

Garrison Union Free School District Comprehensive/Professional Learning Plan 2023-2026

Committee Members:

Carl Albano, Superintendent of Schools
James Yap, Director of Technology and Innovation
Allison Emig, Principal of Garrison School
Marjorie Guigliano, Teacher
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*Adopted by the GUFSD Board of Education:
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The Garrison Union Free School District is comprised of a single building containing grades UPK-8. The Comprehensive/Professional Learning Plan (PLP) has been developed to show a comprehensive and targeted approach to our staff development program and our educational goals. In addition to the PLP, the professional learning needs of staff members will be met in the following manner:

- The Superintendent of Schools and the Director of Technology and Innovation will keep the building informed of current and relevant educational issues through regularly scheduled administrative meetings and faculty meetings
- The Principal and Director of Technology and Innovation will conduct regular meetings with faculty and staff, departments, teams and grade levels to keep all parties informed of current initiatives and projects.
- Although the PLP is a three-year plan, the District Learning Committee will meet annually to identify professional learning needs, share progress on established goals, and review best practices and research.

The Garrison Union Free School District expects that all staff will participate in

professional learning throughout the school year. These experiences will count toward the 175 hours of Continuing Teacher and Leader education (CTLE) for teachers, school leaders with professional certificates and Level III Teaching Assistants. It is expected that every faculty member will be involved with professional learning each year through various forms, such as:

- Superintendent's Conference Days... 3 to 4 annually
- Faculty Professional Development Meetings...monthly
- Grade Level Meetings
- Department Meetings
- School Data Teams...monthly
- Professional Conferences (require administrative approval)
- In-service Courses (require administrative approval)
- Graduate Courses (require administrative approval)
- Mentor Program Participation

A needs assessment for developing each of the experiences listed above will be conducted as needed and will be reviewed with the District Professional Learning Committee. Staff members are encouraged to share their professional learning needs and ideas with the principal and director. The principal and director will actively seek staff input. Goals, objectives, workshops and topics will be developed from this input. The Vision of a Graduate will be kept in mind throughout the process as offerings are developed and/or approved

A specific emphasis must be placed, for each experience, on improving pedagogical/leadership skills, content knowledge, meeting individual student's needs and student outcomes. The focus must be on continually improving the experiences of students in our classrooms and improving GUFSD results on tests, assessments and overall student achievement while maintain true to the Vision of a Graduate

Vision of a Graduate:



In the below goals, each one is aligned to the Vision of a Graduate.

NEEDS ASSESSMENT SOURCES

NYS Report Card

NYS Accountability Reports

BEDS data

Analysis of data from NYS Assessments and Regents Exams

Analysis of data from student performance on F&P, K-4 Writing Assessments

Student attendance rate

Graduation and dropout rates

Violence prevention input

Surveys

Teacher Input

Administrator Input

Vision of a Graduate

COMPREHENSIVE PROFESSIONAL LEARNING GOALS, OBJECTIVES AND RESOURCES

Goal	Objective	Resources
<p>Communication & Expression/ Foundational Literacies:</p> <p>To raise student achievement in accordance with the Next Generation State Learning Standards in all areas.</p>	<p>Continue the development of National/State Standards-Based Curriculum and instructional strategies that promote student achievement.</p>	<p>Summer Curriculum writing in all content areas, district in-service workshops /out of district workshops, grade level/team/department meetings, data /school inquiry teams, coaching through PNW BOCES</p>
<p>Critical & Creative Thinking:</p> <p>To integrate technological resources to facilitate and enhance learning, improve student achievement, and maximize student proficiency with the latest technology, as well as enhancing communication with all stakeholders.</p>	<p>To facilitate National/State Standards-Based curriculum and instruction through the use of technology.</p> <p>To continue to build capacity through a multitude of platforms and medium.</p> <p>To use technology to enhance assessments and contribute to data-driven instruction.</p> <p>To use technology to enhance communication among all stakeholders.</p> <p>To use technology to facilitate high quality in-person and remote instruction.</p>	<p>Summer Curriculum writing, district in-service/out of district workshops, Technology Expo, grade level/team/department meetings</p>

Goal	Objective	Resources
<p>Diversity, Equity & Inclusion/ Integrity &Empathy:</p> <p>To provide a secure, nurturing and equitable learning environment and opportunities that support social and emotional learning.</p> <p>To infuse SEL supports and strategies into our daily instruction.</p> <p>To explore District -Wide programs and initiatives to support SEL.</p>	<p>To continue to insure compliance with <i>The Dignity for All Students Act (DASA), Section 13 of the Education Law.</i></p> <p>To enhance our school programs and activities that promote positive behavior and character education of our students.</p> <p>To ensure best practices for trauma informed instruction.</p>	<p>Garrison Cares Program, No Place for Hate, Be-A-Friend Project, Responsive Classroom, Safe School Ambassadors, monthly guidance/social worker lessons, guest speakers/assemblies, district in-service/out of district workshops, grade level/team/department meetings, counseling, classroom instruction</p>
<p>Curiosity& Resilience:</p> <p>To focus our teaching and support on providing an array of learning opportunities for students from all backgrounds.</p>	<p>To stay current in best practices and research regarding teaching and learning for all students (ENL, Special Education, Enrichment, Trauma)</p>	<p>In-service/workshops, grade level/team/department meetings, Instructional Technology Teachers, coaching through PNW BOCES, summer enrichment camps, tutorials, IST/RTI meetings</p>
<p>Critical & Creative Thinking:</p> <p>To continue a mentor program that supports new teachers and provides them with learning opportunities on instructional best practices focused on maximizing student achievement while also creating opportunities for teachers to learn/mentor each other.</p>	<p>To continue to support new teachers through the district mentoring program.</p> <p>To recruit new mentor teachers in specialty areas such as Special Education, PE, Guidance, and Speech.</p> <p>Explore the inclusion of Teaching Assistants in a Mentor Program.</p>	<p>New staff orientation, Mentoring/Mentoring Lite, new substitute orientation</p> <p>Exploration of Teaching Assistant Mentoring Program.</p>

COMPREHENSIVE PROFESSIONAL LEARNING GOALS AND FOCUSED 2023 STAFF
PROFESSIONAL LEARNING SURVEY FEEDBACK TO GUIDE PROFESSIONAL LEARNING
PLAN

Goal:

To raise student achievement in accordance with the Next Generation State Learning Standards (NGSLS) in all areas.

VOG Alignment: Communication & Expression/ Foundational Literacies

Action Plan:

- Vertical Articulation and grade level opportunities for interdisciplinary training in the Next Generation State Learning Standards
- Continued planning and support to meet the NGSLS
- Meeting diverse needs in the classroom to ensure all students are making growth toward the NGSLS
- Co-teaching models/strategies to meet all learners
- IST/RTI Training
- Increase Math Fluency and Word Problem Solving
- Continue opportunities for deeper learning in the Next Generation Science Standards, and incorporate civic readiness integration to meet the new Social Studies Standards.
- Administration of F&P and training in data analysis
- Transferable experience - how can we do more math manipulatives, literacy centers, etc., within your current classroom makeup
- Parent exposure of skills to support students at home
- Creating authentic assessments that measure student growth
- Content specific professional development
- Next Gen Standards continual PD, Pre-K-8
- Writing development focus, Pre K-8
- F&P Guided Reading /F&P Assessment Tool training
- Vocabulary development
- Execution of planning to include vertical alignment and sharing of resources
- Opportunities to collaborate on assessments included across departments/grades
- RTI/Tier 1 strategies
- Data driven instruction to support best practices for Building and District Data Teams
- Department and grade level vertical alignment
- Implementation of the NYSSLS in all grade levels

Goal:

To integrate technological resources to enhance learning, improve student achievement, and maximize student proficiency with the latest technology, as well as enhancing communication with all stakeholders.

VOG Alignment: Critical & Creative Thinking

Action Plan:

- Continue training in Google platforms
- Ongoing/Progressive Google PD
- How to use classroom technology for those who need it
- Deeper dive into 1:1 Chromebook use within the classroom and supporting student instruction
- Hands-on workshops to practice using new technology and coaching within the classrooms to support learning
- CBT Training
- Relevant/Compatible to current district resources and infrastructure
- Online Formative and Summative Assessments
- Technology - integrating into the lesson
- Technology - learning new technology and having time to practice applying it before using it in the classroom
- Re-working lessons so they can be applied to virtual learning
- Continued STAR training

Goal:

To provide a secure, nurturing and equitable learning environment and opportunities that support social and emotional learning.

VOG Alignment: Diversity, Equity & Inclusion/ Integrity & Empathy

Action Plan:

- Professional Learning for Social Emotional Learning
- Explore SEL strategies in other districts and buildings
- Staff Professional Learning on SEL for themselves to see the benefits
- Health and Wellness
- Power of Connections with Students - Authentic and Genuine
- Trauma informed training
- Mindfulness program
- School Psychologist training
- Related Service area training specific to expertise
- Related Service vertical alignment time
- Strategies to help at-risk students
- Ongoing refresher training for Responsive Classroom
- Culturally Responsive training/DEI Committee

Goal:

To focus our teaching and support on providing an array of learning opportunities for students from all backgrounds.

VOG Alignment: Curiosity& Resilience

Action Plan:

- Advanced and streamlined RTI training
- Multi-tiered system supports
- RULER
- Teaching students with ADHD
- Co-teaching strategies
- Diverse learning opportunities
- Meeting the needs of all learners - varied learning styles
- Planning for increased diversity
- Assessing opportunities to develop instruction to support learning from diverse backgrounds
- Measurable annual goals and progress monitoring training

Goal:

To continue a mentor program that supports new teachers and provides them with learning opportunities on instructional best practices focused on maximizing student achievement while also creating opportunities for teachers to learn/mentor each other.

VOG Alignment: Critical & Creative Thinking

Action Plan:

- Vertical alignment across grade levels/buildings/departments
- District-wide planning for our reading and writing PK-8 curriculum
- Grade level district-wide planning for growth
- AIS district-wide planning for growth
- Peer-to-peer workshops led by in-house experts
- Peer-to-peer class visitation
- Continuous training for new staff to include: eSchool Data, STAR, MLP, Google Classroom, RTI-M Direct, IEP Direct (where applicable)
- F&P Training, new K-4 teachers
- STAR Training
- Foundations Training, new K-2 teachers
- Content specific professional development
- Department and grade level vertical alignment

CTLE Resources

GUFSD will utilize a variety of funding sources for professional development. Those sources include but are not limited to:

- ☐ Local funds
- ☐ State funds
- ☐ Consolidated Grant funds - Title I, Title IIA, Title IID, Title IV, Title V
- ☐ Special Education funds

CTLE Sponsors:

<http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html>

***Note:** This is a sampling of CTLE Sponsors and is not all-inclusive. It is the responsibility of the GUFSD Staff Member to ensure any PL attended is hosted by an approved CTLE Sponsor. It is also the responsibility of the GUFSD Staff Member to keep track of their own CTLE Hours.

Garrison Union Free School District	PNW BOCES	OUBOCES
Rockland BOCES	Southern Westchester BOCES	Dutchess BOCES
Ulster BOCES	Sullivan County BOCES	NYS Education Dept.
National School Climate Center	Cal Ripken Sr., Foundation	Science Teachers Association of NYS
NYS English Council	NYS Council of Superintendents	New York State School Boards Association (NYSSBA)
NYS Association for Computers and Technical Education	NYS Association for Health, Physical Education, Recreation and Dance	NYSUT Education & Learning Trust
Lower Hudson Regional Information Center	Haldane/Highland Falls/Putnam Valley	Data Analysis Technical Assistance Group
Black Rock Forest	Teachers College, Columbia	Hudson Valley Regional Bilingual Education

		Resource Network
LEGO Education	RSE-TASC	Mid-Hudson School Study Council
New York State Association of School Business Officials (NYSASBO)	Hudson Valley Writing Project	SUNY New Paltz
Mid-Hudson Math Council	NYS Art Teachers Association	NYS Athletic Administrators Association
National Interscholastic Athletic Administrators Association (NIAAA)	NYSAPERD Council of Administrators (COA)	Mid-Hudson Leadership Institute
	National Federation of State High School Association (NFHS)	Mid-Hudson Teachers Center

MENTOR PROGRAM

A. The Mentoring Program

1. The Mentoring Program provides to first year teachers a peer mentor selected by the Professional Development Committee whose majority is composed of teachers appointed by the Garrison Teachers Association. (i.e. one representative from elementary, secondary and support staff plus one administrator). The mentor will provide the first year teacher with assistance and support in the achievement of goals, problem solving, and the fulfillment of responsibilities.
2. The mentor will meet with the teacher as early in the school year as possible to develop a professional, collegial relationship based upon trust and confidentiality. The mentor, mentee and building administrator will meet periodically throughout the year. The mentor will not conduct formal observations, but will be available to observe the teacher and offer informal suggestions for improvement. The mentor will normally be expected to provide at least fifteen (15) hours of mentoring per semester.
3. All first year teachers are required to participate in the Mentoring Program that provides the teacher with the assistance and support of a senior tenured teacher in the achievement of goals, problem solving and fulfillment of responsibilities. The school administrator in consultation with the GTA, may require a teacher to participate in the Mentoring Program during the teacher's second and third year of employment. A committee of the District and the GTA will meet to create protocols and forms for Mentors to assist them in meeting the requirements, which shall include maintaining a detailed log of their time spent with mentees, including dates and time of meetings and the general subject matter discussed.

B. Mentor Selection

1. Senior teachers interested in becoming mentors must complete an application and return it to the Professional Development Committee. The committee will review all the applications and supporting materials.
2. Criteria for Mentor selection
 - a. The applicant must be a full time tenured teacher in the district.
 - b. The applicant must demonstrate expertise in teaching.
 - c. The applicant must be willing to give the time necessary for the task.
 - d. The applicant must demonstrate effective interpersonal skills.
 - e. The applicant must be willing to participate in training, coaching and conferencing.

C. Duties of the Mentor

1. The school administrator is responsible for the evaluation of the instructional staff. A mentor is not an evaluator, but a source of professional support and assistance to the mentee.
2. Specific responsibilities include:
 - a. Meeting weekly with the mentee.
 - b. Keeping an informal log of all mentoring activities.
 - c. Informally observing and conferencing with the mentee.
 - d. Communicating to the mentee the concerns of the administrator.
 - e. Maintaining confidentiality.
 - f. Assisting the mentee with such professional matters as daily planning, routine procedures, student evaluation, parent conferencing, management skills, classroom organization, curriculum planning and instructional strategies.
 - g. Attending formal and informal conferences.