

ICHABOD CRANE CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN 2014 - 2017



Updated effective: July 1, 2016

“....effective professional development is that which results in improvement in teachers’ knowledge and instructional practice, as well as improved student learning outcomes...”

**Stephanie Hirsch
Executive Director
National Staff Development Council**

I. District Professional Development Committee

A representative committee composed of district teachers, administrators and curriculum specialist is responsible for the development, implementation and evaluation of professional development activities throughout the school year. Membership includes faculty from each of the district's three buildings. Through quarterly meetings, the committee serves to communicate needs between faculty members and the professional development office, and to develop yearly objectives, and to advocate for purposeful, on-going training designed to enhance student performance.

The Professional Development Committee includes (as available): Principal for APPR, Curriculum, and Instruction; Primary School Principal; High School Principal, three Primary School Teachers; three Elementary/Middle School Teachers; three High School Teachers; one Teaching Assistant (TA); the President of the Teachers' Association; and a parent.

Participating Committee Members:

Cadie Ahlgren, HS Teacher	2013-2014
Kathryn Bernarde, PS Teacher	2013-2016
Jessica Mascolo, ES/MS Teacher	2014-2015
Darcy Burns, PS Teacher	2013-2015
Victoria Clothier, PS Teacher	2014-2016
Gail Colton, Teaching Assistant	2013-2014
Barbara Duggan, HS Teacher	2015-2016
Julie Eckholm, PS Teacher	2013-2014
Lauren Infantino, ES/MS Teacher	2013-2016
Suzanne Guntlow, PS Principal	2013-2016
Christina Latter, PS Teacher	2013-2014
Megan Loefke, PS Teacher	2013-2016
Emily Lock, HS Teacher	2014-2016
Melissa Murray, Principal for APPR, Curriculum, and Instruction	2013-2016
Julianne Rulison, ES/MS Teacher	2013-2016
Craig Shull, HS Principal	2013-2016
Karen Vecellio, ICTA President and Parent	2013-2016
Melissa Vooris, HS Teacher and Parent	2014-2015
Steven Werthner, HS Teacher	2013-2016

A committee for the mentor program is also maintained with the Assistant Superintendent (or comparable position), two administrators, two elementary teachers and two middle/high school teachers, and an ICTA representative. The mentor trainer for the district is also invited to be included on the committee.

Participating Mentor Committee members include:	
Anthony Marturano, Assistant Principal	2014-2015
Stephanie Bell, Elementary Teacher	2014-2015
Kathryn Bernarde, Primary School Teacher	2015-2016
Laura Cannamela, High School Teacher and Mentor Trainer	2013-2014
Michele Carey, Elementary Teacher	2013-2016
Timothy Farley, Middle School Principal, Parent, Community Member	2013-2016
Suzanne Guntlow, Primary School Principal	2014-2016
Gayle Abrams, High School Principal	2014-2015
Ingrid Monaghan, High School Teacher	2015-2016
Melissa Murray, Principal for APPR, Curriculum and Instruction	2013-2016
Erin Shull, Primary School Teacher	2014-2015
Karen Vecellio, ICTA President, Parent, Community Member	2013-2016

Membership for each committee for the 2016-17 school year to be determined in September 2016 in collaboration with the Icabod Crane Teachers' Association and the Icabod Crane Administrators' Association.

II. Philosophy

The purpose of the Professional Development Plan is to improve the quality of teaching and learning by ensuring that teachers, teaching assistants, permanent substitutes and administrators participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. Professional development will be continuous and sustained, and delivered through effective methods and approaches for teaching adult learners. The results of professional development will be the improvement of teacher practice and the resultant improvement of student achievement. Additionally, teachers new to the profession will be supported through a teacher mentoring program which is collaboratively administered by the teachers' association and the district.

The plan describes professional development that:

- Is aligned with state content and student performance standards
- Is aligned with New York State Professional Development 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 teachers, teaching assistants, long-term subs, and administrators will participate according to assignment/role, building, department or responsibilities

- Reflects congruence between student and teacher needs and district goal and objective
- Describes the evaluation of professional development, and allows for activities to be adjusted in response to that evaluation

III. Faculty

All full-time, part-time, and/or permanent substitute teachers, teaching assistants and administrators are included in the professional development offerings described within the Professional Development Plan. Non-instructional staff is included when appropriate.

IV. Professional Development Opportunities

All teachers and teaching assistants in the district will participate in a variety of professional development offerings each year resulting in at least 20 hours of instruction or participation yearly. Teachers and administrators with “professional” certification and Teaching Assistants Level III are required to earn 100 hours of professional development each five years of teaching. The District’s Professional Development Plan offers adequate opportunities to meet this requirement.

Hours allocated within the teachers’ school year to meet this requirement include:

- Superintendent Conference Days – six per school year; six hours each
- Early Dismissal Days for the purpose of Professional Development – two per school year; 2.5 hours each
- After school workshops, conferences, book study groups, in-service offerings and study groups
- On-line courses or webinars
- Release time during the school day
- Release time and afterschool meeting time designated for mentor activities
- Summer workshops and conferences

Examples of Professional Development opportunities include but are not limited to:

- In-service courses offered by the district
- Out-of-district conferences which support the PD plan
- Professional study groups including book study groups and Professional Learning Communities within the district
- Imbedded workshops, modeling, and tutorials
- Workshops and presentations

- Curriculum Articulation meetings
- Professional Organizations such as the New York State Reading Association
- Visitations to other classrooms within the district
- Visitations to other district programs/classes
- Coached or mentored experiences
- Graduate courses/College-courses

V. Record-Keeping

The district utilizes the on-line program “My Learning Plan”. This program allows faculty to register for in-district offerings; register for out-of-district offerings listed; apply for in-service credit; request permission and financial support to attend out-of-district conferences and workshops; and submit verification of each. Faculty can track their individual professional development activities as well as have a record of each.

VI. Resources

District resources support the implementation of the Professional Development Plan in the following:

- Budget code for professional development materials and supplies such as books for a book study group, or resources for a workshop
- Budget code for professional presenters and speakers on professional development days or for district in-service offerings
- Budget code for co-ser with Questar III BOCES for professional development: attendance at workshops/conferences/trainings; participation in regional scoring of NYS assessments; curriculum specialists as presenters or embedded developers
- Budget code for faculty attendance at out-of-district conferences as per the teachers’ contract and the administrators’ contract
- Budget code for substitute coverage for release time for embedded school day activities and offerings
- Budget code for subscriptions or memberships to professional organizations by the district

District personnel who are routinely involved in professional development and who share their expertise with others:

- Principal for APPR, Curriculum and Instruction
- Building Principals
- Assistant Principals
- Director of Special Education

- Department Chairpersons
- Grade Level Chairpersons
- Team Leaders
- Curriculum Liaisons
- District mentor of new teachers
- District mentor trainer
- District Network Team for Race to the Top
- BOCES Curriculum Specialists
- BOCES Data Specialists
- District Technology staff and consultants

VII. Need Assessment/ Data Analysis

The District's Professional Development Plan is based on the examination of the following materials and data:

1. District Goals including the Strategic Planning report
2. NYS School Report Card
3. Assessment Data including New York State Assessments, Regents' Examinations, NYSESLAT scores and results, report cards and district developed assessments
4. Graduation and drop-out rates
5. District data for common formative assessments at each level
6. Teacher data including teaching assignments, experience, and reasons for leaving
7. Faculty Surveys
8. Professional Development Activity Evaluations
9. Mentor/Mentee evaluations
10. New York State-required trainings

All goals, objectives, strategies and activities are designed to support improved classroom practice that will yield improvements in student achievement.

Note: A faculty survey of professional development needs was completed by faculty in June 2013 and a faculty survey on the use of technology and technology professional development was completed by building in March, 2014 and repeated in March 2015. Additionally, a faculty survey on summer professional development on technology topics was completed in May 2014. The results of each of these surveys were utilized to develop the initiatives in this plan as well as relevant professional development activities.

In June 2015, a survey was conducted on faculty knowledge of the new Blueprint for Learning document and the Commissioners' Part 154 requirements for educating English-Language Learners. A second survey on the level of proficiency in the use of technology (Gmail, Google Calendar,

Google Drive, and Google Sites) by each faculty and staff member was conducted and compiled. Results were utilized to plan upcoming professional development plans and specific workshops.

VIII. Professional Development Providers

Providers of Professional Development will be state-approved vendors including:

- Ichabod Crane Central School District
- Questar III BOCES (see Appendix H)
- Capital Region BOCES
- Greater Capital Region Teacher Center
- Capital Area School Development Association (CASDA)
- New York State Education Department
- University of New York at Albany
- The College of St. Rose
- NYS Department of Mental Health
- New York State United Teachers (NYSUT)
- School Administrators Associations of New York State (SAANYS)
- New York State School Boards Associations (NYSSBA)
- Regional Bilingual Education Resource Network (RBERN)
- Pearson Education
- Houghton-Mifflin
- SmART School Arts Integration Initiative

IX. District Initiatives: Goals, Objectives, Activities, Timelines and Evaluations

A. Common Core State Standards

Goal: *Implementation of the Common Core State Standards*

Objectives:

- Teachers and Administrators will be knowledgeable about the CCSS
- Teachers will implement a curriculum consistent with the CCSS
- Teachers will use the CCSS in lesson planning, instruction and assessment
- Teachers will use and/or develop assessments aligned with the CCSS
- Teachers will provide instruction consistent with the CCSS in anticipation of the NYS Assessments in grades 3-8 and the NYS Regents' Examinations

Activities and Timeline: See Appendix A chart

Evaluation:

- Teachers will be able to knowledgeably discuss CCSS at meetings and professional development
- Principals will observe the use of the CCSS in classroom observations and walk-throughs as well as in lesson planning
- The Superintendent will receive feedback from the building level administration on the use of the CCSS
- Assessment data (state and local) will indicate positive student performance with the CCSS
- Curriculum documents will be aligned to the CCSS
- Assessment materials will be aligned to the CCSS

B. Annual Professional Performance Review (APPR)

Goal: *Use of the APPR components and procedures to improve and/or further develop teacher expertise in teaching and instruction of students*

Objectives:

- Teachers will utilize the Danielson rubric to self-reflect, evaluate and improve their own lesson planning and instructional delivery, individually or through collaboration with colleagues and mentors
- Teachers will interact with administrators to complete an evidence-based, formal and informal evaluation process each year
- Teachers will show yearly growth using Student Learning Objectives with targets for students
- Teachers will share information with administrators/evaluators regarding various Artifacts of Teaching including professional development, professional community, parent communication, grading, etc. as evidence each year
- Administrators will utilize the Multidimensional rubric to self-reflect and evaluate their own building management and building leadership characteristics
- Teachers in their first year of teaching with “initial” certification will be mentored by an experienced teacher as well as their department chair, grade level chair, team leader and/or curriculum liaison during their first year of teaching
- Evaluators will be trained and recertified annually

Activities and Timeline: See Appendix B chart

Evaluation:

- Teachers will show evidence of student learning and meeting objectives in daily lessons and long-term goals
- Administrators will demonstrate building growth and development in student achievement
- All teachers will complete an “effective” self-reflection of their lesson planning and instructional delivery
- Student Learning Objectives will include challenging targets with positive outcomes of “effective” or “highly effective”
- Administrators will demonstrate “effective” and/or “highly effective” practice on the Multidimensional rubric

- Mentor/Mentee evaluations will reflect collaborative support of instruction as described in the Danielson rubric
- Teachers new to the profession are retained in the district

C. Data Driven Instruction

Goal: *Utilization of data to make instructional decisions*

Objectives:

- Teachers and administrators will be able to:
 - Read and understand available data
 - Interpret and analyze available data
 - Use data to inform instruction and determine student services
- Teachers and administrators will understand assessment reliability and validity standards
- Teachers will make instructional decisions based on group and individual assessment data

Activities and Timeline: See Appendix C chart

Evaluation:

- Professional discussions about curriculum, instruction and assessment will include information on available data
- Teachers will be able to articulate how data has informed their instruction when meeting with administrators and other teachers
- Professional discussions regarding student progress (ie: SBIT, CST, RTI) will demonstrate utilization of student data to inform instruction and appropriate student services
- Administrators will review collected building data
- Teachers and administrator use and analysis of common assessment data for instructional purposes

D. Technology Use

Goal: *Effective utilization of technology to enhance instruction*

Objectives:

- Teachers and TAs will be knowledgeable of technological resources available and relevant to their position in the district
- Teachers and TAs will be able to integrate technology into classroom instruction
- Teachers and TAs will be able to use technology hardware such as Smartboards, Epson Short Throw Projectors, iPads, laptops, computers, Elmos, and LCD projectors
- Teachers and TAs will be able to use instructional software and applications instructionally
- Teachers and some TAs will be able to use software for productivity such as attendance, record-keeping, grade book, applications, etc.

Activities and Timeline: See Appendix D chart

Evaluation:

- Lesson plans and classroom observations will show evidence of the use of educational technology hardware
- Lesson plans and classroom observations will show evidence of the use of educational software and applications
- School Tool will be used by teachers and some TAs for the productivity such as recording attendance and grades
- A Parent Portal will be utilized by middle and high school teachers
- On-going survey of faculty by technology committee will demonstrate increased knowledge and use of technology for instructional and productivity purposes

E. Meeting the Needs of Diverse Learners

Goal: *Ability to meet the needs of diverse learners such as students with disabilities, English-language learners, students with 504 plans, and students of different cultures*

Objectives:

- Teachers and TAs will be knowledgeable about different disabilities such as learning disabled, autism spectrum disorders, ADHD, speech impaired, etc.
- Teachers and TAs will be knowledgeable about learning styles of students with specific disabilities, students who are English-language learners, students with 504 plans, and students of different cultures
- Teachers and TAs will know how to read and implement an Individual Educational Plan (IEP) and a 504 plan
- Teachers will be able to differentiate instruction in response to the various needs of learners
- Teachers will be able to employ intervention strategies and “Response to Intervention” (RTI) strategies with students
- Teachers will be able to motivate students with different needs
- Teachers and TAs will be knowledgeable of research-based instructional practices for working with at-risk students
- Teachers will utilize approved accommodations for students to whom these apply
- Teachers and TAs will be knowledgeable of various student management systems, and will be able to utilize student management systems

Activities and Timeline: See Appendix E chart

Evaluation:

- Lesson plans and classroom observations will show evidence of differentiation for varied learners
- Classroom observations will show evidence of intervention strategies for at-risk learners
- CST , SBIT and CSE meetings will include discussion on accommodations, interventions and management systems for at-risk learners

- Intervention programs will show the use of intervention strategies in records, logs and reports
- Reduced classification rate for students with disabilities

F. Student Social, Emotional, Economic, Cultural and other non-Academic Needs Affecting Achievement

Goal: *Understanding of how social, emotional, economic, cultural and other non-academic needs of students affect achievement*

Objectives:

- Teachers, Teaching Assistants and Administrators will recognize social, emotional, economic, cultural and other non-academic factors that affect student attendance in school and student achievement
- Teachers, Teaching Assistants and Administrators will recognize signs of possible student suicide and know how to respond
- Teachers, Teaching Assistants and Administrators will identify signs of students living in poverty, and be able to adapt their instruction and expectations to accommodate student needs
- Teachers, Teaching Assistants and Administrators will understand how bullying affects students, and will use strategies to prevent bullying in school
- Teachers, Teaching Assistants, and Administrators will understand factors affecting student attendance in school and will use strategies to improve attendance

Activities and Timeline: See Appendix F chart

Evaluation:

- District attendance reports will show improved attendance rates
- Students from low income families will demonstrate success in school
- School counselors and administrators will have fewer reports of students in danger of suicide
- District VADIR report will show a decrease in cases of reported bullying
- Reduction in student discipline referrals and suspensions
- Positive evaluations from Student Mentor Program and Peer Mediation in Middle School

G. Health and Safety

Goal: *Creation of a safe and healthy learning environment for students, teachers, and staff*

Objectives:

- Teachers, Teaching Assistants and Administrators will implement the District Wellness Plan and policy
- Teachers, Teaching Assistants and Administrators will be made aware of their “Right to Know” on a yearly basis

- Teachers, Teaching Assistants and Administrators will be knowledgeable of district safety, security and emergency procedures and protocols
- Teachers, Teaching Assistants and Administrators will recognize signs of violence in students, and will utilize strategies to prevent violence in school (Violence Prevention and Intervention)
- Teachers, Teaching Assistants and Administrators will be knowledgeable of resources for school safety

Activities and Timeline: See Appendix G chart

Evaluation:

- District emergency protocols will be utilized during drills
- Teachers, Teaching Assistants and Administrators will promote healthy lifestyles to students in assemblies, class presentations, and one-to-one
- District VADIR report will show a decrease in disruptive and violent-type incidents
- Environmental and safety reports will be made to the Director of Grounds and Maintenance when necessary
- District safety and security procedures will be evidenced at all entry ways

X. District Mentor Program

A. Introduction

The Ichabod Crane Central School District, in conjunction with the Teachers Association, implements a Teacher Mentoring Program. The initial consideration for this Mentoring program is to comply with New York State Education Department mandates for teacher certification. We believe that successful tenured teachers sharing their classroom expertise and knowledge of the district will help teachers who are new to the profession and/or the district to fulfill the district's mission: "... to prepare all students to become contributing members of society in an ever-changing world..."

B. Goals

The Teacher Mentoring Program is a team approach that will include both existing teacher leaders (grade level chairs, team leaders, department chairs, and curriculum liaisons within the scope of their job description) and the addition of new mentor positions for each level that will provide generalist support for the mentees. Hereafter, the term mentor will refer to the person selected as the generalist unless otherwise specified.

The team focus will be:

- To develop quality, independent teaching professionals

- To fulfill NYS Education Department mandates
- To maintain and enhance the professionalism of all staff
- To assist new staff to meet district Board of Education goals

C. Mentor Committee

The district mentor committee consists of the following members:

- Assistant Superintendent/Principal for APPR, Curriculum and Instruction
- One administrator from each instructional level (K-5, 6 – 12)

As appointed by the Teacher's Association in January of each year:

- Two elementary teachers and two secondary teachers
- Two teacher association representatives

D. The Role of the Mentoring Team

The team mentor roles include serving as guide teacher, coach, advisor, researcher, role model and colleague. The responsibilities of the mentor team include:

- Sharing information with mentees related to school or district procedures, guidelines and expectations
- Linking mentees to appropriate resources
- Sharing teaching strategies or information about the instructional process
- Offering support and encouragement through empathetic listening and by sharing of experiences
- Giving guidance and ideas related to discipline, scheduling, planning and organizing
- Offering assistance in implementing the NYS Common Core Learning Standards
- Promoting self-reflection and analysis

Note: Already existing job descriptions emphasize different components of these responsibilities.

E. Criteria for Serving as a Mentor

A teacher wishing to serve in the role of the mentor generalist must meet the following criteria:

- a. Tenured teacher
- b. Willingness to attend mentor training
- c. Willingness to accept the responsibilities of the mentor program
- d. Demonstrates:

- Interpersonal relationship qualities
 - Mastery of subject matter and/or pedagogical skills
 - Leadership qualities
 - Positive attitude toward professional growth
- e. Consideration will also be given to retired Ichabod Crane Central teachers who meet these criteria if there are no appropriate in-district mentors available.
- f. Teachers holding positions of grade level chair, team leader, curriculum liaison and department chair are eligible to serve in the teacher mentor program as the generalist mentor outside his/her department.

F. Mentor Training

Each mentor may be assigned a maximum of two mentees except in extenuating circumstances the committee may vote to assign a third mentee.

Individuals selected will have the required technical knowledge for the position. Specific training for mentors will consist of interpersonal skills for working with adults. The Principles of Adult Learning will be addressed.

- Part of being an effective instructor involves understanding how adults learn best. Adults are autonomous and self-directed. Mentors have to be sure to act as facilitators, guiding mentees to their own knowledge rather than supplying them with facts.
- Adults have accumulated a foundation of life experiences and knowledge. They need to connect learning to this knowledge/experience base.
- Adults are goal-oriented. Mentors must help mentees attain their goals. Classification of goals must be done early in the relationship.
- Adults are relevancy-oriented. Mentors must identify objectives for the mentees early in the partnership.
- Adults are practical. Mentors must tell mentees explicitly how the relationship will be useful to them on the job.
- Adults need to be shown respect. The mentees should be treated as equals in experience and knowledge and allowed to voice their opinions freely.

They will participate in a maximum of a one-time training (9-hours offered over the summer, during the school year either on a conference day, afterschool or on a release day.)

Two meetings for mentors will be held during the school year (at the mid-year assessment time and at the end of the year) for the purpose of sharing best practices and concerns, and to identify needs for additional training. The final

meeting will be designated for the purpose of working with the mentoring committee to evaluate the mentor program and make recommendations for the following year.

G. The Mentee

A mentee is defined as a full time teacher who is new to the profession and/or school district and is required by NYSED regulation to complete a mentor program for Professional Certification. These teachers will be given priority for mentoring. However, mentors may be assigned to other teachers based on request and availability of resources. The determination will be made by the committee.

The mentee is expected to actively participate in the district-mentoring program as an integral part of that individual's development into a quality, independent teaching professional.

H. Role of the Principal

The principal is a significant component of the mentor/mentee program. The principal assists in shaping the mentee's first impression of the district and mentoring program. As the instructional leader of the building, it is the responsibility of the principal to:

- Provide resources to assist the mentor and mentee to carry out their respective roles and responsibilities
- Assist the mentor and mentee in scheduling release time
- Explain the mentoring program to parents and other community members to gain community support
- Access district-wide resources as well as resources from within the building
- Serve on the district mentoring committee as needed
- Review the mentoring program with all teacher leaders that make up the mentoring team
- Respect the confidentiality of the mentor/mentee relationship

I. Mentor/Mentee Relationship

This is a team approach which ensures that at least one of the mentors on the team teach in the same subject area or grade level as the mentee.

The team approach should eliminate the potential of difficulties between mentors and mentees by offering choice. However, if the formal mentor/mentee pairing is experiencing difficulties in meeting the goals and expectations of the mentoring program, either the mentor or the mentee (or both) should consult with the building principal. The principal will arrange to meet with both parties and the committee to discuss the issues and attempt to

gain a resolution. If this is unsuccessful, a new mentor will be assigned without prejudice to either party.

J. Mentee Evaluation and Confidentiality

Formal evaluations of district employees are an administrative responsibility. The mentor/mentee relationship is confidential. Any observation or appraisal of a mentee by a mentor is intended solely for the purpose of professional growth and will not be used as a formal evaluative tool and will not be shared with administration.

K. Mentor/Mentee Activities - General

1. The mentors and mentee will initially meet at a meeting for the new teacher orientation according to contract. The grade level and department chairs will meet according to the contract. Guidelines and expectations for the mentoring program will be distributed and reviewed at this time.
2. The mentor will be available on an “as needed” basis to offer support and guidance to the mentee.
3. Given that the mentorship is designed to encompass a full year, and since each quarter is unique, we anticipate that there is need for contact throughout the year. It is expected that **at least one monthly meeting** will occur. It is recognized that more frequent meetings may be needed in the first semester than in the second.
 - A. The mentor and mentee will keep separate confidential written journals that include dates and times of meetings, topics discussed and questions and concerns addressed. This is for the exclusive use of the mentor and mentee.
 - B. The mentor and mentee will keep a separate written log that includes dates and times of meeting topics discussed. The log will assist the mentor and mentee in their professional relationship, and will also serve to assist the committee in evaluating the effectiveness of the mentoring program.
4. The mentor and mentee will participate in classroom observations.
5. The mentor and mentee will participate in the annual evaluation of the mentoring program.

L. Release Time

The mentors and mentees could consider the utilization of district scheduled half days and unencumbered Wednesdays for meeting time. In addition, per mentee, a total of three (3) instructional days in release time, exclusive of conference days and other professional development activities, may be allotted for various mentor/mentee activities. An example of such an activity includes classroom observations. The three instructional release days will be scheduled as determined by the mentor/mentee team and the building

principal. The release time may be scheduled in either full or half-day segments. Additionally, the existing contractual release time for department chairs should be utilized.

M. Stipends

The already existing teacher leaders (grade level, team leader, curriculum liaison, and department chairs) have existing direct and indirect mentoring responsibilities. The other teachers who serve in the role of formal mentor (to a mentee) will be compensated with an annual stipend**. The basis for mentor stipends includes the activities previously stated. This additional mentor position providing generalist support will be compensated with an annual stipend per contract.

N. Program Evaluation

Evaluation of the teacher mentoring program will be conducted by the Mentoring Committee. Program evaluation is done for the purpose of accountability and program improvement. Because the needs of first year teachers are not static, the evaluation plan must be flexible. The gathering of information will occur through review of the logs and informal discussions, and the year-end evaluation form. This information will be compared to the stated goals and used to modify and adapt to the changing or emerging needs of mentees or mentors.

O. Application and Selection Process

1. Applications to serve as a mentor are available to qualified teachers throughout the school year and will be sent from the office of the Assistant Superintendent/Principal for APPR, Curriculum and Instruction upon request.
2. Completed applications should be returned to the office of the Assistant Superintendent/Principal for APPR, Curriculum and Instruction no later than April 1st to be considered for a mentor position for the following school year.
3. Applications will be reviewed by the Mentoring Committee in early May. A pool of qualified and approved mentors will be created by the committee.
4. Teachers selected to be mentors will be notified by June 15th or as soon as practicable*. This is an annual appointment.
5. In addition to trying to match grade level/subject area, the Mentoring Committee will also consider other factors when selecting mentors for subsequent school years. These would include the successful completion of service as a mentor from a previous year, as well as the consideration of qualified applicants who have not yet had the opportunity to serve as a mentor.

* Later appointments for mentors will be made as needed. When appointments of new teachers are made over the summer, the mentors will be notified that they have a mentee.

** Approved mentors who are not assigned a mentee will not receive a stipend

XI. Appendices:

- Appendices A – G : See next pages
- Appendix H: Questar III Providers

Questar III BOCES: Professional Development Providers
ACTEA – Association of Career and Technical Educators Administrators
Albany Medical Center
Alexia Rodriguez Thompson, Associate In Bilingual
AMTNYS – Association of Math Teachers of NYS
Andrea Honigsfeld
Andrew Solomon
Andrew Zaffarano, Technology teacher at New Hartford
Angela Di Michele Lalor
Anne Dalton, Esq.
Apple
ASBO
Autism Speaks
Bard College
BlueShield of Northeastern New York
Boston Children’s Hospital

Breakthrough Coach
Buck Institute
Cambell House Psychology
Capital District Developmental Pediatrics
Capital Region BOCES
CASDA
CASSA – Capital Area Science Supervisors Association
CDAMS – Capital Area Math Supervisors Association
Center for Applied Linguistics
Center for Autism and Related Disabilities
Center for Disability
Classbook
College of St. Rose
Columbia-Greene Community College
Columbia University
Cornell University
CTE Technical Assistance Center of NY
David Abrams, Education Consultant Rose & Greene Consulting
David Kay
David Nagal
David Peterson, Kensington Representative(s)
Dr. Callen Kostelnik
Dr. Deborah Kundert
Dr. Giselle Martin-Kniep

Dr. Harvey Silver
Dr. Karen Peper
Dr. John More
Dr. Jeffery Arp-Sandel
Dr. Liz Locatelli
Dr. Meir Be Hur of International Renewal Institute
Dr. Phillip Wilder - Elemson University
Dr. Samuel Silverstein
Dr. Steve Birchak
Dr. Zvi Klopott
Dynamic Learning Labs
E-Doctrina
Ed-Vistas
ESSDAK
Excelsior College
Four Winds
Frontier Technology
Google Representative
Gray Castle Cyber Security
Greater Capital Region Teacher Center
Harry Chan
Harvard University
HFM BOCES
Hudson Valley Community College

Isabel Burke, Director of The Health Network
J'aime Pfeiffer
Jack Baldermann, PLC Associate
James Ball
John Yiegelski
Leah Mermelstein from Read-Write-Connect, Inc.
Learner- Centered Initiatives
Lee Bordick
Les Loomis
Leslie Preddy
Liz Locatelli, LCI
Kelly Gallagher
Maria Dove
Mary Ratzer & Judi Dzikowski
Matt Roe (Apple Mobility Engineer)
McREL
MetriTech, Inc.
Mike Dames of Aha! Process, Inc.
Mike Ford
miSci
Mohawk Valley Community College
MyLearningPlan
NCTM – National Council of Teachers of Mathematics
Nellie J. Brown

Nellie J. Brown and Nona McQuay, Cornell University
New Technology Network
New York Metro Center
NSTA – National Science Teachers Association
NY LEARNS
NYCDOE
NYSASBO
NYSCATE – NYS Association of Computer and Technologies in Education
NYSCOSS
NYSSBA
NYSSILR
NYSTEEA – NYS Technology and Engineering Educators’ Association
NYSUT
NYSED
Olga Nesi
Parent to Parent
Paula Sobol
Pearson
Perkins School for the Blind
Polly Farrington
Proctors
Questar Assessment Inc.
Questar III BOCES

Questar III Component and Non Component Superintendents, School Business Officials, Curriculum and Instruction Coordinators
RBERN
RSE-TASC 1
RSE-TASC 2
Rebecca Ekstrom
Renaissance Learning
Rensselaer County Public Health
Rensselaer Polytechnic Institute (RPI)
Right Reasons Rep
Rubicon Atlas
Russell Sage College
SANNYS
Schenectady County Community College
Shelley Fairbairn and Stephaney Jones-Vo
Siena College
Silver and Strong, Inc.
Southern Regional Education Board (SREB)
STANYS – Science Teachers Association of NYS
Stephen Barkley, Educational Consultant, Author, NYS Learns
SUNY Polytechnic Institute
Teachscape
The Library Girl
Thomas Many, Solution Tree

Thoughtful Classroom
Union College
University at Albany
Wayne Callender - Partners for Learning, Inc.
Washington-Saratoga-Warren-Hamilton-Essex BOCES
Whiteman, Osterman and Hanna LLP
Wildwood

Appendix A

District Initiative A: **Common Core State Standards**

Goal: Implementation of the Common Core State Standards

Objectives:

- Teachers and Administrators will be knowledgeable about the CCSS
- Teachers will implement a curriculum consistent with the CCSS
- Teachers will use the CCSS in lesson planning, instruction and assessment
- Teachers will use and/or develop assessments aligned with the CCSS
- Teachers will provide instruction consistent with the CCSS in anticipation of the NYS Assessments in grades 3-8 and the NYS Regents' Examinations

Activities	Timeline	Evaluation
<ul style="list-style-type: none"> • Primary School Reading Street CC program training (Sept 2013) • Grades 4-6 Journeys CC program training (Sept 2013) • Graduation Requirements for Sped and Guidance (Sept 2013) • Middle School Math Common Core Implementation, Assessments and Planning (Sept 2013) • Common Core ELA for HS (Jan 2014) • Algebra Common Core Implementation (Jan 2014) • Close Reading and Text-based Questioning K-3 (Jan 2014) • Accessing Complex Text In-service Grades 4-12 (Jan – April 2014) • Grade Level Curriculum and Collaboration for Implementing the Common Core State Standards K-5 (March 2014) • Alignment of Library Resources to Common Core Reading Programs K-8 (March 2014) • Common Core Practices for Related Service Providers (March 2014) 	<p style="text-align: center;">2013-2014 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on September 3rd, September 4th, October 25th, January 17th, and March 21st • Early Dismissal Days: September 27th and March 7th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee Meetings • Conferences and Workshops 	<ul style="list-style-type: none"> • Teachers will be able to knowledgeably discuss CCSS at meetings and professional development • Principals will observe the use of the CCSS in classroom observations and walk-throughs (and in lesson planning) • The Superintendent will receive feedback from the building level administration on the use of the CCSS • Assessment data (state and local) will indicate positive student performance with the CCSS • Curriculum documents will be aligned to the CCSS • Assessment materials will be aligned to the CCSS

<ul style="list-style-type: none"> • Review of Common Core ELA/English Textbooks and Materials (March 2014) • Algebra Common Core Implementation (March 2014) • Library Curriculum Alignment with Common Core Standards and Reading Programs (March 2014) • Geometry Common Core Implementation (March 2014) • Primary School Reading Street Common Core Program Implementation (March 2014) • Journeys Common Core Program Implementation Grades 4, 5, 6 and AIS/Sped (March 2014) • Implementation of Journeys Common Core Writing and Grammar Components Grade 4 (March 2014) • Common Core/Reading Street and EnVisions Usage: Discussion and Planning of Specific Components, Pacing, Assessment and SS/Sci Integration K-3 (March 2014) • ELA Common Core Implementation for HS English and Sped teachers (March 2014) • Discussions and implementation process at faculty meetings/grade level meetings/departments meetings (on-going) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 		
<ul style="list-style-type: none"> • Social Studies “Frameworks” Curriculum Review by Liaisons (Summer 2014) • High School English Department training on new Holt-McDougal Literature Common Core program (Sept 2014) • EnVisions and CC Math Mapping 	<p style="text-align: center;">2014-2015 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 27th, August 28th, September 2nd, January 30th, and March 20th • Early Dismissal Days: October 31st 	

<p>Grade 4 (Dec 2014)</p> <ul style="list-style-type: none"> • Library Dept: Development of Reading Lists Aligned to CC programs (Dec 2014) • Current Research and Best Practices in ELA K-5 In-service (Jan 2015-April 2015) • Common Core Mathematics: Algebra and Geometry Assessments (Jan 2015) • Common Core Curriculum Alignment and Textbook Implementation for ELA Grades 9-12 (Jan 2015) • Holt-McDougal Literature (CC Program) Lesson Planning and Learning Targets Grades 7-8 (Jan 2015) • Journeys (CC program) Lesson Planning and Learning Targets Grades 4-6 (Jan 2015) • Primary School Curriculum Review in ELA and Mathematics (Jan 2015) • Capital District Writing Project: Building an Argument using Multiple Texts (Jan 2015) • Social Studies 4-8: "Frameworks" Implementation (Jan 2015) • Social Studies 9-12: "Frameworks" Implementation (Jan 2015) • Presentation by Patricia Polan at Questar III for teacher leaders on the K-12 SS "Frameworks" (May 2015) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p>and December 12th</p> <ul style="list-style-type: none"> • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee meetings • Conferences and Workshops 	
<ul style="list-style-type: none"> • Curriculum Development and Alignment (all grades and departments – multiple days) • HS ELA Common Core Curriculum and Assessment Training (Questar III – Sandra Strock) 	<p>2015-2016 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 31st, September 1st, September 	

<ul style="list-style-type: none"> • Journeys Common Core Standards and Grammar Alignment (4-6) • Curriculum Map alignment with AIS (7-8) • Continued training on Common Core State Standards for ELA and Mathematics • Curriculum Units for SS Frameworks (MS) • Inquiry-Based Design: Unit Planning • English as a New Language: Co-Teaching (RBERN) • Curriculum Development by Department (October) • DRA2 Training for AIS and SPED K-3 • MS Math: Common Core Algebra Curriculum requirements • Curriculum Updates for Self-Contained MS Classes • New Generation Science Standards • Continued training on new NYS Assessments in 3-8 ELA and Math, and Algebra, Geometry and English 11 • PS: Introduction of Social Studies “Frameworks”, training and unit development • Sounds In Motion (KDG) • Guided Reading Components (TAs) • SmART School Art Integration (Summer In-service and on-going through school year) • Art Elements and Principles of Design • Engineering by Design program development • Science 9-12: Development of Forensics and Organic Chemistry courses • Presentations by Jane King at faculty meetings on the K-12 New Generation Science Standards • Curriculum alignment and curriculum writing related to the “Frameworks” 	<p>2nd, September 3rd, October 2nd</p> <ul style="list-style-type: none"> • Early Dismissal Days: October 30th and March 18th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee meetings • Conferences and Workshops 	
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<ul style="list-style-type: none"> • MS Presentation on SS Frameworks Instructional Shifts • Introduction of new Science Standards and training • HVCC Visitation for Auto Cad • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 		
<ul style="list-style-type: none"> • Upcoming curriculum alignment and curriculum writing related to new Science and new Social Studies standards K-12 • Inservice: ES/MS Book Study - Use of Children's Literature for Instruction • Continued training on Common Core State Standards for ELA and Mathematics • Continued training and curriculum alignment on new NYS Assessments in 3-8 ELA and Math, and Algebra, Geometry, US History and English 11 • Discussions and implementation process at faculty meetings/grade level meetings/department meetings (on-going) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p>2016-2017 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days August 30th, August 31st, Sept 1st, November 8th, and March 17th • Early Dismissal Days on October 31st and May 12th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee Meetings • Conferences and Workshops 	

Appendix B

District Initiative B: **Annual Professional Performance Review**

Goal: Use of APPR to improve and/or further develop teacher expertise in teaching and working with students

Objectives:

- Teachers will utilize the Danielson rubric to self-reflect, evaluate and improve their own lesson planning and instructional delivery, individually or through collaboration with colleagues and mentors
- Teachers will interact with administrators to complete an evidence-based, formal and informal evaluation process each year
- Teachers will demonstrate yearly growth on Student Learning Objectives with targets for students
- Teachers will share information with administrators/evaluators regarding various Artifacts of Teaching including professional development, professional community, parent communication, grading, etc. as evidence each year
- Administrators will utilize the Multidimensional rubric to self-reflect and evaluate their own building management and building leadership characteristics
- Teachers in their first year of teaching with “initial” certification will be mentored by an experienced teacher as well as their department chair, grade level chair, team leader and/or curriculum liaison during their first year of teaching
- Evaluators will be trained and recertified annually

Activities	Timeline	Evaluation
<ul style="list-style-type: none"> • Lead Evaluator of Teachers-Recertification Training for Admin (Summer 2013) • Student Learning Objectives Development and Writing (Sept 2013) • New Teacher Orientation (August 2013) • Local Measures of Achievement: Post Assessment Development Grades K-5, 6-8 (Jan 2014) • Second Semester SLOs and Targets (Jan 2014) • Formal and Informal Observations including Pre and Post observation conferences with each teacher (Sept 2013-June 2014) 	<p style="text-align: center;">2013-2014 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on September 3rd, September 4th, October 25th, January 17th, and March 21st • Early Dismissal Days: September 27th and March 7th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee Meetings • Conferences and Workshops 	<ul style="list-style-type: none"> • All teachers will complete an “effective” self-reflection of their lesson planning and instructional delivery • Student Learning Objectives will include challenging targets with positive outcomes of “effective” or “highly effective” • Building targets for Local Measures will be “effective” or “highly effective” • Administrators will demonstrate “effective” and/or “highly effective” practice on the Multidimensional rubric • Mentor/Mentee evaluation reflect collaborative support of instruction as described in the Danielson rubric • Teachers new to teaching are retained

<ul style="list-style-type: none"> • Artifacts of Teaching collection (May/June 2014) • Teacher Mentor Program (on-going K-12) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 		
<ul style="list-style-type: none"> • Lead Evaluator of Teachers-Recertification Training for Admin (Summer 2014) • K-8 Academic Vocabulary Training by Questar III specialist (Summer 2014) • New Teacher Orientation (August 2014) • New Mentor Training (August and Sept 2014) • K-8 Academic Vocabulary: Local Measures: Overview and selection of words (Sept 2014) • K-8 Academic Vocabulary: Local Measures: Instruction and Benchmarking (Oct 2014) • K-8 Academic Vocabulary: Local Measures: Development of Post-Assessments (Dec 2014) • PS, ES/MS, and HS Team Building (March 2015) • Formal and Informal Observations including Pre and Post observation conferences with each teacher (Sept 2014-June 2015) • Artifacts of Teaching collection (May/June 2015) • Teacher Mentor Program (on-going K-12) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p>2014-2015 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 27th, August 28th, September 2nd, January 30th, and March 20th • Early Dismissal Days: October 31st and December 12th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee Meetings • Conferences and Workshops 	
<ul style="list-style-type: none"> • Lead Evaluator of Teachers-Recertification Training for Admin 	<p>2015-2016 Summer and School Year</p>	

<ul style="list-style-type: none"> (Summer 2015) • New Teacher Orientation (August 2015) • Writing Back-up SLOs for Grades 4-8 ELA and Math Teachers • Formal and Informal Observations including Pre and Post observation conferences with each teacher (Sept 2015-June 2016) • Artifacts of Teaching collection (May/June 2016) • Professional conversations/discussion related to the Danielson rubric to improve practice • Teacher Mentor Program (on-going K-12) • Possible revisions to district APPR plan in response to SED changed requirements • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 31st, September 1st, September 2nd, September 3rd, October 2nd • Early Dismissal Days: October 30th and March 18th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee Meetings • Conferences and Workshops 	
<ul style="list-style-type: none"> • Lead Evaluator of Teachers - Recertification Training for Admin (Summer 2016) • New Teacher Orientation (August 2016) • 3012-d Requirements - Training including Implementation of Newly Negotiated Plan • Formal and Informal Observations including Pre and Post observation conferences with each teacher (Sept 2015-June 2016) • Teacher Reflection • Development of SLOs • Professional conversations/discussion (post-observations) related to the Danielson rubric to improve practice • Teacher Mentor Program (on-going K-12) 	<p>2016-2017 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days August 30th, August 31st, Sept 1st, November 8th, and March 17th • Early Dismissal Days on October 31st and May 12th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee Meetings • Conferences and Workshops 	

- Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12)

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Appendix C

District Initiative C: **Data Driven Instruction**

Goal: Utilization of data to make instructional decisions

Objectives:

- Teachers and administrators will be able to:
 - ✓ Read and understand available data
 - ✓ Interpret and analyze available data
 - ✓ Use data to inform instruction and determine student services
- Teachers and administrators will understand assessment reliability and validity standards

Activities	Timeline	Evaluation
<ul style="list-style-type: none"> • Data Warehouse for Counselors (Sept 2013) • Student-Teacher Data Linkage Training (Fall 2013) • Data Driven Instruction and Assessment Data Analysis for Grades 3-5 (Jan 2014) • Data Driven Instruction and Assessment Data Analysis for Grades 6-8 (Jan 2014) • Review of Assessments and Assessment Data Grades 4-8 (March 2014) • Review and Analysis of Assessment Data such as classroom tests/quizzes/benchmark assessments, NYS assessments, and CC program assessments (on-going K-12) • Review and Analysis of student data at SBIT, CST, CSE and RTI meetings (on-going K-12) • Review, Analysis and Interpretation of Data from SED and Questar III Data 	<p style="text-align: center;">2013-2014 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on September 3rd, September 4th, October 25th, January 17th, and March 21st • Early Dismissal Days: September 27th and March 7th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	<ul style="list-style-type: none"> • Professional discussions about curriculum, instruction and assessment will include information on available data • Teachers will be able to articulate how data has informed their instruction when meeting with administrators and other teachers • Professional discussions regarding student progress (ie: SBIT, CST, RTI) will demonstrate utilization of student data to inform instruction and appropriate student services • Administrators will review collected building data • Teacher and administrative use and analysis of common assessments for instructional purposes

<ul style="list-style-type: none"> Specialist (on-going K-12) Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 		
<ul style="list-style-type: none"> Review of Assessments and Assessment Data Grades 4-8 (Jan 2015) Mathematics Grades 4-8: Testing Guides, Sample Questions and Data Analysis (January 2015) ELA Grades 4-8: Testing Guides, Sample Questions and Data Analysis (January 2015) Teacher-Student Data Linkage Training by Questar III data specialist (March 2015) Review and Analysis of Assessment Data such as classroom tests/quizzes/benchmark assessments, NYS assessments, and CC program assessments (on-going K-12) Review and Analysis of student data at SBIT, CST, CSE and RTI meetings (on-going K-12) DRA2 Training/Refresher (Jan 2015) Review, Analysis and Interpretation of Data from SED and Questar III Data Specialist (on-going K-12) Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p>2014-2015 Summer and School Year</p> <ul style="list-style-type: none"> Summer After School In-service Superintendent Conference Days on August 27th, August 28th, September 2nd, January 30th, and March 20th Early Dismissal Days: October 31st and December 12th Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings Conferences and Workshops 	
<ul style="list-style-type: none"> Aimsweb Training for Progress Monitoring (sped teachers) Aimsweb Data Analysis for SPED Teachers iReady Training for PS AIS faculty Inservice: Aimsweb Implementation and Use for Special Education AIS K-3: Student Data Review and 	<p>2015-2016 Summer and School Year</p> <ul style="list-style-type: none"> Summer After School In-service Superintendent Conference Days on August 31st, September 1st, September 2nd, September 3rd, October 2nd Early Dismissal Days: October 30th 	

<p>Program Development</p> <ul style="list-style-type: none"> • Assessment Development Techniques (HS) • Review and Analysis of Assessment Data such as classroom tests/quizzes/benchmark assessments, NYS assessments, and CC program assessments (on-going K-12) • Review, Analysis and Interpretation of Data from SED and Questar III Data Specialist (on-going K-12) • Review and Analysis of student data at SBIT, CST, CSE and RTI meetings (on-going K-12) • PS: Data Collection and Review for RTI • Continued training by Questar III data specialist on data use • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p>and March 18th</p> <ul style="list-style-type: none"> • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	
<ul style="list-style-type: none"> • Aimsweb Training (all teachers K-8) • Use of Data from Common Assessments (Middle School) • Review and Analysis of Assessment Data such as classroom tests/quizzes/benchmark assessments, NYS assessments, and CC program assessments (on-going K-12) • Review, Analysis and Interpretation of Data from SED and Questar III Data Specialist (on-going K-12) • Review and Analysis of student data at SBIT, CST, CSE and RTI meetings (on-going K-12) • Continued training by Questar III data specialist on data use at faculty meetings • Administrator Training by Questar III 	<p>2016-2017 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days August 30th, August 31st, Sept 1st, November 8th, and March 17th • Early Dismissal Days on October 31st and May 12th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee Meetings • Conferences and Workshops 	

<p>date specialist on use of data</p> <ul style="list-style-type: none">• Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12)		
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Appendix D

District Initiative D: **Technology Use**

Goal: Effective utilization of technology to enhance instruction

Objectives:

- Teachers and TAs will be knowledgeable of technological resources available and relevant to their position in the district
- Teachers and TAs will be able to integrate technology into classroom instruction
- Teachers and TAs will be able to use technology hardware such as Smartboards, Epson Projectors, iPads, laptops, computers, Elmos, and LCD projectors
- Teachers and TAs will be able to use instructional software and applications instructionally
- Teachers and some TAs will be able to use software for productivity such as attendance, record-keeping, grade book, Parent Portal, etc.

Activities	Timeline	Evaluation
<ul style="list-style-type: none"> • Introduction to iPad (summer 2013) • School Tool Introductory training-attendance, grading, features (Sept 2013) • School Tool Updates for Counselors (Sept 2013) • Mandarin for Librarians (Sept 2013) • Technology Components of new ELA programs (Sept 2013) • AutoCad for Technology Dept (Oct 2013) • Fitnessgram for PE Dept (Oct 2013) • Smartboard “Basic Plus” for Elem. Teachers (Oct 2013) • Epson Projector Introduction for MS and HS (Oct 2013) • Basic iPad (Oct 2013) • Technology Components of new ELA program (Reading Street) (Oct 2013) • iPad applications for PS teachers (Oct 2013) • I-ready applications for MS (Oct 2013) • Smartboard for PS (Oct 2013) 	<p style="text-align: center;">2013-2014 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on September 3rd, September 4th, October 25th, January 17th, and March 21st • Early Dismissal Days: September 27th and March 7th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	<ul style="list-style-type: none"> • Lesson plans and classroom observations will show evidence of the use of educational technology hardware • Lesson plans and classroom observations will show evidence of the use of educational software and applications • School Tool will be used by teachers and some TAs for the productivity such as recording attendance and grades • Survey of faculty by technology committee will demonstrate increased knowledge and use of technology for instructional and productivity purposes

- Google Tools for Schools –LaRow (Oct 2013)
- Editing Photos in Photoshop (Oct 2013)
- Microsoft Office (Oct 2013)
- Graphing Calculator (Oct 2013)
- iPad Accessibility Features and Productivity Apps (sped) (Oct 2013)
- Website development (Oct 2013)
- Google FORMS – LaRow (Jan 2014)
- Ipad Crackerbarrel (Jan 2014)
- Smartboard Crackerbarrel (Jan 2014)
- Useful Websites, District Databases, ebooks and Audiobooks (Jan 2014)
- Applications for iPad use in Special Education (Jan 2014)
- Introduction to Webpage Development (Jan 2014)
- Microsoft Excel (Jan 2014)
- iPad applications for PS (Jan 2014)
- Organize your Gmail (January 2014)
- Use of Google Calendar (January 2014)
- School Tool Use (Mar 2014)
- Pearson Q-Interactive and Access Software (Mar 2014)
- Application of Technology by Sci and SS Department (Mar 2014)
- Google FORMS Part 2 – LaRow (Mar 2014)
- Google DOCS for Beginners-LaRow (March 2014)
- Google DOCS for Advanced Users-LaRow (March 2014)
- Technology Exploration: Apple TV, iPad applications (March 2014)
- Google Tools for PS recordkeeping (March 2014)
- Beginner, Intermediate and Advanced Webpage Development (March 2014)
- Journeys' Technology Components for Student Use (grades 4-6) (March

<p>2014)</p> <ul style="list-style-type: none"> • Development of Science Labs using Google Tools (March 2014) • MS Team Webpage Development (March 2014) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 		
<ul style="list-style-type: none"> • Tech Tuesdays (Summer 2014) including: Google DOCS and FORMS Part 2; Google DOCS Part I; Google FORMS Part I; Epson Short Throw for Beginners; iPad applications (Notability, Good Reader, Keynote, Drop Box and Tiny Scan); iPad use for Beginners; iPad use for Intermediates; Facilitated Short Throw Projectors Intermediate; Facilitated Smartboard Intermediate; Planbook.com; QR codes and creating tutorials • Google Calendar and Gmail (Sept 2014) • Website Development Grade 6 (Dec 2014) • Pearson iPad Test Admin for Speech Therapists (Jan 2015) • High School: Google Training on Students Accounts and Applications (Jan 2015) • School Tool: Basic Grade Book Set-up (Jan 2015) • Chrome Applications and Extensions (Jan 2015) • Google DOCS and Drive Introduction (Jan 2015) • School Tool: Classroom Teacher Additional Uses (Jan 2015) • Fitnessgram Webinar (Jan 2015) • Venier Science Equipment Use (Jan 2015) • School Tool: Special Area Teachers 	<p>2014-2015 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 27th, August 28th, September 2nd, January 30th, and March 20th • Early Dismissal Days: October 31st and December 12th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	

<ul style="list-style-type: none"> • Use (Jan 2015) • Google Summit (April 2015) • Google Pre-Summit: GET Authorized as a Google Certified teacher (April 2015) • Individualized Assistance with Technology Needs (Spring 2015) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 		
<ul style="list-style-type: none"> • Tech Tuesdays (Summer 2015) including training on Google Apps: gmail, calendar, Drive, DOCS, Sheets, Forms, Sites as well as transitioning from MS office to Google DRIVE • Google Apps training for Administrators (Summer 2015) • Google Apps training for Secretaries (Summer 2015) • Google Drive training Part 1 (all faculty) • Google Drive training Part 2 (all faculty) • Electronic Report Card training (grades K-5) • Naviance Program Use for HS (all faculty) • Naviance Program Training for Guidance Counselors • Facilitated Google Drive training • Independent Google Drive training • My Learning Plan Features and Uses • Continue training on hardware including Epson Short Throw projectors and iPads for instructional use • Google Summit (for teacher trainers) • Begin training for iPads for student use • Continue training on Google Tools and instructional applications as well as software 	<p style="text-align: center;">2015-2016 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 31st, September 1st, September 2nd, September 3rd, October 2nd • Early Dismissal Days: October 30th and March 18th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	

<ul style="list-style-type: none"> • Continue individualized assistance with technology needs (ie: "Tech duty" or "IT 1:1 time") (beginning implementation) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 		
<ul style="list-style-type: none"> • Tech Tuesdays (Summer 2016) including Google Forms, Google Slides, Google Sites, Google classroom, Google Calendar, Google Gmail, and Google Drive, Planbook.com, Breakout for Summer, Flipping the Classroom, Google Drawing, and Handy Tips • Inservice: Google Educator Level Two • Google Summit (for teacher trainers) • Google Bootcamp (for teacher trainers) • Epson Short-Throw Projector Training (K-5) • Aimsweb Training (all teachers K-8) • Continued training on the use of Google Applications in an educational setting • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p>2016-2017 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days August 30th, August 31st, Sept 1st, November 8th, and March 17th • Early Dismissal Days on October 31st and May 12th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee Meetings • Conferences and Workshops 	

Appendix E

District Initiative E: **Meeting the Needs of Diverse Learners**

Goal: Ability to meet the needs of diverse learners such as students with disabilities, English-language learners, students with 504 plans, and students of different cultures

Objectives:

- Teachers and TAs will be knowledgeable about different disabilities such as learning disabled, autism spectrum disorders, ADHD, speech impaired, etc.
- Teachers and TAs will be knowledgeable about learning styles of students with specific disabilities, students who are English-language learners, students with 504 plans, and students of different cultures
- Teachers and TAs will know how to read and implement an Individual Educational Plan (IEP) and a 504 plan
- Teachers will be able to differentiate instruction in response to the various needs of learners
- Teachers will be able to employ intervention strategies and “Response to Intervention” (RTI) strategies with students
- Teachers will be able to motivate students with different needs
- Teachers and TAs will be knowledgeable of research-based instructional practices for working with at-risk students
- Teachers will utilize approved accommodations for students to whom these apply
- Teachers and TAs will be knowledgeable of various student management systems, and will be able to utilize student management systems (ie: IEPdirect, Aimsweb, iReady)

Activities	Timeline	Evaluation
<ul style="list-style-type: none"> • Collaboration Workshop for TAs (Sept 2013) • Primary School Response to Intervention (Jan 2014) • ELL Presentation Development by ELL Faculty (March 2014) • RTI Using Common Core Programs for AIS Faculty (March 2014) • Response to Intervention: Workshop for TAs (March 2014) • NYS Testing Accommodations and Planning (March 2014) • Best Practices in Special Education (March 2014) 	<p style="text-align: center;">2013-2014 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on September 3rd, September 4th, October 25th, January 17th, and March 21st • Early Dismissal Days: September 27th and March 7th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees • Mentor-Mentee Meetings • Conferences and Workshops 	<ul style="list-style-type: none"> • Lesson plans and classroom observations will show evidence of differentiation for varied learners • Classroom observations will show evidence of intervention strategies for at-risk learners • CST, SBIT and CSE meetings will include discussion on accommodations, interventions and management systems for at-risk students • Intervention programs will show the use of intervention strategies in records, logs and reports

<ul style="list-style-type: none"> • Academic Intervention Services program review K-3 (March 2014) • RTI for Vocabulary, Grammar and Storytelling for Speech Therapy (online) (March 2014) • Occupational Therapy for Real (online) (March 2014) • Primary School Response to Intervention Development (March 2014) • Pearson Intervention Materials Review (March 2014) • Art in Education Grades 4 and 5 (March 2014) • The Autistic Brain (online) (March 2014) • Reading Street and My Sidewalks components for RTI (March 2014) • Middle School AIS: Review of Guidelines and Assessments (March 2014) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 		<ul style="list-style-type: none"> • Reduced classification rate for students with disabilities
<ul style="list-style-type: none"> • ELL Differentiation for ES/MS (Sept 2014) • ELL Differentiation for PS (Dec 2014) • Working with Students with ADHD (Middle School) (Dec 2014) • ELL Leadership Team Institute (January 2015) • RBERN Conference: Engaging English Language Learners in Standards-Based Instruction through Differentiation (Jan 2015) • ELL Leadership Team Institute (March 2015) • Working with Students on the Autism Spectrum (Jan 2015) • Writing IEPs in the HS (Jan 2015) • DRA2 Training/Refresher (Jan 2015) 	<p>2014-2015 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 27th, August 28th, September 2nd, January 30th, and March 20th • Early Dismissal Days: October 31st and December 12th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	

<ul style="list-style-type: none"> • Basic Spanish (Jan 2015) • Basic Spanish (10 week In-service) (Jan – April 2015) • Working with Students with ADHD (High School) (Jan 2014) • Bridging the Gap: Teaching Students Who Fall Far Below or Far Above Grade Level (webinar) (March 2015) • Conference: Collaboration and Co-Teaching Strategies for English Learners (Questar III and RBERN at UAlbany) (June 2015) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 		
<ul style="list-style-type: none"> • Tier I Interventions (teaching assistants) • Differentiation Strategies for High School • Reaching the Unreachable: Understanding and Motivating Students (teaching assistants) • Inservice: Teaching in a Collaborative Classroom: SPED, ELL, AIS K-12 • Webinar: Writing Standards-Based IEPs • Webinar: Journeys Intervention Program for AIS (Grades 4-6) • ASHA Course: Grammar Fundamentals for Pluralistic Society • OT Webinar: Creative Ideas for Sensory-Based OT in the School Setting • OT Webinar: Introduction to Interactive Metronome: Professional Applications in Schools • ELL Teachers: Book Study – “What’s Next? Reviewing and Evaluating Integrated, Collaborative ESL Programs” • Therapeutic Crisis Intervention 	<p>2015-2016 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 31st, September 1st, September 2nd, September 3rd, October 2nd • Early Dismissal Days: October 30th and March 18th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	

<ul style="list-style-type: none"> • Training (5 days) • ELL Teachers: Blueprint Implementation • ELL Teachers: Book study – “Collaboration and Co-teaching” • Aimsweb Training for Progress Monitoring (sped teachers) • iReady Training for PS AIS faculty • Inservice: Aimsweb Implementation and Use for Special Education • Continued training and workshops on characteristics and needs of diverse learners • Continued training and workshops on instructional strategies for use with diverse learners • Training on the “Blueprint for Learning for ELL Students”: components, requirements, and teacher participation • ELL Teachers: NYSESLAT Administration training (Hudson) • Implementation of the “Blueprint for Learning for ELL Students” (all faculty) • Continued training on research-based instructional strategies, intervention strategies, differentiation, student management systems and motivation strategies for at-risk learners and diverse learners • Continued training on the use of accommodations allowable for disabled and ELL students • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 		
<ul style="list-style-type: none"> • Additional ELL workshops • Aimsweb Training (K-8) • Inservice: Strategies for Working with ELL Students 	<p>2016-2017 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service 	

<ul style="list-style-type: none">• Continued training and workshops on characteristics and needs of diverse learners• Continued training and workshops on instructional strategies for use with diverse learners• Continued training on research-based instructional strategies, intervention strategies, differentiation, student management systems and motivation strategies for at-risk learners and diverse learners• Continued training on the use of accommodations allowable for disabled and ELL students• Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12)	<ul style="list-style-type: none">• Superintendent Conference Days August 30th, August 31st, Sept 1st, November 8th, and March 17th• Early Dismissal Days on October 31st and May 12th• Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee Meetings• Conferences and Workshops	
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Appendix F

District Initiative F: **Student Social, Emotional, Economic and other non-Academic Needs Affecting Achievement**

Goal: Understanding of how social, emotional, economic and other non-academic needs of students affect achievement

Objectives:

- Teachers, Teaching Assistants and Administrators will recognize social, emotional, economic and other non-academic factors that affect student attendance in school and student achievement
- Teachers, Teaching Assistants and Administrators will recognize signs of possible student suicide and know how to respond
- Teachers, Teaching Assistants and Administrators will identify signs of students living in poverty, and be able to adapt their instruction and expectations to accommodate student needs
- Teachers, Teaching Assistants and Administrators will understand how bullying effects students, and will use strategies to prevent bullying in school
- Teachers, Teaching Assistants, and Administrators will understand factors affecting student attendance in school and will use strategies to improve attendance

Activities	Timeline	Evaluation
<ul style="list-style-type: none"> • Suicide Prevention (all faculty) (Jan 2014) • Peace Education In Japan and US: Current Approaches to Teaching Peace (Jan 2014) • Student Emotional, Social and Mental Health Issues for Teaching Assistants (March 2014) • Crisis Intervention: A Workshop for TAs (March 2014) • Simple Strategies for Social Success for Speech Therapy (online) (March 2014) • Attendance Matters (webinar) (March 2014) • Motivating Hard to Reach, Uninterested and Disruptive Students (workshop for TAs) (March 2014) • Peace Education and the “New” 	<p style="text-align: center;">2013-2014 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on September 3rd, September 4th, October 25th, January 17th, and March 21st • Early Dismissal Days: September 27th and March 7th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	<ul style="list-style-type: none"> • District attendance reports will show improved attendance rates • Students from low income families will demonstrate success in school • School Counselors and administrators will have fewer reports of students in danger of suicide • District VADIR report will show a decrease in cases of reported bullying • Reduction in student discipline referrals and suspensions • Positive evaluations from Student Mentor Program and Peer Mediation in Middle School

<ul style="list-style-type: none"> • Definition of Peace (March 2014) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 		
<ul style="list-style-type: none"> • Socially Savvy at School for Speech Therapists (online) (Jan 2015) • Engaging and Teaching Students with Poverty in Mind (all faculty) (March 2015) • CASDA: Confronting Poverty in Suburban Schools for Counselors and Psychologists (March 2015) • Student Mentor Program and Peer Mediation (MS) (on-going grades 4-8) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p>2014-2015 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 27th, August 28th, September 2nd, January 30th, and March 20th • Early Dismissal Days: October 31st and December 12th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	
<ul style="list-style-type: none"> • Transgender Awareness training (Grades 6-12) • “Safe Talk” Suicide Prevention Program • Continued training and workshops on student needs that affect learning • Continued collaboration with outside agencies for support with training, identification and assistance with students • Continued student workshops on how to prevent and how to deal with bullying • Continued training on strategies to combat poor student attendance practices • Introduction of other non-academic factors affecting student performance • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p>2015-2016 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 31st, September 1st, September 2nd, September 3rd, October 2nd • Early Dismissal Days: October 30th and March 18th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	

<ul style="list-style-type: none"> • NYS DOH: Mental Health 101 (for HS teachers) • Suicide Awareness overview (P. Paratore) • DASA training (Building Coordinators) • Therapeutic Crisis Intervention Overview for Teaching Assistants • Elementary/Middle School Transgender Training • Continued training and workshops on student needs that affect learning • Continued collaboration with outside agencies for support with training, identification and assistance with students • Continued student workshops on how to prevent and how to deal with bullying • Continued training on strategies to combat poor student attendance practices • Introduction of other non-academic factors affecting student performance • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p style="text-align: center;">2016-2017 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days August 30th, August 31st, Sept 1st, November 8th, and March 17th • Early Dismissal Days on October 31st and May 12th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee Meetings • Conferences and Workshops 	
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Appendix G

District Initiative G: **Health and Safety**

Goal: Creation of a safe and healthy learning environment for students, teachers, and staff

Objectives:

- Teachers, Teaching Assistants and Administrators will implement the District Wellness Plan and policy
- Teachers, Teaching Assistants and Administrators will be made aware of their “Right to Know” on a yearly basis
- Teachers, Teaching Assistants and Administrators will be knowledgeable of district safety, security and emergency procedures and protocols
- Teachers, Teaching Assistants and Administrators will recognize signs of violence in students, and will utilize strategies to prevent violence in school

Activities	Timeline	Evaluation
<ul style="list-style-type: none"> • District “Right to Know” Training (Oct 2013) • Playground Safety and School Safety for Teaching Assistants K-5 (Jan 2014) • Beyond Scheduling....The Role of School Counselors in Creating a Safe, Supportive Learning Environment (online) (March 2014) • Sherriff’s Department presentation on Drug Use and Abuse (Winter 2014) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p style="text-align: center;">2013-2014 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on September 3rd, September 4th, October 25th, January 17th, and March 21st • Early Dismissal Days: September 27th and March 7th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	<ul style="list-style-type: none"> • District emergency protocols will be utilized during drills • Teachers, Teaching Assistants and Administrators will promote healthy lifestyles to students in assemblies, class presentations, and one-to-one • District VADIR report will show a decrease in disruptive and violent-type incidents • Environmental and safety reports will be made to the Director of Grounds and Maintenance when necessary • District safety and security procedures will be evidenced at all entry ways
<ul style="list-style-type: none"> • District “Right to Know” Training (Sept 2014) • “Activity Bursts” physical activities K-8 (Sept 2014) • School Resource Officer (on-going K-12) • Individual teacher/TA participation in out-of-district workshops and 	<p style="text-align: center;">2014-2015 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 27th, August 28th, September 2nd, January 30th, and March 20th • Early Dismissal Days: October 31st 	

<p>conferences (on-going K-12)</p>	<p>and December 12th</p> <ul style="list-style-type: none"> • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees Mentor-Mentee Meetings • Conferences and Workshops 	
<ul style="list-style-type: none"> • Violence Prevention and Intervention (by building DASA coordinators) • District “Right to Know” Training (Sept 2015) • “Safe Talk” Suicide Prevention Program • School Resource Officer (on-going K-12) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) • DASA training workshops (by individual teachers) • Science Department Annual Safety Training 	<p>2015-2016 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days on August 31st, September 1st, September 2nd, September 3rd, October 2nd • Early Dismissal Days: October 30th and March 18th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committee Mentor-Mentee Meetings • Conferences and Workshops 	
<ul style="list-style-type: none"> • District Emergency Plans (P. Paratore) • District Emergency Plans for TAs (P. Paratore) • Suicide Awareness (P. Paratore) • Violence Presentation and Intervention (by building DASA coordinators) • District “Right to Know” Training (Sept 2016) • Therapeutic Crisis Intervention Overview for Teaching Assistants • School Resource Officer (on-going K-12) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p>2016-2017 Summer and School Year</p> <ul style="list-style-type: none"> • Summer • After School In-service • Superintendent Conference Days August 30th, August 31st, Sept 1st, November 8th, and March 17th • Early Dismissal Days on October 31st and May 12th • Faculty Meetings/Grade Level Meetings/Team Meetings/Department Meetings/Curriculum Committees/Mentor-Mentee Meetings • Conferences and Workshops 	

