

# LYME CENTRAL SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

District Name: Lyme Central School District  
BEDS Code: 221301 04 0000  
Superintendent: Mrs. Cammy J. Morrison  
Address: 11868 Academy Street, Chaumont, NY 13622  
Phone: 315-649-2417 Fax: 315-649-2663  
Email: cmorrison@lymecsd.org  
Year(s) Plan is effective: 2016 - 2020

## Composition of Professional Development Team(s)

(Majority of team members must be teachers)

District Team (Required)	School Team(s) (Recommended)
<u>3</u> # administrators/staff	<u>        </u> # administrators/staff
<u>6</u> # teachers	<u>        </u> # teachers
<u>3</u> # others	<u>        </u> # others
(Specify roles below)	(Specify roles below)

Number of school buildings in district: 1

Number of school-based professional development teams: 1

Indicate how school team(s), if any, will be represented on district team:

*One professional development team will represent Lyme Central School District.*

**Professional Development Team  
2016-17**

Mrs. Cammy J. Morrison	Superintendent
Mrs. Patricia Gibbons	Director of Pupil Services / CSE Chair
Mr. Barry Davis	Principal / Athletic Director
Mrs. Kathleen Morris-Kortz	Higher Education Representative/ Teacher Center Representative
Mr. Stasse Perkins	H.S. Teacher
Mrs. Peggy Brennen	Elementary Teacher
Mrs. Linda Lepper	Reading Specialist & AIS Teacher
Ms. Bridgette Sharlow	Elementary Teacher
Mrs. Beth Faulkham	H.S. Teacher
Ms. Michele Bariteau	Related Arts Teacher

**Mission Statement**

Our mission is to instill our students a love of learning, resulting in a community of life-long learners committed to the pursuit of academic excellence and responsible citizenship. Each student will graduate with the knowledge, skills, and character necessary for successful living. Our education program will be based on the wisdom of the past, the realities of the present, and the expectations of the future.

**Vision Statement**

The Lyme Central School District, in partnership with parents and community, will establish a foundation for life-long learning, individual well-being, responsible behavior, and the pursuit of excellence to meet the challenges of the future.

## Belief Statements

The Lyme Central School District Shared Decision Making Team, comprised of stakeholders representing the entire school community, identified the following belief statements to be important for our purpose as an educational community.

- To promote teaching and learning of all students
- To instill a level of mutual respect among all people
- To prepare our children for life and work
- To give children an opportunity to develop and succeed in various aspects of their life: i.e., socially, emotionally, intellectually and physically
- To teach students the value of cooperation and collaboration to solve problems
- To foster higher level and divergent thinking skills
- To offer a personalized educational program that allows all students to fully participate in a nurturing and inviting learning environment that recognizes learning differences

## Professional Development Planning Team

**1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.**

At Lyme, the school and district professional development teams are one entity.

**2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.**

Teachers will have opportunities to participate in staff development during the school day, after school, and during the summer. It is expected that all staff will participate in at least **35** hours of staff development each year. The Lyme Central School District and the Professional Development Team is firmly committed to the importance of having teachers plan, deliver, and evaluate professional development activities.

Teachers who are certified after February 1, 2004 must participate in 175 hours of staff development over a five year time period.

Teachers will sign in for the following committees:

1. PreK-12 faculty meetings
2. PreK-5; 6-8; and 9-12 team meetings
3. Training sessions
4. Curriculum meetings
5. Grade level meetings

The sign in sheets will be returned to the Superintendent's Secretary who will record the hours on the Employee's Professional Development data base.

## **Needs/Data Analysis for Professional Development Plans**

### **1. Describe how the professional development plan is aligned with New York learning standards and assessments, student needs and is articulated within and across grade levels.**

The Professional Development Plan of the Lyme Central School District reflects the needs of the district. These needs were identified through analysis of student performance on the New York State Assessments, BEDS Data, teacher-reported needs related to the New York State Learning Standards, student report cards, and faculty surveys. All aspects of the Professional Development Plan revolve around improving student performance on the New York State Learning Standards and Assessments. The Professional Learning Communities Model will be used as the vehicle to develop the professional development themes.

#### Professional Development Themes

1. Professional knowledge, theory, and practice
2. Curriculum alignment to the NYS Learning Standards and Assessments
3. Academic assistance and intervention for students
4. Professional collaboration through regularly scheduled meetings

This plan is designed to be comprehensive for all professional staff while recognizing the diversity of needs among individual teachers based on prior experience and education. Articulation will occur through opportunities for staff to work within and between grade levels and departments through Common Planning Time. The Superintendent will promote articulation through administrative cabinet meetings and district-wide committees for staff development. Standard committees that meet on a regular basis include:

1. RTI/Data Team
2. Technology Committee
3. Instructional Services Team
4. Special Education Department meetings
5. Professional Development Committee
6. New Teacher Orientation
7. Health and Safety Committee
8. APPR Committee

### **2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.**

The PDP plan is reviewed annually by the Professional Development Committee and the Board of Education. The PDP committee meets monthly and plans for the participation of staff development to address the needs of the District in relation to the achievement of our students. The Professional Development Committee will survey the staff by March of each year to use the data for professional development planning for the upcoming school year.

**3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.**

The data gathered will serve as progress monitoring to ascertain whether students are making appropriate gains. Teachers will also meet in Professional Learning Communities to discuss student performance and make necessary adjustments to curriculum maps, unit lesson plans, etc.

**Attachments:**

NOTE: All required information must be provided. You may provide comparable information using your own format or that provided as part of the Comprehensive District Education Plan.

- I. Needs Assessment Sources Used
- II. NYS Report Card
- III. District Resources
- IV. Implementation Plan
- V. Team Meeting Assignments
- VI. Curriculum Meeting Assignments
- VII. Grade Level Meeting Assignments
- VIII. Common Planning Time Calendar Template
- IX. Common Planning Time Calendar September - June

## Attachment I - Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

- NYS School Report Card
- New York: The State of Learning (Chapter 655 Report)
- BEDS data
- The CAR report
- Special designation schools, SURR, Title I
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- State benchmarks for student performance
- TIMSS report
- Student aspirations
- Other student surveys
- Longitudinal data
- Student/teacher ratios
- Teacher turnover rate
- Number of uncertified teachers
- Number of teachers teaching out-of-field
- Teacher proficiency data
- Teacher surveys
- Teacher self-assessment
- Curriculum surveys
- Community employment opportunities
- Other (specify):  
Student Report Card Data

## Attachment II – Needs Assessment Sources Used (Copy as needed)

Congruence between student and teacher needs and district goals and objectives will determine plan priorities.

## Attachment III - District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal resources:

- Goals 2000
- Dwight D. Eisenhower

Staff resources:

- Curriculum developers
- Content specialists
- Teacher leaders
- All teachers

Providers:

- Institutions of Higher Education (Jefferson Community College, SUNY Potsdam)
- Teacher Resource Centers
- BOCES, PD provided by all 37 BOCES in NYS (e.g., SESIS, RSE-TASC, SCDN, BETAC, Model Schools)

Community:

- Major employers
- Community-based organizations
- Parents

Please identify any funds the district has received for professional development which are not used to implement this plan, and why.

## ATTACHMENT IV – IMPLEMENTATION PLAN

- I. Professional Knowledge, Theory, and Practice
  - A. Activities
    - 1. Provide workshops in technology programs and internet based services – Pre-K-12 staff
    - 2. Provide professional development in special education best practices including inclusion and differentiated instruction to support performance of all students – Pre-K-12 staff
    - 3. Provide instruction in classroom strategies for all content areas – Pre-K-12 staff
    - 4. Provide professional development to new teachers through teacher mentoring – New teachers and mentors
      - a. New teacher orientation – one day in summer
      - b. Mentor assigned – up to 20 hours/year
    - 5. Professional development for mentors and mentees – monthly training sessions
    - 6. Provide professional development in areas identified by the Annual Professional Performance Review Plans
  - B. Timeframe
    - 1. Refer to Common Planning Time Calendar
  - C. Superintendent’s Conference Days – September 1, 2016; October 7, 2016; November 17, 2016 (parent/teacher conferences); May 11, 2017 (rating day) reference calendar
  - D. Evaluation
    - 1. Faculty surveys
- II. Curriculum Introduction to Common Core Learning Standards
  - A. Focus: PreK-5; ELA & Math 6-8; ELA & Math 9-12
    - 1. Unpacking the common core
    - 2. Preparing to create a common core aligned unit
    - 3. Infusing the shifts for ELA & Math
  - B. Timeframe
    - 1. Refer to Common Planning Time Calendar
  - C. Superintendent’s Conference Days – September 1, 2016; October 7, 2016; November 17, 2016 (parent/teacher conferences); May 11, 2017 (rating day)
  - D. Evaluation
    - 1. Student Results on NYS Assessments

### III. Academic Assistance and Intervention for Students

#### A. Activities

1. Academic Assistance on Tuesdays and Thursdays
2. Instructional Services Team Meetings – Monthly
3. Curriculum Meetings - Monthly
4. Special Education Team Meetings – Monthly
5. Grade level Meetings

#### B. Timeframe

1. Refer to Common Planning Time Calendar

#### C. Evaluation

1. Student results on NYS Assessments

### IV. Professional Collaboration Through Regularly Scheduled Meetings

#### A. Activities

1. Teacher collaboration from 3:00-3:25 p.m.
2. Curriculum Meetings (2-6 repeat) Grades PreK-2, Grades 3-5, Grades 6-12
3. Technology Committee Meetings
4. Professional Development Plan Committee Meetings
5. Team Meetings – PreK-5; 6-12
6. Curriculum Meetings – Grades PreK-2, Grades 3-5, Grades 6-8, and Grades 9-12
7. Grade Level Team Meetings – Pre K-K, 1-2, 3-5, 6-8, 9-10, 11-12

#### B. Timeframe

1. Refer to Common Planning Time Calendar

#### C. Evaluation

1. Faculty surveys

## Attachment VIII – COMMON PLANNING TIME TEMPLATE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3:00-4:00 K -12 Faculty Meeting - Superintendent	3:00-4:10 Academic Assistance 3:00-3:25 Teacher Collaboration 3:00-3:25 New Teacher Orientation	3:00 – 3:25 Curriculum Meetings (PreK-2) 3:25 -LCS Teacher Association-Hyde	3:00-4:10 Academic Assistance 3:00-3:25 Grade Level Meetings for PreK-K and Grades 6-8 3:00-3:25 Teacher Collaboration
3:00-4:00 Professional Development - Admin	3:00-4:10 Academic Assistance 3:00-3:25 Special Education Team – Gibbons 3:00-3:25 Teacher Collaboration	3:00 – 3:25 Curriculum Meetings	3:00-4:10 Academic Assistance 3:00-3:25 Grade Level Meetings for 1-2 and 9-10 3:00-3:25 Teacher Collaboration
3:00-3:25 Elementary (PreK-5) and (6-12) secondary team meetings	3:00- 4:10 Academic Assistance 3:00-3:25 Mentoring – Davis 3:00-3:25 Teacher Collaboration	3:00-3:25 Curriculum Meetings (6-12)	3:00-4:10 Academic Assistance 3:00-3:25 Grade Level Meetings for 3-5 and 11-12 3:00-3:25 Teacher Collaboration
3:00-3:25 Teacher Collaboration 3:00-3:25 Professional Development Committee	3:00-4:10 Academic Assistance 3:00-4:00 Instructional Services Team 3:00-3:25 Teacher Collaboration		
<b>Professional Development on Mondays could be provided by:</b> <ol style="list-style-type: none"> <li>1. Teacher Center</li> <li>2. RSE/TASC</li> <li>3. Model Schools</li> <li>4. BOCES</li> <li>5. Jefferson Community College</li> <li>6. SUNY Potsdam</li> </ol>			

## EVALUATION

[https://docs.google.com/spreadsheet/viewform?hl=en\\_US&pli=1&formkey=dHZYWfPobms4WWRzdHc5ZXZ6Y05TRFE6MA#gid=0](https://docs.google.com/spreadsheet/viewform?hl=en_US&pli=1&formkey=dHZYWfPobms4WWRzdHc5ZXZ6Y05TRFE6MA#gid=0)

# PROFESSIONAL DEVELOPMENT PLAN

## STATEMENT OF CERTIFICATION

School District: **Lyme Central School District**

BEDS Code: **221301 04 0000**

The superintendent certifies to the Commissioner that:

The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

The requirements of CR 100.2 (dd) to have a professional development plan for the succeeding school year have been met.

The school district or BOCES has complied with the professional development plan applicable to the current school year.

The plan focuses on improving student performance and teacher practice as identified through data analysis;

The plan describes professional development that: •

is aligned with state content and student performance standards;

is articulated within and across grade levels;

is continuous and sustained;

indicates how classroom instruction and teacher practice will be improved and assessed;

indicates how each teacher in the district will participate; and

reflects congruence between student and teacher needs and district goals and objectives.

The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

The plan complies with CR 100.2(dd) to:

describe and implement a mentoring program for new teachers;

provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;

ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,

state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;

describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources;

provide staff with training in school violence prevention and intervention; and

provide professional development to all professional and supplementary school staff who work with students with disabilities.

The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: <http://www.emsc.nysed.gov/part100/pages/1002h.html>.

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

\_\_\_\_\_  
Print Name of Superintendent of Schools

\_\_\_\_\_  
Original Signature of Superintendent of Schools

\_\_\_\_\_  
Date

Updated 08/01/2016