In alignment with our Comprehensive District Education Plan (CDEP), our Professional Development Plan, Mentoring Program, and building-level goals for academic improvement, Orchard Park Central School District has outlined the following professional development priorities:

- Support differentiated instruction and quality reading instructional strategies including research based tiered interventions (i.e. Orton Gillingham) and the Reading Workshop with TC Staff developers, Writer’s Workshop model of instruction, Words Their Way and explore the TC method of teaching phonics.
- Support sound instructional practices in content areas, and to align teaching to the NYSCCLS. Enhance the development of numeracy instruction in mathematics while investigating routines from Math In The City and establish a partnership with Buffalo State College to expand work, implementation of Math Investigations and all of the training associated with its successful launch and rollout with early adopters. We will continue investigating resources to support CCLS such as Christine Tondavold’s work. Work with Stephanie Martin, from the University of Rochester to guide us in curriculum work and writing a scope and sequence to include Investigations, Context for Learning, Routines and Math Workshop. Brian Cohen from Skaneateles may also be utilized as a consultant with regard to assessments and curriculum planning.
- Support sound instruction, planning and teaching of the NGSS thorough training of BOCES kits/materials and other Science programs with possible pilots to investigate new resources that have been created. Continue partnership with Mike Jabot and utilize him as a consultant to continue district work with regard to NGSS.
- Instruct professionals in sound pedagogical practices including cooperative learning structures (i.e. Kagan strategies).
- Enhance data analysis to inform instructional practices including professional development in data driven instruction, running records, and analysis of NYS assessments and universal screening (FASTBridge) results. Explore alternate Universal Screening tools for Mathematics K-6.
- Enhance the safety and security of our students, staff, and school buildings to comply with anti-violence and safety regulations, including the Dignity for All Students Act.
- Support sound instructional practice in Social Studies grades K--12 with training in and curriculum work in district, with Greg Ahlquist and conferences out of district.
- Utilize technology to enhance instructional practices, including Google Apps for Educators, Coding, Maker Space, expand teacher/coach knowledge in ways to create online PD opportunities
- Deepen the understanding of education laws and regulations related to special education students, confidentiality, Family Education Records Privacy Act (FERPA), and evaluation and hiring practices for administrators.
- Instructional Leadership Workshops and sessions offered by local adjunct professors from Canisius College, St. Bonaventure University and/or the University of Rochester to support instructional leaders in leading change, effective hiring and evaluation techniques, personnel matters, and curriculum and instruction leadership.
- Host learning opportunities for district UPK sites to provide PD related to developmental benchmarks and transitioning to kindergarten.
- Deepen the awareness of mental health risk factors and disorders. Provide foundational strategies for all staff to support the mental health of students, and specialized training for members of the Pupil Personnel Services (PPS) team in suicide awareness/prevention, crisis prevention and intervention, anxiety and depression in youth in accordance with new NYS mental health curricular expectations K-12.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Content, Skills &amp; Connection to CDEP &amp; PD Plan</th>
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</table>
| Phonemic Awareness | To support differentiated instruction and quality reading instructional strategies, teachers will:  
- Learn the principles of Orton Gillingham, a research-based and multi-sensory phonics instructional approach;  
- Gain knowledge of research-based strategies to utilize at Tiers 1, 2 and 3 in a Response to Intervention model.  
- Explore the methodology of the Teacher’s College Phonics program |
| Reader’s Workshop Direct PD Class Visitations On-site | To support differentiated instruction and quality reading instructional strategies, teachers will:  
- Utilize assessment information (i.e. running records, classroom assessments, observations, standardized assessments and universal screening tools) to determine students’ independent and instructional reading levels to better match appropriate texts to students;  
- Receive follow-up training in subsequent sessions to ensure effective implementation of program components (i.e. structure of the mini lessons, conferring with students, etc.). |

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<tr>
<th>Targeted Audience</th>
<th>Duration of Training Session(s)</th>
<th>Trainer(s)</th>
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<tbody>
<tr>
<td>Kindergarten through 2nd grade teachers, reading specialists and interventionists</td>
<td>30 hours (5 days @ 6 hours per day) Up to 30 additional hours</td>
<td>Consultant and Orton Gillingham Fellow: Dawn Neiman; Teachers College, Columbia University, Staff Development trainers</td>
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</tbody>
</table>
| K-12 ELA teachers, including special education, reading specialists, interventionists, and school psychologists | Classroom Lab Site – duration varies, typically 2-4 hours Full and half day training sessions with teachers at grades K-12 | Consultants  
- Jeanne Tribuzzi  
- Teachers College, Columbia University, Staff Development Trainers  
- Brian Sepe  
- Megan Miller  
- Aimee LaRosa  
- Jenifer Senn |
| Consultants  
- Jeanne Tribuzzi  
- Teachers College, Columbia University, Staff Development Trainers  
- Brian Sepe  
- Megan Miller  
- Aimee LaRosa  
- Jenifer Senn |
At the high school level, the training will provide an overview to provide a shared vision of ELA instruction K-12

| Running Record by Teachers College | To effectively utilize assessment data to inform instructional practices, teachers will:  
- Receive instruction in the Teachers College Running Record tool;  
- Practice administering and scoring the running record;  
- Learn classroom and instructional implications of students’ reading levels. | Any new Grade 3-6 teachers of ELA, including special education teachers and interventionists, and Reading Specialists | Time will vary depending on the type of training (initial/refresher) | OPCSD ELA Coordinator, Instructional Leaders, Coaches, Reading Specialists  
Outside Consultant: Melissa Johnson, PhD |
| Running Record by Fountas & Pinnell: | To effectively utilize assessment data to inform instructional practices, teachers will:  
- Receive instruction in the Fountas & Pinnell Running Record tool;  
- Practice administering and scoring the running record;  
- Learn classroom and instructional implications of students’ reading levels. | New Kindergarten through 2nd grade teachers of ELA, including special education teachers and interventionists | Time will vary depending on the type of training (initial/refresher) | OPCSD ELA Coordinator, Instructional Leaders, Coaches, Reading Specialists  
Outside consultant: Melissa Johnson, PhD |
| Writer’s Workshop | To effectively utilize strategies to support students, teachers will:  
Participate in training to acquire strategies to support student writing | Kindergarten through 5th grade teachers, including special education and interventionists | 6-15 hours | Teachers College Staff Developers  
Literacy Coaches:  
Jenifer Senn  
Megan Miller  
Brian Sepe  
Aimee LaRosa |
| PREPaRE School Crisis Prevention and Intervention | To effectively implement new safety regulations for schools, staff will:  
- Receive training in the effective implementation of the Incident Command Structure;  
- Understand how to proactively prevent crisis in schools;  
- Learn post-crisis strategies to normalize the climate following a crisis. | District and Building Safety Committees Members, including administrators | Workshop 1 – 7 hours | Consultant  
Amanda Nickerson, PhD |
|---|---|---|---|---|
| Olweus Bullying Prevention Program | All staff will:  
- Participate in Olweus Bullying Prevention Program training to understand the detrimental effects of bullying on the bullied, the bullies, and the bystanders;  
- Learn the research-based components of the Olweus Bullying Prevention Program;  
- Acquire knowledge and skills to effectively intervene. | All newly hired staff, including bus drivers | 6 hours | Certified Olweus trainers:  
- Lisa Krueger, EdD  
- David Lilleck  
- Amy Grossman  
- Anne Marie Hanlon |
| Social Studies: Understanding the Shifts | To support teachers in the curricula, standards, and Regents examination changes, teachers and administrators will:  
· Learn of the instructional shifts in social studies;  
· Gain insight to the changes in the social studies Regents examinations;  
Learn instructional strategies to more effectively respond to these changes | Grade K- 5 Instructional Leaders and coordinator | 6 hours | Consultant:  
- Greg Alquist  
Social Studies Coordinators:  
- Jenifer Senn  
- Sue Chudy |
|----------------------------------------|-------------------------------------------------|---------------------------------|-------|-----------------------------------------------|
| Highly Effective Teaching: Introduction to the Danielson Framework for Teaching | To provide new teachers with instructional strategies to enhance their planning and preparation, the classroom environment, instruction, and professional responsibilities, new teachers will:  
· Gain an understanding of the four domains of the Danielson Framework for teaching;  
· Gain highly effective strategies to enhance instructional delivery and student engagement;  
Learn the expectations for lesson planning and observations within the Orchard Park Central School District | All newly hired teachers and administrators | 6 hours | District Trainers:  
- Lisa Krueger  
- David Lilleck  
- Wendy Gloss  
District Instructional Coaches:  
- Nicole Holler  
- Brian Sepe  
- Megan Miller  
- Darlene Rombola  
- Mary Kolozdiejczyk  
- Jenifer Senn  
- Lisa Tryon |
| Education Law (i.e. Family Educational Rights and Privacy Act (FERPA), special educational law, etc.) | In an effort to ensure compliance with all aspects of Education Law and Regulations, staff will:  
- Participate in trainings to keep abreast of new regulations and laws including, but not limited to, special education, Dignity for All Students (DASA), legal and effective management training (i.e. hiring practices, documentation in personnel files, etc.).  
In an effort to ensure student confidentiality and the privacy of families, new teachers will:  
Participate in an overview of FERPA, learning the process for releasing information, who information can be shared with, and the necessity for student confidentiality related to all school records, whether they be health, academic or discipline records. | All newly hired teachers and administrators will participate in FERPA training;  
Other trainings (i.e. special education) will be for select groups of teachers and administrators as needed. | 3-6 hours | Consultants and school attorney(s) of Hodgson Russ Law firm:  
- Jeffrey Swiatek  
- Andrew Freedman |
| School Safety, Mental Health & Violence Prevention | In an effort to ensure compliance with all aspects of Education Law and Regulations, staff will:  
- Participate in trainings to keep abreast of new regulations and laws including, but not limited to:  
  - Mental health awareness and changes to the regulations in NYS, de-escalation techniques, crisis prevention;  
  - Participate in trainings to review emergency response plans and drills; engage in tabletop exercises. Including the use of Narcan, and epi-pens  
  - Crisis Prevention & Intervention (CPI) training;  
  - FEMA’s Incident Command Systems training for school leaders  
  - Narcan Training  
  - Dating Violence  
  - Helping Students at Risk | All staff will participate in training to meet compliance with NYS regulations; Administrators and members of the District and Building Safety committees will engage in additional training | 2-15 hours | · Consultant and Orchard Park Police Lt. Pat Fitzgerald,  
  · Consultant and Orchard Park Police Detective John Payne.  
  · Consultant and former federal agent Tony Olivo  
  · Mental Health trainers and school social workers  
  · BOCES certified CPI trainer(s) Wendy Johnson and Becky Setera  
  · Erie County Health Department Donna Jones, RN and Cheryll Moore  
  · Pamela Graham  
  · Linda Finn, BOCES  
  · Celia Spacone, PhD, Erie County Suicide Prevention Coordinator |
| Next Generation Science Standards (NGSS) & New York State Learning Standards for Science (NYSLSS) | To support teachers in the curricula, standards, and Regents examination changes, teachers and administrators will:  
- Learn of the instructional shifts in NGSS;  
- Learn instructional strategies to more effectively respond to these changes in the content area of Science  
- Receive training in BOCES supported Science kits | K-8 teachers | Michael Jabot, Professor at SUNY Fredonia  
  Denver Drennen, Trainer with Erie 2 BOCES  
  Smithsonian Institute |
| Transformational Leadership | To support administrators in leading change, effective leadership skills, and legal and effective practices, administrators will:  
| | - Participate in workshops, book studies, and learning opportunities aligned to Transformational Leadership | All Instructional Leaders and Administrators | 6-30 hours | Mike Ford, Professor at University of Rochester and Administrative Coaches from the Warner School of Education, University of Rochester  
| | | | | Margy Jones-Cary, Ed.D. Professor at St. Bonaventure University  
| | | | | Adjunct professors from Canisius College and/or St. Bonaventure University  
| | | | | David Lilleck,  
| | | | | Lisa Krueger, Ed.D.  
| Technology | Deepen understanding and use of Google Apps for Educators K-12;  
| | Deepen understanding of computer science (coding, programming, maker spaces, online PD) | All staff K-12 | Vary | Computer Teachers  
| | | | | Technology Teachers, Coaches  
| | | | | - Adam Ziccardi  
| | | | | - Nicole Holler  
| | | | | - Elizabeth Andros  
| | | | | - Deby Eppolito  
| | | | | BOCES
| Numeracy K-12 & Instructional Practices in Mathematics | · Develop a shared understanding of numeracy K-12, including instructional practices | Math Coordinators, ILs, Math teachers, Math coaches, Special Education teachers | Vary | · Professional learning to cultivate a shared understanding of numeracy such as:
  · Professional development/speakers
  · Visitations within District; visitations outside of District
  · Shared readings and research such as: *Mathematical Mindset* by Jo Boaler (book study)
  · Time for learning
    Buffalo State’s Master Teacher Program
  · Math in the City
  · Carnegie Learning
  · Visitations across levels within District
  · Visitations out of District |

| Growth Mindset | Introduce growth mindset to the entire professional teaching/administrative community | All teachers, administrators | Varies | Presentations, book studies, research articles, possible visitations facilitated District administrators, Instructional Leaders and Coordinators |