Little Falls City School District
Professional Development Plan
2022-2023

BEDS: 210800050000

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* This plan is a working document and will be reviewed and revised annually.
* Locate/View LFCSD Professional Development online at: www.lfcsd.org

The City of Little Falls

Founded in 1811 as a village and incorporated as a city in 1895, Little Falls has over 200 years of rich Upstate New York history. Statistics from the US Census Bureau for the City of Little Falls can be seen below:

Socio-Economic Figures- Little Falls, New York
      Population: 4,760
      Median Age: 41.1
      Percentage of High School Graduates: 87.5%
      Individuals below poverty level: 18.8%
      Median Income per household: $ 39,534
      Mean income per household: $ 51,107

Little Falls City School District

The Little Falls City School District serves approximately 1,076 students in grades Kindergarten through Grade 12. The District has two instructional buildings: Benton Hall Academy with approximately 490 students Kindergarten through grade five; Little Falls Middle School with approximately 253 students grade six through grade eight; Little Falls High School with approximately 333 students grades nine through twelve. The District employs approximately 170 people, 110 teachers and 60 support personnel.

The New York State Board of Regents has designated Little Falls City School District as a high-need. Approximately56%% of the students receive free or reduced price lunches. Approximately 40% of graduating seniors attend a 2-year college and 31% of graduating seniors attend a 4-year college.

 100% of our classrooms have internet access. Students in grades K-5 have access to devices on a 1:2 basis, students 6-12 have access to devices on a 1:1 basis. This is in addition to computer labs at each building that can accommodate up to 25 students at a time. Advanced Placement courses are offered in US History, Biology, Chemistry, and Art. There are vocational programs offered through the Herkimer County BOCES Technical Center

Mission Statement

The Little Falls City School District strives to inspire and empower our students to reach their full academic, physical, and emotional potential in a safe and supportive environment.

NYSED Requirements for Professional Development

Districts must develop Professional Development Plans that meet the requirements described in section 100.2 (dd) of the Regulations of the Commissioner of Education for the State of New York. The purpose of the Plan shall be to "improve the quality of teaching and learning by ensuring that staff participates in substantial professional development opportunities that are aligned with the New York State Next Generation Learning Standards in order to remain current with their profession and meet the learning needs of their students."

The Plan "shall include a description of how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities directly related to student learning needs *and* how it will provide it's professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development for teachers and 100 hours for teaching assistants every five years."

Additionally, public school districts "are required to have a Professional Development Plan which describes the efforts made to ensure that professional development is continuous and sustained, that the methods and approaches for delivering professional development have been shown to be effective, and the manner in which the school district will measure the impact of professional development on student achievement and teachers' practices."

Lastly, the district's Professional Development Plan must contain the following required components:

> A Needs Assessment
> Goals and Objectives for Professional Development
> Activities for Professional Development
> Elements of the District's Mentoring Program
>
> Evaluation Standards for Professional Development

NYS Professional Development Standards:

New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and to raise student achievement results. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with the Common Core Learning Standards and are based on an analysis and adaptation of Learning Forward

(formerly National Staff Development Council) Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools. The following are the standards:

1. Designing Professional Development:
Professional development 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 development expands educator's' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

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

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

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

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

7. Parents, Family and Community Engagement:
Professional development 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 development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

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

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

Little Falls City School District Professional Development Plan Vision:

The mission of professional development in the Little Falls City School District is to promote and enhance professional excellence for the members of the educational community through a variety of opportunities that are collaborative, continuous, embedded in daily practice, and focused on student achievement. We strive to strengthen the culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Throughout this document, we reference the main goal of professional development: improved student learning. While being mindful of that core purpose, it is important to acknowledge the additional benefits of this comprehensive professional development plan:

- Improving job satisfaction
- Improving our ability to recruit and retain new educators
- Increasing our knowledge of innovative practices
- Meeting the NYSED requirements for professional development planning
- Promoting shared decision-making and inclusive leadership

The scope of professional development (PD) in Little Falls will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self- assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions.

The Little Falls City School district is dedicated to increase learning for all students and significantly narrow the achievement gap by:
- Personalizing instruction through the use of ongoing formative assessment at the classroom level;
- Focusing on professional development that supports teachers in increasing student engagement;

- Increase highly effective and engaging instruction supported through the implementation of Google Apps for Education;
- Support teachers' understanding of instructional practices in the STEM/STEAM classroom;
- Develop student connections among all stakeholders through building relationships and improving communication skills;
- Engage instructional technology leaders to support a shared understanding of best instructional technology integration practices for all teachers that results in higher student engagement and achievement;
- Define what each student must know and do for readiness by creating curriculum documents that identify the high priority standards and alignment district wide;
- Curriculum cycles to create guaranteed and viable curriculum district wide;
- Create clear curricular pathways that lead to college and career readiness;
- Embed core life skills in the district curriculum modeled on 21st Century Skills;
- Redesign student support services (RTI, AIS and SPED);
-
- Increase family and community engagement, connection, ownership and partnership by offering parent information sessions throughout the school year.

LFCSD includes in its vision for systemic development the concept of continuous improvement. Continuous improvement is the overarching goal for professional development that must be the driving force for improved teaching and learning. This Professional Development Plan is designed to assure all teaching staff have the opportunity to strengthen and develop their pedagogical skills and content knowledge within a collaborative professional culture.

Teachers certified in Bilingual and English Language Learner (ELL) Education possessing a professional certificate under the 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. LFCSD teachers will utilize the expertise and training provided by the Regional Bilingual Education Resource Network (RBERN) to fulfill these requirements. For all other faculty and staff, Little Falls City School District 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 LFCSD total student population as of such date as established by the commissioner.

Professional Development Plan Committee:

The Professional Development Committee members include various staff members from throughout the district, including teachers, administrators, parent representatives, curriculum coordinators, technology director and other support staff.

Dr. Keith Levatino, Superintendent	Jocelyn Beers, MS SPED/Parent
Bart Tooley, Assistant Superintendent for Curriculum and Instruction	Deborah Mowers, ELA Teacher on Special Assignment
Jennifer Smith, Director of Pupil Personnel	Tracy Young, Elementary Teacher-STEAM Specialist.
Joe Long, Benton Hall Academy Principal	Joe Morotti High School Social Studies/Parent
Maria Lindsay, Middle School Principal	Ashraf Allam, Director of Technology
Leeann Dooley, High School Principal	
Monica Tooley, LFTA President	
Samuel Salamone, High School Science/Parent	

Professional Development Planning Process
The LFCSD professional development planning process is:
1. Identify school/district educational goals
   ● Review existing educational goals for state, district and schools
   ● Analyze student achievement data: past, present, projected trends
   ● Identify areas of student need
   ● Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible
2. Plan for implementation
   ● Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
   ● Identify sources of expertise to assist with identified needs and goals
   ● Select PD content and process at each level (district, school, team, or individual)
   ● Identify sources and uses of financial resources
3. Implement professional development strategies
   ● Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
   ● Incorporate best practices into teaching, learning and leadership
   ● Identify critical factors for successful implementation
4. Monitor progress
   ● Identify success measures for professional development activities
   ● Identify data sources and gathering method for each measure
   ● Plan for articulation of findings
   ● Keep records of PD implementation, participation and feedback
   ● Administer feedback surveys and collectively analyze results

Evaluation of Professional Development

Professional development evaluation uses multiple measures to assess the effectiveness

of the knowledge and skills acquired in improving professional practice. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience, such as participant reactions, surveys, interviews, and through department/team meeting feedback. The Professional Development Team will revise the Professional Development Plan based upon the input and feedback from staff. .

Tracking Professional Development Hours

The district will utilize My Learning Plan to register and track professional development. My Learning Plan will centralize the district professional development activities and will be the mechanism to register, gain approval, and submit attendance for professional development activities. Staff is responsible for logging hours into TEACH account and keeping accurate records of hours completed.

Professional Development Needs Analysis

The Little Falls City School District reviews multiple sources to develop the professional development cycle. The following are analyzed annually to determine the focus and content of the professional development plan:

Student Achievement Data

- School Report Card
- Every Students Succeeds Act (ESSA) Indicators of Success
- NYS and District Assessments (3-8 testing and Regents exams)Disaggregated Student Achievement Data
- Report Cards
- VADIR Reports
- Supervisor and Department Data Analysis and Recommendations
- Counseling and Social Work Records
- Student Attendance and Discipline Reports
- Graduation rates
- Special Education Identifications and Annual Reviews
- NYS Next Generation Learning Standards
- AIS/RtI Reports
- Surveys
- Needs assessment generated by faculty and staff
- STAR Assessments
- DIBELS
- Fountas and Pinnell Leveling System
- IXL Math

Additional Data Sources

- NYSED Strategic Roadmap

- BEDS Data
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Annual Professional Performance Reviews
- Program Reviews
- SED Regulations and Mandates
- Mentor Program
- NYS Alternate Assessment

Models and Constructs for Professional Development

Professional development opportunities exist in many forms at all instructional levels for staff.

General staff development opportunities include attendance at large group sessions spearheaded by district leadership, Board members, union leaders, and/or outside professionals representing organizations committed to big ideas. The best example of this professional development opportunity is Superintendent's Conference Day(s).

New Teacher Orientation sessions are an example of required professional development for new staff. These sessions begin in late August for instructional staff new to the district and consist of various pedagogical training from mentors and content specialists. For mentees, these trainings last throughout their first two year and are designed to increase their understanding of district expectations and professional responsibilities.

Participation in online and traditional coursework comprises another definition of professional development for district staff on topics that contribute to professional growth in an area of choice or need. Participation in the National Board Certification process is an example of both types of professional development.

Workshops and follow-up workshops provide opportunities for staff to increase knowledge and to gain insights into current research, effective teaching strategies and state initiatives, as well as to develop skills for supporting reflective practice. These can occur at the school, district, local or national level. These workshops are not limited to instructional personnel.

Building-based professional development is initiated by building leadership in response to specific school needs. Support is provided to staff by teacher leaders , building administrators, outside presenters, consultants, and other members of the school staff.

Building-based staff development encourages reflective practices through the empowerment of staff. Professional staff will beable to identify a problem and/or respond to an issue and design a plan to address the concern with onsite support.

Curriculum initiatives drive systemic professional development. The district believes that when those responsible for the delivery of the curriculum are directly engaged in the development process, high quality curriculum results. Support is provided for any one of the three phases of curriculum development (writing, implementing, evaluating). Attention is given to grade level alignment as well as K-12 vertical alignment in curriculum development and discussions about the ease and roadblocks to successful implementation and integration become the content of professional exchange.

Data Driven Instruction is a critical area of professional development for staff. Information from both state and local assessments give the district and schools within the district an enormous amount of test data to interpret. From individual student profiles and specific subgroups to building and district-wide scores, data analysis helps staff to identify positive and negative trends in student responses. These patterns underscore areas in curriculum and in its instructional delivery which can be improved to better meet the needs of our population of students, whose needs are diverse and differentiated.

Job-embedded professional development for teachers and staff occurs during the regular school day. Support for instructional programs and teaching is achieved through the coaching model. Coaches help teachers implement instructional methods and practices that increase student achievement results. Work begun during the school day continues, at times, in the early morning and after-school hours under the guidance of coaches and instructional supervisors.

Study Groups provide professional development opportunities at the building levels, where groups of teachers can meet regularly to study a topic relevant to their teaching to gain a deeper understanding of research based practices and instructional procedures. Professional readings are generally done in advance of the study group meeting and become a conversation topic within the meeting.

Lesson Study provides professional development for teachers by studying effective student focused lesson models, conducting a lesson while other teachers observe, conducting reflective discussion of the lesson after it is delivered, using evidence gathered from the presentation to improve the lesson and instruction, and revising the lesson and teaching it in another setting to gauge changes in student response and mastery.

Grade Level meetings are professional development opportunities , that focus on an essential question i.e. ("How did we improve student listening comprehension this week through read-alouds?" or "What are some examples of strategies that we used this month to reduce office referrals?") and have discussions about them. Meeting to review student work so that there are shared expectations for student success is one of the best uses of grade level meeting time.`

Horizontal Team meetings provide professional development through focused meetings

of all content areas at one grade level (i.e. all 7th grade English, Social Studies, Math, and Science teachers meet to discuss academic intervention efforts with the school social worker and psychologist) to plan follow-up action for students.

Vertical Team meetings provide professional development through focused meetings with multiple grade levels in the same content areas (i.e. departments meet in an effort to ensure that there is curricular alignment in the subject and so that each teacher understands the requisite skills he/she is responsible for teaching in that content area.).

Focused professional development opportunities arise out of the need for all staff members at the district or school level to better understand a particular skill, strategy or concept. These can include content-specific topics or specialized study for long-term substitutes and/or specialized offerings for support staff, paraprofessionals, teaching assistants, transportation, school lunch personnel, clerical and custodial staff.

Other Service Providers

- Workshops offered through
  - Herkimer BOCES
  - Model Schools or of Mohawk Valley Information Center
  - School Library System Oneida, Madison, Herkimer BOCES
  - Mohawk Valley Teacher Center, Regional Bilingual Education Resource Network (RBERN)
- Safety Consultant Firms (Little Falls Police, Little Falls Fire Department,)
- Trusted Tech
- ICAN
- Google Educators
- LGBTQ Alliance
- QUESTAR BOCES
- Exemplary Teachers
- Independent trainers
- Institutions of Higher Education: Ex.: Herkimer College , MVCC, Utica College, SUNY Poly, Albany University, Grand Canyon, Buffalo, Rochester, Saint Rose, Oswego, Oneonta, Syracuse University, Sage
- NYSUT (New York State United Teachers)
- Google Summits (EduTechTeam)
- ISTE (International Society for Technology Education
- Khan Academy
- Red Cross
- Clear Touch Boards Vendor Training
- NYSCOSS (New York State Council of School Superintendents)
- MVSAO (Mohawk Valley School Administrator Organization)
- STANYS (Science Teachers Association of New York State)
- NYSECTA (New York State Elementary Classroom Teacher Association)
- ASBO (Association of School Business Officials)
- SAANYS (School Administration Association of New York State)
- NYSSBA (New York State School Boards Association)

- · CASDA (Center for School Improvement at the University of Albany School)
- · HARC (Herkimer Area Resource Center)
- · SBI (School Board Institute – New York State School Boards Association)
- · NYSAHPERD (New York State Association for Health, Physical Education, Recreation, and Dance)
- · SDE (Staff Development for Educators)
- · BER (Bureau of Education & Research)
- · ASCD (Association for Supervision and Curriculum Development)
- · Handwriting Without Tears
- · Scholastic
- · Envisions
- · McMillan/McGraw-Hill
- · Kelberman Center
- · UCP (United Cerebral Palsy)
- · Castle Learning
- · Center of Learning Disabilities
- · IXL online Math Practice
- · Seesaw
- · Fountas and Pinnell
- · NASSP (National Association of Secondary School Principals)
- · NYSCATE (New York State Association for Computers and Technologies in Educations)
- · NASA (National Aeronautics and Space Act)
- · Youtube EDU
- · TED Talks
- · Periscope
- · NASP (National Association of School Psychologists)
- · R for K (Ready for Kindergarten)
- · YWCA (Young Women's Christian Association)

Goal 1: Curriculum Cycle: Development of a Guaranteed and Viable Curriculum

Objective 1:

- ● Promote Literacy development K-12 and in all content areas
- ● To Improve student performance in all subject areas.

Strategy:

- ● Sustain long-term commitment to professional development in literacy via targeted learning of best instructional practices
- ● Include Next Generation literacy frameworks in curriculum maps for each discipline
- ● Continue to support elementary teachers' administration and use of Fountas and

Pinnell Benchmark Reading Assessments and Leveled Literacy for Intervention for RtI Progress Monitoring
- Continue to develop collaborative structures for literacy coaching at the elementary level
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- Facilitate curriculum mapping with continued focus on workshop structures and alignment with RtI plans, Next Generation Standards, pacing calendars, etc.
- Explore digital portfolios as an additional tool for model reading and writing progress monitoring
- To provide teachers professional development to facilitate implementing common core learning standards. To standardize the language of instruction in the content areas, district wide

Objective 2: Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based upon learning standards and best practices

Strategy/Activities:

- Content Area Development – Learning research-based instructional techniques to improve student achievement in content areas
    o Reading, Writing, and Language Arts approaches – Reader's and Writer's Workshop, Guided Reading and Writing, Fountas and Pinnell, Book Clubs, etc.
    o Math, Science and Social Studies
    o Special Education including Speech and Language, OT, PT
    o Foreign Language
    o Counseling, Social Work, Guidance
    o Fine Arts including Music, Art, Drama
    o Physical Education and Health
    o Library, Media, and Instructional Technology
    o Business Education, Technology Education, and Family and Consumer Science
- Through orientation and mentoring, provide knowledge of LFCSD programs and their relationship to NYS and Next Generation learning standards
- Provide mentoring to new teachers in using appropriate teaching strategies; help new teachers to become familiar with expected instructional practices
- Continue to create awareness and fluency in a common language supporting NYS Next Generation Learning Standards implementations
- Provide PD to help staff design, use, evaluate, and revise instructional practices related to identified gap groups and student need
- Incremental planning and implementation of Response-to-Intervention frameworks for secondary literacy and reading instruction and interventions
-
- Provide responsive and targeted professional development opportunities in all content areas and specialties
- Assess alignment of PD offerings with identified needs (departments and school)

- Develop and implement protocols and procedures for data informed planning for professional development

Who: All Teachers K-12

Trainers:
    Superintendent
    Assistant Superintendent
    Building Principals
    Director of Technology
    Lead Teachers
    BOCES trainers
    Data Coordinator
    Model Schools
    Service providers listed under "Other Service Providers" on page 11-12 of this plan.

When: District Release Time
    After School Hours
    Summer Professional Development Time
    After-School
    Team Meetings
    Department Meetings
    Faculty Meetings
    Superintendent's Conference Days

Performance Measures: State Assessments
    Subject and/or grade-level based performance-based assessments
    Communication Artifacts (meeting agendas, minutes, materials, guidance, documents, feedback forms, etc.)
    Observation/feedback notes from Building and Assistant/House Principals and Instructional Administrators

Goal 2: Data Analysis

Objective:

- To analyze NYS exams, NYSED data and benchmarks for trends then revise instruction accordingly.
- To analyze local assessments for trends to provide corrective instruction.

Strategy:

- Examine what is being taught in comparison with what is being assessed
- Examine assessments/review data analysis in ELA, Social Studies, Math and Science.

Activities:

- Elementary grade-levels and secondary departments will collaboratively analyze benchmarks, NYS Exams and local exams
- Provide training on use of available data and formative assessments to identify and plan for highly able students in order to establish students for which differentiation is needed
- Provide training on use of available data and formative assessments to identify struggling students and areas of need in order to establish areas in which differentiation is needed.
- Provide training on using available data reports and software to track student progress

Who: K-12 Teachers, Administrators, Teacher Assistant, Teacher Aides

Trainers: Curriculum Coordinators
Grade-level Chairs
District Administration
K-12 teachers
Service providers listed under "Other Service Providers" on page 11-12 of this plan.

When: District Release Time
After School Hours
Summer Professional Development Time
After-School
Team Meetings
Department Meetings
Faculty Meetings
Superintendent's Conference Days

Performance Measures: Item Analysis Reports Revised Curricula

Data Source: NYS Exam Item Analysis
Unit Test Item Analysis
State Assessment
STAR Assessment
IXL Math
Subject and/or grade-level based performance-based assessments
Communication Artifacts (meeting agendas, minutes, materials, guidance
documents, feedback forms, etc.)
Observation/feedback notes from Building and Assistant Principals and
Instructional Administrator

Goal 3a: Instructional Technology - to increase the use of instructional technology to include Google Apps for Education, e-Books, Accelerated Reader K-5, Noodle Tools, IXL (2-12), , BUZZ (SMS), Coding, virtual reality (VR), robotics, teacher/student websites, broadcasting, CPS student response systems and to raise teacher awareness of Web 2.0 tools such as wikis, blogs, podcasts, and social bookmarking.

Goal 3b: Technology Use – SchoolTool, electronic grading and attendance, Moodle, Accelerated Reader, IXL, DIBELS K-2, STAR Math 1-8, STAR Reading 3-8,

Objective 3a: To integrate technology into the curriculum by sharing resources and ideas and lesson plans via Google Classroom, Google docs, and other web applications

Objective 3b: To be proficient in the use of technology as a productivity tool

Strategy:

- Provide hands on experience using various types of instructional media
- Provide meetings for instructional planning with the goal of curriculum integration
- Provide a variety of opportunities for staff to develop technology skills for instruction, communication, and presentation
- Provide opportunities for staff to develop instructional skills enhanced by use of technologies
- Provide training in instructional tools such as: Cleartouch systems, Chromebooks IPads, and Google Apps
- Provide staff with opportunity to learn current advancements in web-based technology resources (Web 2.0 and 3.0, media streaming, cloud computing, social networking, Wikis, blogs, simulations, open source, etc.)

Activities:

- Presentation and practical experience based on speaker expertise
- Professional Learning Communities

Who: K-12 Teachers, Administrators, Teacher Assistant, Teacher Aides

Trainers: District Technology Committee

District staff
Service providers listed under "Other Service Providers" on page 11-12 of this plan.
Model Schools
Trusted Tech

When: District Release Time
After School Hours
Summer Professional Development Time
After-School
Elementary AM & Secondary PM meeting time
Team Meetings
Department Meetings
Faculty Meetings
Superintendent's Conference Days

Performance Measures:

Data Source: Teacher Survey
District Goals
District Technology Plan
Communication Artifacts (meeting agendas, minutes, materials, guidance documents, etc.)
Building calendars for use sign out and use of hardware
Observation/feedback notes from principals and instructional administrators

Goal 4: Mentoring Program

Objective:

- To facilitate new teachers transition into the District by providing them with the guidance, support, encouragement, and direction needed to reach their full potential as professional educators in the Little Falls City School District
- To encourage and provide an opportunity for those more experienced teachers who are selected as mentors to share their knowledge, talents, and skills with their mentees.

Strategy:

- To orient new teachers to their new workplace and to familiarize new teachers with district and building procedures
- To provide emotional support and general guidance about the district's professional culture
- To assist new teachers with curricular and classroom management issues, specific and broad grade level/building goals and standards, as well as other professional issues
- To help new teachers transition from preparation to practice.

Activities:

- Individual meetings with mentor and mentees
- Monthly cohort meetings

Who: K-12 Teachers, Administrators, Teacher Assistant, Teacher Aides

Trainers: Curriculum Coordinators
Grade-level Chairs
District Administration
K-12 teachers
Service providers listed under "Other Service Providers" on page 11-12 of this plan.

When: District Release Time
After School Hours
Summer Professional Development Time
After-School meetings
Team Meetings
Department Meetings
Faculty Meetings
Superintendent's Conference Days

Performance Measures:
Teacher Feedback Teacher Surveys
Administrative Feedback

Subject and/or grade-level based performance-based assessments
Communication Artifacts (meeting agendas, minutes, materials, guidance documents, feedback forms, etc.)
Observation/feedback notes from Building and Assistant/House Principals and Instructional Administrators

Data Source: Retention Rates NYSED
District Report Card

Goal 5: School Safety

Objective: Create a safe working and learning environment

Strategy:

- Develop a sense of confidence about school safety among staff and students
- Develop an awareness of a building emergency management plan, terrorism,violence prevention including bullying, child abuse training, gang and sexual harassment
-
- Hold quarterly district safety team meetings

Activities:

- Engage district safety team to lead our efforts and monitor/assist building safety teams
- Tabletop drills
- Lock down drills, with follow up meetings

Who: K-12 Teachers, Administrators, Teacher Assistant, Teacher Aides

Trainers: Little Falls Police Department
        Trained school staff
        New York State Police
        BOCES Safety Office
        School Attorneys

When: District Release Time
        After School Hours
        Summer Professional Development Time
        After-School
        Team Meetings
        Department Meetings
        Faculty Meetings
        Superintendent's Conference Days

Performance Measures: District and Building Safety Plans

Data Source:
        Observations
        Teacher Input
        District Goals
        School Report Card
        SED Initiatives
        Meeting Minutes
        Drill Logs

Goal 6: Specific Subject Area Training

Objective:

- To provide teachers with training in their specific subject area that would help align their teaching with the NYS Next Generation Standards and assessments

Strategy:

- To group teachers by discipline and have a leader in that subject area provide examples of specific activities and ideas that would help the teachers more effectively prepare their students to meet the NYS Standards

Activities:

- Specific activities in the appropriate subject area as per presenter
- Workshops on strategies for teaching reading & writing across content areas
- Training on use of technology and specific software that can increase the use of technology for instruction and assessment and on the changes in instructional methods needed to allow students to engage in computer-based learning and assessment

Who: K-12 Teachers, Administrators, Teacher Assistants, Teacher Aides

Trainers: District Technology Committee
District staff
Professional trainers or other service providers listed under "Other Service Providers" on page 11-12 of this plan.
Model Schools
Trusted Tech

When: District Release Time
After School Hours
Summer Professional Development Time
After-School
Team Meetings
Department Meetings
Faculty Meetings
Superintendent's Conference Days

Performance Measures: Teacher evaluation lesson plans

Data Source:
Observations
Teacher Input
District Goals

School Report Card
SED Initiatives

Goal 7: Differentiated Instruction/Response to Intervention (RTI)

Objective:

- Provide opportunities for teachers to learn about various methods of differentiating curriculum in the K-12 classroom to allow all students to succeed

Strategy:

- To train teachers in how to differentiate instruction, use multiple approaches and utilize these strategies in the classroom; to become familiar with the Response to Intervention Model

Activities:

- Workshop Presenters Guided activities, Videos

Who: Superintendent
Curriculum Coordinator
Teacher Leaders
Director of Special Education
BOCES
Service providers listed under "Other Service Providers" on page 11-12 of this plan.

When: District Release Time
After School Hours
Summer Professional Development Time
After-School
Team Meetings
Department Meetings
Faculty Meetings
Superintendent's Conference Days

Performance Measures:

Lesson plans
Observations Data collected from iObservation

Data Source:

Observations
Teacher Input
District Goals
School Report Card
SED Initiatives

Professional Development Plan Approval Signatures:

Dr. Keith Levatino, Superintendent	Jocelyn Beers, MS SPED
Bartholomew Tooley, Assistant Superintendent	Samuel Salamone, High School Science
Brian Coleman, Director of Pupil Personnel and Safety	Jennifer Smith, Teacher on Special Assignment /Parent
Joe Long, Benton Hall Academy	Monica Tooley, LFTA President
Maria Lindsay, Middle School Principal	Joe Morotti High School Social Studies/Parent
Leeann Dooley, High School Principal	Deborah Mowers,Teacher on Special Assignment
Tracy Young, Elementary Teacher on Special Assignment in Library	Ashraf Allam, Directory of Technology