

Forestville Central School District
Professional Development Plan
2018-2019



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Forestville Central School District

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Years Plan is Effective: 2018-2019

Composition of Professional Development Planning Committee:

Mrs. Renee A. Garrett, Superintendent
Mr. Daniel Grande, MS/HS Principal
Mrs. Lindsay Marcinelli, Elementary Principal
Mrs. Melissa Press, School Counselor
Mr. Gary Worosz, Title 1 Reading Teacher
Mrs. Janet Buehler, 6th Grade Teacher
Mrs. Michele Dolce, 6th Grade Teacher
Ms. Stephanie Kubera, Special Education Teacher
Mr. Greg Greenough, Physical Education Teacher
Mrs. Genevieve VanZile, Parent

Introduction

The Forestville Central School District is comprised of two (2) school buildings – one Elementary (PreK-6) and one Middle-High School (7-12). Each school had representation on the district professional development team.

The district expects that on an average each teacher will participate in thirty-five (35) hours of professional development during the 2018 – 2019 school year.

This professional development plan for the Forestville Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This plan builds on and strengthens the successes already evident in this district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his or her practice.

The main goal of this plan is improving student learning. However, it is important to acknowledge additional benefits of this comprehensive Professional Development Plan. They are listed as such:

- Improving job satisfaction
- Improving our ability to recruit and retain new educators
- Increasing our knowledge of innovative practices meeting the New York State Education Department requirements for professional development planning
- Promoting shared decision-making and leadership

The scope of professional development in Forestville will not be limited to attending a workshop or participating in a seminar with the visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions.

New York State Education Department Regulations and Requirements

This professional development plan meets the requirements of the 100.2 (dd) Regulations of the state of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the NYS common core standards.

Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers, teaching assistants and long term substitute teachers with substantial professional development opportunities and how it will provide its professional certificate holders with opportunities to maintain such certificates.

Needs/Data Analysis for Professional Development Plan

The Forestville Central School District Professional Development Planning Team members have reviewed the many new mandates and initiatives that have been adopted this year by New York State.

Although the current Plan is for a single year, periodic review is ensconced within it that provides for updating, modifying and guaranteeing a continuum of training.

In creating the Forestville Central School District Professional Development Plan, the committee utilized the following needs/assessment sources:

- Annual Professional Performance Review (APPR)
- Standardized and State Assessments
- State benchmarks for students
- Graduation and drop-out rates
- Student attendance rates
- School Report Cards
- BEDS Data
- Student/teacher ratios
- Teacher input

The District Plan provides for a variety of training programs to ensure that the needs of the students, teachers and district are addressed. Particular emphasis was placed upon training on APPR 3012d, state standards implementation and alignment, and SLO writing. A large portion of the planned program is aimed at increasing teacher knowledge and understanding of current initiatives in order to improve student performance.

In order to meet the District's Professional Development Plan goals for the 2018 - 2019 school year, **the District will be using BOCES as our lead Professional Development Provider. See attached detailed report.**

BOCES personnel have been and will continue to be utilized to provide training in all areas including instructional support and curriculum alignment.

With decreased funding from New York State and the elimination of federal stimulus (ARRA) money, it is crucial that we focus our efforts on a select number of goals.

For 2018-2019, these areas will be:

1. Understanding Poverty
2. Wellness
3. State Standards Planning/Implementation
4. Data Analysis
5. School Safety
6. Mentoring Program

Goal One:	Understanding Poverty
Objective:	Continue to educate all staff in order to increase their understanding on the issues students face with low socio-economic status and develop best practices for staff to address those issues.
Strategy:	To create opportunities for collaboration.
Activities:	Provide all teachers and administrators with time to collaborate in order to improve teacher effectiveness and understanding.
Participants:	Building Administration BOCES Staff Developers All Staff
When:	District In-Service Days and Release Time Elementary and Secondary Faculty Meetings
Performance Measures:	Post-conference Reflection
Data Source:	District Goals
Providers:	BOCES Staff Developers Building Administration Non-District Staff Developers Ruby Payne Turnkey Trainers

Goal Two:	Wellness
Objective:	Continue to develop an understanding of techniques and methods to increase staff and community wellness.
Strategy:	Train teachers and staff to collectively develop appropriate wellness strategies
Activities:	Provide the staff with multiple opportunities to focus on physical and mental wellness.
Participants:	Staff Members School Administration BOCES Staff Developers
When:	District Release Time After School Hours In-Service Days
Performance Measures:	Number of opportunities
Data Source:	District Goals
Providers:	BOCES Staff Developers Building Administration Non-District Staff Developers

Goal Three:	New York State Learning Standards Implementation
Objectives:	Continue to improve student performance in the areas of ELA, Math, Science and Social Studies. To provide teachers with training in their specific subject areas that would help align their teaching with the NYS Learning Standards
Strategy:	To provide teachers professional development to facilitate implementing NYS Learning Standards. To group teachers by discipline and have an expert in the subject area, provide examples of specific activities and ideas that would help the teachers more effectively prepare their students to meet the NYS Learning Standards
Activities:	Curriculum & Instructional Strategy Revisions Specific activities in the appropriate subject area as per presenter
Participants:	All Teachers PreK-12 School Administration BOCES Staff Developers Other regional and/or National trainers, as appropriate
When:	District In-Service Days District Release Time After-School Hours Summer Training Opportunities
Performance Measures:	State and local assessment data Teacher evaluation Lesson plans Observations
Data Source:	Teacher Input District Goals School Report Card State Reports
Providers:	BOCES Staff Developers Building Administration Non-District Staff Developers

Goal Four:	Data Analysis
Objectives:	Continue to analyze student assessments and revise instruction accordingly. To analyze local assessments for trends to provide corrective instruction.
Strategy:	Examine what is being taught in comparison with what and how it is being assessed. Examine assessments/review data analysis in ELA and Math, specifically. Review local assessments that can be used for data analysis, review curriculum, instructional methods and develop corrective action plans. Utilize the Regents Item Analysis Reports.
Activities:	Elementary grade-levels and secondary departments will collaboratively analyze benchmarks, NYS Assessments, local exams and Regents Exams.
Participants:	District Administration K-12 teachers BOCES Staff Developers
When:	District In-Service Days & Release Time After School Hours Faculty Meetings
Performance Measures:	Item Analysis Reports Revised Curricula
Data Source:	NYS Assessment item analysis Quarterly assessment analysis STAR assessment analysis SLO's
Providers:	BOCES Staff Developers Building Administration Non-District Staff Developers

Goal Five:	School Safety
Objectives:	Continue to cultivate a safe working and learning environment.
Strategy:	Continue to develop a sense of confidence about school safety among staff and students. Continue to develop an awareness of a building emergency management plan, violence prevention including bullying, DASA, child abuse training and Internet safety, CASAC
Activities:	Engage district safety team to lead our efforts and monitor/assist building safety teams. DASA training. Training of staff
Participants:	New York State Police Chautauqua County Sheriffs Local Authorities District Safety Committee School Resource Officer
When:	District Release Time District In-Service Days Faculty Meeting After School Hours
Performance Measures:	Pride Survey CASAC pre and post assessment for students
Data Source:	District Goals
Providers:	BOCES Staff Developers New York State Police Chautauqua County Sheriffs Local Authorities The Center for Missing and Exploited Children

Goal Six:	Mentoring Program
Objectives:	To facilitate new teachers' transition into the District by providing them with guidance, support, encouragement and the direction needed to reach their full potential as a professional educator in the Forestville Central School District.
Strategy:	Continue to orient new teachers to their new workplace and to familiarize the teachers with District and building procedures, including APPR Continue to provide emotional assistance, support and general guidance about the District's professional culture. Continue to assist new teachers with curricular and classroom management issues, specific in broad grade level/building goals and standards, as well as other professional areas. Continue to help new teachers transition from preparation to practice. Continue to increase the retention rate of new teachers.
Activities:	To follow the Forestville Central School District mentor program.
Participants:	District Administration BOCES Staff Developers Mentors/Mentees
When:	After School District Release Time Summer Training Opportunities District In-Service Days
Performance Measures:	Teacher Feedback Administration Feedback
Data Source:	APPR Document Staff Handbook Orientation Packet
Providers:	District Administration Mentors

Appendix A: Mentoring Program

Introduction

Induction of new teachers into the Forestville Central School District is an important part of their overall preparation and professional development. This phase of a new teacher's experiences builds on teacher preparation programs, and in some cases, the experiences from teaching in other school districts. This district has relied on a mentoring program over the past several years as an essential component of a new teacher's professional development. In compliance with the Commissioner's Regulation Parts 80-3 and 100.2 (dd), the Forestville Central School District administration and Professional Development Team collaboratively developed this description of the school district's current mentoring program.

Statement of Purpose

The purpose of the Forestville Central School District mentoring program is to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to instructional practice.

Intended Outcomes

The intended outcomes of the mentoring program are twofold. First, the intention of the program is to increase the skills of new teachers in order to improve student achievement in accordance with the New York State Learning Standards. Second, as a direct result of increasing teaching skills, the District should realize an increased retention rate for new teachers over the course of their teaching service in the school district.

Role of the Mentor

Given that the mentoring program is intended to assist and support new teachers to the District, the role of the mentor is primarily one of guidance. The mentor should:

- keep in mind that the mentor's role will not involve any evaluative purpose but will be limited to providing guidance and support;
- serve as an informal advisor to the new teacher. Whenever possible each mentor will have only one new teacher to advise;
- maintain confidentiality in order to foster a non-threatening atmosphere and supportive relationship;
- not use or report any information obtained through mentoring for disciplining the new teacher unless there is a perceived danger to life, health, or safety of any individual; and
- not use or report any information obtained through mentoring unless such information indicates that the new teacher has been convicted of a crime or committed an act that raises a reasonable question as to the new teacher's moral character.

Mentor Selection Procedure

The mentoring program in the District is voluntary. Only teachers who volunteer to serve as mentors will be considered for selection. The building principal will be responsible for arranging for volunteer mentors for new teachers to the District.

- The principal will evaluate the new teachers' instructional assignments and perceived needs.
- Whenever possible the mentor should be a tenured, successful, experienced New York State certified teacher. The mentor does not have to be certified in the same teaching area as the new teacher.
- A mentor may be a Forestville Central School District teacher or administrator, a BOCES employee, teacher consultants, or retired teachers.
- The mentor should be willing to assist and support a new teacher.
- Grade level and/or department considerations should be taken into account when selecting a mentor.
- Mentors who are Forestville Central School District teachers will not necessarily be selected based on seniority.

Mentor Preparation

The mentor's preparation needs may be widely varied depending upon background and previous mentoring experiences. Mentor preparation may include:

- the elements of a mentoring relationship;
- elements of adult learning styles and teacher development;
- a review of the District's Professional Development Plan, which outlines five learning models;
- peer coaching techniques; and
- Time and classroom management techniques.

Types of Activities

The types of mentoring activities may include:

- orienting the new teacher to the school district and culture;
- making available key information found in policies, procedures, campus handbooks, and the District Code of Conduct;
- modeling instruction for the new teacher;
- observing instruction;
- instructional planning with the new teacher;
- peer coaching; and
- team teaching.

Time Allotted for Mentoring

Time allotted for mentor meetings with the new teacher may include:

- inservice days and/or superintendent's conference days;
- common planning time;
- releasing the mentor and new teacher from a portion of their instructional and/or non-instructional duties which may be used for the purposes of classroom observations, time to meet, and/or attend workshops; and
- participation in mentoring outside the regular school day or regularly scheduled school year shall be volitional for teachers.

Record Keeping

The District is required by the Commissioner's Regulation section 100.2, subdivision (dd) to maintain a record of professional development successfully completed by certificate holders who are subject to the professional development requirement prescribed in section 80-3.6 of the regulations. Items to be recorded include:

1. new teacher's name;
2. new teacher's certificate number;
3. mentor's name;
4. mentor's certificate number;
5. type of mentoring activities; and
6. number of mentoring clock hours received.

The record shall be retained by the District for seven (7) years from the date of completion of the professional development by the certificate holder.