



Addison Central School District
Organizational Professional Learning Plan
2023-2028

Addison Central School District Organizational Professional Learning Plan 2023-2028

TABLE OF CONTENTS

1. Vision and Introduction.....Pgs. 1-3
2. Membership.....Pg. 4
3. NYSED Regulations and Requirements.....Pg. 4-5
4. Philosophy.....Pg. 5-6
5. Organization-wide Goals.....Pg. 6
6. Action Plan.....Pgs. 7-11
7. Provisions for Mentoring.....Pg. 12
8. Provisions for
 School Violence Prevention.....Pg. 12-13
9. Provisions for Teachers Certified in
 Bilingual and ELL Education.....Pg. 13
10. Appendix A: Professional Learning Offerings....Pg. 14

Vision

Mission Statement:

We will provide students with a safe, engaging, and challenging learning environment in order that they are prepared for success in a global society.

Vision Statement:

In order to achieve our Mission, we will establish positive relationships within the school and community in order to provide superior, innovative educational opportunities that promote lifelong learning.

Core Value Statements:

We believe:

- Students are the primary focus of all our efforts in and out of the classroom.
- A safe and secure learning environment (social, emotional and physical) is a right and a responsibility of all.
- Family, community and school partnerships are essential to student success and the development of citizenship.
- In the commitment to personal growth and lifelong learning through a persistent pursuit of individualized achievement for all students.
- Effective and respectful communications are critical to student success.

Goals:

GOAL 1 - Enhanced Learning Outcomes:

By June 2028 the academic program of the school district will be strengthened by the following efforts pertaining to both academics as well as social-emotional health and well-being:

The development and implementation of guaranteed and viable curricula in all content areas, pk-12; continued implementation of research- and evidence-based instructional strategies; development and implementation of a balanced and coherent system of assessment; continued development and implementation of a multitiered system of supports aligned to the outcomes within the guaranteed and viable curricula. Additionally, the District will continue to maximize vocational as well as college preparatory learning opportunities for students.

GOAL 2 - Enhanced School-Home Connections:

By June 2028, the District will have enhanced school-home connections through effective communication, relationship building opportunities, as well as supporting students and families through program transitions.

GOAL 3 - Student Development and Support Services:

By June 2028, the Addison Central School District will have enhanced its student development and support services resulting in the maintenance and improvement of the emotional health and academic performance of all students, grades Pre-K through twelve.

GOAL 4 - Non-Instructional Support Initiatives:

By June 2028, the Addison Central School District will have maintained and improved the non-instructional support of its academic and co-curricular programs by the completion of safety and security activities, the continuation of the implementation and review of the long range facilities plan, the creation and implementation of a long range financial plan, and completing a full review of all Board of Education policies and Administrative Regulations.

GOAL 5 - Supporting District Faculty & Staff:

By June 2028, the District will improve its effectiveness and efficiency in the area of human resources and staff relations by instituting improved human resources processes and procedures for all new and current staff.

[Revised & Adopted by BOE 3/28/23]

Introduction

To the Professional Staff of the Addison Central School District:

The Professional Learning Plan (PLP) Team participated in a series of meetings. During that time the team addressed the task of reviewing and revising the Professional Learning Plan for the Addison Central District in compliance with the revised section 100.2 of the Commissioner's Regulations, focusing upon the improvement of teaching and learning. The team developed the Professional Learning Plan based upon extensive research of good professional development practice, evidence of local student achievement, demographic information, BEDS data, past professional development evaluations, results of the survey administered by the Technology Committee, and input from staff regarding professional learning. Due to pandemic adjustments, delivery of instruction during the 2019-20, 2020-21 and 2021-22 school years was impacted. As a result, the PLP team will continue to support a focus on deeper learning as opposed to teaching content faster to "catch students up." Given this, the PLP Team arrived at the following priorities for the 2023-2028 school years:

1. Develop and implement guaranteed and viable curricula for all content areas and courses Pre-K through 12.
2. Implement research and evidenced-based instructional strategies in all courses Pre-K through 12.
3. Develop and implement a balanced and coherent system of assessment Pre-K through 12.
4. Develop and implement a multi-tiered system of supports for prioritized academic outcomes, as well as social-emotional health and well-being Pre-K through 12

Professional Development Committee Membership [REQUIRED ELEMENT FROM PART 100]

List must contain membership of 50% teachers (Team convened in the spring of 2022).

Name	Title
James Peiffer	Director of Curriculum & Instruction
Kris Benton	Middle School Principal
Georgia Weed	Elementary School Principal
Tanya Loomis	Supervisor of Special Education
Heather Overton	Teacher
Cynthia Lyons	Teacher

Name	Title
Katelyn Rekczis	Teacher
Emily Wright	Teacher
Stephanie Neally	Teacher
Justine Barnhart	Teacher
Patrick McBride	Community Member

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. Specifically, the District will provide professional learning opportunities on Superintendent's Conference Days, as well as support teachers and leaders participating in professional learning opportunities provided by BOCES (School Improvement and Model Schools), NYSED, as

well as other providers as indicated on our sponsorship list, toward obtaining the required 100 CTLE hours each registration period.

Addison Central School District and BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Certificates are issued electronically via the District's professional learning management system, PD Tracker, are maintained for a minimum of eight years and may be accessed and printed by users at any time.

Philosophy

Professional development at Addison Central School District is a vital component of our commitment to serving our component school districts as their Essential Partner. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progressing across grade levels (PreK-graduation) and when appropriate, is continuous 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.

Organizational Professional Development Goals

Goal 1. All members of the professional staff will implement the instruction aligned to prioritized appropriate learning standards, utilizing research and evidenced-based instructional and assessment strategies in the disciplines in which they teach.

Goal # 2: All members of the professional staff will enhance student development and support services resulting in the maintenance and improvement of the social and emotional health, DEI (Diversity, Equity and Inclusion) and academic performance of all students, grades Pre-K through twelve.

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 2022-2023 school year.

Goal #1: All members of the professional staff will implement the appropriate learning standards and instructional strategies in the disciplines in which they teach.

Objective #1: **Curriculum:** All members of the professional staff will develop and develop and implement units of instruction using the Understanding by Design framework and prioritizing the appropriate learning standards.

STRATEGY(IES)	ACTIVITY(IES)	WHO	TIMEFRAME	PERFORMANCE MEASURE/DATA SOURCE
1. Embed professional development into the workday to help staff design, use, evaluate, and revise Scope & Sequence documents for all content areas PreK - 12.	Collaborate with content area and grade level colleagues and professional judgment to prioritize learning standards and organize into instructional units.	District Department/Grade Level Teams TOSAs	2023-2028	District Professional Development Attendance Curriculum Documents and Unit Plans Lesson Plans, Assessments

Goal #1: All members of the professional staff will implement the appropriate learning standards and instructional strategies in the disciplines in which they teach.

Objective #2: Instructional Strategies: All members of the professional staff will be provided with opportunities to learn and apply skills, knowledge regarding research and evidence-based instructional and assessment strategies pertaining to high quality instruction, delivery, assessment and modifications that support the appropriate Learning Standards.

STRATEGY(IES)	ACTIVITY(IES)	WHO	TIMEFRAME	PERFORMANCE MEASURE/DATA SOURCE
1.High Quality Instruction: Provide professional development to help staff learn and apply, research-based practices.	Attend in-service workshops and courses for the school district designed to meet individual student learning needs through differentiated instruction and specially designed instruction. 1.Attention given to allow the brain to think. Less focus on individual facts-more focus on big ideas. 2. A study in essential questions. 3. Less focus on teacher talk, more focus on active thinking and meaning making. Lesson Plans with specially designed instruction and scaffolds to address the needs of students with disabilities utilizing collaborative teaching models to create purposeful groupings addressing student needs. Blended Learning Technology taught in high quality instruction reinforced through Professional Development aligned to appropriate learning standards, i.e.: Next Gen.	District BOCES TOSAs	2023-2028	Formative & Summative Assessments NYS Report Card District Professional Development Data Teacher APPR Lesson Plans

	Social Studies framework, ISDE standards, life skills and cognitive coaching			
STRATEGY(IES)	ACTIVITY(IES)	WHO	TIMEFRAME	PERFORMANCE MEASURE/DATA SOURCE
2. Data Analysis: Provide professional development to help staff utilize and evaluate data to drive instruction.	Attend in-service workshops and courses designed to meet individual student learning needs as defined by student performance data. Teachers will improve on their ability to analyze data to identify strengths and weaknesses of students and to modify curriculum design and instructional delivery techniques that promotes student engagement in “meaning making” or deeper learning.	District BOCES Technology Committee TOSAs	2023-2028	Formative & Summative Assessments STAR Assessments NYS Report Card District Professional Development Data Curriculum Maps Teacher APPR Unit & Lesson Plans Technology Survey
3. Integrate Instructional Technology:				

Provide professional development to help staff design, use, evaluate, and revise teaching techniques pertaining to instructional technology.	Teachers will attend courses to learn about new technology and updates to existing programs			Discipline Data Attendance Data Classroom/Subject Grades
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Goal # 2: All members of the professional staff will enhance student development and support services resulting in the maintenance and improvement of the social and emotional health, DEI (Diversity, Equity and Inclusion) and academic performance of all students, grades Pre-K through twelve.

Objective #1: **Instructional Strategies:** All members of the professional staff will be provided with opportunities to learn and apply skills, to enhance the social and emotional health, Restorative Practices, DEI and academic performance of all students.

STRATEGY(IES)	ACTIVITY(IES)	WHO	TIMEFRAME	PERFORMANCE MEASURE/DATA SOURCE
1. High Quality Instruction: Provide professional development to help staff learn and apply strategies that will enhance student social and emotional health, Restorative Practices, DEI (Diversity, Equity and Inclusion) and academic performance.	Opening Day Professional Development – Keynote Speaker connected to summer book study that supports Social Emotional Learning. Attend in-service age-appropriate workshops and courses designed to support Social Emotional Learning. Professional Development – Book study on DEI.	District BOCES SEL Subcommittee Administrators Deans TOSAs Counselors Social Workers Teachers	2023-2028	Conduct Referrals ISS/OSS Data At Risk Student Reports RtI Data

STRATEGY(IES)	ACTIVITY(IES)	WHO	TIMEFRAME	PERFORMANCE MEASURE/DATA SOURCE
2. Parental Engagement: Provide professional development for engaging families in social emotional learning and development	Turnkey training with staff.	District Professional Staff BOCES	2023-2028	At Risk Student Reports RtI Discipline Transition Activities

Provisions for Mentoring Program [REQUIRED ELEMENT FROM PART 100]

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

All new teachers at Addison 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:

Mentors are selected from district Thoughtful Ed. Leaders. Mentors provide confidential support for all first year instructional and administrative staff. Activities include classroom observations, instructional planning support, classroom management support, and general support for needs of the individual mentee. This support begins during New Staff Orientation and continues in the classroom during planning periods and during after school meetings for the first year.

Support of staff continues throughout the length of their probation period through monthly non-tenured meetings.

The District will issue 10 hours of CTLE for each year a teacher serves as a mentor to a first-year teacher. Teachers can earn a maximum of 30 CTLE hours during each five-year registration period for service as a mentor. The District will issue 5 hours of CTLE for each semester that a teacher serves as host to a student teacher. Teachers can earn a maximum of 25 CTLE hours during each five-year registration period for hosting preservice teachers.

Provisions for School Violence Prevention and Intervention Training [REQUIRED ELEMENT FROM PART 100]

Addison Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence 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, Addison Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Addison 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 Pre-K through 12.

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education [REQUIRED ELEMENT FROM PART 100]

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.

Addison 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, Addison Central School District meets* and 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 Addison Central School District total student population as of such date as established by the commissioner.

Appendix A: Professional Learning Offerings

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2022-2023 school year which will be available across the Addison Central School District organization where CTLE credit will be awarded.

<u>Course Title:</u>	<u>Offered By:</u>
Thoughtful Education	Dr. Harvey Silver
ICLE Instructional/Leadership Coaching	Addison
New Staff Orientation	Addison
GST BOCES Administrators' Academy (LIFT)	GST BOCES (SIP)
Summer Leadership Institute	GST BOCES (SIP)
Lead Evaluator Training: Re-Certification Teacher Evaluation	GST BOCES (SIP)
Lead Evaluator Training: New to Teacher Evaluation	GST BOCES (SIP)
Lead Evaluator Training: Evaluation of Principals	GST BOCES (SIP)
Selected offerings through SIP, Model Schools, & STEM, SLS	GST BOCES
Selected Offerings through GST Teachers' Center	GST Teachers' Center
Selected Offerings through Association for Supervision and Curriculum Development	ASCD
Selected Offerings through Solution Tree	Solution Tree
Selected Offerings through NYSCATE	NYSCATE

District Instructional Trainings Including but not limited to: 1:1 Trainings, Staff trainings	Addison
SEL/Restorative Practices	Children's Institute/ PiRI (Partners in Restorative Initiatives)

Revised May 2022, Adopted by the BOE on 6/14/2022

