

Professional Development Plan

for the

Dryden Central School District

2011-2012

(Adopted by the Board of Education as revised, 8/29/2011)

**Success for All: Practices to Support the Academic and
Social Integration of All Students**



2011-2012 Professional Development Initiative

Success for All: Practices to Support the Academic and Social Integration of All Students

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The Team and the Process

The Professional Development Planning should include the following representatives:

8-10 Teachers, including:

2 Social Workers or Counselors (K-5 and 6-12)

2 Special Education Teachers (K-5 and 6-12)

1 Special Area Teacher (Art/Music/Phys Ed/Tech/Business/FACS)

2 Building Administrators

1 Director of Student Services

1 Superintendent or Designee

The 2011-2012 Professional Development Planning Team includes representatives of the major groups comprising the school community:

Katie Chapman	Primary Level Teacher – Freeville
Karla Tracy	Primary Level Teacher-DES
TBD	K-5 Special Education Teacher
Mary Hicks	K-5 Social Worker
TBD	Middle School Teacher
Heather Williams	Middle School Teacher
Jaymee Crosley	High School Teacher
TBD	High School Special Education Teacher
TBD	6-12 Social Worker/Counselor
Krista Gillette	K-12 Physical Education Teacher
Laura Lamash	Elementary Assistant Principal
Dale Sweet	Middle/High School Assistant Principal
Kathy Ferrito	Director of Student Services
Sandy Sherwood	Superintendent of Schools

Premise

In September of 1999, the New York State Board of Regents adopted Regulation (Section 100.2(dd)) Relating to Professional Development Plans.

<http://www.p12.nysed.gov/part100/pages/1002.html#dd>

The plan must:

- Describe and implement a mentoring program for new teachers;
- Provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
- Ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities;
- State the average number of hours each teacher is expected to participate in professional development in the school years covered by the plan;
- Describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources;
- Provide staff with training in school violence prevention and intervention; and
- Provide professional development to all professional and supplementary school staff members who work with students with disabilities.

Furthermore, the plan must describe professional development that:

- Includes an analysis of professional development needs among staff;
- Is aligned with building and district level strategic plans which include state content and student performance standards;
- Is articulated within and across grade levels;
- Is continuous and sustained;
- Indicates how classroom instruction and teacher practice will be improved and assessed;
- Indicates how each teacher in the district will participate;
- Reflects congruence between student and teacher needs and district goals and objectives; and
- Is evaluated for effectiveness and adjusted based upon evaluations.

The Dryden District Professional Development Plan – Goals, Objectives and Action Plans

Our plan for professional development is based on the strategic planning process and the resulting strategic plans that were developed for the district and each instructional level (high school, middle school and elementary). Appendix A contains each of these plans. These plans are aligned with state content and student performance standards and the benchmarks for progress are directly related to New York State assessment data as reported in Basic Education Data System (BEDS) reports and School Report Cards. The impact of professional development on student achievement is measured by these same performance standards; the impact of professional development on teachers' practices is also assessed through Annual Professional Performance Reviews.

The Dryden School District will provide teachers and teacher assistants the opportunity to participate in an average of thirty-five hours of professional development activities per year. Contractually, teachers must participate in twenty hours of professional development activities per year. The Professional Development Team defines "staff development activities" to include, but not be limited to, those listed in Appendix C, "Activities in Support of Professional Development Plans." Professional development offerings will be evaluated (Appendix D).

The Dryden School District offers a comprehensive mentoring program as professional development for all new teaching staff. Appendix E contains the Mentor Program. It should be noted that there are three levels of support within the mentoring program to best meet the needs of teachers who are new to the district.

The Dryden School District stakeholders will collaborate to initiate and support long-range staff development activities enabling all its educators to deliver effective instruction based in research and designed to ensure student success. Each teacher is required to document all staff development activities via *MyLearningPlan.com*. Professional development will be offered during superintendents' days, during monthly faculty meetings, during early release days; after school hours, and within the school day with the provision of substitute teachers; the leadership team will assure that the professional development aligns with the strategic plans and mission of the district. The district also aligns professional development offerings with the Annual Professional Performance Review domains (see APPR plan). All new staff will receive mandatory two-hour training in violence prevention and intervention through TST BOCES and must be certified upon completing the course. On Superintendents' Conference Days, professional development is also offered to all supplementary staff, general education or special education, to enhance skills in assisting children with diverse needs.

Professional Development Stakeholders

The Dryden Central School District recognizes that the strength of its professional development program is the result of it being a collaborative process. There are many groups and individuals who are considered stakeholders in establishing the district and building level strategic plans and the professional development initiatives related to those plans as well as to the needs and interests of programs, departments, and grade levels.

Superintendent: The superintendent will oversee all professional development activities to ensure that they align with the district vision and mission and fulfill the priorities of the annual district strategic plan. The superintendent will communicate the professional development initiatives to the school board.

Professional Development Committee: This committee meets monthly to plan, evaluate, and promote professional development initiatives. The committee consists of faculty and administrative representatives who are responsible for soliciting feedback and input from their colleagues and communicating information regarding professional development initiatives to the faculty.

Administrative Team: The administrative team consists of building and district level administrative staff. They will initiate and review professional development activities to support the annual building strategic plans and related programmatic and building level needs.

Faculty and Staff: The faculty and staff will contribute to the development of professional development initiatives through their representatives on the building and district strategic planning committees and the Professional Development Committee. Faculty and staff also communicate their professional development needs to grade level and department chairs to share with the administrative team and superintendent.

Strategic Planning Committees: Strategic planning committees at the district and building level analyze performance data and related indicators to establish annual achievement goals and action items to sustain a model of continuous improvement. The Strategic Planning Committees consist of representatives from all stakeholder areas as well as parent representatives.

2011-2012 Professional Development Theme: Success for All: Practices to Support the Academic and Social Integration of All Students

Annual Professional Development will:

1. Identify key themes for the school year based on the annual strategic district and building level plans.
2. Coordinate the professional development interests proposed by the district stakeholders.
3. Support consistency of themes, approaches, and initiatives in the context of long-term planning to ensure that annual professional development initiatives build on past initiatives and are long term, and lasting.

This 2011-2012 theme of *Success for All* was selected by members of the Professional Development Committee to reflect past initiatives and provide a context for 2011-2012 professional development. The following is a list of professional development initiatives active during the 2009-2011 school years that have set the foundation for the 2011-2012 theme of *Success for All*. The following were initiatives in the 2010-2011 school year:

1. Response to Intervention
2. Initiatives for positive school climate: Developmental Assets, Therapeutic Crisis Intervention, Cornell Teamwork and Leadership Program
3. Differentiated instruction and curriculum integration: Six Trait Writing, Seven Valleys Writing Project
4. Arts Integration: Soul Collage, Music Curriculum Mapping
5. Inclusive practices: Mara Sapon-Shevin
6. Literacy: StoryTown implementation and data analysis, K-5 writing curriculum.

Several of these initiatives are targeted in the 2011-2012 strategic plans and will be sustained during professional development events this coming year. For professional development to be effective faculty, staff and administration must be provided with adequate non-instructional time to devote their attention and energy to activities and resources. The district has established non-instructional days within the school year calendar:

- Superintendent's Conference Days (Full day): 9/1/11, 10/7/11, 3/16/12 and 5/16/12 (3-8 scoring).
- Early Release Days (Half days): 10/28/11 (HS only), 2/3/12, 4/27/12, 6/15/12.
- DESPA staff are included on all half days, as well as Superintendent's Conference Days of 9/1/2011 and 10/7/2011

District Plan Strategic Priorities 2011-2012

District Strategic Plan Priority Strategy #1

Clearly define seamless, systemic K-12 student support services that are provided by all staff, build upon Response To Intervention (RtI) and address the behavioral and academic needs of all students.

District Strategic Plan Priority Strategy #2

Increase the percent of time students with disabilities participate in the general education curriculum, and decrease the number of K-12 referrals to the committee on special education.

District Strategic Plan Priority Strategy #3

Continue to align K-12 curricula and instruction including the Common Core Standards in Math and English Language Arts (ELA). Develop and expand K - 12 ELA instructional programs and assessments supported by a literacy specialist. Prepare and plan for the implementation of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments with the expectations of using the data to inform instruction.

2011-2012 Professional Development Planning Calendar

Subject to Change

	K-5	MS	HS	
9/1/11 (Full)	Keynote Overview of student support services	Keynote Overview of student support services	Keynote Overview of student support services	AM
	Meet Your Teacher Medicaid Training (Speech/Language Pathologist, Registered Nurses, Occupational Therapists, Psychologists)	PBIS* Orientation Medicaid Training (SLP, RN, OT, Psychologists)	Theoharis: Schools of Promise (Orientation) Medicaid Training (SLP, RN, OT, Psychologists)	PM
10/7/11 (Full)	Six Trait Writing	Rtl /PBIS Discussion	Rtl /PBIS Discussion	AM
		IEP Direct Training (as assigned)	Schools of Promise (Follow-up)	PM
10/28/2011 (Half) 9-12 Only (K-8 Parent Teacher Conf)	K-5 Parent-Teacher Conferences	6-8 Parent-Teacher Conferences	Seven Valley Writing Project IEP Direct Training (as assigned)	PM
2/3/2012 (Half)	TBD	PBIS	Theoharis: Schools of Promise (follow-up)	PM
3/16/2012 (Full)	Rtl - Documentation and RTIm Direct	Rtl - Documentation and RTIm Direct	Rtl - Documentation and RTIm Direct	AM
				PM
4/27/2012 (Half)	TBD	PBIS	Theoharis: Schools of Promise (follow-up)	PM
5/16/12 (Full)	K-2: TBD	6-8 ELA Scoring	Theoharis: Schools of Promise (Culmination)	AM
	3-5: ELA Scoring			PM
	K-2: TBD	6-8 ELA Scoring		
	3-5: ELA Scoring			
6/15/12 (Half)	Transition meetings	TBD	Regents Exams	PM

Note regarding PD to consider throughout the year:

(1)TCI and autism awareness for faculty and for aides during half days (2) Seven Valleys Writers Project for MS and HS on the Common Core Standards and writing across content areas (3) K-5 follow-up on rubrics based assessments for writing (4) Rtl (5) *Positive Behavioral Intervening Supports for MS/HS.

Appendix A: Strategic Plans

District

High School

Middle School

Pre-Kindergarten – 5th



Dryden Central School District 2011 – 2014 Strategic Plan

Performance Measure	'06-'07	'07-'08	'08-'09	'09-'10*		2014 Target
Gr. K – 2: % scoring at DRA grade-level benchmark	n/a	n/a	55	70		85
Gr. 3 – 5: % scoring at DRA grade-level benchmark	n/a	n/a	n/a	50		80
Gr. 3 - 8 ELA Perf. Index (PI)	165	169	176	171	142	175 [^]
Gr. 3 - 8 Math PI	176	178	183	183	148	180
Gr. 3 - 8 SWD ELA PI	108	116	126	130	61	120
Gr. 3 - 8 SWD Math PI	127	129	142	149	81	130
Regents "gate" exams: % cohort passing \geq 65 in 4 yrs	81	71	77	80		95
% cohort graduating (4 yrs)	77	65	72	77		95
% cohort drop out (5 yrs)	17	12	12	8		0
% graduates achieving Advanced Des. Diploma	60	48	41	46		65
Classification rate (%)	17.9	16	18	17		11

* In 2010, NYSED increased Gr. 3 – 8 assessment & scoring difficulty. The grayed out 2007-10 trend is based on old scoring difficulty. 2011 targets are set with 2010 as the new baseline.

[^] Gr. 3-8 ELA and Math targets will be reassessed and adjusted when NYSED provides further guidance on implementation timeline of the PARCC assessments.

Mission:

Dryden Schools promote academic achievement and youth development, preparing students for lives of productive employment, sound relationships, and responsible citizenship in our community and the world.

Priority strategies

- Clearly define seamless, systemic K - 12 student support services that are provided by all staff, build upon RTI and address the behavioral and academic needs of all students.
- Increase the percent of time students with disabilities participate in the general education curriculum, and decrease the number of K - 12 referrals to the committee on special education.
- Continue to align K - 12 curricula and instruction including the Common Core Standards in Math and ELA. Develop and expand K - 12 ELA instructional programs and assessments supported by a literacy specialist. Prepare and plan for the implementation of the PARCC assessments with the expectations of using the data to inform instruction.

2011 –2014 District Strategies

- **Implement a comprehensive plan to increase graduation rates and reduce dropout rates using a cohort data management system. Implement additional strategies to support identified at-risk students through to their graduation.**
- **Define and implement a plan that supports economically disadvantaged students and their families K -12.**
- **Implement strategies to improve college and career readiness grades 6 -12.**
- **Promote and support youth development through effective communication and partnership of all stakeholders in the Dryden schools and community at large. Enhance the focus on significant transitions in students' lives.**
- **Provide quality, sustained professional development that directly supports the strategic plan's targets and priorities.**
- **Establish a systematic process for data collection, analysis and communication to inform and drive instruction and other district decision-making.**
- **Implement and communicate a continuous strategic planning process to focus resources and improve student performance.**

February 16, 2011



**Dryden High School
2011 - 2014 Academic Improvement Plan**

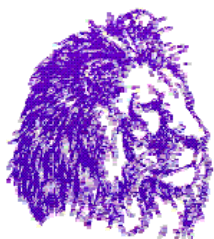
Performance Targets	Measures	2007	2008	2009	2010	2012 target	2014 target*
	Regents "gate" exams: % cohort passing (≥ 65 in 4 yrs)	83	76	82	86	86	85 - 87
	% cohort graduating (4 yrs)	79	71	77	82	82	81 - 83
	% cohort graduating (5 yrs)	80	82	79	82	83	82 - 84
	% cohort drop out (5 yrs)	16	11	10	8.7	< 7	< 7 - < 8
	% graduates receiving advanced designation diploma	60	48	47	46	tbd	tbd
	Regents "gate" exams: % cohort at mastery (≥ 85 in 4 yrs)	50	36	40	41	tbd	tbd
	<p>* The committee could not reach consensus regarding 2014 targets, so they settled on a range. There were two divergent points of view. One was that with the budget crisis, the elimination of January and August Regents exams and component retesting, and the elimination of block scheduling, just maintaining current levels of performance will be a stretch. Another was that regardless of the budget crisis and changes to the Regents exam administration and elimination of block scheduling, we need to reach for higher performance and find ways to do more with less.</p> <p>6-22-11 update: The planning committee recognizes that there is disagreement among critical stakeholders regarding this plan's targets. The entire high school staff is fully committed to improving student achievement, striving to achieve or exceed these targets, and to aggressively implement this plan's improvement activities.</p>						
2011 - 2012 Activities	Increase graduation rates and decrease dropout rates.						
	<i>Implement credit recovery.</i>						
	<ul style="list-style-type: none"> • Continue to seek teacher buy-in: report to faculty meetings and academic chair meetings and tie-in to district and building strategic plans. 	Site based & Nova Net teachers		ongoing			
<ul style="list-style-type: none"> • Continue to refine and implement credit recovery. <ul style="list-style-type: none"> • Continue to create protocols and policies. • Clarify student selection criteria and placement. • Schedule students with content specific teachers. • Clarify and communicate teacher roles and responsibilities. • Continue teacher training and provide time for curriculum modification. • Seek grant money to support credit recovery staffing. 	HS admin, counselors, site based, Nova Net teachers and all teachers		6/30/11				

Dryden High School Strategic Plan 2011-2014 (con't)

	<ul style="list-style-type: none"> Track data and evaluate the effectiveness of credit recovery. 	HS admin, counselors, site based & Nova Net teachers	ongoing
<i>Implement cohort tracking.</i>			
	<ul style="list-style-type: none"> Research, select or develop and cohort tracker tool. 	Counselors Data Mgr	Ongoing
	<ul style="list-style-type: none"> Continue to identify cohort tracker data fields. 	Counselors Data Mgr	Ongoing
	<ul style="list-style-type: none"> Present to staff at available faculty meetings and modify based on feedback. 	Counselors Data Mgr	Ongoing
	<ul style="list-style-type: none"> Continue to track the graduation status of all active cohorts. 	Counselors Data Mgr	Ongoing
	<ul style="list-style-type: none"> Communicate list of at-risk students to Dept. Chairs. 	Counselors Data Mgr	Ongoing
<i>Implement response to intervention (RTI).</i>			
	<ul style="list-style-type: none"> Combine RTI and SST teams to maintain consistency. 	Admin	6/30/11 or sooner
	<ul style="list-style-type: none"> Identify what we are already doing to intervene with students and how it fits within RTI. Educate teachers about RTI: What is it? Why are we doing it? Who does what and when? How do we do it? Formally train staff in all aspects of RTI: theory, implementation and technology. 	RTI team	3/16/11 3/25/11 ongoing
	<ul style="list-style-type: none"> Retrain current staff as necessary. Train new staff at new teacher orientation. 	RTI team	Ongoing
	<ul style="list-style-type: none"> Create an atmosphere conducive to RTI sharing and best practices. 	All staff HS admin	Ongoing staff mtgs
	<ul style="list-style-type: none"> Implement RTIm. Train staff in RTIm use. 	HS Admin	2012
	<ul style="list-style-type: none"> Monitor and evaluate RTI program effectiveness and make changes as needed. 	RTI team	2013-14
<i>Increase opportunities for students to become college and career ready.</i>			
	<ul style="list-style-type: none"> Continue Science 9, pre-Algebra, System 44 and Read 180. 	Admin & staff	Ongoing

Dryden High School Strategic Plan 2011-2014 (con't)

	<ul style="list-style-type: none"> Research the feasibility of core area study halls and implement as possible. 	Guidance & Admin w/ staff & student input	9/11 – 10/11
	<ul style="list-style-type: none"> Implement Global Studies modified curriculum. 	HS principal, SS staff	9/11
	<ul style="list-style-type: none"> Maintain and increase opportunities for students to pursue higher level, college level and advanced placement courses. 	Admin Site based w/ Dept. input	9/11
	<ul style="list-style-type: none"> Research and identify 21st century skills and strategies to implement them. 	Site based	9/12
Refocus the site-based team:			
	<ul style="list-style-type: none"> Recruit members to the site-based team from each department and create a rotating staggered cycle. 	Site based Admin	ongoing
	<ul style="list-style-type: none"> Communicate this entire plan to the faculty. 	Sub-group of site based	4/10 fac mtg
	<ul style="list-style-type: none"> Begin each 2009-11 site-based team meeting with monitoring of this plan. Publish meeting minutes. 	Site based facilitator	Ongoing



Dryden Middle School
2011 - 2012 Academic Improvement Plan

Performance Target	Measures	2007	2008	2009	2010		2012 target	2014 target
	Gr. 6 – 8 ELA Performance Index (PI)	162	171	183	179	152	167	174
	Gr. 6 – 8 Math PI	172	173	185	186	153	167	177
	Gr. 6 – 8 SWD ELA PI	104	125	139	141	72	108	125
	Gr. 6 – 8 SWD Math PI	120	106	141	149	83	108	127
2011 - 2012 Activities	Provide a continuum of support services to address the academic, emotional and behavioral needs of general and special education students:							
	<i>Implement Response to Intervention (RTI).</i>							
	<ul style="list-style-type: none"> Update the site-based team on RTI committee progress, including the status of the district’s RTI Model and RTIm Direct. 					Lori (site-based agenda)	Monthly	
	<ul style="list-style-type: none"> Communicate the three-year plan to roll-out the RTI model and RTIm Direct in the middle school to site-based and the faculty: 							
	<ul style="list-style-type: none"> The RTI model to the middle school, including roles and responsibilities, etc. Share progress creating the RTI handbook. Explain how Positive Behavioral Interventions and Supports (PBIS) and RTI interface. 					RTI committee	6/2011 & 9/2011	
	<ul style="list-style-type: none"> Update the District’s professional development plan to train staff on RTI model, software and documentation RTIm Direct. 					District PD committee	6/2011	
	<i>Implement a Positive Behavioral Supports and Interventions (PBIS).</i>							
	<ul style="list-style-type: none"> Determine the feasibility of PBIS, including long-term budget and administrative support 					PBIS Admin	End May 2011	

	<ul style="list-style-type: none"> Introduce the program (with film clip) and determine staff buy-in (survey monkey). 	PBIS team	6/18/11
	<ul style="list-style-type: none"> Conduct a summer workshop to "train the trainers," create program activities and materials, and set an implementation date. 	PBIS team Interested staff	End August 2011
	<ul style="list-style-type: none"> Set the tone for year. Train staff in PBIS, including RTI interface. 	PBIS team Prof. Dev.	9/1/11
	<ul style="list-style-type: none"> Implement program. 	Faculty Admin	9/7/11 (suggested)
	<ul style="list-style-type: none"> Evaluate the program to determine success of implementation. Modify as necessary. 	PBIS team	Ongoing
<i>Implement a program to assist students who are being bullied or harassed.</i>			
	<ul style="list-style-type: none"> Form a task force. 	Admin	9/2011
	<ul style="list-style-type: none"> Research/gather information to initiate a school-wide anti-bullying program. 	Task force	9/2011 - 6/2012
	<ul style="list-style-type: none"> Recommend to school administration an anti-bullying program (and any budgetary needs) to meet the needs of our student population. 	Task force	6/2012
	<ul style="list-style-type: none"> Approve training and implementation of program. 	Admin	9/2012
	<ul style="list-style-type: none"> Evaluate yearly to determine the effectiveness of the program to include additional training and resources needed. 	Task force or new committee	Yearly
<i>Define and implement a plan that supports economically disadvantaged students and their families.</i>			
	<ul style="list-style-type: none"> Contact the Center for Rural Schools Research (John Sipple) and the Rural Schools Association (Lawrence Kiley) to determine their availability to present to Dryden Middle School re: addressing the needs of impoverished rural students and their families. 	Lori	5/15/11
	<ul style="list-style-type: none"> Attend presentation. 	Site-based	TBD
	<ul style="list-style-type: none"> Synthesize the presentation: determine options or strategies to implement at Dryden Middle School. 	Site-based	Next monthly mtg.

	<ul style="list-style-type: none"> Develop implementation plan for selected options or strategies (as part of updating the 2012-13 Dryden Middle School Academic Improvement Plan). 	Site-based	3/2012
	<i>Continue the annual analysis of gen. ed. and special ed. state assessment results to identify strengths and weaknesses in curriculum and instruction and to target areas for improvement.</i>		
	<ul style="list-style-type: none"> Share all student performance data with academic council. 	L. Hinkle	ongoing
	<ul style="list-style-type: none"> Assess student performance on state and local assessments and modify curriculum and instruction as appropriate. 	All departments	ongoing



**Dryden PK – 5
2011 - 2012 Academic Improvement Plan**

Performance Targets	Measures	2007	2008	2009	2010		2012 target	2014 target
		Gr. K – 2: % scoring at DRA grade-level benchmark	n/a	n/a	55	70		77
Gr. 3 – 5: % scoring at DRA grade-level benchmark	n/a	n/a	57	50		65	80	
Gr. 3 – 5 ELA Performance Index (PI)	170	170	171	165	134	168	176	
Gr. 3 – 5 Math PI	183	188	184	181	146	170	180	
Gr. 3 – 5 SWD ELA PI	109	107	105	119	67	94	115	
Gr. 3 – 5 SWD Math PI	144	164	147	155	88	110	130	
2011 - 2012 Activities								
Refine and expand implementation of Storytown, and focus on the writing component of ELA.								
<ul style="list-style-type: none"> • <i>Commit to and implement the writing component of ELA.</i> 								
<ul style="list-style-type: none"> · Identify objectives and goals by grade level. · Identify multiple exemplars at each level (1 – 4) within each grade. · Identify 2011-12 writing professional development plan. 					Writing committee		Summer 2011	
<ul style="list-style-type: none"> · Communicate those objectives, goals, exemplars and professional development plan to faculty and staff. 					Committee Admin		Fall 2011	
<ul style="list-style-type: none"> · Implement the writing component of ELA. 					Staff, Admin		2011-12	
<ul style="list-style-type: none"> • <i>Refine and expand implementation of Storytown.</i> 								
<ul style="list-style-type: none"> · Schedule opportunities for staff to share/model what's working in ELA (Storytown and writing) across and among grade levels. 					Admin Prof Dev committee		Faculty mtgs Prof dev days	
<ul style="list-style-type: none"> · Continue to provide time for staff to reflect and share on ELA topics. 					Gr. Level chairs in dept. mtgs. Lit. Coach		Monthly 2011-12	
<ul style="list-style-type: none"> · Continue K – 5 Literacy Coach. 					Admin		Ongoing	

Dryden K-5 Strategic Plan 2011-2014 (con't)

	<ul style="list-style-type: none"> ▪ <i>Continue to provide ongoing professional development for ELA topics: DRA2, Storytown and writing.</i> 	Literacy Coach Writing committee Admin	Ongoing
Implement a student support service model that utilizes Response to Intervention and addresses the behavioral and academic needs of general and special education students.			
	<ul style="list-style-type: none"> ▪ <i>Present student assessment data in order to improve instruction and inform the RTI process:</i> <ul style="list-style-type: none"> · DRA2 data to display trends: Hand in class roster performance list to building administrators. · Storytown theme tests performance summaries and item analyses. · Student performance on state assessments as available. 	Admin & data inquiry team	Ongoing
	<ul style="list-style-type: none"> · Continue to train and implement the building data inquiry team. 	Admin & data inquiry team	Ongoing
	<ul style="list-style-type: none"> · Monitor the implementation of the common core standards and the PARCC assessments and any implications to Dryden k – 5. 	Admin & data inquiry team	Ongoing
	<ul style="list-style-type: none"> ▪ <i>Continue to implement Response to Intervention.</i> 		
	<ul style="list-style-type: none"> · Write a comprehensive draft of the K-5 portion of the district RTI plan: <ul style="list-style-type: none"> · Define the three RTI tiers. · Identify progress monitoring tools, process and expectation for administration of assessments. 	RTI team	Summer 2011
	<ul style="list-style-type: none"> · Communicate and provide professional development to support implementation of the K-5 portion of the district RTI plan along with RTIm Direct software to faculty and staff. 	RTI team	2011-12
	<ul style="list-style-type: none"> · Implement the K-5 RTI plan. 	Staff, Admin	2011-12
	<ul style="list-style-type: none"> · Collaborate between student support services committees (SST, RTI, and Tier 1 – 3 service providers) to ensure a cohesive instructional support plan. 	Admin RTI Team Staff	Ongoing
	<ul style="list-style-type: none"> ▪ <i>Identify a school-wide model for addressing behavioral needs.</i> 		
	<ul style="list-style-type: none"> · Request that the Superintendent review building plans to better coordinate selection and implementation of a district-wide, positive behavior support system. 	Sean	4/13/11
	<ul style="list-style-type: none"> · Communicate status of each action below to faculty and staff on a regular basis. 	Admin Team	Ongoing

K-5 Strategic Plan 2011-2014 (con't)

	<ul style="list-style-type: none"> Survey staff regarding their training in some form of positive behavioral support systems (e.g., Responsive classrooms, PBIS, etc.). 	Cindy & Shannon	May 2011
	<ul style="list-style-type: none"> Create a K – 5 team. 	Admin	May 2011
	<ul style="list-style-type: none"> Research available behavioral support systems and their costs. Benchmark similar schools and send teams, if warranted. 	Team	Summer & fall 2011
	<ul style="list-style-type: none"> Pool ideas, evaluate options and determine most effective model. 	Team	Winter & Spring 2012
	<ul style="list-style-type: none"> Provide training and implement. 		Summer 2012 & 9/12
Define and implement a plan that supports economically disadvantaged students and their families.			
	<ul style="list-style-type: none"> Contact DMS site-based team (Lori or Larry) and request to be invited to the Cornell presentation on addressing the needs of impoverished rural students and their families. 	Dave	5/1/2011
	<ul style="list-style-type: none"> Attend presentation. 	Site-based reps	TBD
	<ul style="list-style-type: none"> Either alone or with the middle school site-based team, synthesize the presentation: determine options or strategies to implement at Dryden Elementary Schools. 	Site-based reps	Next monthly mtg.
	<ul style="list-style-type: none"> Present findings and conclusions to K – 5 planning team. 	Site-based reps	
	<ul style="list-style-type: none"> Develop implementation plan for selected options or strategies (as part of updating the 2012-13 Dryden K – 5 Academic Improvement Plan). 	K – 5 planning team	3/2012

Appendix B: Strategic Planning Teams (2010-2011)

District Team:

Sandra Sherwood, Superintendent
Jennifer Davis, Board of Education member
Kathy Ferrito, Director of Student Services
Karen Rachetta, HS Principal
Audrey Ryan, CES/FES Principal
Dave Thon, DES Principal
Betsy Cutter, Parent representative
Joyce Ashworth, Intermediate Reading Teacher
Billie Downs, HS Business Teacher
Tim Kirkpatrick, HS Science Teacher
Tracy Kurtz, HS Reading Teacher
Katie Mayo, Primary Teacher
Cynthia Roberson, Primary Teacher
Rebecca White, MS English Teacher

High School Team:

Karen Rachetta, HS Principal
Billie Downs, Business Teacher
Erica During, English Teacher
Laszlo Engel, Counselor
Tim Kirkpatrick, Science Teacher
Tracy Kurtz, Reading Teacher
Rachel Nielson, Math Teacher
Joe Russo, English Teacher
Patty Grant Sopp, Science Teacher
Tiffany Wincek, English Teacher

Middle School Team:

Larry Hinkle, MS Principal
Kate Benas, Social Worker
Tara Buckman, Counselor
Jessica Caputo, English Teacher
Kristen Fink, Family & Consumer Science Teacher
Gail Piger, Parent Representative
Derrick Virgo, Social Studies Teacher
Lori Welsh, Social Studies Teacher
Rebecca White, 6th Grade Teacher

K-5 Team:

Audrey Ryan, K-3 Principal
Dave Thon, K-5 Principal
Joyce Ashworth, Reading Teacher/Literacy Coach
Mark Bell, Parent Representative
Andrea Edwin-Russo, Reading Teacher
Erin Hansen, Special Education Teacher
Shannon Humphrey, 1st Grade Teacher
Katie Mayo, Kindergarten Teacher
Mary McGrattan, 2nd Grade Teacher
Cynthia Roberson, 1st Grade Teacher
Lori Stefferson, 4th Grade Teacher
Julianna VanSant – 5th Grade Teacher
Marilyn VanSlyke, Special Education Teacher
Karen Weaver, Physical Education Teacher

Appendix C: Activities to Support Professional Development Plans

These are some of the activities that may be eligible for meeting the professional development requirements of Part 100.2(dd)

- Workshops provided by institutions of higher education, teacher centers, BOCES, and by local districts
- Delivery of professional development (e.g. conducting workshops)
- Faculty meetings, department or grade level focused on student learning and/or professional growth
- Collaboration with other teachers and teaching assistants to examine case studies of student work and development
- Participation in regional scoring of state assessments, assessing student portfolios
- Participation in reviews of class performance data over time to make decisions about professional development needs based on student outcomes
- Curriculum planning and development
- Development of statewide curriculum
- Original research projects
- Sabbaticals related to content specialty or enhancements of teaching strategies
- Mentoring, including working with a student teacher
- Professional development for mentors and interns
- Coursework for more advanced certification or certificates in additional areas
- Working with a consultant in a classroom to introduce new initiatives
- Peer coaching
- Peer review
- Publishing in educational journals
- Developing and presenting a major paper
- Grant writing
- Collegial book discussions focused on student learning
- Professional development delivered through distance learning programs (interactive audio-visual or web-based)
- Teachers supporting other teachers to implement new instructional strategies
- Cooperative efforts with faculty from institutions of higher education
- Applying for and obtaining National Board Certification

- Attendance at professional association meetings (*e.g.*, NYSCEA, English Association, Math Association), presentation at statewide and national conferences devoted to professional development (*e.g.*, ASCD, ASTD, CEC, NYSUT/SED)

List compiled from <http://www.highered.nysed.gov/tcert/resteachers/175.htm> last updated 01/2007

Appendix D: Professional Development Evaluation Standards

Critical Levels of Professional Development Evaluation

Level 1 Participants' Reactions

Did they like the program, feel time was well spent, feel activities and material were relevant and learning useful?

Level 2 Participants' Learning

Does it measure the knowledge, skills and attitudes gained through written assessments, reflections, portfolio, simulation, and demonstration?

Level 3 Organizational Support and Change

Are organizational policies and practices compatible with implementation of learning? These include resources, administrative support, problem solving, and alignment with mission.

Level 4 Participants' Use of Knowledge and Skills

Are participants using what they learned and adapting to new ideas and practices to their setting? Measures degree and quality of implementation.

Level 5 Student Learning Outcomes

What was the impact on students? Measure student learning through assessment results, portfolio evaluations, grades, and standardized test scores. Other measures include attendance, discipline problems, self-concept, retention or dropout rates, enrollment in advanced course.

(Kirkpatrick 1994)

Appendix E: Mentor Program



Mentor Program Plan

It is the supreme art of the mentor to awaken joy in creative expression and knowledge.
-Albert Einstein

Mission Statement: As professional educators, we have the power to enhance the lives of our young people and influence their futures. It is the responsibility and privilege of the school community to create a successful first year experience for each protégé. In this way, we ensure the success of our students.

Mentor Program Core Committee: (8 members)

2 experienced teachers selected by DFA Leadership*

2 teachers with less than 5 years experience preferred or new to position selected by DFA Leadership *

2 administrators (one K- 5, one 6-12)

2 Mentor Program coaches (one K –5, one 6-12) recommended by the Mentor Program Core Committee to the Superintendent for BOE appointment

*Preference to representation of all grade levels - (i.e., K-5, 6-8, 9-12)

Mentor Program Core Committee Quorum/Actions

A quorum is defined as 5 out of 8 members present. This quorum must be present in order to make Mentor Program decisions/recommendations.

Defining Program Participants

Mentor Program Coaches (MPC) (one K-5 and one 6-12)

The coach serves as a resource for the mentor program and must respect the confidential nature of the position. The Mentor Program Coach is a qualified mentor that acts as “another pair of eyes” for the mentor team and will facilitate positive communication and collaboration. At time of appointment, the Mentor Program Coaches will be identified as Mentor Program Core Committee members.

Mentor

The mentor will be an experienced, caring faculty member whose wisdom and skills with people and the job assignment are made available to a less experienced teacher so that he/she can quickly learn and succeed in her/his new responsibility. Mentor in-service training is required of all mentors.

Protégé

Tiered System

Level 1 – New to the profession

First full-time/part-time assignment for one calendar year

Level 2 – Advanced Beginners

Level 3 – Experienced and

In need of support for logistics and protocols

Long Term Substitutes & Long Term Per Diem Substitutes– May be assigned

Level 1, Level 2 or

Level 3 status on an individual basis.

Appointment Processes:

Application:

Mentor Program Coaches:

Two-year appointment July 1 - June 30

Anticipated April posting with May recommendation to BOE

Mentors:

Annual appointment September 1 - June 30, unless otherwise appointed

Anticipated May posting with BOE recommendation for appointments following the pairing selection

Following the posting of the positions, individuals interested in serving shall send a letter of interest and a completed application to the Superintendent or his/her designee (attachment A). Those with an application on file may submit a letter of interest to reactivate their application. Any applicant not assigned for the following year shall be given notification in writing.

Selection and Notification:

Every effort will be made to assign mentors within one month of protégé appointment. Department or Grade Level Chairs will be eligible mentors outside their grade level/department. Chairs would be considered as mentors within their grade level/department in extenuating circumstances as determined by the Mentor Program Core Committee.

The Mentor Program Core Committee, or a quorum thereof, will meet for the purpose of recommending the mentor/protégé' pairings. The Mentor Committee Chair will notify the Superintendent and the appropriate committee administrator. If approved Human Resources Specialist is notified by committee administrator. If a change is recommended, Superintendent will notify the Mentor Core Committee Chair. Pairings are at the discretion of the committee based on protégé need and with consideration of previous mentor feedback. If additional mentors are needed after summer appointments, the Mentor Program Core Committee will notify human resources who will post positions available. In order to meet the needs of a protégé, additional applicants may be requested.

Recommendation for Appointment will be determined by:

Mentor Program Coaches (MPC):

Current tenured Dryden Central School District teacher holding permanent/professional NYS teacher certification;

Leadership abilities;

Committed to attend mentor in-service;

Conflict resolution/mediation skills;

Strong organizational skills;

Ability to facilitate meetings; and

Ability to maintain required documentation within deadlines.

Mentors:

Current tenured Dryden Central School District faculty holding permanent/professional NYS certification (preferred)

Outstanding teaching skills, creativity and mastery of the subject matter they teach;

Effective interpersonal, written and oral communication skills; and

Effective leadership qualities and enthusiasm for teaching.

Determination of Mentor/Protégé Assignments will be based on:

Review of application (attachment A);

Level of need of protégé;

Time of year and length of assignment;

Opportunities for networking;

Knowledge about the resources and opportunities in the district and ability to act as a referral source to the protégé teacher;

Priority to pairings in the same building;

Expertise/experience in content area preferred and/or professional training; and

Ability to work well with others.

Termination of pairings:

If mutual – The Mentor must submit a written resignation to the Superintendent with a copy to a Mentor Program Coach and human resources. The protégé will be reassigned via the assignment process.

If not mutual – The Mentor Program Coach will be notified by the mentor and/or protégé. Mediation will occur between these parties. The Mentor Program Coach will inform the Mentor Program Core Committee. The Mentor Program Core Committee will provide the Superintendent with a recommendation for BOE action.

LONG TERM LEAVES (3 Weeks or More):

Mentor: will require a mentor to resign to assure the protégé the full support of the program.

Protégé: will require the mentor to support the substitute teacher.

Termination of Mentor Program Coach:

If mutual – The Mentor Program Coach must submit a written resignation to the Superintendent with a copy to the Mentor Program Core Committee and human resources.

If not mutual – The Mentor Program Core Committee will be notified by the other coach. Mediation will occur between these parties. The Mentor Program Core Committee will provide the Superintendent with a recommendation for BOE action.

Appeal:

Appeals go to the Mentor Program Core Committee for review. That decision (reached by consensus of the Mentor Program Core Committee) may be taken to the Superintendent for a final decision.

Roles and Responsibilities:

Mentor:

- To attend up to two days of district-sponsored summer orientation program with protégé (please note – compensation for this time is considered part of the mentor stipend);
- To attend all mandatory Mentor Program coach meetings
- To model professional behavior (i.e., participation in district meetings, compliance with contract, general professional demeanor);
- To focus on classroom activities and curriculum;
- To offer and demonstrate an array of instructional techniques;
- To suggest and demonstrate a variety of classroom management strategies;
- To support quality instruction without being evaluative;
- To provide emotional support;
- To provide confidential support;
- To socialize teachers into the school community;
- To complete and submit Protégé Program Activities Log ;
- Submission of log is due by the 15th of the following month (barring extenuating circumstances);
- Failure to submit by the 15th will result in non-payment for that month and a reduction in stipend;
- Mid-year partial payment will not occur if any monthly logs are incomplete;
- To educate the protégé teacher about special programs in the school district; and
- To meet all requirements of the Mentor Program.

Protégé:

- To attend district-sponsored summer orientation program with mentor;
- To attend all mandatory Mentor Program coach meetings
- To play an active role in the mentoring relationship by offering critical reflections on his/her own practice and identifying area in which assistance is needed;
- To develop a collaborative relationship with his/her mentor (seek out support, be forthright in communicating classroom issues, remain open to feedback, and share ideas);
- and

To meet all requirements of the Mentor Program.

Teacher-Mentor Program Coach (MPC):

- To assume membership of Mentor Program Core Committee after appointment;
- To maintain position for two years;
- To attend up to two days of district-sponsored summer orientation program (please note – compensation for this time is considered part of the MPC stipend);
- To schedule and facilitate district-wide Mentor Program meetings
- To act as a liaison between mentors;
- To be available on an “as needed” basis for the mentor and the protégé;
- To respect the confidential nature of the position;
- To gather activity logs, review to assure completion and submit log summary to a Mentor Program Core Committee Administrator to sign in December and June;
- To maintain attendance records of Mentor Program meetings and to submit these records to the Mentor Program Core Committee Administrator and to the district office to process in-service pay for protégés;
- To meet with pairings a minimum of one time each year
- To collect and compile evaluation results for program review with Mentor Program Core Committee; and
- Will serve as coach, not as an individual mentor.

Mentor Program Core Committee:

- To select a committee chair and a recorder for the Mentor Program Core Committee each June for the following year;
- To review applications and electronically recommend mentor-protégé pairings to the superintendent;
- To assure that Mentor Program requirements are being met by both mentors and protégés;
- To notify mentors of any incomplete logs and to notify payroll of prorated stipends;
- To address program concerns from Mentor Program Coaches, mentors and protégés
- To respond to administrator recommendations of mentor-protégé pairings;
- To keep the superintendent apprised of program concerns;
- To review the Mentor Program Plan by May of each year and to recommend program changes to DFA and the superintendent as needed; and
- To report to the Board of Education in June each year on the Mentor Program.

Administration:

All District Administrators:

- Discuss with Mentor Core Committee members recommended protégé levels.
- To share comments, accolades, needs and concerns with mentors regarding their protégés (please note –the mentor is not free to share confidential information with the administrator);
- To respect the confidential nature of the mentor-protégé relationship;
- To be the primary source of support, supervision and evaluation of the protégé (please note - the Mentor Program does not supersede administrative responsibility);

To participate in Mentor Program meetings/trainings as requested;

To approve and/or facilitate building-specific mentor-protégé release time;

To continually monitor the mentoring process;

To identify and recommend to the Core Committee the continuation of participation in the Mentor Program for a staff member in need; and

To provide fiscal resources.

Mentor Program Core Committee Administrators:

To be actively involved in the Mentor Program Core Committee;

To verify required documentation; and

To submit activity log summaries to Payroll by 1/15 and 6/1 to authorize payment.

Dryden Faculty Association:

To negotiate with the district over the issues of compensation and time commitment;

To appoint teachers to the Mentor Program Core Committee by June 1st of each year;

To ensure that the district Mentor Program is included in the collective bargaining agreement; and

To have representation in the annual evaluation of the Mentor Program via the Core Committee.

Board of Education:

To support the Mentor Program by discussing the Board report given in June each year;

To ensure fiscal resources are provided to implement and maintain the Mentor Program; and

To review the Mentor Program on an annual basis.

Mentor Preparation

Good teachers do not necessarily make effective coaches for adults. Mentors must receive professional development in the skills and strategies necessary for supporting teachers.

Elements of this professional development may include:

Coaching strategies

Role of a mentor

Phases of first-year teaching

Analysis of teaching strategies

Observation skills

Strategies for conferencing and feedback

Problem-solving/conflict resolution skills

Diagnosing and analyzing classroom management issues

Cultivating effective and positive parent relationships

Reflective practice

Using student work to evaluate and inform practice

Standards-based curriculum, instruction and assessment

Mentor and protégé will:

Maintain confidentiality of mentor-protégé interactions;
Participate in the mentor component of summer orientation for new staff;
Meet a minimum of once per week throughout the school year for Level One, meet a minimum of two times per month throughout the school year for Level Two, Level Three meeting expectations will be determined by the Mentor, Protégé and Coach based on need;
Schedule specific meeting times
Communicate frequently;
Document meetings and mentor activity logs; and
Participate in additional professional development throughout the school year as scheduled by the MPC's.

Protégé Activities

Special consideration should be made to address the following topics throughout the school year as appropriate to building level. Logs will reflect this professional development.

I. Summer Orientation Topics

- Procedures & Routines
- Dryden Culture 101
- Orientation to DFA (Dryden Faculty Association)
- District/BOCES Resources
- Technology (SchoolTool, Sub-Finder, Dryden Online, MyLearningPlan)
- Roles & Responsibilities of Staff and Administration

II. Fall/Winter

- Evaluation/APPR
- Classroom Management
- Parent Communication/Open House
- Discipline/Character Education
- Assessment Techniques

III. Winter/Spring

- Differentiated Instruction
- Gap Analysis
- Reflective Practices
- Inclusion/Working with Support Staff

Time for Mentoring

Mentor coaches, mentor teachers, and protégés will be released from classroom duties the equivalent of 1/2 day per month for visitations and collaboration from September through May. They may also be released from classroom duties for workshops and conference attendance.

Additional time beyond regular school hours is necessary to fulfill mentor/protégé responsibilities. This might include conferencing, training, etc.

The term of service for Level 1 and Level 2 mentor teachers will be for a period of one year. The term of service for Level 3 mentor teachers will be one half year.

Mentor Program Funding

Stipends as per DFA negotiated agreement will be paid to mentors and Mentor Program Coaches. Completion of monthly logs, as evidence of mentor-protégé activities, is required to authorize stipends for mentors.

Mentors' and protégés' attendance at mandatory Mentor Program meetings that occur beyond the regular school day will qualify for professional development credit on MyLearningPlan.

Mentor Program Evaluation

The Mentor Program will be evaluated as to its effectiveness and practicality on a yearly basis. The Mentor Program Core Committee and the Mentor Program Coaches will undertake this task.

Mentors and their protégés will complete an evaluation developed by the Mentor Program Core Committee. Results will be compiled by the Mentor Protégé Coaches and presented to the Mentor Program Core Committee for review. The committee will make recommendations for revisions.

Appendix F: State Requirements for Professional Development

By September 1, 2000, and annually by September 1st of each school year thereafter, each school district and board of cooperative educational services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed in paragraph (2) of this subdivision. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. The plan shall also ensure that holders of level III teaching assistants certificates and that substitute teachers who work on a long-term basis, as defined in section 80-5.4 of this Title, are provided the opportunity to participate in the professional development program of the district or BOCES.

Such professional development plan may be a part of a comprehensive education plan of the district or BOCES, provided that the professional development plan meets all of the requirements of this subdivision, including the requirements related to collaboration with the professional development team in the development of the plan as prescribed in paragraph (3) of this subdivision, or may be a free-standing plan of the district or BOCES.

A school district or BOCES shall include as part of its professional development plan a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities.

Content of the plan. The professional development plan shall be structured in a format consistent with commissioner's guidelines and shall include:

1. a needs analysis, and goals, objectives, strategies, activities and evaluation standards for professional development in the school district or BOCES;
2. a description of how the school districts or BOCES provide all teachers they employ substantial professional development opportunities directly related to student learning needs as identified in the school district or BOCES report card and other sources as determined by the school district or BOCES.

For plans covering the time period, February 2, 2004 and thereafter, each school district or BOCES shall describe in its plan how it will provide teachers t employs holding a professional certificate with opportunities to maintain such certificates in good standing based upon successfully completing 175 hours of professional development every five years as prescribed in Part 80 of this Title; teachers' expected participation in professional development.