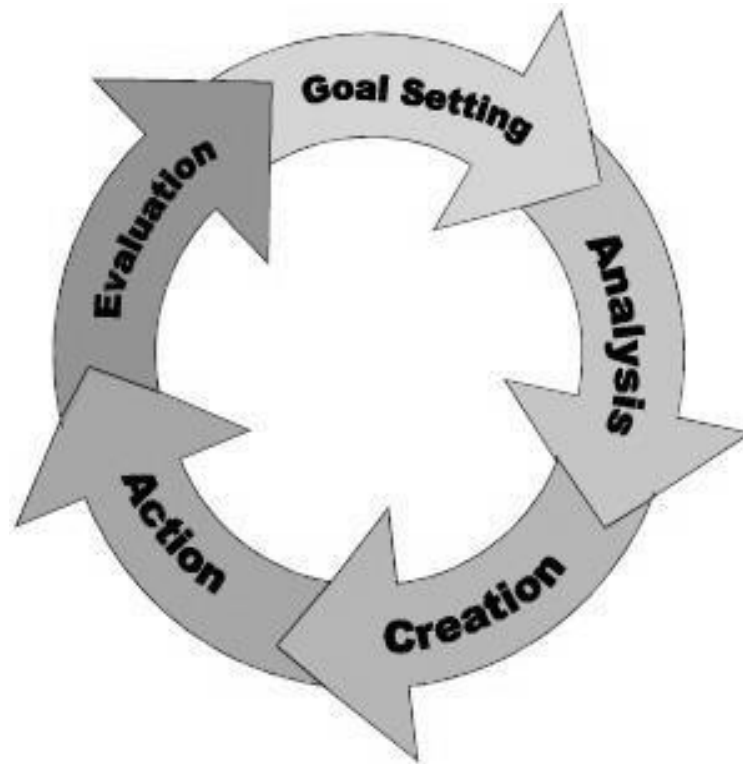*Gouverneur Central School District*

Professional Learning Plan
2025-2026

Gouverneur Central School District
Professional Learning Plan

District Name: Gouverneur Central School

Beds Code: 511101060000

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The Gouverneur Central School District encourages high academic excellence through integrated thematic educational experiences, enhanced by community collaboration to accommodate individual learning needs in heterogeneously grouped classrooms. We strive to develop self-actualized individuals who demonstrate high academic excellence, effective communication skills, critical thinking abilities, civic values and global awareness as we provide and support opportunities for life-long learning.

The Gouverneur Central School District will promote and support students as they explore and develop the skills needed to participate successfully in an ever-changing and diverse society striving to promote life-long learning and a variety of post-secondary education or training opportunities. Students are challenged to seek and become involved in educational opportunities that address their unique needs, interests, and strengths as involved and contributing citizens.

Table of Contents

I. Professional Learning Planning Team

Nicole Cudhea	Title 1 Parent
Meagan Fregoe	Special Education Teacher
Caitlin Cardinell	Paraprofessional
Katie Gleason	Teacher
Amy Davis	Teacher
Alison Connelly	Principal
Pamela Mahay	Teacher
Lindsey Carvel	Teacher
Shelley Burnham	Teacher
Jessica Cappellino	Instructional Math Coach
Leah Card	Librarian/PTO
Rich Trowbridge	Principal
Brittany Fairbanks	Parent

Brooke Santamont	SLL BOCES Supervisor
Robert Klimowicz	SRO
Rachel Curry	Assistant Principal
Amber Ormasen	MS Art Teacher
Melissa Sweeney	Special Education Teacher
Kylie Prashaw	Title 1 Parent
Kayley Learn	Social Worker
Chelsi Griffith	Coach for Community Based Organization
Ruby Griffith	MS Student
Mia Young	MS Student
Julie Richards	Paraprofessional
Robert Dunkelberg	Teacher
Lisa Dunkelberg	Lions Club Community Based Organization
Colter Whitmore	Title I Parent
Jill Davis	Special Education Teacher
Michelle Hassett	Secretary/Other School Personnel
Emily Mashaw	Title I Parent
Margeaux Davis	HS Asst. Principal
Nicole Donaldson	HS Principal
Marcy Tyler	Counselor/Specialized Instructional Support
Michael Tyler	SRO/Local Government Rep
Mae Cummings	HS Student/Senior Class President

A district team reviews and develops the Professional Learning Plan (PDP). The Professional Learning Planning Team has been actively involved in the following tasks:
• Data Analysis
• Prioritizing Needs
• Goal Setting
• Planning/Development Activities
• Plan Implementation
• Evaluation/Modifying Plan

II. Professional Learning Plan Yearly Requirement and Compliance

This Professional Learning Plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district to collaboratively create Professional Learning Plans that are reviewed annually.

Additionally, Professional Learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

The Gouverneur Central School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and Professional Learning opportunities qualifying for CTLE credits. Such certificates will include participant's name, date of workshop, number of hours, topic, and type of activity or program.

The requirements of CR 100.2(dd) to have a Professional Learning Plan for the succeeding school year have been met.

The Superintendent of the district will certify to the Commissioner that the requirements of the Professional Learning Plan for the succeeding school year have been met, are compiled, and are applicable to the current school year.

The school district has complied with the Professional Learning Plan applicable to the current school year.

The team will submit to the Board of Education a recommended Professional Learning Plan by September 1. The Board of Education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

The purpose of this plan is to improve student learning by providing meaningful, focused, Professional Learning opportunities that are aligned with the Learning Standards of New York State.

III. Introduction

This Professional Learning Plan for the Gouverneur Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Our approach to Professional Learning is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction.

The purpose of Gouverneur Central School District's Professional Learning Plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making.

Our Professional Learning program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical Professional Learning programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.

As such, Professional Learning in the Gouverneur Central School District will:
- reflect a commitment to ongoing and continuous Professional Learning that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content and strategies
- ensure that content of Professional Learning focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of Professional Learning will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and, in the development, of the learning experiences in which they will be involved
- include the use of flexible times and models essential for successful implementation of Professional Learning

Our comprehensive Professional Learning Plan promotes student achievement by providing learning opportunities for staff that are aligned with major school and/or district goals identified through regular needs assessments and a Professional Learning Planning process.

IV. Needs Assessment

As part of the ongoing Professional Learning Planning cycle, the Gouverneur Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the Professional Learning Plan:
- Student Achievement Data
  - School Report Card
  - BEDS data
  - NYS and District Assessments
    - 3-8 NYS Assessments
    - Regents Exams
    - NWEA
- Disaggregated Student Achievement Data
- Student Cohort Data
  - Report Cards

- o SSEC/DASA Reports
- o Supervisor and Department Recommendations
- o Counseling Records
- o Student Attendance and Discipline reports
- o Graduation and Drop-out Rates
- o Special Education Identifications and Annual Reviews
- o NYS Next Generation Learning Standards
- o College Placement Rates
- o AIS, MTSS, and RTI Records
- o Elementary Benchmark Reading Assessments
- ● Additional Data Sources
  - o Longitudinal Student Performance Data
  - o Teacher Retention and Turnover Rates
  - o Professional Performance Reviews
  - o Observations/Evaluations
  - o Program Evaluations
  - o SED Regulations and Mandates
  - o Mentor Program Evaluations
  - o College Boards (AP, SAT) Surveys
  - o Professional Learning Needs Assessments
  - o Professional Learning Feedback Evaluations

V. Description of the Plan

The New York State Professional Learning Standards and the related indicators will guide high quality Professional Learning offered by providers. Use of the standards will increase coordination of effort and consistency in providing Professional Learning to all school personnel ensuring consistent high-quality Professional Learning leading to increased student achievement.

The New York State Professional Learning Standards are based on fundamental knowledge about contextual factors from converging research about effective Professional Learning and its ultimate impact on student learning. They are aligned with New York State Learning Standards.

The Ten Standards for High Quality Professional Learning

1. **Designing Professional Learning**: Professional Learning design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job embedded learning; and incorporates knowledge of how adults learn.

2. **Content Knowledge and Quality Teaching**: Professional Learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. **Research-based Professional Learning**: Professional Learning is research-based and provides educators with opportunities to analyze, apply and engage in research.

4. **Collaboration**: Professional Learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

5. **Diverse Learning**: Professional Learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. **Student Learning Environments**: Professional Learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. **Parent, Family and Community Engagement**: Professional Learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

8. **Data-driven Professional Practice**: Professional Learning uses disaggregated student data and other evidence of student learning to determine Professional Learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. **Technology**: Professional Learning promotes technological literacy and facilitates the effective use of all appropriate technology.

10. **Evaluation**: Professional Learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

All Professional Learning is aligned with New York standards and assessments. Future Professional Learning will emphasize and focus on improved student outcomes. New York State Learning Standards are being infused into all appropriate curriculum areas and more students will become involved and successful on the new state assessments.

Professional Learning opportunities currently existing are:
- Grade Level/Interdisciplinary Team/Department Meetings
- Professional Learning Communities
- Examining Student work
- Turn-Key Training
- Faculty meetings
- Staff Development Days
- Technology/Standards Support
- Coaching/Mentoring Program
- Teacher Center or BOCES workshops/trainings
- APL Effective Teaching
- Workshops (standalone/embedded in meetings)
- Conferences
- Distance Learning/webinars
- Training of Trainers
- Peer collaboration and visitation
- Summer curriculum development

- Speakers/consultants invited to present or work with teachers on research-based practices (e.g., vocabulary instruction, differentiated instruction, artists in residence)
- In-service/Research/Case Studies on specific topics
- Study Groups/Book Studies
- After school collaborative meetings
- District sponsored summer workshops/research programs
- Affiliation with an institute of higher education
- Graduate courses
- Online courses
- Professional Organizations and Networks
- Partnerships with Community, Business Industry, and Universities
- Summer Staff Development
- Mandatory Training
- Data Analysis Meetings
- Vertical Alignment Meetings
- New Teacher Academy
- Building Improvement Team Partnership with NRCPC

The Professional Learning Planning Team researched effective practices in Professional Learning and met to articulate and plan for Professional Learning across grade levels.

Key ideas of effective Professional Learning include:
- Ongoing, sustained Professional Learning
- Adequately funded Professional Learning
- Mentoring new teachers
- Data driven needs identified by student assessments
- Follow through provided on initiatives
- Focus in targeted areas
- Evaluate effectiveness
- Meeting identified needs
- Multi levels of training (awareness, in-depth, support of new skills)
- Integration of Professional Learning into classroom practice
- Application to student /teacher needs
- Time allotment to be successful in Professional Learning initiatives
- Enabling teachers to collaborate
- Based on current information, research, and data
- Result driven staff development will be driven by student results

The plan will incorporate as many of these practices as possible to ensure that Professional Learning is continuous and sustained. Our Professional Learning Plan addresses the needs of staff at all stages of their careers and is applicable to professional and supplemental school staff in general education and special education. A sustained effort in these goal areas reflects a continuous systemic approach to improve student performance. As the result of focused involvement in Professional Learning, instructional staff will better meet the needs of the students they teach. Many staff are involved in curriculum review and alignment of tasks to assure access to general education curriculum for all students.

The district will measure the impact of Professional Learning on student achievement on all New York State tests. Increasing the number of students meeting proficiency in ELA and Math will indicate that classroom instruction is effective and meeting the needs of our students. Principal observations and evaluations (formal evaluations and informal "walk-throughs") will identify the use of effective classroom practices.

VI. Evaluation

A variety of needs assessments will be used to monitor the quality and effectiveness of each goal of the professional staff development program. From these assessments, gap analyses will determine adjustments relative to the overall and specific aspects of the staff development program.

A spring/summer annual review will be conducted by the Professional Learning Planning Team to discuss the evaluation data and to discuss any changes that need to be made to this plan. The plan will be updated from that meeting and will be sent to the Board of Education for review and approval.

The Professional Learning Plan is created by a district committee for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial Professional Learning to remain current and meet the learning needs of their students.

VII. New Registration and Continuing Teacher and Leader Education (CTLE)

New Statutory Definition of Continuing Teacher and Leader Education is as follows: "Activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal continuing teacher and leader education activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the Commissioner."

Any holder of a teaching certificate in the classroom teaching service, teaching assistant (Level III) certificate or an educational leadership certificate that is valid for life must register with NYSED every 5 years. Individuals who hold a professional certificate must complete 100 hours of continuing teacher and leader education, as defined by the Commissioner.

VIII. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners. All other CTLE certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and (iii) for a CTLE certificate holder who holds a level III teaching assistant

certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

Exemption or modification of language acquisition requirements:

For a teacher or school leader who is employed by an applicable school with an approved exemption pursuant to section 154-2.3(k) of this Title because there are fewer than 30 English language learner students enrolled or English language learners make up less than 5 percent of the applicable school's total student population as of a date as established by the commissioner, the teacher or school leader shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they are employed in an applicable school with an approved exemption.

(ii) A school district business leader who is employed by an applicable school shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they are employed in a school district or BOCES. Instead, a school district business leader shall complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of English language learners and Federal, State and local mandates for English language learners.

The Gouverneur Central School District's teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network and other approved providers to fulfill these requirements.
For all other faculty and staff, the Gouverneur Central School District meets* and will apply for an exemption from the Professional Learning requirements in language acquisition for ELLs.

*There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Gouverneur Central School District's total student population as of such date as established by the commissioner.

IX. Mentoring Program

The purpose of the Mentoring Program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice. Mentoring fosters the Professional Learning of new teachers while improving teacher effectiveness and daily instruction. As research shows, quality teachers make all the difference in a child's education. Mentoring develops quality teachers and is crucial to maximizing student achievement. The goal of the program is to enhance the teaching/learning environment in the classroom by assisting new teachers in effective daily instruction.

One of the five essential components of our Professional Learning Plan is the Mentoring Program. As of February 2004, all new teachers in New York State must be mentored for one year to earn their Professional certification. The program offers a team approach to provide ongoing support, semi-monthly informational and support meetings, observational feedback, and in-service training.

The Mentoring Program includes:
- familiarizing new teachers with district policies and procedures
- pairing new teachers with mentors in their buildings

- an in-depth look at NYS Learning Standards and core curriculum
- instructional/classroom management strategies
- coordinating various assessments to match lesson objectives
- becoming aware of the types of resources available
- strategies for preparing students for State tests and District standardized tests

The Mentoring Program has been developed and implemented consistent with the Teachers Association (collective bargaining unit).

New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of Professional Learning every five years as prescribed in the Professional Learning Plan requirements.

On average teachers will be involved in a minimum of 20 hours of Professional Learning activities on an annual basis. All Level III teaching assistants and long-term substitute teachers participate in Professional Learning activities. These hours come from Staff Development Days in the fall and spring.

All teachers will be provided Professional Learning opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards, assessment data, teacher recommendation, etc.

The district receives teachers that have already gone through Professional Learning on school violence prevention and intervention. This training is now a requirement for teaching certification. On-going training opportunities are available through SLL BOCES workshops and other conferences.

Professional Learning will be provided to all professional and supplementary school staff who work with students with disabilities.

Note: Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period. Please revise your plan to cite the current regulations and upload the revision.

X. Provisions for School Violence Prevention and Intervention Training

The Gouverneur Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and

problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

The Gouverneur Central School District will provide refreshers on school violence prevention and intervention yearly.

XI. Record Keeping

The district will maintain records of Professional Learning successfully completed by all teachers and especially for certificate holders. These records will be kept electronically and retained by the school district for at least eight years from the date of completion of the Professional Learning by the professional certificate holder and shall be available for review.

The district will maintain documentation of the implementation of the mentoring program described in the Professional Learning Plan. This information will be maintained by the school district for at least eight years from the date of completion of the mentoring activity and shall be available for review.

XII. Annual Adoption

The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).

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

XIII. Goals and Implementation Plans for Professional Learning

The following Professional Learning goals and objectives have been identified for the 2025-2026 school year. The goals are arranged into six areas or tenets taken from New York State Education Department: Comprehensive DTSDE School Framework developed for school and district improvement plans.

Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

School Leadership: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students.

Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Social and Emotional Learning: Effective schools develop a systematic approach to Social Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Family and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

http://www.nysed.gov/accountability/dtsde

The data collected, generated and analyzed by the District in conjunction with district and school level plans will support the goals, objectives, strategies, activities, and evaluations of this Professional Learning Plan.

XIV. Goals and Professional Learning Activities

Tenet 1 - <u>Systems and Organizations</u>: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

Goal: Develop building & district staff capability for addressing learning needs of all district students by effective support, supervision and evaluation of teachers, school building leaders, and district leaders.

Strategy: The district will examine the school systems and make intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure all students are successful.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
Facilitation of district planning.	Superintendent	Ongoing	Meeting minutes
Lead teacher evaluator training provided which will review updates of CTLE requirements.	Superintendent	Ongoing	Training conducted
Staff training on the use of collaborative technologies for use in planning. (School Tool)	Superintendent	Ongoing	Training conducted
School leaders will learn how to access and analyze data from the attendance and discipline dashboards on SchoolTool.	Superintendent	Ongoing	Training conducted
Other possible PL activities to meet specific district's needs			
District Planning ● District Policies and Procedures ● Fiscal Responsibility ● Contracts ● Resources and Materials ● NYSED Updates ● Grant Writing ● Enrollment Process ● Technology ● Continuity of Instruction Plan	BOE, Superintendent, and District Level Administration	2025-2026	Measurable district improvement based on surveys, contracts, best practices, NYSED regulations, attendance, graduation rates and NYSED Report Card

Health and School Safety - Reopening Plans - CPR, AED, and FEMA - School Violence Prevention - SRO - TCIS - Sexual Harassment Prevention Training - DASA Training - Right to Know - Social Emotional Health and Safety - Diversity, Equity, and Inclusion Awareness - Wellness - Ed Law 2D Data Security and Privacy - Mental Health Counseling with outside agency			
Teacher Evaluation and Support - APPR - Danielson Rubric - Teacher Mentoring Program - Effective Teaching			
Districtwide Services - Special Education - AIS-RTI - ELL - McKinney-Vento Act/ DTST - Poverty and Trauma Team (PATT) Elem - District Shared Decision Making - Building Shared Decision-Making Teams			

Tenet 2 - <u>School Leadership</u>: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students.

Goal: District leaders will create a school community and culture that leads to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Strategy: School leaders ensure the school community shares vision, mission/goals, makes strategic decisions to utilize resources, use APPR practices, and evidence-based systems to improve schoolwide practices.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
Continued calibration and training of administrators for teacher evaluations.	Superintendent and Assistant Superintendent	2025-2026	Training conducted
Professional Learning will be provided for school and district management: fiscal, instructional, human resource, technology, et. al.	District Level Administration	2025-2026	Training conducted
Professional Learning on data informed instruction – assessments, evaluation, student feedback, etc.	District Level Administration	2025-2026	Training conducted
Effective teaching strategies will be identified and Professional Learning provided to support the implementation.	Principals	2025-2026	Strategies shared
Principals will participate in the Leveraged Leadership Program to develop their instructional skills. The program is presented and includes coaching on conducting classroom visits, data collection and providing feedback to teachers.	Superintendent and Assistant Superintendent	2025-2026	Training conducted
Other possible PL activities to meet specific district's needs			

School Management and Planning • Fiscal Responsibility • Scheduling • Community and School Planning • Online/Distance Learning • SchoolTool • Technology • Instructional Resources and Materials	District Level Administration	2025-2026	Measurable School Improvement using observations, "look for" tools, assessments, data-driven instruction, APPR, NYSED School Report Card, and training.
Leadership • Specific Trainings on Leadership • Lead Evaluator Training • Communication and Collaboration • Research • Coaching			
Teacher Evaluation • APPR • Evaluator Experiences • Teacher Evaluation • Classroom visit tools • Informed Teaching and Evaluation Methods • iObservation			
Schoolwide Instructional Programs and Practices • Data Informed Instruction • Interdisciplinary Collaboration • AIS/RTI Practices • Standards Based Grading • Utilizing Learning Resources • Schoolwide Planning			

Tenet 3 - <u>Curriculum</u>: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Goal: By June 30, 2026, the district will use vertically and horizontally aligned curriculum to develop assessments in the content area of ELA.

Strategy: Develop assessments for ELA based on NYS Learning Standards to improve UPK-12 student academic achievement on local and state assessments.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
Training for teachers and administrators to identify curricular gaps as evidenced by NYS and local assessments.	Superintendent Assistant Superintendent Coaches	Ongoing	Training conducted
Professional Learning provided to address the gaps in curriculum.	Superintendent Assistant Superintendent Coaches Principals	Ongoing	Training conducted
Continue teacher-to-teacher work focused on reviewing assessment results and update prioritized curriculum.	Superintendent Assistant Superintendent Principals Coaches	2025-2026	Prioritized curriculum
Support all staff for literacy across all content areas.	Superintendent Assistant Superintendent Principals Coaches	Ongoing	Training conducted

Opportunities for teachers to deepen their understanding of subject specific content.	Superintendent Assistant Superintendent Principals Coaches Teachers	Ongoing	Training conducted
NYS curriculum will continue to be individualized to meet the needs of SWD.	Superintendent Assistant Superintendent	Ongoing	Training conducted
Best practices may be shared at faculty meetings.	Principals	Ongoing	Best Practices Shared
Other possible PL activities to meet specific district's needs			
Curriculum Planning ● NYS Next Generation Standards ● Computer Science Digital Learning Standards ● Curriculum Alignment and Pacing ● Curriculum Maps ● Prioritize Curriculum ● Curriculum Gap Training ● Curriculum Modifications and Adaptations ● Use of technology integration for Curriculum (hardware, software, and instructional implementation) ● Lesson and Unit Plans ● Instructional Shifts ● Curricular Models ● Vertical/Horizontal Planning ● Differentiated Learning ● All Curricula Areas: ELA, Math, SS, Science, STEM/STEAM etc. ● Electives ● Credit Acquisition ● Multiple Pathways for Graduation	Superintendent, Assistant Superintendent, School Principals, and Leaders, Teachers	2025-2026	Curriculum Alignment Data- Increased academic achievement for all students; APPR

• Interdisciplinary Instruction • Instructional Resources and Materials • ELL Curriculum Supports			
Literacy Curriculum • Vocabulary Instruction • Reading Instruction • Writing Instruction • Phoenimic Awareness • Phonics Instruction Math Curriculum • NYS Modules using Next Generation Standards			
Assessments • Grading-Standards-Based Elem./ Numerical MS/HS • Formative and Summative Assessments • Rubrics • Feedback to students • Computer Based Testing • NWEA • Curriculum Assessments for Reading • Phonemic Awareness Assessment (K-2) • mClass • CKLA Amplify (3-4)(5-8) • CORE Phonics (K-4)			

Tenet 4 - <u>Instruction</u>: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Goal: Teachers engage in strategic practices to address the learning needs of all students as measured by the data collected.

Strategy: Utilize effective instructional practices to increase student achievement as demonstrated by data.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
Professional Learning will include the demonstration/modeling the use of technology as applicable.	Superintendent, Assistant Superintendent Instructional Tech Specialist	Ongoing	Training conducted
Professional Learning for individual curricular areas.	Superintendent Assistant Superintendent Principals	Ongoing	Training conducted
Professional Learning on evidenced-based instructional practices such as for student engagement, and learning tasks, for teachers to use data driven instruction, differentiated instruction, brain-based learning, and mindfulness.	Superintendent Assistant Superintendent	Ongoing	Training conducted
Professional Learning for special education teachers with GED and ACCES-VR Professional Learning, and other activities related to SWD.	Superintendent Assistant Superintendent CSE Chairperson Principals Counselors	Ongoing	Training conducted
Professional Learning for meeting NYS Next Generation Teaching Standards.	Superintendent Assistant Superintendent Principals	Ongoing	Training conducted

Professional Learning for multiple pathways for graduation.	Superintendent Assistant Superintendent CSE Chairperson Special Education Teachers Counselors	Ongoing	Training conducted
Professional Learning on AIS/RTI programs, assessments and interventions.	Superintendent Assistant Superintendent Principals Literacy and Math Coaches	Ongoing	Training conducted
Professional Learning on the Workshop Model for reading, writing, and math	Superintendent Assistant Superintendent Principals Literacy and Math Coaches	2025-2026	Training conducted
Professional Learning on fostering student independence and student practice within their zone of proximal development	Superintendent Assistant Superintendent Principals Literacy and Math Coaches	2025-2026	Training conducted
Other possible PL activities to meet specific district's needs			

Instructional Strategies ● Effective Teaching ● Differentiated Instruction ● Vocabulary Instruction ● Workshop Model ● Learning Styles ● Deep-level Thinking and Questioning Practices and Strategies – Rigor ● Coaching/Mentoring/Collaboration ● Intensity and Duration of Instruction ● Informed Teaching ● Trauma Sensitive Strategies ● Project-Based Learning ● Growth Mindset ● Cooperative Learning ● Technology Integration/G Suite ● Synchronous/Asynchronous Online Instruction for Tutoring and Snow Days if needed ● Digital Choice Boards and Learning Menus ● Learned Helplessness/Student Independence	Superintendent Assistant Superintendent Principals Literacy and Math Coaches Teachers	2025-2026	Data- Increased academic achievement for all students; NYSED School Report Card, APPR
AIS-RTI ● Progress Monitoring ● Student Goals and Needs ● Differentiated Instruction ● AIS/RTI Interventions ● Grouping ● Small Group Conferring			

Data Informed Instruction ● Questioning Practices ● Data Meetings ● Question Banks ● Common Interim Assessments ● PLCs/Grade Level Teams			
Special Education ● Consultant Teaching Model ● Special Class ● Explicit Direct Instruction ● Specialized instruction ● Instructional Modifications and Accommodations			

Tenet 5 - <u>Social and Emotional Learning</u>: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Goal: Use data to develop skills and strategies to reduce barriers to social, emotional, and academic learning.

Strategy: Social and emotional learning and skill-based instruction will lessen barriers to learning and will allow students to develop social-emotional learning skills.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
McKinney-Vento District Trauma-Sensitive Team (DTST) will develop a roadmap and tools to adopt a district-wide approach to addressing trauma and promote resilience in the learning environment.	District Trauma Sensitive Team	Ongoing	Minutes/Trainings
McKinney-Vento turnkey trainers provided with strategies and suggestions for working with students from poverty, mindfulness, and trauma informed strategies.	Support Leaders	2025-2026	Faculty meeting, training conducted
McKinney-Vento training on education of homeless children and youth for district staff, district liaison and Title I Mentors.	McKinney-Vento support leaders	2025-2026	Training conducted
Poverty/Trauma Sensitive Trainings	McKinney-Vento support leaders	Ongoing	Training conducted
Professional Learning in the area of self-regulation, stress management, and impulse control.	Social Workers Counselors Behavior Consultants	2025-2026	Training conducted
Professional Learning for behavior management	Social Workers Counselors Behavior Consultants	2025-2026	Training conducted
Other possible PL activities to meet specific district's needs			

District Policies and Regulations • DASA Training • Training in school violence prevention • Digital Citizenship and Online Safety • Classroom Management Techniques and Interventions • School Climate • Community Outreach • Support Resources	BOE, Superintendent, Assistant Superintendent, Principals, and Counselors	2025-2026	Data: Attendance, Suspensions, Referrals, Surveys
Social Emotional Strategies • Behavior Modification Training • Social Thinking/ Growth Mindset • Mindfulness • Families in Poverty • Family Engagement • Informed Teaching • Positive Reinforcements • Trauma Informed Strategies • TCIS Programs • Responsive Classroom • Restorative Practices • Character Education/Positivity Project • Bullying Prevention • Counseling • McKinney-Vento • Research-Based Programs • Community Service • Advisory Groups • Sweethearts and Heros • Uplifting All Students	Teachers Instructional Technology Specialist Staff		

Special Education
     ● Referral Process
     ● Behavioral Supports			

Tenet 6 - <u>Family and Community Engagement</u>: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

Goal: The district will create a culture of partnerships where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Strategy: Regular communication with students and families will identify student's strengths and needs, and foster high expectations for student achievement.			
Activities	Responsible	Time Frame	Evaluation
Professional Learning on math, literacy and other parent/child activities.	Superintendent Assistant Superintendent Principals	2025-2026	Parent partnership activities conducted
Professional Learning on developing parent partnerships.	Assistant Superintendent Principals	Ongoing	Partnerships developed
Professional Learning on working with families in poverty.	Assistant Superintendent Support Leaders	Ongoing	Training conducted
School leaders, teachers, and Technology Specialist will provide Professional Learning to parents on how to access technology to support their students' learning.	Assistant Superintendent School Leaders	Ongoing	Training conducted
Professional Learning for staff on communicating to parents the importance of their student participating in the NYS assessments	District Level Administration	Ongoing	Training conducted
Other possible PL activities to meet specific district's needs			

Communication • Monthly Calendars/Newsletters • SchoolTool Portal • Open House • Parent/Teacher Conferences • Parent Square • Social Media • District Newsletter • Title I Annual Meeting • AIS/RTI Notifications • Enrollment Process • Financial Aid Night • College Fair/Gateways/SUNY Roadshow	Superintendent, District Level Administration	2025-2026	Data: Attendance, Suspensions, Referrals, Surveys, Communication Logs
Parent Education and Engagement • Back to School Night • Title I Services • Home School Supports • PTA/PTO • Anti-Bullying • Author Program • Post-Secondary Information • Grade/School Transitions • Websites • Student Learning and Development Tips and Tools • CTE Programs • Family-School Partnership Building • NYS Next Generation Standards • Counseling/ Social Worker Support One Book, One School			

XV. Appendix A

New York State Teaching Standards and Elements

Professional Learning offerings for teachers will be designed with the New York State Teaching Standards in mind.

Standard 1: Knowledge of Students & Student Learning

1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels

1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes

1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students

1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning

1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning

1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning

2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]

2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts

2.3 Uses a broad range of instructional strategies to make subject matter accessible

2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement

2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge

2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

Standard 3: Instructional Practice

3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning

3.2 Communicate clearly and accurately with students to maximize their understanding and learning

3.3 Set high expectations and create challenging learning experiences for students

3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement

3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology

3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

Standard 4: Learning Environment

4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student

4.2 Creates an intellectually challenging and stimulating learning environment

4.3 Manages the learning environment for the effective operation of the classroom

4.4 Organize and utilize available resources [e.g. physical space, time, people, technology to create a safe and productive learning environment

Standard 5: Assessment for Student Learning

5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth

5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction

5.3 Communicate information about various components of the assessment system

5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly

5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated

Standard 6: Professional Responsibilities and Collaboration

6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities

6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning

6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success

6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations

6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

Standard 7: Professional Growth

7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth

7.2 Set goals for and engage in ongoing Professional Learning needed to continuously improve teaching competencies

7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice

7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources

XVI. Appendix B

The Interstate School Leaders Licensure Consortium Standards (ISLLC Standards)

Professional Learning offerings for administrators will be designed with the IDLLC Standards in mind.

Facilitating the development, articulation, implementation, and stewardship of learning that is shared and supported by all stakeholders
A. Collaboratively develop and implement a shared vision
B. Collect and use data to identify goals, assess, organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
   I. Monitor and evaluate the impact of the instructional program

Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment
A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers D. Build and sustain productive relationships with community partners

Acting with integrity, fairness, and in an ethical manner
A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practices, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Understanding, responding to, and influencing the political, social, economic, legal, and cultural context
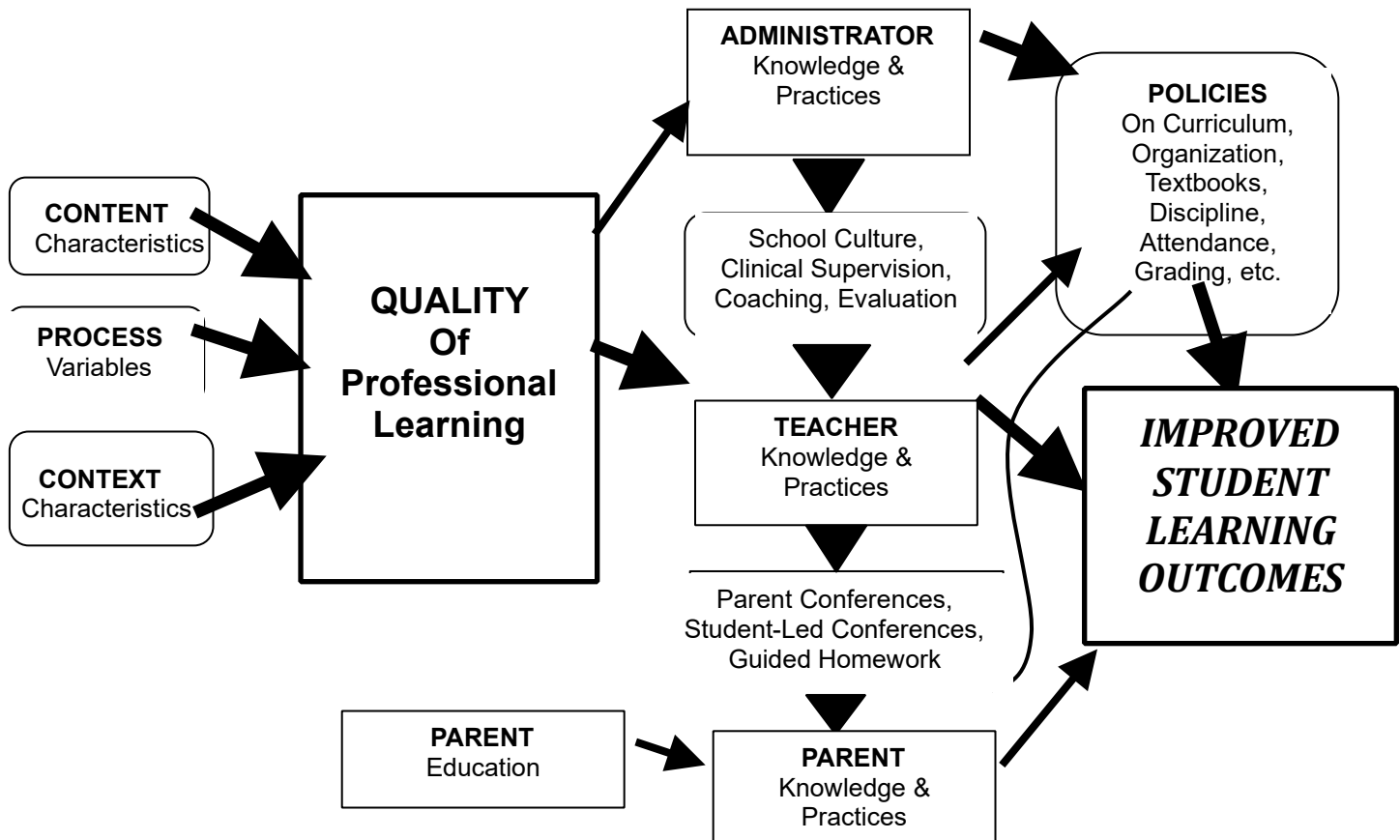A. Advocate for children, families, and caregivers

Reviewed 4/2/25 Elem/MS 4/16/25 HS

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

XVII. Appendix C

Evaluation of Professional Learning

Guskey's graphic organizer for Professional Learning will support the process for designing, delivering and evaluating St. Lawrence-Lewis BOCES Professional Learning.

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CONTENT Characteristics ─┐
                         ├──▶ QUALITY Of Professional Learning ──▶ ...
PROCESS Variables ───────┤
                         │
CONTEXT Characteristics ─┘
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ADMINISTRATOR
Knowledge & Practices

POLICIES
On Curriculum,
Organization,
Textbooks,
Discipline,
Attendance,
Grading, etc.

School Culture,
Clinical Supervision,
Coaching, Evaluation

QUALITY
Of
Professional
Learning

TEACHER
Knowledge &
Practices

IMPROVED
STUDENT
LEARNING
OUTCOMES

Parent Conferences,
Student-Led Conferences,
Guided Homework

PARENT
Education

PARENT
Knowledge &
Practices

Thomas Guskey

Evaluating Professional Learning 2000