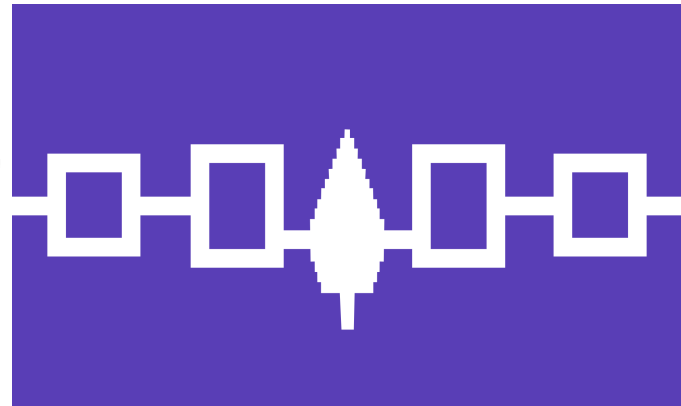


LaFayette Central School District

Professional Learning Plan

2023-2024



Four Schools, Three Buildings, Two Nations, One Goal: Excellence!



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Mission Statement

District: At LaFayette, we put students first. Our mission is to educate, honor, and to develop students to have self-respect, a commitment to the community, and a passion for excellence.

The mission of the LaFayette Central School District's Professional Learning Plan Committee is to improve and sustain the professional growth of district employees through collegially planned learning opportunities that continue to support the institution's strategic goals.

Approved. 2017.7.27



Vision Statement

District: Inspire, empower, and to prepare all students to achieve excellence.

Professional Learning Plan Committee: Our vision is to build the capacity of all employees regarding safe and secure learning environments and instructional best practices.

Approved. 2017.7.27



Core Beliefs

District:

- We believe in a safe and secure learning environment.*
- We believe in a supportive and rigorous learning environment.*
- We are an institution of learning for all.*
- All students are known and are treated with dignity, respect, and compassion.*
- We embrace creativity and innovation.*



Professional Development Committee Membership for 2023-2024

Name	Title
Jeremy Belfield	Superintendent of Schools
Jennifer Blossey	Director of Curriculum and Instruction and Reporting
James McKenna	Director of Pupil Services and Athletics
Nicole Petranchuk	C. Grant Grimshaw Elementary School Principal (GS)
John Gizzi	Onondaga Nation School Principal (ONS)
Jason Ryan	Jr Sr High School Principal (JSHS)
Susan Hart	Big Picture School Principal (BP)
Kelly Drapikowski	JSHS and BP School Psychologist
Elizabeth Murray	ONS Elementary School Teacher
Ashley Kolbeck	GS Elementary School Teacher/Parent
Sean Zehner	JSHS Science Teacher / Technology Coordinator/Parent
Dawn Pulverenti	GS Elementary School Teacher/Parent
Denise Waterman	ONS Math Specialist
Kaitlin Maloff	GS School Psychologist
Lisa Chapman	GS Elementary School Teacher/Parent
Danielle Smith	ONS Social Worker/Parent
Dave Amidon	ONS Science Teacher
Mid-State Regional Partnership Center at Syracuse University	Higher Education
Megan Zehner	G Instructional Coach/Parent
Maria Edwards	JSHS English Teacher/Parent
Winonah McCoy	ONS Instructional Coach



Scope of the Professional Learning Plan Committee's Responsibilities

Goal Setting: Aligned to Strategic Plan, District Comprehensive Improvement Plan, and School Comprehensive Education Plans

Needs Analysis: Review student achievement data and survey results

Planning and implementation of professional learning opportunities

Evaluation and modification of the plan for annual Board of Education approval

Mentoring Program



Introduction

The purpose of the LaFayette Central School District's professional learning plan is to improve the quality of teaching and learning, and to provide individual, school, and district solutions to targeted areas in need of improvement or strengthening. Our professional learning program is intentionally designed to build skills and capacities that will enhance the knowledge of curriculum content, design, and delivery, as well as one's ability to develop a safe and secure learning environment. This professional learning plan is directly aligned with the district's strategic goals and is intended to ensure that teachers, teaching assistants, substitute teachers, support staff, and administration participate in professional learning to remain current with their profession as they help all students meet or exceed state and local standards.

Professional learning will be offered in-person or virtually on an annual basis through the following venues:

- Board of Education approved professional learning days during school hours
- Professional Learning Communities during school hours
- Professional learning opportunities before, during, and after school hours
- Out of district professional learning opportunities

This plan will be reviewed, updated, and approved annually by both the District Professional Learning Plan Committee and the Board of Education in accordance with the Commissioner's Regulations Section 100.2 (dd).



New York State Education Department Regulations and Requirements

This Professional Learning 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 relevant and focused professional learning opportunities that are aligned with the Learning Standards of New York State. Additionally, public school districts are required to have a professional learning plan which describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional learning opportunities and how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development for teachers and level three teaching assistants every five years. **It is the responsibility of teachers and level three teaching assistants to secure, monitor, and submit their 100 hours to the State.**

	State Required Hours Over 5 Years	State Required Hours for Language Acquisition, Unless Waived
Professionally licensed administrators Professionally licensed teachers Level 3 Teaching Assistants	100	15 hours for all staff listed in first column except TESOL who require 50 hours
All other certified administrators, teachers, teaching assistants, long-term substitute teachers, and other certified staff	NA	NA



Philosophy

Exemplary programs focus a school district's attention and resources on professional learning strategies for improving student learning, achievement, safety, and security. In addition, there are a variety of conditions that are salient when implementing sound and effective professional learning programs. As such, professional learning in LaFayette will:

- reflect a commitment to ongoing and continuous relevant professional learning that is based on the analyses of multiple sources of data and supported by research
- include sufficient time and follow up support provided to staff to master new content and strategies.
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process.
- involve all staff in the identification of developing the learning experiences in which they will be involved.
- include the use of flexible times and models essential for successful implementation of professional learning and collaboration.
- prioritize human, monetary, and material resources to meet the professional learning needs of staff.
- align with the district mission and vision statements, the district strategic plan, district's APPR plan, District Comprehensive Improvement Plan, School Comprehensive Education Plans, and the New York State Learning Standards.
- 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 educator's 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 skill 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 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.



Professional Learning Topics

Through the analysis of District and School Report Cards, District and School Accountability Reports, Assessments, Special Education Reports, Survey Results, Graduation Rates, Student Attendance Rate, BEDS Data, etc., the following professional learning topics have been identified as focus areas:

1. Curriculum: Standards, Instructional Objectives, Learning Targets, Vocabulary, Data Analysis, and Goal Setting
2. Common Formative and Summative Assessments
3. Literacy and Writing
4. Mathematics
5. Grading
6. Increasing Performance of Identified Subgroups
7. Exemplary Instructional Practices
8. School Culture and Climate: Mental Health and Social-Emotional Learning
9. Instructional Technology
10. Family Engagement



Professional Learning Formats

Professional learning opportunities include but are not limited to the following:

1. Inquiry and Data Teams:
 - a. Analyze student data and student work to determine needed changes in the delivery of instruction
 - b. Participate in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes
 - c. Collaborate with other teachers and teaching assistants to examine case studies of student work and development
2. Coursework:
 - a. Linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree
 - b. For more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification
3. Coaching:
 - a. Additional support provided during the regular school day in order to implement instructional programs and instructional practices
4. Lesson Study and Peer Coaching:
 - a. Peers observe colleagues' student focused lessons. Engage in reflective discussion of the lesson. Evidence gathered is used to improve the lesson and instruction. The revised lesson is taught in another setting.
5. Mentoring:
 - a. Provide support to new teachers in order to increase their skills and prepare them for the transition from preparation to practice to improve student achievement
6. Curriculum Development:
 - a. Revising curriculum to address the gaps determined through analysis of student scores and work
 - b. Creating common formative and summative assessments
 - c. In-District and/or State Level
7. Conferences/Workshops:

- a. Participation in courses or other learning opportunities offered in and out of the district (Local, state, and/or national conferences, BOCES, Institutions of Higher Education, Teacher Centers, Independent Professional Development Service Providers, etc.)
8. Collaboration:
 - a. Two or more teachers engage in research projects related to district initiatives
 - b. Two or more teachers develop new programs
 - c. Two or more teachers work collaboratively on research-based instructional practices and procedures
9. Study Groups:
 - a. Groups of teachers meet regularly to study a topic(s) relevant to their teaching to gain a deeper understanding
10. Modeling:
 - a. An experienced teacher or expert observes a classroom and then models a lesson or best practice
11. Professional Learning Presentations:
 - a. Present topics to in and out of district staff
12. Webinars:
 - a. A live online educational presentation during which participating viewers can submit questions and comments
13. Cooperating Teacher:
 - a. Support student teachers or field internships
14. Committees:
 - a. Serve on committees that develop plans and/or procedures to support staff and student growth
15. National Board:
 - a. Pursue National Board certification or recertification
16. Staff Meetings:
 - a. 60 minutes, Monthly - Building
17. Professional Learning Communities:
 - a. A committed collaboration of staff focused on learning, rather than teaching, in which they hold themselves accountable for results and school improvement
 - b. 60 minutes, 2 x month - District
 - c. 60 minutes, 2 x month - Building
18. Sabbatical (Per LTA Contract):
 - a. Work related to content speciality or enhancement of teaching strategies
19. School Visitations:
 - a. Teachers are permitted to visit other higher performing or exemplary districts or schools



Action and Evaluation Plan

Although professionals in LaFayette are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. A comprehensive professional learning plan promotes student achievement by providing learning opportunities for staff that are aligned with major school and/or district goals identified through regular needs assessments and a professional learning planning process. The professional learning planning process is:

1. **Identify** school/district educational goals
 - Review existing educational goals
 - Analyze student achievement data: past, present, projected trends
 - Diagnose areas of student and staff needs
 - Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities

2. **Prepare** for implementation
 - Outline flexible and integrated professional learning strategies and activities that address the needs and goals identified
 - Identify sources of expertise to assist with identified needs and goals
 - Determine professional learning topic and format at each level (district, school, team, or individual)

3. **Implement** professional learning strategies
 - Integrate learning models that provide choice, differentiated learning, sustained collaboration, and ongoing support
 - Incorporate best practices into teaching, learning, and leadership
 - Identify critical factors for successful implementation

4. **Monitor** progress
 - Identify success measures for professional learning activities
 - Identify data sources and gathering method for each measure
 - Keep records of professional learning implementation, participation, and feedback
 - Administer feedback surveys and collectively analyze results

Action	Audience	Timeframe	Evidence
Mandated			
DASA	District Wide	September 2023	Online Quiz
Emergency Plan	District Wide	September 2023	Online Quiz
School Safety	District Wide	September 2023	Online Quiz
Mental Health	District Wide	September 2023	Online Quiz
Right to Know	District Wide	September 2023	Online Quiz
Bloodborne Pathogens	District Wide	September 2023	Online Quiz
Sexual Harassment	District Wide	September 2023	Online Quiz
Mandated Reporter	District Wide	September 2023	Online Course
MTSS Manual	District Wide	September 2023	Online Quiz
Special Education Manual	District Wide	September 2023	Online Quiz
Special Education Legal Requirement	District Wide	By September 5, 2023	Review of 504 Plans and IEPs



LaFayette Central School District Mentoring and Induction Program Plan 2023-2024 School Year



Mission Statement

LaFayette Central School District's Mentoring and Induction District Design Team's mission is to develop and implement a mentoring and induction program that will:

- Ensure the personal and professional well-being of beginning teachers and new staff;
- Increase instructional effectiveness through sound classroom management and instructional strategies;
- Provide the process of self-reflection;
- Promote continual professional growth; and
- Assist teachers in fulfilling district expectations and state requirements

Vision Statement

LaFayette Central School District's Mentoring and Induction District Design Team's vision is to equip mentors and mentees with the professional support needed in order to help prepare and retain quality staff that maximize the potential of every student.

Composition of Original Mentoring and Induction District Design Team

Maura Daly	English Teacher: JrSr
Ashley Kolbeck	Second Grade Teacher: GS
Winonah McCoy	Preschool Teacher: ONS
Karen Ocque	Director of Instruction and Pupil Services
Leonardo Oppedisano	Advisor and Science Teacher: BP
Diane Pratt	Special Education Teacher: ONS
Tiffany Turner	Assistant Superintendent for Business

Original Functions of Mentoring and Induction District Design Team

The committee will meet up to 3 times a year after school and/or during the summer.

- Perform yearly review of plan and revise
- Coordinate mentor/mentee training
- Determine program effectiveness

Mentor Role and Qualifications:

The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of the beginning teacher and to model professional conduct as well as embody a vision of excellence in teaching. To successfully achieve this role the mentor themselves must be a learner who seeks to continuously improve their own craft and demonstrates/has achieved the following:

- Tenured with the LaFayette Central School District
- Completed at least 5 years of service with the LaFayette Central School District
- Hold Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Shows evidence of continued professional development
- Possesses a positive reflective attitude
- Demonstrates professionalism, confidentiality and leadership

Mentoring Application/Selection Process:

Mentor candidates will complete and submit an Initial Mentor Application that includes a narrative by the applicant for their reasons for wanting to be a mentor. Mentor Coordinator(s) in collaboration with building administrator(s) will review all completed applications and match mentor candidates to mentees as they are hired into the district. The intent will be for the mentor to continue with each of his/her mentees through a minimum of one year with a possibility for additional years if needed. If at any time the mentor/mentee pairing is not successful, the mentor (or the mentee) should review their concerns with the Mentor Coordinator. He/she will review the concerns with the building administrator.

Mentor Training/Responsibilities:

- Mentors commit to completing the mentor training prior to the initial mentoring assignment and additional after school days as communicated by the Mentor Coordinator.
- Provide guidance and support to new teachers in school routines, procedures, and systems.
- Be available and accessible when needed by the mentee.
- Assist the mentee with professional goal setting.
- Provide support (discipline, curriculum, and motivational techniques) to the non-tenured teacher.
- Observe mentee in classroom (either in person or via videotaping) in the role of instructional coach once a year, and provide in a non-evaluative manner, constructive feedback.
- Open his or her classroom to mentee and coordinate visits to other teachers' classrooms – Mentor and mentee are responsible for arranging sub coverage.

- Work with mentees to devise lesson plans that are in alignment with NYS Learning Standards.
- Review any curriculum work and building or district-wide assessment results with mentees.
- Share information about available resources.
- Provide guidance through the Observation process.
- Provide insight and understanding of school culture and climate.
- Serve as a non-judgmental “sounding board” for the non-tenured teacher.
- Model and encourage self-reflection practices.
- Assist mentee with use of district-wide software (e.g., SchoolTool, Reading Inventory, Google Docs, etc.).
- Encourage the mentee to have open communication with parents and staff.
- Promote a professional learning culture centered on school improvement.
- Integrate mentee into the culture of the school, district, and surrounding community.
- Meet with a teacher mentee (with experience) a minimum of 5 hours for the school year.
- Meet with a teacher mentee (without experience) a minimum of 10 hours for the school year.
- Meet with a teaching assistant mentee a minimum of 5 hours for the school year.
- Submit required paperwork to the Director of Curriculum and Instruction and Reporting by May 31, 2024.
- Support for all other new employees will be determined by the Director of Curriculum and Instruction and Reporting and/or Building Administrator.
- Complete evaluation of mentor program (electronic survey and/or reflection sheet).
- Become familiar with DCIP and/or SCEP.

Mentor/Mentee Relationships:

For a mentoring relationship to be successful, a mentee must be able to trust in the confidence that whatever he/she shares with his/her mentor remains confidential. The relationship should be one where a mentee can explore alternatives in teaching techniques, assessment strategies and district procedures without concern that the questions/topics will be used as part of the evaluation process. The role of the mentor is to be an instructional coach for the mentee; the role is **not** to be used as part of the formal evaluation of the mentee.

It is understood that items that violate federal law, state law or board policy will not be considered confidential: 1) where withholding such information poses a danger to the life, health, or safety of an individual, including the staff or students of the school or 2) where such information indicates that the new teacher has committed or been convicted of a crime.

Mentee Responsibilities:

- Attend all training and meetings for mentees
- Meet and conference with mentor on a regular basis
- Participate in various professional development opportunities with mentor and/or other mentees
- Arrange for mentor to visit classroom at least once
- Be open and receptive to mentor's non-evaluative peer feedback
- Engage in self-reflection regarding professional and personal areas of strength and weakness
- Seek help and feedback from mentor when needed
- Observe mentor and other experienced teachers at least once
- Maintain confidentiality
- Set goals for self, with mentor input, and regularly monitor progress toward goal attainment
- Become familiarized with district curriculum, procedures, policies, district software, and technology
- Commit to participation in all aspects of the Mentor Program
- Complete all necessary evaluation forms
- The Mentor Coordinator will share the mentor log that the mentee and mentor will complete. First year mentees' log needs to be kept for seven years.

Program Evaluation/Reflection:

The mentoring design team will create a meeting schedule throughout the year, up to four meetings, to review the progress and events occurring within the program as well as the mentor-mentee assignments.

The committee will also meet at least one time a year to reflect, review, and evaluate the program by means of surveys given to both mentors and mentees. These surveys may ask for feedback on the following topics:

- New Teacher Orientation
- Mentor/Mentee Handbook
- Release Days
- Meetings between Mentor and Mentees
- Meeting Scheduled with the Mentor Coordinator
- Trainings/Workshops Provided
- Level of Support Provided
- Strengths of Program
- Suggestions and Recommendations for Improvements

The responses will assist in revising the Mentor Program plan for the following year. The plan will be a living document.

Mentor Hours and Stipend:

Incoming teaching and non-instructional (counselor, psychologist, social worker, etc.) staff with no prior teaching experience: 10 hours by June 10, 2024

Incoming teaching and non-instructional (counselor, psychologist, social worker, etc.) staff with prior experience: 5 hours by June 10, 2024

Teaching assistants: 5 hours by June 10, 2024

2023-2024 Hourly Professional Learning Rate

LaFayette Central School District Mentor Application

Please Note: In order to be eligible for the position of a mentor, you need to meet the following criteria:

- Tenured with the LaFayette Central School District
- Completed at least 5 years of service with the LaFayette Central School District
- Hold Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Shows evidence of continued professional development
- Possesses a positive reflective attitude
- Demonstrates professionalism, confidentiality and leadership

Name _____ Date of Application _____

Area(s) of Tenure _____

Certification Area(s) _____

Grade and/or Subject(s) currently taught _____

Grade and/or Subject(s) previously taught (including in other districts)

Do you have prior mentoring experience? Yes No

Do you have prior peer coaching training? Yes No

Do you have any other training and/or experience that would be applicable to the job of a mentor? Yes No

If yes, please explain.

Please include a statement of why you are motivated to apply to be a mentor, as well as any personal qualities that you believe would benefit a mentee and our district as a whole.



Provisions for School Violence Prevention and Intervention

District and School Emergency plans exist and are updated yearly. The District has a Mental Health Committee. The committee's purpose is to provide staff guidance for various scenarios they may encounter. Also, see action plan for School Culture and Climate as well as mandated quizzes.



Provisions for English as a New Language

The District only has one student requiring ENL services. Therefore, the District seeks permission on an annual basis from the commissioner for an exemption from the professional development requirements noted in 100.2 of the New York State Regulations.



References

Guilford Central School District. *Professional Development Plan 2014-2015*. New York: Guilford Center, 2016. Web. 7 December 2016.

Phoenix Central School District. *Professional Development Plan 2014-2017*. New York: Phoenix, 2016, Web. 7 December 2016.

Cattaraugus-Allegany-Erie-Wyoming BOCES. *Cattaraugus-Allegany-Erie-Wyoming BOCES Organizational Professional Development Plan 2016-2017*. New York: Olean, 2016. Web. 7 December 2016.



Appendix A: Topics and Providers

Professional development topics may include, but are not limited to the following listed below during the 2023-2024 school year as well as the organizations/providers who may offer the following workshops and trainings.

Topic	Provider
DASA	OCM BOCES LaFayette CSD
Emergency Plan and School Safety	OCM BOCES LaFayette CSD NYSPD Armored One
Mental Health and Social-Emotional Learning	OCM BOCES LaFayette CSD New York Center for Teacher Development Contact Syracuse
District School Counseling Plan	OCM BOCES LaFayette CSD
Right to Know	OCM BOCES
Bloodborne Pathogens	OCM BOCES
MTSS Data Teams	LaFayette CSD OCM BOCES

Topic	Provider
APPR	OCM BOCES LaFayette CSD
Arts	AOSA GRAOSA NAFME NYSSMA OAKE OCM BOCES SUNY Cortland NYSATA
Unpacking Modules	OCM BOCES LaFayette CSD
CPR	Red Cross
Policy	Erie #1 BOCES
College Credit Now	Tompkins Community College
College Credit Now	Onondaga Community College

	New York Center for Teacher Development
MTSS Tiers	LaFayette CSD OCM BOCES New York Center for Teacher Development
MTSS Inquiry Teams	LaFayette CSD OCM BOCES New York Center for TEacher Development
Universal Screeners	LaFayette CSD New York Center for Teacher Development OCM BOCES
Technology Standards	OCM BOCES LaFayette CSD
Technology Software	OCM BOCES LaFayette CSD CNYRIC
Technology Best Practices	OCM BOCES LaFayette CSD NYSTEEA NYSCATE CNYRIC
Literacy Strategies <ul style="list-style-type: none"> ● LiPS ● Guided Reading 	OCM BOCES Lindamood Bell LaFayette CSD
Literacy Structure <ul style="list-style-type: none"> ● Daily Five 	OCM BOCES LaFayette CSD

Curriculum Development	OCM BOCES LaFayette CSD
Google Apps for Education	OCM BOCES LaFayette CSD CNYRIC
SLS Communication Coordinator Meetings	OCM BOCES SLS
Poverty	Eric Jensen Madison County BOCES
My Learning Plan	OCM BOCES Frontline Education
Math Modules	OCM BOCES LaFayette CSD
English as a New Language	RBERN
School Tool	OCM BOCES

• Guided Reading	
Literacy Content Areas	OCM BOCES Lyn Seres Mary Conroy LaFayette CSD
Special Education	OCM BOCES LaFayette CSD
Content Areas Instructional Practices	OCM BOCES LaFayette CSD
Flipped Classroom	Jon Bergmann OCM BOCES LaFayette CSD New York Center for Teacher Development
Positivity Project	LaFayette CSD Syracuse University
Project Based Learning	LaFayette CSD OCM BOCES Buck Institute New York Center for Teacher Development
Best New Young Adult Nonfiction	Kathleen O'Deen OCM BOCES
Collegial Grant - Inquiry	NYS Teacher Center
Vocabulary	vocabulary.com
Lead Evaluator Training	OCM BOCES

The Greater CNY School Library Systems Fall Conference	OCM BOCES SLS
Ethical Use of Digital Media/Copyright	OCM BOCES
Science Standards	OCM BOCES
Special Education	OCM BOCES SEIS Linda Stummer New York Center for Teacher Development ARISE
Standards Based Report Cards	OCM BOCES
Standards Based Grading	OCM BOCES
Library Automation System Training	OCM BOCES SLS
Native American Education Conference	OCM BOCES

Minecraft in the Classroom	OCM BOCES
Coding	OCM BOCES
Math	OCM BOCES LaFayette CSD
English	OCM BOCES
Counseling	OCM BOCES
Sensory Disorders	SUNY Cortland
EL Education	Better Lesson Open Resources EL Education LaFayette CSD
LETRS: Early Childhood Volume 1 Units 1-4 Volume 2 Units 5-8	LaFayette CSD Voyager Sopris/Lexia Learning
Imagine Learning EL Digital	Imagine Learning

Physical Education	AHPERD LaFayette CSD
STEM	OCM BOCES
Behavior Management	OCM BOCES
21st Century Skills	OCM BOCES
Foreign Language	SUNY Cortland
Units of Study: Writing	LaFayette CSD Teachers College Reading and Writing Project
Heggerty	Heggerty LaFayette CSD
Professional Learning Communities	LaFayette CSD Solution Tree
DBT STEPS-A	OCM BOCES



Appendix B: DCIP and SCEP Professional Needs

Professional development topics may include, but are not limited to the following listed below during the 2023-2024 school year as well as the organizations/providers who may offer the following workshops and training.

Priority One

We will work to strengthen the academic success of all of our students. We will implement systems that are accurate, bias-resistant and motivate students to achieve academic success.

The district will work to achieve this by employing the following strategies:

Instructional Coaches to continue to support teachers in EL Education and Mathematics

Professional Learning Communities

Professional Learning Opportunities

Implementation of IXL

Priority Two

We will work to foster a positive learning environment that encourages students to reach their maximum potential while fostering intrinsic motivation.

The district will work to achieve this by employing the following strategies:

Attendance Commitment

Administration in collaboration with the attendance committee, will develop a plan for: Acknowledging student attendance is critical to their overall success in school.

Student Inventory of Engagement

As a district we acknowledge that student engagement is critical to academic success. As a result it is important to complete surveys of the students

	regarding their interest both academically as well as extracurricular when applicable.
Implementation of Parent Square	Implementation of a system that allows for easy communication between school and community. The system will use technology to allow for all teachers/administration to communicate with families regarding expectations, due dates, and other relevant information.

Priority Three

We will support and improve the social and emotional well-being of our students through school and community programs, instruction and interventions

The district will work to achieve this by employing the following strategies:

Social Worker	Social Workers will work in conjunction with the school counselors, school psychologists, school nurses, Native American student Liaisons, and the My Brother's Keeper Coordinator to support students and their families in times of crisis.
Student-Based Initiatives (SBI) Expansion: School Based Mental Health Clinic (SBMH/SBMHC)	<p>Introduce the staff and community to the SBMHC staff and Promise Zone Student Engagement Specialist (PZSES)</p> <p>The clinician will meet monthly with building staff to determine which students require referrals.</p> <p>PZSESs expand/extend current student support under the direction of social worker, psychologist or counselor. They intervene with children in the school setting that are experiencing social/emotional challenges through one to one and group settings. PZSESs teach children skills to manage emotions, use expressive language, and deepen relationships. This support allows kids the ability to stay in class and be ready to learn.</p>

Second Step	<p>Second Step is a holistic approach to building supportive communities for every child through social-emotional learning.</p> <p>The Second Step curriculum would be provided to PreK-6 classrooms by school counselors.</p>
MTSS Building Teams	<p>Grimshaw Elementary and ONS will develop a 3-tiered SEL and MH framework to respond to students school-wide screening data elicited by the BIMAS by June 2024.</p> <p>JSHS will implement DBT STEPS-A as a Tier 1 support in 7th and 8th grade.</p> <p>BP will implement DBT STEPS-A as a Tier 1 support for 9th-12th grade.</p>