

# West Irondequoit Central School District Comprehensive Professional Development Plan **2020-21**



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The content of the West Irondequoit Central School District's professional development plan is being supported in part by BOCES (Mid-West JMT), RBERN, RSE-TASC, Teacher Centers and their approved vendors.

# West Irondequoit Central School District

## Professional Development Plan

District Name: West Irondequoit Central School District

BEDS Code: 260803060000

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Plan Dates: September 2020-September 2021

*Amended May 2020*

**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 Learning Standards of New York State as well as the New York State Professional Development Standards. Additionally, the West Irondequoit Central School District professional development plan 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 opportunities to maintain such certificates in good standing based upon the successful completion of 100 hours of professional development for teachers and Level III teaching assistants, every five years. As of July 1, 2017 the law requires NYSED to approve all CTLE sponsors. The content of the West Irondequoit Central School District's professional development plan is being supported in part by BOCES (Mid-West JMT), RBERN, RSE-TASC, Teacher Centers and their approved vendors.

## Table of Contents

West Irondequoit Central School District Key Focus Areas	Pages 4-5
District Level Planning Team Instructional Blueprint	Page 6-8
District Data Analysis	Pages 9-15
Goals and Objectives of the West Irondequoit Professional Development Plan	Pages 16-18
Research-Based Professional Development Structures	Pages 19-29
○ Department, Grade Level and Faculty Meetings	
○ Conferences and External Professional Development	
○ Researched Based Professional Development	
○ SAVE Legislation Related Professional Development	
○ The West Irondequoit Teaching Learning Center Program	
○ New Teacher Support Program	
○ Mentoring Program	
○ Curriculum Review and Revision Committees	

## Introduction

The purpose of the West Irondequoit Central School District's Professional Development Plan is to improve the quality of teaching and learning through close alignment to the district's Key Focus Areas. These focus areas are revised annually by the West Irondequoit Board of Education.

## WICSD Key Focus Areas

### **I. Learning and Achievement**

The West Irondequoit Central School District embraces its primary role of ensuring that all students reach their highest levels of academic learning and achievement. We support each student reaching these levels by extending his/her thinking and the acquisition of skills through applied learning opportunities within and beyond the classroom.

**Key Measures:** All West Irondequoit students will make continuous progress toward the goal of achieving at a mastery level that exceeds NYS standards:

- the 2016 cohort graduation rate will increase from 93-94% ;
- the percentage of students obtaining a Regents diploma will increase from 93-94% by the year 2020;

- the percentage of students obtaining an Advanced Regents diploma will increase from 70% by the year 2020;
- the percentage of students *achieving and moving towards* the mastery level on all assessments for learning will increase;
- the number of students challenging themselves and achieving mastery through upper level vocational and technical courses will remain consistent or increase;
- the percentage of graduates having accessed College credit coursework will increase from 90% by the year 2020;
  - the drop out number will decrease.

### **II. Culture & Climate**

The West Irondequoit Central School District has a central role to play in preserving the ongoing vitality of our community. Within this context, our district will foster a concept of continuous improvement for our community of learners. Learning and achievement are supported and communicated through the following principles:

- mutual respect -- fundamental to a climate and culture which supports an effective and safe learning environment;
- collaborative culture -- our students will experience the greatest levels of success in a culture where all partners in the educational process work together;
- collective trust – instrumental to a climate and culture of academic optimism which maximizes learning potential;

- equal access -- all children, notwithstanding their abilities, experiences, family or financial status, will have the necessary opportunities to achieve academic success;
- life-long learning activities -- including students, staff, parents/guardians, and community.

#### **Key Measures:**

1. Foster pride in West Irondequoit's culture of achievement through:
  - celebration of success for all students and staff;
  - acknowledgment of exceptional efforts.
2. Continue to foster collaborative and proactive labor relations.
3. Continue to improve community-school district collaboration and relations:
  - effectively engage the community in positive interactions including the

design of opportunities for active listening

- use a variety of resources, including technology, to enhance timely communications;
- provide information and support to students and parent/guardians during transitions from level to level and school to school, especially for parents/guardians new to our school system;

- communicate curricula, policies and procedures to proactively engage parents/guardians as partners in the educational process of their children.

4. Appropriately address student social and emotional needs that directly affect academic success.

### **WICSD KEY FOCUS AREAS, CONTINUED**

#### **III. Transition**

The West Irondequoit Central School District recognizes that an increasing number of transition areas must be proactively and simultaneously managed within an environment of uncertain governmental policies, court decisions, and finite resources while always maintaining the highly valued West Irondequoit education. These areas include:

- changing standards for student achievement;
- leadership sustainability;
- unpredictable funding;
- the provision of professional growth opportunities;
- planning for facilities that support instructional goals;
- the preservation and maintenance of district facilities investment.

#### **Key Measures:**

1. Anticipate and advocate federal and state governments and the State Education Department for decisions that benefit our school community
2. Continue to provide and to monitor a stable, predictable level of taxation through controlled budgetary expenditures and conservative estimates of revenue.
  - We will manage reductions across the district to least affect students in situations that warrant this process.
3. Actively recruit, develop, and retain highly competent faculty, staff, and administrators.
4. Continue to build the information base to support research and development for long range planning and program effectiveness.

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### **Beliefs about Professional Development in West Irondequoit:**

There are three areas around which all professional development will be organized:

- **Content**- academic subject knowledge
- **Context**- the climate for authentic learning
- **Pedagogy or Process** – a repertoire of instructional strategies

*These opportunities will be matched to the needs of the faculty according to their stages of development based upon research, theory, and standards of professional practice. As a district, we pledge to:*

- Identify and prioritize professional development needs based on student achievement, faculty readiness, and curriculum review and revision demands.
- Provide opportunities for teachers to deepen their understanding of the content, context, and pedagogy needed in a standards-based classroom.
- Analyze data and student work to identify those strategies that support a growth model for all.
- Provide appropriate, job-embedded, varied and differentiated professional development opportunities for all staff.

## **School Based Planning Team (SBPT) Review: Instructional Priority Blueprint**

During the summer, data from each of our 10 school buildings is analyzed and instructional priorities are set at the district level, aligned to the Key Focus Areas. Buildings use these priorities to build their School Based Planning Team goals, including building-based professional development targets.

### ***2019 Academic Focus Areas: Learning & Discovery***

**Through the expansion of a comprehensive Response to Intervention System, create and foster 21<sup>st</sup> century classroom environments that:**

1. Provide ALL students equitable access to standards-based, rigorous curriculum to foster creativity, curiosity, and critical thinking by:
  - Implementing sophisticated planning and instructional practices that promote collaboration and communication
  - Ensuring all students demonstrate independence and application of skills through the implementation of research-based best practices
  - Empowering students to access information, identify and solve problems, and construct meaning leveraging a variety of resources and technologies
2. Foster the interconnectedness of social, emotional, and cognitive growth through the refinement of school and classroom communities that:
  - Value and build strong relationships, maintain high expectations, and reinforce a sense of belonging
  - Promote student ownership, identity and agency by strengthening opportunities for formative assessment and feedback

### ***Resource Alignment and Professional Development***

**District Wide Professional Development will be supporting the Academic Focus Areas through the following:**

Response to Intervention Implementation Year 5 with a focus in Social Emotional Learning  
Partners in Restorative Initiatives (PiRI) Training and Pilots to Support Restorative Practices  
Common and Formative Assessment Development, Implementation and Revision  
Early Literacy Best Practices  
1:1 Technology and the Student Centered Classroom Professional Development  
Instructional Practices Focused on Equity  
21<sup>st</sup> Century Learning Structures Refinement  
Gathering and Communicating Evidence of Student Learning  
Creation of Interdisciplinary Learning Experiences

## ***Curriculum Review and Revision***

**Full Day Kindergarten & Transition to Grade 3** – Continued reflection on Implementation and continued Curriculum Development.

**Instructional Technology** – Refinement of Technology Skills Scope and Sequence and Alignment to ISTE Standards;

**Mathematics** – Implementation of Next Generation Math Standards, as well as assessment creation tied to Next Generation standards, in grades K-7, Implementation of AP Computer Science Principles, Research and Development of Coding and Computational Thinking Outcomes, K-12 Response to District Curriculum Council Audit

**ELA-** Implementation of Next Generation ELA Standards; District Curriculum Council Audit; Implementation of Diverse Voices and Creative Writing Courses; Continued Development of K-6 Novel & Humanities Units, and Implementation of Research Handbook

**Science** – 5-8 Scope and Sequence implementation and multi-year plan refinement; Incorporation of phenomena –driven, three-dimensional instructional practices, K-12; Implementation of Elementary Science Resources

**Social Studies** –Implementation of NYS Framework for Social Studies Grades K-12; Realignment of curriculum to meet NYS Framework Expectations, with an emphasis on Grades 4, 10 and 11; Continued Development of Humanities Units, and Implementation of Research Handbook

**Business/Occ. Ed:** NYS Career and Technical Education (CTE) Endorsement Application and Curriculum Refinement: Auto Program/Building Trades

**Art:** Implementation of Alternative Art Coursework

**Music:** Refinement of K-12 Scope and Sequence to align to NYS Performing Arts Standards

**Counseling/Health/PE/FACS:** Mental Health Curriculum Mandates: Gap analysis and refinement; PE Plan revision and submission

**Library Media:** Analysis of Library Media Standards, creation of LMS Curriculum and identification of vertical gaps



## West Irondequoit Central School District Data Analysis to inform the Professional Development Plan

**1. The 2018-2019 Annual Performance Data including District BEDS and School Report Card data were analyzed and revealed:**

A broad assessment package is in place to measure student learning and progress toward District outcomes in all curricular areas. This includes the New York State assessment package at grades three through eight as well as the Regents exams at grades nine through twelve.

<b>WICSD ELA Comparison Data (2018 to 2019 with County Rankings)</b>							
<b>Grade</b>	<b># Tested</b>	<b>2019 # Proficient</b>	<b>2019% Proficiency</b>	<b>2019 # Mastery</b>	<b>2019% Mastery</b>	<b>2018 % Proficiency</b>	<b>2018% Mastery</b>
3	237	158	67% (4 <sup>th</sup> )	29	12% (3 <sup>rd</sup> )	69% (4 <sup>th</sup> )	17% (1 <sup>st</sup> )
4	223	149	67% (2 <sup>nd</sup> )	69	31% (1 <sup>st</sup> )	60% (4 <sup>th</sup> )	21% (3 <sup>rd</sup> )
5	242	104	43% (7 <sup>th</sup> )	39	16% (8 <sup>th</sup> )	54% (5 <sup>th</sup> )	27% (2 <sup>nd</sup> )
6	197	130	66% (4 <sup>th</sup> )	94	48% (3 <sup>rd</sup> )	70% (3 <sup>rd</sup> )	51% (tied 1 <sup>st</sup> )
7	166	74	45% (8 <sup>th</sup> )	23	14% (8 <sup>th</sup> )	47% (7 <sup>th</sup> )	13% (tied 7 <sup>th</sup> )
8	128	58	45% (9 <sup>th</sup> )	31	24% (6 <sup>th</sup> )	55% (tied 5 <sup>th</sup> )	24% (tied 6 <sup>th</sup> )

<b>ELA Sub Group Performance</b>						
<b>Sub Group</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
SWD	4/18 – 22%	5/23 – 22%	6/17 – 35%	5/23 – 22%	4/24 – 17%	1/19 – 5%
ELL	2/9 – 22%	2/4 – 50%	0/6 – 0%	0/6 -0%	0/1 -0%	0/4 – 0%
ECO DIS	43/86 – 50%	43/81 – 53%	22/83 – 27%	29/71 – 41%	18/57 – 32%	11/46 – 24%

**WICSD Math Comparison Data  
(2018 to 2019 with County Rankings)**

<b>Grade</b>	<b># Tested</b>	<b>2019 # Proficient</b>	<b>2019 % Proficiency</b>	<b>2019 # Mastery</b>	<b>2019 % Mastery</b>	<b>2018 % Proficiency</b>	<b>2018 % Mastery</b>
3	234	153	65% (7 <sup>th</sup> )	83	35% (6 <sup>th</sup> )	70% (tied 5 <sup>th</sup> )	38% (tied 4 <sup>th</sup> )
4	228	159	70% (6 <sup>th</sup> )	103	45% (3 <sup>rd</sup> )	68% (tied 5 <sup>th</sup> )	39% (3 <sup>rd</sup> )
5	238	156	66% (5 <sup>th</sup> )	81	34% (7 <sup>th</sup> )	62% (5 <sup>th</sup> )	31% (6 <sup>th</sup> )
6	202	131	65% (5 <sup>th</sup> )	83	41% (2 <sup>nd</sup> )	69% (4 <sup>th</sup> )	40% (4 <sup>th</sup> )
7	174	85	49% (12 <sup>th</sup> )	38	22% (9 <sup>th</sup> )	54% (tied 8 <sup>th</sup> )	20% (tied 7 <sup>th</sup> )
8	91	24	26% (11 <sup>th</sup> )	5	5% (6 <sup>th</sup> )	23% (11 <sup>th</sup> )	0% (tied 16 <sup>th</sup> )

**Math Sub Group Performance**

<b>Sub Group</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
SWD	6/16 – 38%	8/22 – 36%	3/14 – 21%	1/19 – 5%	4/23- 17%	3/17- 17%
ENL	3/9 – 33%	0/5 – 0%	0/6 – 0%	0/6 – 0%	1/2 – 50%	1/5 – 20%
ECO DIS	40/84 – 48%	48/77 – 62%	37/82 – 45%	33/74 – 45%	20/56 – 36%	7/40 – 18%

**NYS Science Performance Data:**

**Elementary Level Science (ELS) Performance, 2019**

		Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
<b>ALL Grade 4 Science (ILS)</b>	<b>257</b>	3	1%	20	8%	75	29%	<b>159</b>	<b>62%</b>
						<b>Proficiency</b>		<b>234</b>	<b>91%</b>
<b>Students w/Disabilities</b>	<b>26</b>	0	0%	7	27%	11	42%	<b>8</b>	<b>31%</b>
						<b>Proficiency</b>		<b>73%</b>	
<b>Econ. Disadvantaged</b>	<b>92</b>	3	3%	8	9%	38	41%	<b>43</b>	<b>47%</b>
						<b>Proficiency</b>		<b>88%</b>	

**Intermediate Level Science (ILS) Performance, 2019**

		Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
<b>ALL Grade 8 Science (ILS)</b>	<b>158</b>	10	6%	12	8%	73	46%	<b>63</b>	<b>40%</b>
						<b>Proficiency</b>		<b>86%</b>	
<b>Students w/Disabilities</b>	<b>18</b>	2	11%	7	39%	7	39%	<b>2</b>	<b>11%</b>
						<b>Proficiency</b>		<b>50%</b>	
<b>Economically Disadvantaged</b>	<b>50</b>	6	12%	8	16%	28	56%	<b>8</b>	<b>16%</b>
						<b>Proficiency</b>		<b>72%</b>	

## Algebra 1 Regents June Exam 5-Year Summary

Building	Year	Number	Performance Levels					% Passing	% Mastery	Average Score
			1	2	3	4	5			
Dake	2015	83	0	0	16	53	14	100.00	16.87	78.7
Dake	2016	83	0	1	3	47	32	98.80	38.60	84.6
Dake	2017	74	0	0	0	15	59	100.00	79.73	88.7
Dake	2018	90	0	0	4	34	52	100.00	57.78	85.7
<b>Dake</b>	<b>2019</b>	<b>87</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>31</b>	<b>53</b>	<b>100.00</b>	<b>60.92</b>	<b>87.5</b>
IHS	2015	200	12	25	123	38	2	81.50	1.00	68.8
IHS	2016	227	10	10	100	82	25	91.20	11.00	76.6
IHS	2017	200	9	11	56	70	54	90.00	27.00	78.7
IHS	2018	212	12	9	79	94	18	90.09	8.49	74.5
<b>IHS</b>	<b>2019</b>	<b>185</b>	<b>8</b>	<b>10</b>	<b>75</b>	<b>71</b>	<b>21</b>	<b>90.27</b>	<b>11.35</b>	<b>76.6</b>
District	2015	283	12	25	139	91	16	86.93	5.65	
District	2016	310	10	11	103	129	57	93.23	18.39	
District	2017	274	9	11	56	85	113	92.70	41.24	
District	2018	302	12	9	83	128	70	93.05	23.18	
<b>District</b>	<b>2019</b>	<b>272</b>	<b>8</b>	<b>10</b>	<b>78</b>	<b>102</b>	<b>74</b>	<b>93.38</b>	<b>27.21</b>	

## Geometry Regents June Exam 5-Year Summary

Year	Number	Performance Levels					% Passing	% Mastery	Average Score
		1	2	3	4	5			
2015	256	36	39	108	40	33	70.70	12.89	70.5
2016	282	26	39	137	33	47	76.95	16.67	71.9
2017	286	18	38	125	52	53	80.42	18.53	74.4
2018	248	15	18	111	45	59	86.69	23.79	76.2
<b>2019</b>	<b>259</b>	<b>7</b>	<b>17</b>	<b>99</b>	<b>37</b>	<b>99</b>	<b>90.73</b>	<b>38.22</b>	<b>79.8</b>

## Algebra 2 5-Year June Regents Exam Summary

Year	Number	Performance Levels					% Passing	% Mastery	Average Score
		1	2	3	4	5			
2015	209	24	27	74	84		75.60	40.19	77.2
2016	191	2	13	115	51	10	92.15	5.24	75.4
2017	225	1	12	103	86	23	94.22	10.22	77
2018	220	2	4	63	104	47	97.27	21.36	79.6
<b>2019</b>	<b>203</b>	<b>2</b>	<b>8</b>	<b>48</b>	<b>85</b>	<b>60</b>	<b>95.07</b>	<b>29.56</b>	<b>80.4</b>

## Living Environment Regents June Exam 5-Year Summary

Building	Year	Number	1	2	3	4	% Passing	% Mastery	Average Score
Dake	2015	84	0	0	4	80	100.00	95.24	91.4
Dake	2016	91	0	0	24	67	100.00	73.63	86.9
Dake	2017	75	0	0	7	68	100.00	90.67	91.1
Dake	2018	93	0	0	8	85	100.00	91.40	91.9
<b>Dake</b>	<b>2019</b>	<b>102</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>87</b>	<b>100.0</b>	<b>85.3</b>	<b>90.4</b>
IHS	2015	366	8	14	173	171	93.99	46.72	82.2
IHS	2016	303	10	14	183	96	92.08	31.68	79.2
IHS	2017	184	10	17	138	19	85.33	10.33	73.9
IHS	2018	208	8	17	123	60	87.98	28.85	77.6
<b>IHS</b>	<b>2019</b>	<b>186</b>	<b>14</b>	<b>12</b>	<b>105</b>	<b>55</b>	<b>86.0</b>	<b>29.6</b>	<b>76.7</b>
District	2015	450	8	14	177	251	95.11	55.78	
District	2016	394	10	14	207	163	93.91	41.37	
District	2017	259	10	17	145	87	89.58	33.59	
District	2018	301	8	17	131	145	91.69	48.17	
<b>District</b>	<b>2019</b>	<b>288</b>	<b>14</b>	<b>12</b>	<b>120</b>	<b>142</b>	<b>91.0</b>	<b>49.3</b>	

## Earth Science Regents June Exam 5-Year Summary

Building	Year	Number	Performance Levels				% Passing	% Mastery	Average Score
			1	2	3	4			
IHS	2015	108	4	16	53	32	78.70	29.63	76.2
IHS	2016	202	10	13	67	112	88.61	55.45	82.3
IHS	2017	291	12	24	128	127	87.63	43.64	79.9
IHS	2018	251	18	17	107	109	86.06	43.43	79.3
<b>IHS</b>	<b>2019</b>	<b>282</b>	<b>20</b>	<b>28</b>	<b>121</b>	<b>113</b>	<b>82.98</b>	<b>40.07</b>	<b>78.4</b>

## Chemistry Regents June Exam 5-Year Summary

Year	Number Tested	Performance Level				% Passing	% Mastery	Average Scaled Score
		1	2	3	4			
2015	182	8	31	109	34	78.57	18.68	74.5
2016	183	3	31	95	54	81.42	29.51	76.2
2017	208	3	16	126	63	90.87	30.29	78.4
2018	213	0	12	156	45	94.37	21.13	77.3
<b>2019</b>	<b>181</b>	<b>4</b>	<b>14</b>	<b>103</b>	<b>60</b>	<b>90.06</b>	<b>33.15</b>	<b>79.2</b>

## Physics Regents June Exam 5-Year Summary

Year	Number Tested	Performance Level				% Passing	% Mastery	Average Scaled Score
		1	2	3	4			
2015	152	2	8	73	69	93.42	45.39	81.7
2016	122	2	8	60	52	91.80	42.62	80.9
2017	89	3	7	29	50	88.76	56.18	82.7
2018	123	3	4	60	56	94.31	45.53	82.3
<b>2019</b>	<b>117</b>	<b>6</b>	<b>11</b>	<b>52</b>	<b>48</b>	<b>85.47</b>	<b>41.03</b>	<b>79.9</b>

## Global History & Geography Regents June Exam 5-Year Summary

Year	Number Tested	Performance Level					% Passing	% Mastery	Average Scaled Score
		1	2	3	4	5			
2015	292	18	25	90	159		85.27	54.45	80.9
2016	286	11	11	94	170		92.31	59.44	83.8
2017	299	12	10	110	167		92.64	55.85	83.6
<b>2018</b>	<b>293</b>	<b>19</b>	<b>18</b>	<b>95</b>	<b>161</b>		<b>87.37</b>	<b>54.95</b>	<b>82.1</b>
<b>2019</b>	<b>276</b>	<b>5</b>	<b>18</b>	<b>79</b>	<b>77</b>	<b>97</b>	<b>91.67</b>	<b>35.14</b>	<b>na</b>

## United States History Regents June Exam 5-Year Summary

Year	Number	Performance Levels				% Passing	% Mastery	Average Score
		1	2	3	4			
2015	289	4	7	77	201	96.19	69.55	88.2
2016	277	4	12	49	212	94.22	76.53	89.2
2017	270	6	3	53	208	96.67	77.04	89.0
2018	297	6	13	76	202	93.60	68.01	86.0
<b>2019</b>	<b>278</b>	<b>7</b>	<b>18</b>	<b>73</b>	<b>180</b>	<b>91.01</b>	<b>64.75</b>	<b>85.3</b>

## ELA 11 Regents June Exam 5-Year Summary

Year	Number	Performance Level					% Passing	% Mastery	Average Scaled Score
		1	2	3	4	5			
2015	277	2	5	27	30	213	97.47	76.90	89.5
2016	272	4	6	27	28	207	96.32	76.10	87.3
2017	264	5	4	16	18	221	96.59	83.71	89.8
2018	292	12	14	33	30	203	91.10	69.52	85.3
<b>2019</b>	<b>281</b>	<b>1</b>	<b>6</b>	<b>33</b>	<b>46</b>	<b>194</b>	<b>97.15</b>	<b>69.04</b>	<b>87.9</b>

## West Irondequoit CSD Professional Development

### Goals and Implementation Plan for 2020-21

**GOAL #1: *Establish and support professional development programs focused on improving student learning that are explicitly connected to the comprehensive school and district improvement process.***

<b>Strategies</b>	<b>Who</b>	<b>When</b>
Design, develop and implement professional development programs based on the district's focus areas, school improvement processes, and curriculum priorities including the NYS Learning Standards	Principals, Curriculum Supervisors, Directors of Instruction	Ongoing
Report the impact of professional development programs on student performance to stakeholder groups	Directors of Instruction	Ongoing
Monitor correlation between school-based planning activities and structured opportunities for professional development.	Directors of Instruction, SBPT Liaison, Building Principal	Ongoing
Continue communication of the correlation between curriculum review processes and structured opportunities for professional development to the District Curriculum Council and the Board of Education.	District Curriculum Council	Ongoing
Incorporate into the curriculum review reporting structure a description of the professional development provided to support implementation efforts.	District Curriculum Council	Ongoing
Use the district conference summary form to connect conference attendance directly to standards and student achievement and require all staff members who attend conferences to develop a plan for sharing their learning with colleagues.	Building Principals, Supervisors, Directors of Instruction	Ongoing
Communicate the comprehensiveness of the professional development programs to staff through the following vehicles: District School Based Coordinating Council, District Curriculum Council, Faculty & Department Meetings, School Based Planning Teams, and Teaching Learning Center.	SBPT Liaison, District Curriculum Council, SBPT, Teaching Learning Center, Supervisors	Ongoing
Continue to provide and promote opportunities for staff to participate and/or lead professional development including, but not limited to: Structured opportunities for sharing of best practices; collaborative work including peer coaching, Superintendent Conference day, visitation days, hosting a pre-service teacher; goal setting and reflection practices; workshops at the TLC; department meetings and other district and regional forums.	Building leaders, Curriculum Supervisors, Directors of Instruction, TLC Director	Ongoing



**GOAL # 2: Continue to monitor professional development needs within the district using multiple sources of data.**

- Regularly re-examine the types of data used in the WICSD Instructional Blueprint to search for strengths, needs, and trends.
- Identify and analyze sources of meaningful data to demonstrate alignment to professional development provided by formal assessments (longitudinal studies, focus groups, student and staff surveys, etc.).

<b>Strategies</b>	<b>Who</b>	<b>When</b>
Report the results of needs analyses and data to appropriate groups within the district, including the District Curriculum Council, School Based Planning Coordinating Council, and Board of Education.	Directors of Instruction, Superintendent, SBPT Liaisons	Summer-Fall 2020
Use longitudinal data as it becomes available to conduct studies that address questions regarding strengths, needs and trends in student performance.	Curriculum Supervisors, Directors of Instruction, Building Based Instructional Teams	Ongoing
Identify common teaching and instructional needs through the district, building and individual goal setting process.	SBPT, Individual Goal Setting	Fall 2020
Collect and analyze data relative to specific needs using a variety of sources including, but not limited to, the TLC needs analysis, student and staff focus groups, and data from leadership staff.	TLC Director, Leadership Staff	Spring 2021
Gather information by reading current studies to support decision making in professional development.	TLC Policy Board, Professional Development Plan Committee, DCC	Ongoing, as necessary
Explore whether additional sources of data are effective in evaluating professional development.	TLC Policy Board, Professional Development Plan Committee	Ongoing, as necessary

**GOAL #3: *Maintain professional development in support of student learning and achievement as a budgetary priority.***

- Target and prioritize the funding allocation to the areas of need specified in the PDP.
- Continue to search for resources outside of the district to supplement district funds in support of these priorities.

<b>Strategies</b>	<b>Who</b>	<b>When</b>
The annual curriculum and instruction budget will reflect the needs identified in the PDP.	Directors of Instruction	Annually
Advocate for continued state support of the Teaching Learning Center.	PDP Committee	February, Ongoing as Necessary
The Offices of Instruction will prepare a report to the Superintendent regarding the cost analysis as part of the annual budget.	Directors of Instruction	Annually
The Teaching Learning Center, Office of Instruction, and Office of Personnel will collaboratively investigate, identify, and report on potential out-of-district resources and BOCES to supplement the budgeted professional development resources.	TLC, Personnel, PDP Committee	Annually

## Research Based Professional Development Structures in the West Irondequoit Central School District

### I. Contractually Based Professional Development

All faculty, department/grade level, and leadership meetings are structured so that at least 90% of the meeting time is devoted to ongoing professional development. Meeting topics and goals are aligned to District Focus Areas, School Based Planning Team Goals and Department Instructional Focus Areas.

Synthesis of K-6 PD Topics
<ul style="list-style-type: none"> <li>• Social Emotional Learning foundations: CASEL Competencies and “How Learning Happens” research</li> <li>• Building and maintaining positive relationships in the classroom through Community Building Circles.</li> <li>• Using affective language to support student identity and agency.</li> <li>• Early Literacy: Five Components of Reading</li> <li>• Novel Units: Implementation and training of teacher created novel units tied to Essential Standards and best early literacy practices for K-4</li> <li>• Humanities Units: Implementation and training of teacher created humanities units tied to Essential Standards and successful integration of ELA/Social Studies at grades 4-6</li> <li>• Leveraging instructional videos created by Intervention Teachers to strengthen Tier 1 instruction</li> <li>• Implementation and assessment revisions aligned to Next Generation Math and ELA standards</li> <li>• Science Standards and Kits training and professional development</li> </ul>
Synthesis of 7-8 PD Topics
<ul style="list-style-type: none"> <li>• Building and maintaining positive relationships in the classroom through Community Building Circles</li> <li>• Proactive planning to integrate technology into instruction utilizing the SAMR model.</li> <li>• Peer sharing of best practices such as formative assessment strategies (Monroe Assessment Project (MAP) Participants), integration of technology, relationship building strategies in the classroom</li> <li>• 7<sup>th</sup>/8<sup>th</sup> Grade Mathematics Curriculum alignment to Next Generation Standards, revision to scope and sequence and assessment development</li> <li>• 7<sup>th</sup>/8<sup>th</sup> Grade Science Curriculum revision to NYSSLS; adjusting scope and sequence and the development of new/revised units to reflect shifts in standards</li> </ul>

### Synthesis of 9-12 PD Topics

- Social Emotional Learning foundations: CASEL Competencies and “How Learning Happens” research
- Building and maintaining positive relationships in the classroom through Community Building Circles.
- Using affective language to support student identity and agency.
- Analysis of Monroe County Youth At Risk Behavior Survey data, and planning SEL needs in the Tier 1 setting
- Uncovering unconscious bias and connecting to relationships, identity and agency.
- Course Development – Creative Writing, Diverse Voices in Literature
- Trauma Informed instructional practices and restorative discipline practices introduction(s)
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## II. Conferences and External Professional Development

The West Irondequoit CSD supports job-embedded professional development through planned release days for discipline specific teams or grade level groups to further the curriculum development process. During the school year, substitutes are utilized to provide teams the opportunity to analyze data in relation to essential standards for instructional planning and to craft assessments. Release days are aligned to identified priority areas indicated in the District's Instructional Blueprint and Areas of Focus.

Faculty and staff are provided opportunities to seek professional development experiences outside of the district through local BOCES, Institutions of Higher Education, Professional Associations and Professional Development providers. Participants complete a summary form upon return, indicating how the professional learning will be shared, and what categories the professional learning were targeted. Participants indicate whether the sessions attended involved *Instructional Strategies, Content-Specific Pedagogy; Health, Wellness and Fitness; or Educational Philosophy, Collegiality and Professionalism.*

West Irondequoit CSD supports high quality external professional development opportunities that focus on content specific pedagogy, instructional strategies and whole child initiatives. Staff members participated in varied professional development at the State, National and local level. Staff attended professional development to learn about mental health issues in the classroom, SEL Implementation, Therapeutic Crisis Intervention (TCI) as well as a CCSI Poverty Simulation. The ASCD Conference: Building Resilient Schools, as well as the Plain Talk about Literacy and Learning Conference provided key staff members the background and skill needed to turnkey components of SEL and Early Literacy across the district. These courses helped staff further develop and refine their professional toolboxes to work with the diverse needs of 21<sup>st</sup> century learners.

Staff also participated in a variety of content specific professional development. Math Teachers and administration participated in the Strength in Numbers conference by AMTNYS, as well as attending the AMTRA Spring conference. ELA teachers and administration attended sessions exploring YA Literature, Plain Talk, as well as sessions on decoding and word-level reading problems. Science staff participated in 4 day professional development series with Brett Moulding; the sessions for elementary staff targeted literacy in Science, while the sessions for secondary staff explored 3-dimensional learning tasks connected to the new science standards. Social Studies, Technology, Art and Music staff also participated in State level conferences within their content areas.

During the time of the 2019-2020 COVID School Building Closures, the WICSD continued to provide high quality professional development to teachers, administration, teacher aides and assistants through a variety of synchronous and asynchronous courses. These courses include:

- **Self-Care while Working from Home: Cultivating Emotional Resilience**
- **New to Schoology? Start Here – 10 Must Know Schoology Elements for Beginners**
- **PiRI – Train the Trainer -Community Building Circles**
- **PiRI – Restorative Discipline Training**
- **Mind the Gaps – Webinar Series**

**2019-2020 Conferences/External Professional Development:**

Building Resilient Schools ASCD Conference

ISTE Conference

Plain Talk About Literacy and Learning Conference

Partnership with PIRI- Partners in Restorative Practices

LETRS Training, Reading Training in Collaboration with Monroe 1 BOCES; Throughout 2019-2020

NYSCATE, Fall 2019 (Support 1:1 Roll out at grade 3 and grades 11 & 12)

Monroe 1 BOCES, Monroe Assessment Program (MAP) training, teachers and administrators, Leaders as well as Cohort 3 and 4

eDoctrina Training and Implementation

AP Institutes: AP Computer Science Principles

Next Generation ELA and Math Standards, Initial Implementation

**2020-2021 Conferences/External Professional Development:**

We will continue to leverage our BOCES partnership, as well as our Title Grant allocations in order to be able to provide training and professional development in support of our ongoing district initiatives.

### III. Research Based Professional Development

West Irondequoit has been using the results of educational research to identify trends in the data to assist with professional development for staff. Some examples of where this is occurring include:

Curriculum Review and Revision Committees	Each committee prepared for curriculum writing by collecting and synthesizing research about the content, context, and pedagogy of their field.
Leadership Retreat	The Leadership Staff continued their study of the district focus area of Learning and Achievement, especially with regard to Social Emotional Learning. They are studying best practices and models in regards to Response to Intervention, with a specific focus on student independence.
Internal Structures (IST/PST, Staffing, Grade Level)	Teachers use research-tested methods of analyzing data at the grade level and for individual students and apply this knowledge to classroom instruction. Teachers also focus on collaborative inquiry, which consists of school teams constructing meaning of student learning problems and brainstorming solutions together through rigorous use of data, research and reflective dialogue.
New York State Teacher Standards- (NYSTS)	All faculty and leadership are implementing the West Irondequoit NYSTS, which is based on extensive research concerning what teachers need to know and be able to do throughout their careers. The NYSTS implementation process is a professional development structure to support improved teacher practice and student learning. To this end, all teachers identify data and collect evidence which both informs and refines goal formation. The West Irondequoit NYSTS and associated rubric support the goal setting process, observation, multiple sources of data, feedback and student growth.
Superintendent Release days	All <b>staff</b> participates in a district-wide professional development where research-based sessions in best practices are developed and provided based on the Focus Areas and Instructional Blueprint. Teacher leaders are utilized to provide the professional development sessions, as well as local consultants in the field.
Release Days Professional Development	Faculty and staff participate in a variety of release days throughout the school year in which professional development is delivered on the following topics: co-teaching, assessment development, unit planning and best practices to support all students.

The Every Student Succeeds Act (ESSA) identifies high-quality and ongoing research-based professional development for teachers and staff as one of the most important components of a comprehensive school program. West Irondequoit is already applying these criteria in all aspects of professional development.

#### **IV. SAVE Legislation Requirements:**

West Irondequoit faculty and staff are engaged in varied professional development opportunities to satisfy the SAVE legislation requirements. Examples of professional development include the following:

- Overview of SAVE legislation regulations including distribution of WICSD Code of Conduct at initial faculty meeting
- New Teacher Seminar Series includes sessions on classroom management, planning instruction to preclude management issues, instructional strategies for hard to reach learners
- Board of Education Focus Areas include Culture and Climate as a goal for district-wide planning purposes
- Each school planning team includes goals and action strategies for strengthening the Culture and Climate in each school. Specific school-wide programs and activities to teach pro-social behavior and respect/responsibility and student leadership are present in each plan.
- New paraprofessionals receive SAVE legislation information through a before-school training session at the TLC and through video streaming.
  - All paraprofessionals and lunchroom monitors are trained by the TLC and the Department of Student Services in the conflict cycle, pro-social skills, and intervention strategies to use with students.
  - Implementation of provisions for DASA legislation.

#### **V. West Irondequoit Teaching Learning Center Professional Development Program**

##### **Examination of the 2019-2020 Activities Summary of the TLC to the NYS Education Department revealed:**

- *New Teacher/Mentor training and New Teacher and Mentor seminar series*
- *Coordination with BOCES services to have West Irondequoit staff attend workshops Partnership with BOCES 1 to present Culturally Responsive Teaching Series (Cohort 2)*
- *The TLC sponsored Technology related courses: topics included Office 365, Schoology, OneNote/Classroom Notebook, eDoctrina, Flipped classrooms and SAMR*
- *Newsela Pro*
- *Onward (Cultivating Emotional Resilience in Educators) Collegial Circle Book Study*
- *Paraprofessional Series (Four Questions to Ask yourself in a stressful situation, Top 10 Tips for TAs, Active Listening)*
- *Civil Discourse in the Classroom*
- *Learning A-Z (RAZ Kids) Webinar(s)*
- *Whole Teacher Series (Meditation, Pilates)*
- *Ambitious Science Book Study, K-12*
- *Interactive formative assessment tools*
- *How to Shoot, Edit and Produce Videos for Instruction*
- *Making Thinking Visible*



- *RAZ Kids*
- *Social Thinking*
- *Microsoft Tools for Accessibility*

The West Irondequoit Teaching Learning Center continues to reach out to over one thousand individual faculty, staff and community members through the professional development library, workshops, courses, one on one support provided by the director and informational newsletters.

## **VI. New Teacher Support Program**

Teachers new to West Irondequoit are provided with a multi-faceted support program, which allows them to become familiar with West Irondequoit's culture, expectations, and most importantly, the focus on student learning and achievement. Statistically, the orientation and subsequent supports have provided for a very high retention rate among beginning teachers.

New teachers participate in a three-day orientation prior to the start of the school year, and may participate in a series of release days through the year to further build capacity.

### **Topics of the three-day orientation include, but are not limited to:**

- Instructional Strategies
- Classroom/Behavior Management
- Lesson Planning and 'Backward' Design
- Differentiation of Instruction
- The Role of Feedback
- Analyzing Student Profiles and Adjusting Instruction
- Building A Balanced Assessment Package
- Data Analysis
- Technology Resources to Support Instruction
- District Outcomes aligned with the NYS- Next Generation Learning Standards

During this orientation period, new teachers spend a day with the curriculum supervisors and coordinators who are expert teachers and content specialists in the various curricular areas. During their day with curriculum supervisors and coordinators, course curriculum is reviewed and support for lesson and unit planning is initiated. Throughout the induction period for new teachers, curriculum supervisors and coordinators continue to provide curriculum and instructional support to new teachers.

In addition, new teachers are assigned a mentor to support their induction and orientation to the district. Mentors receive one day of training, and work one day with their assigned new teacher prior to the start of the school year.

Principals and assistant principals provide support to new teachers through a variety of mechanisms at the school level. During the orientation period, teachers meet with their school leadership team for a half-day to orient them to the school and classroom assignment. In addition to this initial session, ongoing supports include arranging for teachers to work with supervisors and coordinators, assisting teachers to plan with colleagues and mentors, and arranging for visitations to other classrooms. Additionally, as the school's instructional leaders, they provide direct and ongoing support for curriculum planning and for the development of a new teacher's instructional repertoire. Principals meet regularly with new teachers to familiarize them with school procedures and to provide ongoing problem-solving opportunities.

West Irondequoit's Teaching Learning Center provides a New Teacher Seminar Series to meet the needs of the new teachers. Seminars are held on a monthly basis and are open to both new teachers and their mentors. District teachers, administrators and the Director of the Teaching Learning Center provide the instruction for these research-based seminars.

**New Teacher Seminars cover such topics as:**

- Instructional Strategies
- Classroom/Behavior Management
- Lesson Planning and 'Backward' Design
- Differentiation of Instruction
- Extended Thinking
- Overview of Special Education Services
- Building A Balanced Assessment Package
- Data Analysis
- Technology Resources to Support Instruction
- District Outcomes aligned with the NYS Next-Generation Learning Standards

The Teaching Learning Center Director and the Directors of Instruction review the programming of the seminar series annually and make adjustments to the offerings.

In addition to the New Teacher Seminar Series, there are multiple opportunities for new staff to participate in professional development experiences through the Teaching Learning Center. Courses are held at various levels, representing a wide array of topics. Faculty study groups,

technology courses, content specific workshops and instructional strategy programming are all sponsored by the Teaching Learning Center and are open to all staff.

New teachers to the district are provided, in their initial year, with additional support. K-6 faculty are assigned 1.0 hour of teaching assistant support to their classroom. At the 7-12 level, faculty are released from an administrative assignment for the first half of the year. These additional supports are intended to enable the new teacher to focus primarily on tasks that support teaching and learning.

## **VII. Teacher Mentor Program**

### **Mentor Program Goals:**

- To develop and advance a new teacher's capacity as defined in the New York State Teaching Standards
- To direct support toward improving student learning and achievement
- To model and encourage ongoing self-assessment and reflection
- To foster collaboration and leadership among teachers
- To increase the retention of promising beginning teachers
- To support professional collegiality, inquiry, and reflection

### **Mentor Qualifications**

A mentor:

- Is a tenured member of the WICSD staff
- Demonstrates mastery of instructional, assessment, and subject matter skills in content area
- Possesses strong interpersonal and communication skills
- Demonstrates outstanding skills in collaborating with colleagues, parents and community members
- Demonstrates curiosity and eagerness to learn and grow professionally, respect for multiple perspectives and a capacity for ongoing professional reflection
- Is a positive role model, student centered, and committed to continuous improvement

### **Mentor Selection**

A mentor is selected by the principal or primary supervisor. Whenever possible, a mentor is selected to support a new teacher in the same content area or grade level or building. Whenever possible, teachers selected to serve as mentors by the principal or primary supervisor will be notified prior to the New Teacher Orientation Program that is held in August. Mentors are expected to provide mentoring support for the duration of a school calendar year, commencing at the New Teacher Orientation.

## **Mentor Application Process**

On or before June 1<sup>st</sup> in any year that the District will need new or replacement Mentors, teachers will be provided with an opportunity to indicate their interest in being a mentor teacher, and the District may also request at any time that a teacher serve as a mentor. Teachers who are not selected should reactivate their interest each year.

## **Mentor Responsibilities**

1. Mentors attend a 1 day mentor professional development session scheduled during the August New Teacher Orientation. Mentor training consists of, but is not limited to, the following professional development opportunities:
  - Understanding the stages of new teacher development
  - Peer Coaching and Conferencing Strategies
  - Techniques for promoting reflection
  - SBE planning process
  - Supporting teacher development of NYSTS
  - Strategies to avoid conflict in the classroom
  - Providing effective feedback
  - Other PD needs designed by district
2. Spend a day with their new teacher, scheduled during the New Teacher Orientation.
3. The mentor will conduct at least 3 observations of the new teacher (with at least one in each semester) and provide written coaching feedback after the observations. In addition, the new teacher will observe his/her mentor at least once each semester.
4. The mentor will meet with the new teacher for at least 5 hours per month (at least one hour weekly when practicable and appropriate), to engage in sessions that provide collaborative support to the new teacher. The time spent and activities will be reported on a District form monthly. The range and type of activities may include but are not limited to:
  - collaborative lesson and unit planning
  - examination and analysis of student work
  - assessment development and progress monitoring
  - procedures
  - problem solving, time management and organization
  - differentiated instruction, assessment and planning
  - communication practices: reporting, conferencing, parent meetings
  - grading procedures and processes
  - discussion of classroom management strategies
  - district, building and administrative procedures
  - district curriculum initiatives
  - integrating technology into instruction
  - collaborative planning for monthly, annual and triennial reviews

5. During the school year, a mentor will attend three after school district sponsored new teacher seminars with the new teacher, or mentors will attend three after school district sponsored mentoring support sessions. Mentor support seminar sessions will provide mentors the opportunity to share accomplishments with colleagues, as well as collaborate amongst each other, to ensure continued success with their new teachers. To meet this requirement of three after school professional development sessions, a mentor may combine the type of sessions.
6. The mentor will complete a program evaluation survey following the completion of the mentor relationship. The purpose of the survey is not for individual evaluation but for providing program information that may influence future aspects of program development.
7. Mentors will be allowed one release day (in not less than two half-day segments) to be utilized for new teacher support (observations, collaborative planning/problem solving, coaching/reflecting conferences, providing feedback resulting from a new teacher observation of the mentor, etc.) with the date and proposed activities to be approved by the building principal.

Mentor compensation is in accordance with the mentor Memorandum of Agreement between the District and the WITA.

#### **VIII. Curriculum Review and Revision Committees, 2020-2021**

- Adjustments to current curriculum to reflect the Next Generation Learning Standards for Mathematics and ELA
- Audit of current ELA curriculum for alignment and accessibility by District Curriculum Council
- Continuation of PreK-12 NYS Science Standards roll out and implementation
- CTE Certification Committee- Building Trades
- Technology Skills Standards: Implementation
- Counseling updates to sixth grade curriculum to include individual progress reviews, as well as to expand career lessons in grades 4-6