

# *Professional Learning Plan*

2021-2022

*Preparing Students for Success*



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# District Information

District	Frontier Central School District
BEDS CODE	141604060000
Superintendent	Mr. Christopher Swiatek
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2021-2022

## *Professional Learning Plan Committee Members*

*Keri Amici, TOSA- Pre K-12 Teacher on Special Assignment-Mathematics*

*Brian Blaszak, Erie 1 BOCES Technology Coordinator*

*Deniz Cetinkaya, District Data Manager*

*Daniel Charland, High School Principal*

*Linda Dansa, Director of Pathways, Innovation & Assessment*

*Colleen Duggan, Asst Superintendent of Curriculum & Instruction*

*Jacqueline Gow, Pre K-12 Teacher on Special Assignment-ELA*

*Renee Kumiega, Cloverbank Elementary Principal*

*Michael Sullivan, Technology & Data Privacy Officer*

*Lisa Nowak, Parent*

*Tammy Prior, Parent*

*Colleen Schaefer, Director of Special Education & Pupil Services*

*Ryan Sikorski, Middle School Principal*

# Purpose

*“The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that when teachers and leaders participate in [substantial] professional [development] learning, [in order that] they have opportunities for professional growth, remain current with their profession and meet the learning needs of their students. The plan shall also ensure that holders of level III teaching assistant[s] certificates and that substitute teachers who work on a long-term basis, as defined in section 80-5.4 of this Title, are provided the opportunity to participate in the professional [development] learning program of the district or BOCES.”*

*NYS Education Department*



# Needs Analysis Used For Planning

This plan is aligned tightly to the learning needs of the district identified through student achievement data and teacher surveys.

- Benchmarking data
- MTSS Intervention Reports
- *NYS Report Card*
- *Gap Analysis*
- *Performance Results (Disaggregated Data)*
- *Longitudinal Data*
- *Graduation Rates*
- *Dropout Rates*
- *State Tests*
- *Local Examinations*
- Student Attendance Rates
- Participation-Engagement

But be sure to start with the desired result—improved student outcomes.

(Guskey, 2002)

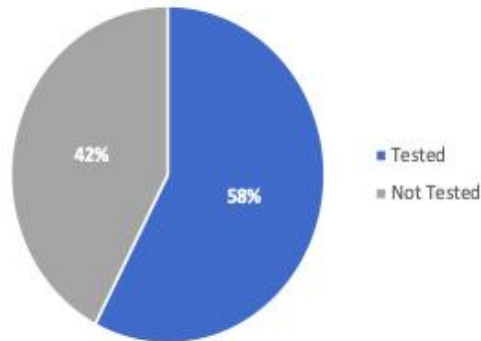
# Example-Elementary School - ELA

K	Early Literacy skills: Letter ID, Sound ID, Letter formation, <b><u>Phonics</u></b> & Phonemic Awareness, Executive Functioning (defined as: working memory, self-control, and flexible thinking)
First Grade	Sight words, <b><u>1st Grade Phonics</u></b> , writing mechanics, comprehension, decoding, Executive Functioning (defined as: working memory, self-control, and flexible thinking)
Second Grade	<b><u>Phonics</u></b> : vowels sounds, blending, segmenting, comprehension, stamina in reading, organization in writing, writing mechanics, and forming complete sentences.
Third Grade	Sentence composition, vocabulary, phonemic skills, phonics, organization in writing, planning, revising & editing in writing, stamina in reading, wide reading level ability
Fourth Grade	Comprehension, fluency, vocabulary, inferencing, conferencing, stamina in reading, writing forming sentences, details, paragraphs, organization and clarity.
Fifth Grade	Fluency, comprehension, stamina in reading, vocabulary development, making inferences, writing spelling, forming paragraphs, organization for essays

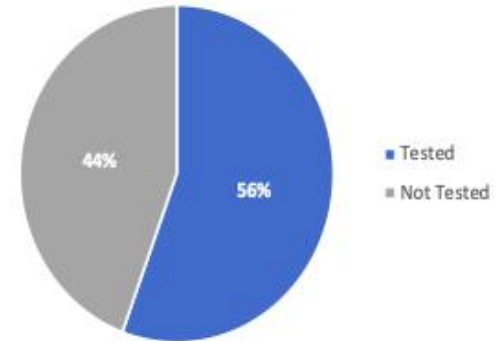
# Example 3-8 Testing

District-wide  
Tested Students  
Grade 5

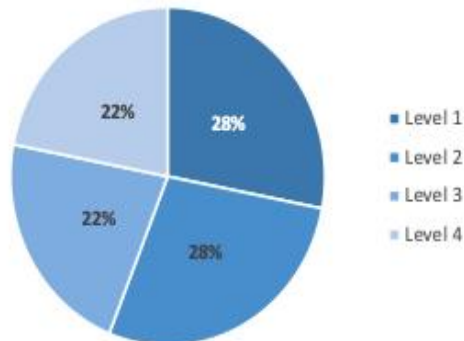
Grade 5 ELA



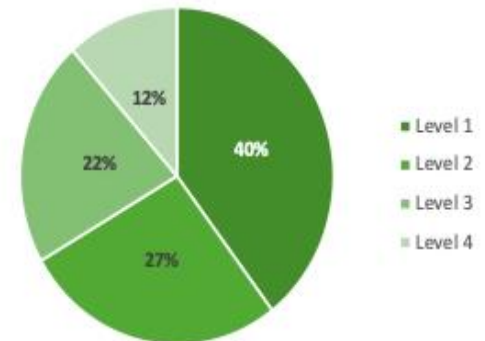
Grade 5 Math



TESTED: Grade 5 ELA



TESTED: Grade 5 Math

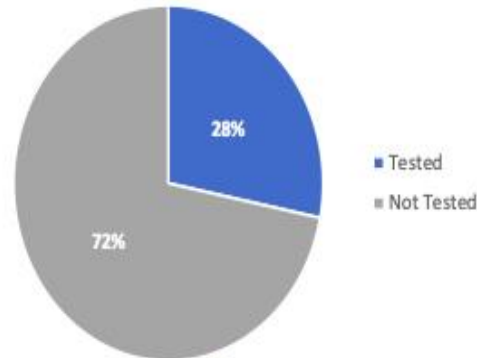




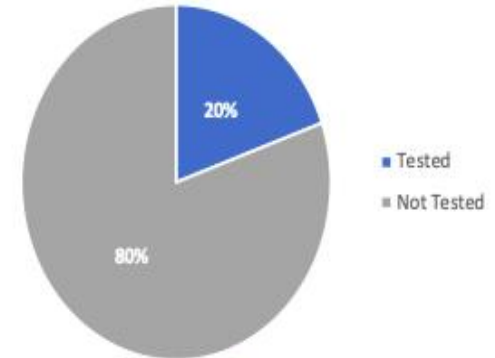
# Example 3-8 Testing

District-wide  
Tested Students  
Grade 8

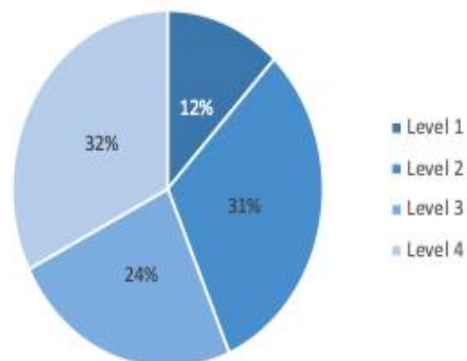
Grade 8 ELA



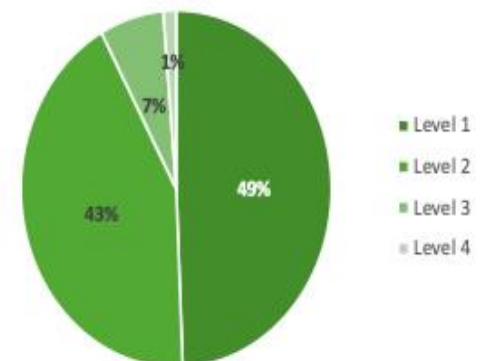
Grade 8 Math



TESTED: Grade 8 ELA



TESTED: Grade 8 Math



# Teaching, Learning, Leadership



# Strategic Intent #1:

By 2025, all district classrooms will implement consistent systems and structures to strengthen instruction that improves practices district-wide.

## **Strategy #1 and Action Plans:**

90% of students will have identified an academic Pathway that meets their needs, interests, and facilitates improved graduation rates.

Pathways Website: <http://www.nysed.gov/curriculum-instruction/multiple-pathways>

## **Strategy #2 and Action Plans:**

District Special Education classification rates will decrease by 5%.

## **Strategy #3 and Action Plans:**

District Honor/Accelerated placement will increase by 5%.

# FCSD Classification Rates

School Year	Classification Rate
2020-2021	17%
2019-2020	17%
2018-2019	18%
2017-2018	17%
2016-2017	17%

# Social-Emotional Wellness



## **Strategic Intent #2:**

By 2025, consistent systems will be implemented to strengthen the Social-Emotional Developmental Health of all Frontier students, parents, faculty, and staff.

### **Strategy #1 and Action Plans:**

Orient students, parents, faculty, and staff to create a welcoming, supporting, and safe environment for all members of the Frontier district.

**1.1** Create student mentoring programs that develop leadership and character values for a collaborative culture.

**1.2** Celebrate and share examples of student success with the community.

**1.3** Survey or establish student focus groups that guide the development of healthy relationships in the district.

**1.4** Build greater capacity to provide emotional and mental health support for all members of our Frontier community.

# Communication



## Strategic Intent #3:

By 2025, the Frontier District will be the primary and most accurate source of communication among Frontier students, parents, faculty, and staff.

### **Strategy #1 and Action Plans:**

Create a system that fosters accurate, consistent and timely information among Frontier students, parents, faculty, and staff.

**1.1** Select appropriate tools and platforms for communication among members of the Falcon community.

**1.2** Develop an informational framework that demonstrates how and when the tools and platforms will be used.

### **Strategy #2 and Action Plans:**

The district will increase and promote meaningful two-way communication among members of the Falcon community.

**2.1** Establish a central directory for commonly asked questions or inquiries at the district and building levels using multiple platforms.



# Family Engagement



## Strategic Intent #4:

By 2025, the Frontier District will implement a variety of strategies and approaches that will support family engagement regarding academics and general well-being of all members of the school community.

### **Strategy #1 and Action Plans:**

Create systems and programs to support families in feeling welcome and involved.

**1.1** Develop a district calendar through a purposeful and coordinated process with representation from members of the Frontier community.

**1.2** Survey all families, faculty, and staff with regard to their interests in relevant speakers and events.

**1.3** Research programs in order to offer relevant and quality opportunities for staff and families that promote family engagement.

**1.4** Develop an informational database including community resources and programs that are available for families that promote academic and community engagement.

# The Ten Standards for High Quality Professional Development

*Approved by the Board of Regents, 2009*

- PD Design-reflects best practices
- Content Knowledge and Quality of Teaching
- Research-Based Professional Learning
- Collaboration (respectful and trusting environment)
- Meets Diverse Learning Needs of Students
- Student Learning Environments
- Parent, Family and Community Engagement (active partners)
- Data-Driven Instructional Practice
- Technology
- Evaluation

# This Plan was Organized Around Four Important Components of Teacher Capacity Building

- Identification of relevant topics to support teachers with the continuation of their professional learning
- Strategically build engaging and effective in person and online learning opportunities for teachers
- Deepen teacher knowledge of the curriculum
- Recognition and development of effective instructional skills and strategies that will support students

# Guiding Principles

- PD Design-reflects best practices
- Needs driven and data driven
- Aligns with the Frontier CSD Strategic Plan
- 21st Century Skills, STEAM, College & Career Readiness
- Based on the NYS Learning Standards and Vertical Alignment
- Differentiated
- Student Focused
- Research-Based
- Collaborative, Sustainable, Intensive & Continuous
- Enhanced by Technology
- Addresses the whole child: Cognitive, Social, Emotional, Physical & overall Mental Health Needs

*We are committed to supporting ongoing professional development learning opportunities*

# Objectives

- 1 - To identify professional development topics which will support teachers with the development and delivery of effective and engaging instruction
- 2 - To address the importance of ongoing assessment and feedback to support student growth and mastery with learning standards
- 3 - To review systems in place in order to meet the social and emotional health of all students and staff
- 4 - To ensure vertical and horizontal alignment of standards aligned curriculum
- 5 - To focus on identified gap skills and standards and provide targeted support and interventions to students
- 6 - To continue the development of consistent formative assessments and benchmarking systems K-12
- 7 - To continue to implement Multi-Tiered Systems of Student Supports K-12

# New York State Requirements for PDP

## ➤ Professional Learning Requirements for teachers holding the “NYS Professional Certificate”

*During the five-year period starting on July 1, 2016, professionally certified teachers and Level III certified paraprofessionals are required to collect a total of 100 professional development hours, now called Continuing Teacher and Leader Education (CTLE) hours, by a state-approved provider such as the UFT Teacher Center. CTLE hours can also be obtained through Erie 1 & Erie 2 BOCES professional workshops and conferences, Southtowns Teacher Center, Frontier CSD Staff Development Days and other approved workshops and conferences.*

## ➤ Professional Development Specific to English Language Learners (ELLs)

*A minimum of fifteen percent (15%) of the required professional development clock hours for all teachers prescribed by Part 80 of this Title shall be dedicated to language acquisition, including a focus on best practices for co-teaching strategies.*

## ➤ New Teacher Mentoring Program

The purpose of the mentoring program shall be to provide support for new teachers in the classroom teaching service and new school leaders in order to ease the transition from teacher/leader preparation to practice, thereby increasing retention of teachers/leaders in the public schools, and to increase the skills of new teachers/leaders in order to improve student achievement in accordance with the State learning standards. Districts/BOCES should consider evidence-based mentoring practices and standards that have been shown to improve the retention and early career effectiveness of educators, as well as the role of first-year mentoring as one component of a more comprehensive induction model that provides differentiated supports to educators during their early careers.

NYS Education Department

# Examples of Professional Learning

- Instructional Technology
- Curriculum Planning, Development and Mapping
- Approved Workshops & Courses (Southtown Teachers' Center, Frontier CSD, Erie-1-BOCES)
- Peer collaboration and study groups
- Standards Leaders Turn-Key Training
- Shared Professional Readings
- Technology and STEAM Integration
- Ongoing standards work with BOCES Curriculum Specialists
- Google Suite
- Social-emotional health and wellness topics
- Trauma-sensitive practices



# Evaluation

Evaluation is essential in the understanding of professional development effectiveness on student achievement. By including systematic information gathering and analysis as a central component of all professional development activities, we can enhance the success of professional development efforts everywhere.

1. What are the participants' reactions?
2. What did the participants learn?
3. Organization Support & Change
4. Participants' Use of New Knowledge and Skills
5. Student Learning Outcomes

Programs will be evaluated for each of the following critical components:

Design a program that is content focused, with clear goals.
Define the timeframe and with a clear plan of implementation.
Evaluations that focus on measuring teachers' knowledge, skills and changes in attitudes and beliefs.
Evaluate the impact on student achievement.