learning Standards and assessments, student needs, and is articulated within and across grade levels.**

Curriculum is designed around the New York Next Generation Learning Standards (NGLS). The results of the NYS assessments (3-8 and Regents) are analyzed to determine student progress toward meeting the standards. Each grade level curriculum will be analyzed for gaps and overlaps through our ongoing curriculum development and mapping process. The PLP includes workshops and specific strategies for implementing and aligning content standards into classroom activities and assessments. Professional development will include job-embedded learning as well as collaboration within and across grade levels to ensure student success.

2. **Describe how the professional learning plan is continuous, reflecting a multi-year approach to improve student performance.**

This plan represents a scope of activities to be followed over the next three years. The scope and sequence of the professional development plan will be supported and continued through a systematic review by the team members. The review will happen throughout each school year.

3. **Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.**

All data used for the professional learning plan will be reviewed at the beginning and the end of each school year and progress will include qualitative and quantitative measures. Near the end of the year, an analysis of progress toward the goals and objectives will be determined and the strategies and activities will be updated and re-aligned to the goals and strategies so that professional learning offerings, based on staff and student learning needs, can begin during the summer before the start of the new school year.

Attachments:

1. A List of Providers
2. NYS Professional Learning Standards
3. NYS ESSA Plan High Concept Ideas

Attachment I - Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

__X___ **Annual School and District Report Cards**
__X___ **BEDS data**
__X___ **Annual Accountability Reports**
__X___ **Student attendance data**
__X___ **Graduation and non-completer data**
__X___ **Student performance results disaggregated by sub-groups (e.g. ethnicity, gender, SES, special needs, etc.)**
__X___ **State benchmarks for student performance including Goals and Measures of Interim Progress (MIP) for 17-18 to 21-22**
__X___ **TIMSS report**
__X___ **Student plans including career plans and post-graduation plans**
__X___ **Student surveys**

__X___ **Longitudinal data: state assessments; local assessments; demographics**
__X___ **Student/teacher ratios**
__X___ **Teacher turnover rate**
__X___ **Number of uncertified teachers**
__X___ **Number of teachers teaching out-of-field**
__X___ **Teacher proficiency data**
__X___ **Teacher surveys**
__X___ **Teacher self-assessment**
__X___ **Curriculum surveys**
__X___**Other (specify):**

- Student discipline data (including suspensions and hearings)
- Student progress toward graduation
- Technology implementation and needs surveys
- Local exams
- Common Formative Assessments
- Report card grades
- NY State Regents Exams
- NY State ELA and Math Tests in grades 3-8
- NY State Science Assessments in grades 4 and 8
- NYSESLAT exam data (along with NYSITELL data)
- AIMSweb Plus Data (K-8)
- Teaching Strategies Gold Data (PreK)
- PBIS data
- Scholastic Reading Inventory (SRI) data (secondary level)
- Assessment data (from the teacher and principal APPR)
- Danielson Framework for Teaching (2011) data
- Multidimensional Principal Performance Rubric (MPPR)
- New York Teaching Standards
- New York State Professional Learning Standards

<div align="center">**Attachment III - District Resources**</div>

What professional learning funds, staff resources, external professional learning providers, and other human and fiscal resources are available or may be developed in your community?

The Solvay UFSD local budget includes the following financial resources for professional development: conference registration, substitute costs, stipends for staff and curriculum development, consultant fees, workshop registrations, release time, teacher initiated professional learning offerings (T3, workshop days, etc.), BOCES Coser expenses, and professional organization memberships. The district also uses grant funding for professional learning: Title II, Title III, Title IV; 21st Century Community Learning Center Grant (21CCLC); and Smart Scholars Early College High School Grant (ECHS).

Human resources include administrator and teacher professional trainers/coaches.

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal resources:

__X___ **District Professional Development Funds (General Fund)**
__X___ **Title IIA Funds**
__X___ **Title IV Funds**

Staff resources:

___X__ **Curriculum advisors (Coordinators)**
___X__ **Content specialists (Science/Math/ELA/Social Studies/Literacy Coordinator)**
___X__ **Exemplary teachers (Mentors and volunteers, NYS Master Teachers)**
___X__ **Literacy Specialists/Coaches**

Providers [see list at the end of this document]:

___X__ **Solvay UFSD Staff Members (trained in programs like SIOP, CPI, etc.)**
___X__ **Institutions of Higher Education (Syracuse University; SUNY ESF; OCC)**
___X__ **CNY/Oswego Teacher Center**
___X__ **OCM BOCES (e.g., ISS, RSE-TASC , RBERN)**
___X__ **CNY Regional Information Center (including Data Warehouse and Model Schools staff)**
___X__ **Board of Education Approved Consultants (e.g. Thinking Collaborative, etc.)**

Community:

_____ **Major employers**
__X__ **Community-based organizations**
__ X__ **Parents**

Please identify any funds the district has received for professional learning which <u>are not</u> used to implement this plan, and why.

N/A – All professional learning funds from all sources are used to support this plan. These include state funds, local funds, Title II & IV funds, and any other available grant funds.

The Solvay Union Free School District Professional **Learning** Plan (PLP) is designed to focus professional learning on improving professional practices that support student learning and achievement goals for the years including July 2018 through June 2020. This Professional Learning Plan meets the requirements of the New York State Part 100.2(dd) regulations. It is reviewed and revised annually.

Goals and Objectives

The design of this plan acknowledges the characteristics of the adult learner by combining individual learning preferences, construction of knowledge, collaboration, and problem solving. The result will be a commitment to professional excellence and to lifelong learning for all staff and students. The mission of the SUFSD is to "develop confident, continual learners who are caring community members."

It is the intent of the Professional Learning Plan to support and enhance the development of professional competencies needed to increase student learning and achievement. The professional learning described is continuous, sustained, and reflects congruence between student and teacher needs and district goals and objectives.

The goals of this plan in which objectives and strategies are based are as follows:

1. To improve student learning for our diverse student population toward meeting state and national standards (NGLS, etc.), using effective instructional practices designed from scientifically based research. This includes pedagogy, content, and English Language Learning.

2. To improve professional learning through reflective practices in coordination with the school district's Annual Professional Performance Review. This includes pedagogy, content, and English Language Learning.

3. To build professional capacity and commitment through a comprehensive three-year new professionals induction process (formerly known as our Mentor/Intern Program). Areas of focus include pedagogy, content, and English Language Learning.

4. To improve student achievement results through the collaborative review of student data, and updating curriculum and instructional technologies. Areas of focus include pedagogy, content, and English Language Learning.

5. To improve school community accountability, communication, collaboration, and trust through the implementation of coordinated support programs that will develop confident, caring, community members. Those programs include but are not limited to Habits of Mind, PBIS, Responsive Classroom, Dignity for All Students Act (DASA), mental health training, social and emotional learning (SEL), and safe and drug free schools. Areas of focus include pedagogy, content, and English Language Learning.

Goal # 1

To improve student learning for our diverse student population toward meeting state and national standards (NGLS, etc.), using effective instructional practices designed from scientifically based research. This includes pedagogy, content, and English Language Learning.

Objective # 1

Provide school professionals with resources and materials that identify effective instructional practices designed from scientifically based research.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Give professionals easy access to current research including pedagogy, content, and English Language Learning.	Monthly department or grade-level meetings with content specialists or coordinators, and principals. Semi-monthly CIC meetings with teacher leaders and administrators.	District Administrators Building Administrators Content Specialists Coordinators Teachers	September - June	Professional feedback surveys included with each professional development offering. Team, grade-level, department, and BLT information and feedback is shared.
Teacher Leaders will engage in professional inquiry, and decision making conversations	Provide teacher leaders with professional journals to share with colleagues Hold meetings for teacher leaders to engage in the appropriate conversations	Assistant Superintendent for Instruction Building Principals Teacher Leaders	August - June	Records of decisions, implementation processes and reflective practices of the administrators and the teacher leaders
Professionals will have access to journals in areas other than the content specialty from the school building library resources including online resources through OCM BOCES SLS.	LMS will provide professionals access to additional professional journals by reviewing available library resources at faculty meetings, other meetings, and in written updates.	Administrators Teachers Library Media Specialists	September - June	Data of use of library professional materials as well as annual feedback surveys.

Goal # 1

To improve student learning for our diverse student population toward state and national standards (NGLS, etc.), using effective instructional practices designed from scientifically based research. This includes pedagogy, content, and English Language Learning.

Objective # 2

Provide school professionals with staff development activities that are scientifically based that effectively address the needs of diverse learners.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Identify the needs of diverse learners	Analysis of student learners from Student Study Teams (SST/RtI) meetings, classroom observations including learning walks and instructional rounds, parent meetings, special program requirements, local, state, and standardized assessments T3 Program workshops for teachers to learn strategies for working with diverse students needs: ELLs, SWDs, etc.	District Administrators Building Administrators Content Specialists Coordinators Teachers	July - June	SST/RtI records, IEP's, Student Learning Plans, Student Writing Folders, Student Reading Cards, student assessment results, and student data folders.
Teachers will strive to learn new and innovative ways to address the needs of diverse learners.	Provide teacher leaders with staff development training and follow up including, but not limited to: Differentiated Instruction, Reading in the Content Areas, Working Effectively with Paraprofessionals, Professional Collaboration, Peer Collaboration and Review, and other programs identified through scientifically based research.	Administrators Teacher Leaders CNYTC BOCES Staff development services (CI&A, RSE-TASC , RBERN, CNYRIC, SLS) Private Consultants Professional Conferences and Workshops aligned to APPR and/or NGLS	July – August, ongoing	Staff Development Evaluation Rubrics Student assessment results, classroom observations. Conference Report forms Frontline (MLP) reports and data

Goal # 1

To improve student learning for our diverse student population toward state and national standards (NGLS, etc.), using effective instructional practices designed from scientifically based research. This includes pedagogy, content, and English Language Learning.

Objective # 3

Create student achievement improvement goals, objectives and strategies for each grade level, department and/or content area based on student progress toward learning standards based on pedagogy, content, and English Language Learning.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Teachers leaders will develop goals, objectives and strategies to improve student achievement and increase the effectiveness of educational programs in a collaborative setting	Analyze disaggregated student performance data; meet with administrators and teachers; recommend staff development activities related to student improvement goals; schedule and facilitate meetings to increase implementation of effective learning strategies	Administrators Teacher Leaders CNYTC BOCES Staff development services (CI&A, RSE-TASC , RBERN, CNYRIC, SLS) Consultants Professional Conferences and Workshops aligned to APPR and/or NGLS and Titles II/IV	Sept-June	Staff Development Evaluation Rubrics Student assessment results, classroom observations. Conference Report forms Frontline (MLP) reports and data Team meeting minutes

Goal # 2

To improve professional learning through reflective practices in coordination with the school district's Annual Professional Performance Review. This includes pedagogy, content, and English Language Learning.

Objective # 1

Provide school professionals (administrators, teachers, and teaching assistants) with training on the purpose, elements, and effective use of the district Annual Professional Performance Review process and components.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Administrators will use the approved APPR rubrics to assist principals and teachers to reflect and plan professional growth strategies including pedagogy, content, and English Language Learning.	All evaluators of teachers and principals will receive ongoing training and review information on the goals, use, and implementation of the APPR plan.	District Administrators Building Administrators Content Specialists & Coordinators Teachers and Trainers	July - June	Professional feedback surveys APPR results and the collaborative review by district administrators and STA members
Professionals will design, implement, assess and reflect on student learning targets and individual professional development goals through the APPR process	Professionals will receive information, training and coaching on the development of their individual professional development goals	Principals and "lead evaluators" Teachers	September - June	APPR rubrics, reflective writing and growth-producing conversation
Continuous learning will be fostered as individuals will be encouraged to share their learning with colleagues	Professionals will be given opportunities to share learning at faculty meetings and/or staff development days and/or team meetings, T3s, CIC meetings	Principals and "lead evaluators" Teachers CIC members Literacy Coaches	September - June	APPR Record Keeping and Surveys Frontline (MLP) reports and records Evidence from the FFT (2011)
Cognitive Coaching, Adaptive Schools, Habits of Mind, and SIOP will be used to encourage a culture of personal growth and reflective practices to increase student achievement	Cognitive Coaching, Adaptive Schools, Habits of Mind, and SIOP training will be provided for all administrators and teachers.	Agency trainers CNYTC BOCES Staff development services (ISS, RSE-TASC , RBERN, CNYRIC, SLS) Private Consultants, Professional Conferences and Workshops aligned to APPR and/or NGLS and instructional goals.	July – June	Professionals' observation and feedback forms.

Goal # 3

To build professional capacity and commitment through a comprehensive three-year new professionals induction process (formerly known as our Mentor/Intern Program). Areas of focus include pedagogy, content, and English Language Learning.

Objective # 1

Provide first year school professionals with an orientation program prior to the opening day of school as well as during the first 3 months of the school year.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
New professionals will become a cadre of learners and contributors to the school community	Orientation activities to include active participation, cooperative learning, and meals	District and Building Administrators Content Specialists and Coordinators Mentor/Intern Coordinator Support Personnel STA Members	August-November	Evaluation form and surveys completed by new professionals and training facilitators
New professionals will learn the school community expectations for performance (APPR) and learn about the school district's curriculum, instructional programs and resources, and support	Presentations and activities designed by administrators, special program personnel, support personnel and teacher leaders	New Teachers Experienced Teachers (special education, ESL, and teacher leaders) Administrators Support program supervisors BOCES Personnel Information Systems and Technology Coordinator	August-November	Evaluation form and surveys completed by new professionals and training facilitators

Goal # 3

To build professional capacity and commitment through a comprehensive three-year new professionals induction process (formerly known as our Mentor/Intern Program). Areas of focus include pedagogy, content, and English Language Learning.

Objective # 2

Provide first-year school professionals with a comprehensive first year internship with a qualified and experienced mentor.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Programs will be provided that foster the growth of new professionals in areas of interest and need	A portfolio will be designed and implemented by all teachers with initial or transitional certificates which includes the new professional's learning (Including but not limited to: Workshops, Conferences and Collaborative meetings addressing classroom management, parent communication, time management, discipline, specific building procedures, unit and lesson preparation, assessments and coaching)	District and Building Administrators Content Specialists and Coordinators Teachers, Library Media Specialists, Pupil Support Personnel Agency trainers CNYTC BOCES Staff development services (CI&A, RSE-TASC , RBERN, CNYRIC, SLS) Private Consultants, Professional Conferences and Workshops aligned to APPR and/or NGLS and instructional goals.	September – August	Feedback and Evaluation form completed by new professionals Feedback from mentors Informal and formal observations and evaluation APPR Rubric evaluation
Intervention programs will be developed for new professionals in need of extra support	An intervention plan will be in effect for all new professionals who are in need of extra support as per the teacher association contract	Administrators Content specialists and Coordinators Teachers Other professional development specialists	November - June	Evaluation Reports and observations Teacher feedback
Trained Mentors will be provided for all new professionals in the first year	Mentors will be identified and trained in Cognitive Coaching, Adaptive Schools, curriculum development and instructional practices. Mentors will meet regularly with new professionals	Teachers/mentors Administrators	August - June	End of year program feedback and report

Goal # 3

To build professional capacity and commitment through a comprehensive three-year new professionals induction process (formerly known as our Mentor/Intern Program). Areas of focus include pedagogy, content, and English Language Learning.

Objective # 3

Provide school professionals with a three-year support process throughout the probationary period to encourage their commitment to student learning, the profession of teaching, and the Solvay Union Free School District

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
New professionals will participate in district sponsored activities, working collaboratively with colleagues	Time will be established for professionals new to the school district who are not eligible for the formal mentor program, to plan and reflect on professional issues and concerns with a veteran school professional.	District and Building Administrators Mentor/Intern Coordinator Content Specialists and Coordinators Teachers	Years 1-3 as established when hired	APPRs Surveys Program curriculum Extra curricular activities and appointments Professional organizations
Program activities will be customized to the needs of the new school professional and aligned to the experiences of that new professional.	Adaptive schools workshops and meeting designs	Veteran professionals New professionals Administrators CNYTC BOCES Staff development services (CI&A RSE-TASC, RBERN, CNYRIC, SLS) Private Consultants, Conferences and Workshops aligned to APPR and/or NGLS	Years 1-3 as established when hired	APPR record keeping forms Mentor conferences
New professionals will develop curriculum that will enhance programs and courses for students	Curriculum and Program Development	Administrators New and Veteran Professionals	Years 1-3 as established when hired	Curriculum documents Unit and lesson plans
New professionals will analyze data and develop learning strategies to increase student achievement	Data analysis and learning strategy development workshops, training and coaching	Administrators New and Veteran Professionals	Years 1-3 as established when hired	Student achievement aligned with the teacher's course/ classes

Goal # 4

To improve student achievement results through the collaborative review of student data, and updating curriculum and instructional technologies. Areas of focus include pedagogy, content, and English Language Learning.

Objective # 1

Provide school professionals with skills and tools to have access to and understand student achievement data for ongoing analysis.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Teachers will be trained on the most accessible data sources and systems	Workshops on the use of web-based data systems Workshops on the use of the following: Grading software training LINK-IT GOOGLE Schooltool and Schooltool IQ AIMSweb/SRI Cognos Adaptive Schools and DATA Wise protocols CKLA Assessments	District Data Coordinator/Assistant Superintendent Other District Administrators Building Administrators Content Specialists and Coordinators CSE/CPSE Chair Teachers Literacy Coach Guidance Counselors	Ongoing	State Performance Data (3-8 tests and Regents results) Local school district student grades, assessment results, and reports Other data reports including but not limited to AIMSweb, STAR Math, SRI, etc. Team, Grade-level, building, subject area meeting minutes, etc.
Teachers will use collaborative methods to study and analyze data	Meetings and release time activities designed for the purpose of data study and analysis during team meetings and Superintendent Conference days. Also training in DDI processes: Adaptive Schools, Data Driven Dialogue, Data Wise, etc.	Teachers (planning meetings) District-level and Building Administrators Content Specialists and Coordinators	Monthly meetings	All assessment results Minutes from weekly/monthly meetings

Goal # 4

To improve student achievement results through collaborative review of student data, and updating targeted curriculum and learning technologies. Areas of focus include pedagogy, content, and English Language Learning.

Objective # 2

The Solvay Union Free School District will incorporate a district-wide technology committee and building level technology committees to increase the analysis and effective use of instructional technologies to support student learning and develop 21st century skills (cooperation, collaboration, competence, creativity, innovation, and problem solving).

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
District committee will collaborate with technology coordinator to determine and prioritize building technology staff development needs and forward them to the Curriculum and Instruction Council (CIC) for inclusion into the district's Professional Development Plan and the district's budget development process.	District Technology Committee	One teacher representative from building level technology committee Library Media Coordinator Assistant Superintendent for Instruction Director of Technology and technology staff Parent(s) & Community member(s)	Sept – June	Staff Development Feedback on Technology Integration and ongoing use Conference feedback forms
Determine and prioritize building technology staff development needs and forward them to the District Technology Committee for implementation	Each building technology committee will survey the staff on an annual basis in the winter (end of December) to determine the staff development needs for the following academic year. The list should be based on the following criteria: 1. Technology integration to support new curriculum initiatives 2. Building level needs 3. Grade or department level needs 4. Individual staff member needs	One teacher representative from each department, grade, and/or special area Library Media Specialist Director of Technology and technology staff Building administrator or designee Support staff	Sept - June	Staff Development Feedback on Technology Integration Conference feedback forms

	5. They will then forward a prioritized list of recommended staff development activities to the District Technology Committee			
All district approved curriculum initiatives will include a technology integration component.	Summer curriculum development proposals and curriculum maps will include provisions for technology integration	Curriculum and Instruction Council Building Level Teams	January - March	Approval of summer curriculum projects
The District Technology Committee will compile and prioritize a list of recommended staff development actives from each building level committee based on: Technology integration to support new curriculum initiatives District-wide needs. Building level needs. Grade or department level needs Individual staff member needs.	Workshops and conferences aligned to instructional technology & software approved for curriculum integration including BOCES CNYRIC training and New York State Computers in Education Conferences (NYSCATE) Targeted workshops on instructional technology: iPads/tablets, laptops, Chromebooks, SMART boards, document cameras, Google Classroom, etc.	Building Tech team members CIC members Classroom Teachers Administrators	On-going	Approval of conference and workshop request forms Workshop and conference feedback forms
Technology will be used to assist teachers and administrators to manage and collaborate on curriculum documents	Technology workshops and consultants for curriculum mapping and unit planning	Teachers and administrators	On-going	Completed curriculum maps and units with team collaboration on maps, units, and lessons.

Goal # 4

To improve student achievement results through collaborative review of student data, and updating targeted curriculum and learning technologies. Areas of focus include pedagogy, content, and English Language Learning.

Objective # 3

The Solvay Union Free School District will incorporate a district-wide curriculum and instruction committee to analyze and recommend effective professional learning for all curriculum planning aligned to the NYS Learning Standards (NGLS).

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
The Curriculum and Instruction Council (CIC) will serve as the district-wide curriculum advisory committee to guide the district goals for targeted professional development for the district content and program areas	Devise a process for prioritizing curriculum needs for summer curriculum work

Create and implement a dynamic curriculum review process for each curriculum area, to include mapping processes and unit development following the Understanding by Design (UbD) process | Assistant Superintendent for Instruction

Building Administrator(s)

Director of Technology and technology staff

Content Specialists/Coordinators Teacher leaders

CIC members | Report to be submitted by June 1 of each school year

Ongoing | NY Assessment data

Approval of summer curriculum proposals

Local and 3rd-party Assessment Data (AIMSweb Plus, SRI, Common Formative Assessments, etc.)

Hard Copies of student assessment results and reports

Report Cards

Availability and use of curriculum maps and units in planning classroom instruction. |

Goal # 5

To improve school community accountability, communication, collaboration, and trust through the implementation of coordinated support programs that will develop confident, caring, community members. Those programs include but are not limited to Habits of Mind, PBIS, Responsive Classroom, Dignity for All Students Act (DASA), mental health training, social and emotional learning (SEL), and safe and drug free schools. Areas of focus include pedagogy, content, and English Language Learning.

Objective # 1

To communicate the necessary information, and provide training in Habits of Mind, PBIS, Responsive Classroom, and DASA to district wide professionals, students, and the family community through various avenues.

Strategies	Activities	Who	Timeframe	Evaluation Plan Performance Measure/Data Source
Habits of Mind, PBIS, Responsive Classroom, and DASA	Training for all staff	All Staff	12 months – ongoing	Student attendance and discipline data Evidence in APPR Evaluations Students acknowledgement Articles in the *Sentinel*, building newsletters, Friday memos, etc.
Character education committees in conjunction with BLTs will be actively sustained and supported in each building to assess the effectiveness of character education and building needs	BLTs and committees will create evaluation instruments and recommend staff development workshops according to the building needs assessments by integrating Habits of Mind, PBIS, Responsive Classroom, DASA, etc.	BLT and CEC committee members, students, staff members, parents, and administrators	Sept-June	Student participation in school and extracurricular activities Climate surveys Staff training records SWIS Data K-3 & Student discipline data 4-8 DASA reports
Character education initiatives will be shared with professionals, students and family community	School Displays Newspaper articles Identification of extra-curricular activities that support CE	School employees, Community members, students	Ongoing	Character Education initiatives highlighted in the *Sentinel*, building newsletters, Friday memos, district and building website and Facebook page.
Incorporating training to foster awareness and sensitivity to others creating an atmosphere of dignity for all	Educating school professionals, students and community members on DASA	School employees, students, parents, and community members	Ongoing	Surveys, incident reports, training records, BLT and faculty meeting minutes
Support for mental health training, social and emotional learning (SEL)	Training for all staff by ARISE counselors	All staff	Ongoing	Surveys

SCHOOL DISTRICT PROFESSIONAL LEARNING PLAN
STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation and evaluation of the professional learning plan were conducted by a professional learning team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional learning that:
  -is aligned with state content and student performance standards;
  -is articulated within and across grade levels;
  -is continuous and sustained;
  -indicates how classroom instruction and teacher practice will be improved and assessed;
  -indicates how each teacher in the district will participate; and
  -reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional learning and an annual mechanism to adjust activities based upon the evaluation and student assessment results.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Jay Tinklepaugh
Signature (Superintendent of Schools)

May 20, 2019
 Date

Adopted by B.O.E: Monday, October 20, 2014
Revisions adopted by BOE: Monday, August 17, 2015 with further revisions Fall 2016.
Revised based on ESSA including Title II Fall 2018 and Spring 2019

ADOPTED by B.O.E. May 20, 2019

Outside Professional Development Providers and Topics

As part of our Solvay Union Free School District Professional Development Plan for the 2015-2017, the New York State Education Department has requested that any outside Professional Development Providers be listed and approved within our plan. The following list includes the names of entities, individuals, independent consultant's name(s), or name of company providing professional development and/or training that will provide CTLE on behalf of the Solvay UFSD.

Topic / Content	Organization / Consultant Provider	Topic / Content	Organization / Consultant Provider
Health, Instructional Best Practices, Crisis Response, Supports and Interventions	ACR Health	Literacy, Instructional Best Practices	International Literacy Association
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	Association for Supervision and Curriculum Development (ASCD)	Special Education, Integrated Co-teaching, Supporting SWD	RSE TASC
Mathematics, Instructional Best Practices	Association of Mathematics Teachers of New York State (AMTNYS)	Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	LeMoyne College
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Special Education, Integrated Co-teaching, Supporting SWD	Bureau of Education & Research (BER)	Art, Instructional Best Practices	NYS Art Teachers Association (NYSATA)
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Poverty Simulation (CNYASCD)	❏ Central New York Association of Supervision and Curriculum Development &	CTE, Instructional Best Practices	New York State Association for Career and Technical Education (NYSACTE)

Topic / Content	Organization / Consultant Provider	Topic / Content	Organization / Consultant Provider
Social Studies, Instructional Best Practices	NYS/CNY Council for Social Studies	Family and Consumer Sciences, Instructional Best Practices	New York State Association of Family and Consumer Sciences (NYSAFCSE)
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Poverty Simulation, Collaboration, Professional Learning Communities	Central New York / Oswego County Teacher Center	Literacy, Instructional Best Practices	New York State Association of Foreign Language Teachers (NYSAFLT)
Literacy, Instructional Best Practices	CNY Reading Council	Psychology, Instructional Best Practices, Interventions, Special Education, Student Supports, Counseling	New York State Association of School Psychologists (NYSASP)
Curriculum Development, 4+1 Pathways, CTE, Academic Integration, Staff Development, New Teacher Mentoring, Elementary Instruction, Secondary Instruction, Middle-level Instruction, English, Math, Science, LOTE, ENL, Technology, CTE, Social Studies, Music, Special Education, RtI, Data Driven Instruction, Right to Know, School Counseling, School Psychologists, ELLs, Instructional Best Practices, Leadership, Library Media, Literacy, STEM, Standards-based Grading, Reading, Project/Problem-based Learning, Writing, Music, Arts in Education	CiTi (Oswego County BOCES)	Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	New York State Association of Supervision and Curriculum Development (NYSASCD)
APPR, Curriculum Development, CTE Academic Integration, Staff Development, Technology, RtI, Data Driven Instruction, Instructional Best Practices, Leadership, Standards-based Grading, Project-based Learning, Problem-based Learning	CNYRIC	Habits of Mind, Cognitive Coaching, Adaptive Schools, and Presentation Skills	Thinking Collaborative and OCM BOCES/CNYRIC

Topic / Content	Organization / Consultant Provider	Topic / Content	Organization / Consultant Provider
Curriculum, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Policy, State Regulations, Collaboration	New York State School Boards Association (NYSSBA)	Resources, Diversity, Instructional Strategies	Interfaith Works
Music, Fine Arts, Instructional Best Practices	❏ NYSSMA	Policy, State Regulations, APPR, Funding, ESSA, Curriculum, Finance, Funding, Instruction, Leadership, Instructional Strategies, Instructional Best Practices, Requirements, Standards	New York State Council of School Superintendents (NYSCOSS)
Mental Health, Crisis Planning, Crisis Intervention, Social Emotional Learning, Self-Regulation/Executive Function	Contact Community Services	Policy, State Regulations, APPR, Funding, Finance, ESSA, Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Requirements, Standards	New York State Education Department (NYSED)
Non-verbal De-escalation Techniques, Physical Supports Non-violent Crisis Intervention	Crisis Prevention Institute (CPI)	ELLs, ENLs, Supporting and Accommodating Students, Instructional Best Practices	New York State Education Department Regional Bilingual Education Resource Network (RBERN)
Music, Fine Arts, Instructional Best Practices Association (NYSSMA)	New York State School Music	Student Supports, Crisis Intervention, Behavior, Instructional Best Practices	New York State School Social Workers Association (NYSSSWA)
Speech, Supporting Students Disabilities, Instructional Best Practices	New York State with Speech Language Hearing Association (NYSSLHA)	Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, APPR, Policy	NYS United Teachers (NYSUT/ELT)
Physical Education, Health, Recreation, Athletics, Intramurals, Dance, Instructional Best Practices Recreation, and Dance (NYSAHPERD)	The NYS Association for Health, Physical Education,	PreK: Curriculum, Instruction, Leadership, Pedagogy, Boards Instructional Strategies, Instructional Best Practices, Policy, State Regulations, Collaboration	Child Care Solutions

Topic / Content	Organization / Consultant Provider	Topic / Content	Organization / Consultant Provider
Curriculum Development, Instruction, Pedagogy, Instructional Strategies, Instructional Best Practices, Collaboration, Professional Learning Communities	New York State Teacher Centers	STEM, Business Partnerships, Instructional Best Practices	Partners for Education & Business (MACNY)
APPR, Curriculum Development, 4+1 Pathways, DASA, Blood Borne Pathogens, CPR/First Aid, CTE Integration, Staff Development, New Teacher Mentoring, Elementary Instruction, Secondary Instruction, Middle-level Instruction, English, Math, Science, LOTE, ENL, Technology, CTE, Social Studies, Music, Special Education, RtI, Data Driven Instruction, Right to Know, School Counseling, School Psychologists, ELLs, Instructional Best Practices, Leadership, Library Media, Evaluation, Literacy, STEM, Standards-based Grading, Reading, Project-based Learning, Problem-based Learning, Writing, Music, Policy Development, DATA analysis, School Safety, Mental Health First Aid,		OCM BOCES Madison Oneida BOCES TST BOCES Questar III BOCES Erie 1 BOCES Jefferson Lewis BOCES CiTi (Oswego) BOCES Capital Region BOCES CNY Regional Information Center MO Regional Information Center WNY Regional Information Center	
College and Career, Development, Concurrent Enrollment, Instructional Best Practices	Onondaga Curriculum Community College	Science, STEM, Instructional Best Practices	Science Teachers Association of New York State (STANYS)

Topic / Content	Organization / Consultant Provider	Topic / Content	Organization / Consultant Provider
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	Syracuse Univ.	English, Research, Writing, Best	The NYS Literacy, Instructional English Practices Council (NYSEC)
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	SUNY Oswego	Standards Integration, Data Student Instructional Resources / Best Practices	Technical Assistance Collection, Center of NY Leadership,
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	SUNY ESF	Pedagogy, Student Management, Best Practices Discipline with Dignity	Teacher Learning Center
Policy, State Regulations, APPR, Funding, ESSA, Curriculum, Finance, Funding, of New Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Requiremen ts, Standards	School Administrators Association York State (SAANYS)	Curriculum Development, Assessment Design/Creation, Pedagogy, Instructional Strategies, Instructional Best Practices [Note: In Dec. 2018 FLACS became the NYS Association of World Language Administrators, Inc. or NYSAWLA]	FLACS (Foreign Lang. Assoc. of Chairpersons & Supervisors)
Professional Learning Communities, RtI, Curriculum Development, Instruction,Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	Solution Tree	Curriculum Development, Assessment Design/Creation, Pedagogy, Instructional Strategies, Instructional Best	National Council of Teachers of Mathematics (NCTM)