

ICHABOD CRANE CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN 2020 - 2024



Updated effective: July 1, 2020

“....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 the curriculum specialists is responsible for the development, implementation and evaluation of professional development activities throughout the school year. Membership is representative of each of the district's three school buildings and all district personnel, both instructional and instructional support. 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): Assistant Superintendent; two principals, two primary school teachers; two elementary/middle school teachers; two high school teachers; two teaching assistants (TAs); and the President of the Teachers' Association.

A committee for the Ichabod Crane School District 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.

Membership for each committee is determined in September of each school year in collaboration with the Ichabod Crane Teachers' Association and the Ichabod 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 diverse learning needs of the 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 goals and objectives
- 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
- Wednesday Meeting days (when the topic/content is PD)
- After school workshops, conferences, book study groups, in-service offerings and study groups
- On-line courses or webinars
- Out of District Conferences (Listing available through My Learning Plan)
- Release time during the school day
- Release time and afterschool meeting time designated for mentor activities
- Embedded professional development
- Summer and/or weekend 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
- Embedded workshops, modeling, and tutorials
- Workshops and presentations
- Curriculum Articulation meetings
- Data-Driven meetings
- Participation in 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 COSER 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

- Grant options to fund professional development activities (such as Summer Arts Program)

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

- Assistant Superintendent
- Building Principals
- Assistant Principals
- Director of Special Education
- Curriculum/Team Leaders
- Grade Level Team Leaders
- Curriculum Liaisons
- District approved mentors for new teachers
- District mentor trainer
- BOCES Curriculum Specialists
- BOCES Data Specialists
- BOCES Health and Safety Officer
- District Technology staff and consultants
- In-district teachers with topic expertise
- R-BERN

VII. Need Assessment/ Data Analysis

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

1. District Board of Education Adopted Goals
2. NYS School Report Card
3. District Initiatives as outlined in plan
4. Assessment Data including New York State Assessments, Regents' Examinations, NYSESLAT scores and results, report cards, AIMSWEB, Fountas and Pinnell Benchmarks, and district developed assessments
5. Professional Development Staff Surveys
6. District-Wide Climate Survey
7. Graduation and drop-out rates
8. District Data from Common Formative Assessments
9. NYSED information/update on standards, APPR, ESL, SPED, assessment and data sets
10. Input from teachers, administrators, parents, related-service providers on student needs
11. Districtwide ENL Committee minutes
12. Community Coalition minutes
13. Curriculum Committees minutes
14. APPR Committee minutes

15. Professional Development Committee minutes
16. Curriculum/Grade Level/Team Teacher Leader input
17. Building AIS/RTI Committee minutes
18. Teacher data including teaching assignments, experience, and reasons for leaving
19. Professional Development Activity Evaluations
20. Mentor/Mentee evaluations
21. New York State- mandated trainings

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

Professional Development Needs Assessment: Faculty surveys are conducted annually to identify needs and obtain feedback on professional development offerings. In preparing this plan, a faculty survey of professional development needs (including technology PD needs) was completed by all staff in May of 2019. One-hundred and one responses were obtained representing approximately 50% of all teaching staff (including teaching assistants). All participants answered a series of both closed and open-ended questions in reference to priorities for professional learning, self-assessed proficiency levels in all targeted areas and preferred means for receiving professional development. The results of this survey were utilized to develop and prioritize the initiatives presented in this plan as well as subsequent professional development activities.

Professional Development Planning: The District has a strong structure of stipend teacher leaders. Their input and guidance on behalf of their curriculum area, team and/or grade level is an integral part of the planning for each professional development conference day. In addition to staff surveys, shared Google Docs outlining department/grade level professional development needs are utilized throughout the year to collect regular feedback from all teacher leaders. In addition, contractual Wednesday monthly team/curriculum/grade level meetings are held and minutes submitted to administration by all teacher leaders which include identifying needs for professional development and/or resources.

District teacher leaders include the following:

- K-8 Team/Grade Level Leaders
- K-5; 6-8; 9-12 Curriculum Leaders in ELA, Math, Science, Social Studies
- K-3; 4-8; 9-12 Special Education Team/Curriculum Leader
- K-12 Curriculum/Team Leaders in PE/Health, Library, Music, Art, ENL, Technology/FACS
- 6-12 LOTE Team/Curriculum Leader
- K-8 AIS Team/Curriculum Leader

Designing Professional Development in Response to School Culture and Community Needs: The District is committed to providing professional learning that is culturally responsive and reflective of the needs of the community. Our current school population consists of approximately 4% ELL and 32% economically disadvantaged. Ichabod Crane has a dedicated English as a New Language Committee that meets monthly to discuss curriculum, professional development, ENL initiatives, etc. and provides regular and ongoing feedback to administration. In addition to R-BERN, they are also utilized to provide professional development for staff. Ichabod Crane also has a Community Coalition that meets quarterly to discuss needs of the community. Minutes from both of these committees are utilized to inform planning for professional development offerings. A Districtwide Climate Survey was also conducted in January 2020 and the data collected also considered in identifying professional development priorities.

VIII. Professional Development Providers

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

- Ichabod Crane Central School District
- Questar III BOCES
- Capital Region BOCES
- Greater Capital Region Teacher Center
- Capital Area School Development Association (CASDA)
- New York State Education Department
- NYS Department of Mental Health
- New York State United Teachers (NYSUT/ELT)
- School Administrators Associations of New York State (SAANYS)
- New York State School Boards Associations (NYSSBA)
- Regional Bilingual Education Resource Network (RBERN)
- EdVista
- TEQ
- Mental Health Association of NYS

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

***Note the order in which goals are presented is in accordance with priority as determined through staff survey results.**

- A. 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, Counselors, Psychologists 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, Counselors, Psychologists and Administrators will recognize signs of possible student suicide and know how to respond
- Teachers, Teaching Assistants, Counselors, Psychologists 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, Counselors, Psychologists and Administrators will understand how bullying affects students, and will use strategies to prevent bullying in school
- Teachers, Teaching Assistants, Counselors, Psychologists and Administrators will understand factors affecting student attendance in school and will use strategies to improve attendance
- Teachers, Teaching Assistants, Counselors, Psychologists and Administrators will recognize students with mental illness and employ appropriate resources for students and families

Strategies and Activities: See Appendix A

B. 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

Strategies and Activities: See Appendix B

C. 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: Apple TV, Epson Short Throw Projectors, iPads, Chromebooks, 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.

Strategies and Activities: See Appendix C

D. Next Generation State Learning Standards

Goal: *Implementation of the Next Generation State Learning Standards*

Objectives:

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

Strategies and Activities: See Appendix D

E. Health and Safety

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

Objectives:

- Teachers, Teaching Assistants, Counselors, Psychologists and Administrators will implement the District Wellness Plan and policy
- Teachers, Teaching Assistants, Counselors, Psychologists and Administrators will be made aware of their “Right to Know” on a yearly basis
- Teachers, Teaching Assistants, Counselors, Psychologists and Administrators will be knowledgeable of district safety, security and emergency procedures and protocols
- Teachers, Teaching Assistants, Counselors, Psychologists 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, Counselors, Psychologists and Administrators will receive annual training in school violence prevention and intervention as well as the Dignity for all Students Act
- Teachers, Teaching Assistants, Counselors, Psychologists and Administrators will be knowledgeable of resources for school safety

Activities and Timeline: See Appendix E

F. 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 F

X. District Teacher 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 “professional” 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 team leaders, curriculum/team leaders, and curriculum liaisons within the scope of their job description) and the addition of formal, generalist mentor positions for each level that will provide one-to-one support for the mentees. All teachers new to the district will be mentored by the team of teacher leaders with whom they work; additionally, a generalist mentor will be assigned to a new teacher who is in his/her first year of teaching with “initial” certification.

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
- 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 (curriculum/team leader, grade level team leader, curriculum liaison, and team leaders as well as the generalist mentor if assigned) roles include serving as guide teacher, resource, 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: Existing job descriptions for teacher leaders emphasize different components of these responsibilities.

E. Criteria for Serving as a Mentor

A teacher wishing to serve in the role of the generalist mentor 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 team leader, curriculum/team leader and curriculum liaison are eligible to serve in the teacher mentor program as the generalist mentor outside his/her department.

F. Mentor Assignment

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

G. Mentor Training

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.

Mentors will participate in a one-time training of 9-hours offered over the summer, or 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.

H. The Mentee

A mentee is defined as a full time teacher who is new to the profession with initial certification who 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 with input from administrators.

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.

I. 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

J. Mentor/Mentee Relationship

This is a team approach which ensures that at least one of the mentors on the team teaches 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.

K. 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.

L. 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 curriculum/team leaders 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.

M. 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 and curriculum liaisons should be utilized.

N. Stipends

The already existing teacher leaders (as indicated above) have existing direct and indirect mentoring responsibilities included within their positions. These teacher leaders do not receive additional compensation.

The other teachers who serve in the role of formal, generalist 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.

O. 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.

P. Application and Selection Process

1. Applications to serve as a mentor are available to qualified teachers and will be sent from the office of the Assistant Superintendent upon request.
2. Completed applications should be returned to the office of the Assistant Superintendent no later than April 1st (or as requested) 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 trained, 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/building, 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 – F: District Professional Development Initiatives

- A. Students Social, Emotional, Economic, and other Non-Academic Needs Affecting Achievement
- B. Meeting the Needs of Diverse Learners
- C. Technology Use
- D. Next Generation Learning Standards
- E. Health and Safety
- F. Data Driven Instruction
- Appendix G: Out of district Conferences and Workshops

Appendix A

District Initiative A: **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, Counselors, Psychologists and Administrators will recognize social, emotional, economic and other non-academic factors that affect student attendance in school and student achievement
- Teachers, Teaching Assistants, Counselors, Psychologists and Administrators will recognize signs of possible student suicide and know how to respond
- Teachers, Teaching Assistants, Counselors, Psychologists 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, Counselors, Psychologists and Administrators will understand how bullying affects students, and will use strategies to prevent bullying in school
- Teachers, Teaching Assistants, Counselors, Psychologists and Administrators will understand factors affecting student attendance in school and will use strategies to improve attendance
- Teachers, Teaching Assistants, Counselors, Psychologists and Administrators will recognize students with mental illness and employ appropriate resources for students and families

Activities	Timeline	Evaluation
<ul style="list-style-type: none"> • The District will continue to utilize MHANYS as a resource to educate staff on SEL • Continue to partner with Questar III BOCES in completing landscape assessment specific to supporting students social emotional learning • Continue to build upon the partnership with Department of Social Services to help families access available services • Continue to offer mental health services in-district • Complete annual training as required by NYS on violence prevention and suicide awareness 	<p style="text-align: center;">2020-2021 Summer and School Year</p> <ul style="list-style-type: none"> • Summer In-service classes and workshops • After School In-service • Superintendent Conference Days on September 1st, September 2nd, September 3rd, November 3rd, November 20th, and June 25th • Early Dismissal Days: November 25th, February 10th, March 16th, June 18th, and June 24th • 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

Appendix B

District Initiative B: **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, i-Ready)

Activities	Timeline	Evaluation
<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) 	<p>2020-2021 Summer and School Year</p> <ul style="list-style-type: none"> • Summer In-service classes and workshops • After School In-service • Superintendent Conference Days on September 1st, September 2nd, September 3rd, November 3rd, November 20th, and June 25th • Early Dismissal Days: November 25th, February 10th, March 16th, June 18th, and June 24th • 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, 504 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 • Reduced classification rate for students with disabilities

Appendix C

District Initiative C: **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 Interactive Whiteboards, 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"> • Technology Tuesdays (Summer 2020) including: Google Classroom (Beginner), Google Classroom (Intermediate/Advanced), The Interactive Classroom using Google Slides, Google Jamboard, Tech Learning Tools that Enhance Instruction (Elementary), Tech Learning Tools that Enhance Instruction (Secondary), Assessment: Data Mate & Google Forms, Screencasitfy (Beginner), Screencasitfy (Intermediate/Advanced), See Saw for Schools, Taking the Leap from See Saw to Google Classroom: Transition Training • I-Ready training • Continued training on Google Apps Training on District Technology Curriculum K-12 (exit criteria) • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) 	<p style="text-align: center;">2020-2021 Summer and School Year</p> <ul style="list-style-type: none"> • Summer In-service classes and workshops • After School In-service • Superintendent Conference Days on September 1st, September 2nd, September 3rd, November 3rd, November 20th, and June 25th • Early Dismissal Days: November 25th, February 10th, March 16th, June 18th, and June 24th • 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

Appendix D

District Initiative D: **Next Generation State Learning Standards**

Goal: Implementation of the Next Generation State Learning Standards

Objectives:

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

Strategy	Activities	Evaluation
<ul style="list-style-type: none"> • Continue to raise staff awareness and build capacity for K-12 Next Gen Standards • Continued work on curriculum mapping district-wide to reflect alignment with the Next Generation Standards • Development of standards aligned common assessments across all grade levels and all subject areas 	<ul style="list-style-type: none"> • Crosswalk activities comparing the Common Core to the Next Generation Standards • Summer Curriculum Writing to realign curriculum maps • Consideration and adoption of new curriculum materials aligned with Next Gen Standards • Continued partnership with Questar III curriculum specialist 	<ul style="list-style-type: none"> • Teachers will be able to knowledgeably discuss the Next Generation State Learning Standards at meetings and professional development • Principals will observe the use of the Next Generation State Learning Standards in classroom observations and walk-throughs (and in lesson planning) • Assessment data (state and local) will indicate positive student performance with the Next Generation State Learning Standards • Curriculum documents will be aligned to the Next Generation State Learning Standards • Assessment materials will be aligned to the Next Generation State Learning Standards

Appendix E

District Initiative E: **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
- Teachers, Teaching Assistants and Administrators will recognize the signs of students in distress (concussion, drug use/overdose, etc.)

Activities	Timeline	Evaluation
<ul style="list-style-type: none"> • District Emergency Plans (P. Paratore) • Concussion Awareness (P. Paratore) • Violence Presentation and Intervention (by building DASA coordinators) • District “Right to Know” Training (Sept 2020) • School Resource Officer (on-going K-12) • Science Department Annual Safety Training • Annual fire inspection training • Focus on Mental Health topics related to students • Individual teacher/TA participation in out-of-district workshops and conferences (on-going K-12) • Mental Health required training 	<p style="text-align: center;">2020-2021 Summer and School Year</p> <ul style="list-style-type: none"> • Summer In-service classes and workshops • After School In-service • Superintendent Conference Days on September 1st, September 2nd, September 3rd, November 3rd, November 20th, and June 25th • Early Dismissal Days: November 25th, February 10th, March 16th, June 18th, and June 24th • 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 • Teachers, Teaching Assistants and Administrators will be provide resources to assist student with health and safety needs • 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

Appendix F

District Initiative F: **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

Strategy	Activities	Evaluation
<ul style="list-style-type: none"> • Setting quantitative district goals and measuring the progress towards meeting these goals on a quarterly basis • Continue implementation of the Riders' Pathway to Success in support of the District Board of Education adopted goals • Continue to develop faculty's ability to analyze and respond to students' instructional data • Provide time for faculty to collaborate and discuss actions as a result of student data 	<ul style="list-style-type: none"> • Guided professional development work on analyzing student assessment results from NYS assessments • Continue utilization of EdVista's DataMate program to provide teachers with student assessment data in a user-friendly manner • Provide collaboration time during conference days, faculty meetings, department meetings and half days for departments, team and grade level meetings to complete <i>Triple A</i> Data analysis work on student common assessment results (tests, quizzes, class work, benchmark assessments) • Conduct Riders' Pathway District Team meetings three times per year to analyze District progress toward meeting annual goals • Continued training by Questar III data specialist on data use at faculty meetings • Individual teacher/TA participation in out-of-district workshops and conferences 	<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: 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 • Generation of Quarterly District Data Reports • Evidence of action taken instructionally in response to data results in weekly collaboration minutes and monthly meeting minutes