Ripley Central School District

Professional Learning Plan

2023-24

William Caldwell
Superintendent of Schools
12 N. Street
Ripley, NY

Board of Education Approval:
September 13, 2023

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Mission, Vision and Introduction

Mission

Ripley strives to foster a love of learning through authentic, challenging, adventurous experiences in a supportive and engaging environment. Ripley students become knowledgeable, productive, responsible citizens with strong character, ready to serve their community.

Vision Statement

Learn today. Lead tomorrow.

Introduction

At Ripley Central School, we focus on improving student achievement by developing quality teachers and establishing and communicating high expectations. We align professional development, feedback, and coaching with formal evaluation systems in order to promote the professional growth of every teacher and ensure school-wide excellence. Our school is comprised of pk-6 grades with approximately 150 students and 60 faculty/staff.

Based on qualitative data from teachers and administrator conversations, changes needed to take place with regard to our curriculum. Multiple grade level and administrative meetings took place throughout the fall and winter to focus on data analysis of student achievement and deficiencies. It was determined that the following goals would guide decisions:

I.   Continue to embed a love of Reading and Writing
II.   Establish an understanding of the NYS Math Standards and the alignment of those standards to the Eureka Curriculum.
III. Implement the grades 3-5 mandated NYS Science Investigations.
IV.   Instill Capturing Kids' Hearts processes and procedures that are focused on social-emotional wellbeing, creating a relationship-driven campus culture, and student connectedness.
V.   Create a toolkit to help with behavior management and social emotional needs within the classroom across all tiers.
VI.   Reinforcing a collaborative team approach to special education and providing support on the roles and responsibilities of all teachers to ensure needs are met for students throughout their school day across all settings.

After the success and student growth associated with the k-6 Reader's Workshop, District leadership decided to move K-2 to the new updated Reader's Workshop curriculum. Grades 3-6 will no longer need to implement the transition curriculum and can begin the school year with their grade level curriculum. Due to release date pushbacks, the updated Writer's Workshop curriculum was unable to be implemented as planned. K-2 teachers will be able to begin the new updated curriculum and grades 3-6 will continue implementing the older version of the Writer's Workshop curriculum until the updated curriculum is released later on this year. All grades will continue to focus on creating a love of reading and writing within their classroom.

Every Day Professional Development (EDPD) will continue in order to enable the district to provide more continuous and sustained support for the new curriculum changes.

Ripley will also be working with Erie 2 BOCES Regional Curriculum Council and staff development coordinators on investigating how our new curriculum is already culturally responsive and if we need to make enhancements.

Professional Development Committee Membership

Name	Title
William Caldwell	Superintendent
Micah Oldham	PreK-6 Principal
Michelle Waters	Director of Curriculum and Pupil Services
Hannah Johnston	Intermediate Teacher Representative
Shannon Rowe	Primary Teacher Representative
Brad Rowe	Special Area Teacher Representative
Lisa Sabella	Special Education Representative
Karen Kondrick	Media Specialist and Technology Representative

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders. This regulation requires 100 hours of acceptable CTLE, every five-year registration period, in content, pedagogy, and language acquisition.

Ripley Central School District and Erie 2 BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of

workshop, number of hours, topic, and type of activity or program. Ripley Central School District will use the NYSED Certificate of Completion Form. A sample of this form can be found in Appendix B. Records of CTLE awarded will be maintained for 8 years by the district. Educators must maintain personal records of completed CTLE for at least three years from the end of the registration period in which they completed the CTLE.

Philosophy

Professional development at Ripley Central School District is a vital component of our commitment to learning. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the building, progresses across grade levels, and when appropriate, is continuous and sustained.

Continuing Teacher Leader Education (CTLE)

The Board of Regents, at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015. See Attachment I.

* Suggested activities that will qualify as Professional Development under this Plan:

• Mentoring • Workshops • Cases (video review of lessons taught) • Action Research/Study Groups • College Courses • Conferences • Curriculum Development	• Participation in School Committees • Grade Level/Department Meetings • Site Visits • Superintendent's Conference Days • Training and Scoring for State Exams • Other Activities as Approved by Building Administrator, Such as Training With a Consultant

Professional Development Opportunities

Superintendent's Conference Days

The PDP team recognizes that one of the primary opportunities afforded each year for professional development exists with superintendent conference days that have been traditionally scheduled each year.

Superintendent's conference days will provide all teachers with at least 24 hours of training each year.

Building Staff Development

For 23-24, building staff development opportunities will take place on EDPD primarily for classroom and special education teachers, 30 min/week for special teachers. Professional development for Teacher Aides will be on Superintendent's Conference Days. Non-teaching

professional certified staff participate in EDPD as agenda dictates as well as non-district delivered specialized professional development approved as submitted.

Building Professional Development will focus on the following areas:

1. Science and Social Studies curriculum mapping, implementation, grading and the mandated NYS Science Investigations (k-6)
2. Readers' Workshop/Writers' Workshop (k-6)
3. Instructional practices, including IEP's will reflect the expectations of the state core curriculum for all students
4. Technology tools
5. Data analyses and data driven instruction
6. Behavioral and Social Emotional Strategies/Interventions
7. Other as approved

Individual Staff Development

The district also supports professional development opportunities provided for individual teachers throughout the school year. Such opportunities may include attendance at statewide/national/local conferences, BOCES workshops, webinars in addition to release time for curriculum planning, new teacher orientation or other activities that engage teachers in meaningful reflective activities related to the instructional process. Teachers can find their own opportunities that align with the goals and submit for approval.

Minimum Hours of Professional Development for 23-24

Professional Development opportunities

Superintendent's Conference Days (24 hours required): 8/29/23, 8/30/23, 8/31/23, 10/27/23, 3/15/24

Early Dismissal (10 hours): 10/20/23, 11/17/23, 1/26/24, 2/16/24, 5/10/24, 6/21/24

Every Day Professional Development: (75 hours): Daily (30 min)

Grade Level PD (30-60 min): Bi-monthly

Individual PD: New Teacher Training sessions and as requested and approved

Professional Development Standards

We strive to provide professional development in alignment with the New York State Professional Development Standards (http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf):

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 educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. **Research-based Professional Learning:** Professional 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 skills 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. **Parent, 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 their 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.

Organizational Professional Development Goals

At the conclusion of the 2022-23 school year, we conducted a review of our school practices. Based on our whole faculty evaluations of practices we need to refine, maintain, or establish we selected the following student achievement goals to guide our professional learning for the 2023-24 school year.

Goal 1:
Students increase in their ability to read grade-level text with sufficient accuracy and fluency to support comprehension.
● **60% (or more) of students will be on or above grade-level reading by the end of the year.**

Goal 2:

Students increase in their grade level math proficiency.
- **60% of students will be on or above grade-level math by the end of the year.**
- **85% of students will be fact fluent by the end of the year.**

Goal 3:

Students are becoming more effective learners.
- **80% of our K-6 students can meet an achievement level of 3 on the RCS Character Strengths curriculum.**

Goal 4:

Students demonstrate ownership and pride through attending to detail and making the final draft work accurate, thorough and aesthetically strong.
- **75% of student work samples across content areas will demonstrate evidence of revision and accuracy (Craftsmanship - High Quality Work).**
- **75% of student work samples across content areas will show grade level proficiency.**

Action Plans

Please see **Appendix A** for a list of anticipated workshop topics, professional development, and consultants to be utilized by the district during the 2023-2024 school year.

Goal 1:

Students increase in their ability to read grade-level text with sufficient accuracy and fluency to support comprehension.
- **60% (or more) of students will be on or above grade-level reading by the end of the year.**

Learning Targets:
1.1 I can support student learning by implementing the RCS Literacy and math curriculum with integrity using differentiation and scaffolding on an individual basis.

Implementation PD	Evidence	Responsibility	Timeline
Teachers College - New Readers' Workshop Curriculum and Initiatives K-6	Training & modeling the New Readers' workshop curriculum implementation scope and sequence is on track. Increase Individual	TC Consultant Director of Curriculum k-6 Teachers	July 2023 - June 2024

	Reading Stamina documentation. Increase student engagement and attention to tasks shown on the Readers' workshop assessment for engagement - 3x/yr. data collection tool. (R/W Conversation)		
Teachers College - Writers' Workshop Initiative k-6	Training & modeling New (k-2) and old (3-6) Writers' workshop curriculum. Ensure implementation scope and sequence is on track. Increase Individual Writing Stamina documentation. Increase student craftsmanship, complexity and authenticity shown on Writers' workshop pieces during High Quality Work Protocols conducted by teachers.	TC Consultant Director of Curriculum k-6 Teachers	July 2023 - June 2024
BOCES Science Kits curriculum training & implementation k-6	In-district training online videos Boces campus training	Director of Curriculum k-6 Teachers	July 2023 - June 2024
BOCES Science Kit Investigation Training	Boces completed workshop and campus training.	Boces	Summer 2023
PNW Social Studies curriculum training & implementation k-6	Pacing guides complete Assessment/grading PD	Director of Curriculum k-6 Teachers	July 2023 - June 2024
Specials curriculum	Library - rewriting, including cyber/internet safety/digital citizenship Art- Updating curriculum	Director of Curriculum Specials Teachers Technology Director	July 2023 - June 2024

	Music- use more online resources/technology PE - realigning curric for updated standards. Expand Adventure program throughout PE.		
Updating PreK curriculum development	Curriculum & early learning/next generation standards alignment documents completed Formalizing all content & SEL, motor skills into the curriculum maps	Director of Curriculum Pre-k teachers	July 2023 - June 2024
k-6 JumpRope Training	Standards based training. Grading reports analysis for k-6.	Director of Curriculum	Summer 2023
Curriculum Training	New Teacher Skills Curriculum Data Students will attend fieldwork opportunities that will enhance the curriculum.	Director of Curriculum	July 2023 - June 2024
EL Foundational Skills Program (Phonics)	Create a balanced literacy program by instructional time devoted to phonics within k-2 and within RtI for grades 3-6.	Director of Curriculum Jean Hurst, Consultant	July 2023
DDI - Triannual Program Review	RTI Document Action Plans developed based on data Eagle Time Implementation	Principal Director of Curriculum	July 2023 - June 2024
Instructional Leadership Team	Analysis and development of 2023 - 2024 Work Plan	Cindy Rice, Consultant Principal Director of Curriculum	July 2023 Retreat Monthly ILT Meetings
Differentiation and Roles and Responsibilities of Special Ed/General Ed.	Modifications and scaffolds to meet the needs of all students.	Mary Ann White, Consultant Director of Curriculum	July 2023 - June 2024

<u>*Goal 2:*</u>

Students increase in their grade level math proficiency.
- **60% of students will be on or above grade-level math by the end of the year.**
- **85% of students will be fact fluent by the end of the year.**

Learning Targets:

1.1 I can support student learning by implementing the RCS Literacy and math curriculum with integrity using differentiation and scaffolding on an individual basis.

Implementation PD	Evidence	Responsibility	Timeline
k-6 JumpRope Training	Standards based training. Grading reports analysis for k-6.	Director of Curriculum	Summer 2023
Curriculum Training	New Teacher	Director of Curriculum	July 2023- June 2024
DDI - Triannual Program Review	RTI Document Action Plans developed based on data Eagle Time Implementation	Principal Director of Curriculum	July 2023- June 2024
Instructional Leadership Team	Analysis and development of 2023 - 2024 Work Plan	Cindy Rice, Consultant Principal Director of Curriculum	July 2023 Retreat Monthly ILT Meetings
Grappling with Word Problems	Collection of samples with action planning steps	Director of Curriculum	July 2023- June 2024
Differentiation	Modifications and scaffolds to meet the needs of all students.	Mary Ann White, Consultant Director of Curriculum	July 2023- June 2024
NYS Math Standards Analysis	Dive into state standards and create an understanding of priorities and vertical alignment.	Principal Director of Curriculum	July 2023- June 2024

<u>*Goal 3:*</u>

Students are becoming more effective learners.
- **80% of our K-6 students can meet an achievement level of 3 on the RCS Character Strengths curriculum.**

Learning Targets:

2.1 I can build a culture of Crew beyond the structure of crew.

2.2 I can use reflection as a tool for students to make connections to their learning and growth in order to continuously improve academic achievement

2.3 I can provide opportunities that promote respect, responsibility, thankfulness and support students in contributing to a better world.

Implementation PD	Evidence	Responsibility	Timeline
Standards Based Grading Grades K-6 JumpRope Training	Grades K-6 will integrate HOWLs into their Jumprope Grading System using training videos and updates	Director of Curriculum	July 2023- June 2024 Ongoing Training As Needed
Restorative Circles	Principal led restorative circles.	Principal	Sept. 2023 - June 2024
Adventure Development	Staff Adventures Participation Teacher created - three (3) adventures per year per grade	Director of Curriculum	Sept. 2023 - June 2024
Student Led Conference Revamp Committee Continued	Continue to update artifacts for SLCs to promote student reflection, growth and ownership.	Director of Curriculum SLC Revamp Committee K-6 Teachers	July 2023- June 2024
Student Led Conferences	Artifacts from student led-conferences and/or portfolios indicate increased proficiency applying HOWLS to their work	Director of Curriculum Principal ILT	Conferences on 11/30/23, and 6/17/24
Capturing Kids' Hearts	Processes and procedures in place that are focused on social-emotional wellbeing, creating a relationship-driven campus culture, and student connectedness.	O'Neil Arrington and Lynn Bray, Capturing Kids' Hearts Consultants Principal Director of Curriculum ILT	July 2023- June 2024

Social Emotional and Behavioral Supports for all tiers	Teacher Toolkit	Principal Director of Curriculum ILT	Sept. 2023 - June 2024

Goal 4:

Students demonstrate ownership and pride through attending to detail and making the final draft work accurate, thorough and aesthetically strong.

- **75% of student work samples across content areas will demonstrate evidence of revision and accuracy (Craftsmanship - High Quality Work).**
- **75% of student work samples across content areas will show grade level proficiency.**

Learning Targets:

3.1 I can support all students in producing high-quality work by providing models, specific feedback and support:

Implementation PD	Evidence	Responsibility	Timeline
High Quality Work Protocols	Evaluate 2022-23 student HQW scoring and develop an action plan to improve 2023-24 student HQW. High Quality Work Student Samples Staff Participates in 3 rounds of High-Quality Work Protocols for ELA and math.	Director of Curriculum	Summer 2023 October 2023 - June 2024 October 2023 - June 2024

Mentoring Program

The Ripley Central School Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Ripley Central School holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.
The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

[CHART BELOW IS REQUIRED ELEMENT FROM PART 100]

Procedure for Selecting Mentors	After prospective mentor(s) apply, the Mentor Selection committee will: ● Review candidates' applications ● Reach consensus on applicant(s) for mentor pool ● Make recommendations for hiring correct number of mentors (1 or more) based upon mentee needs *Prospective mentors may be RCS teachers, retired teachers, independent contractors, or BOCES employees. The Mentor selection committee will consist of two RCS teachers recommended by CDEP, the Superintendent, and one other administrator/Superintendent designee.
Role of the Mentors	For each mentee, an RCS Mentor will ● Be a confidential advisor and coach - Provide appropriate support ● Orient to school community and school procedures ● Supply information on required course curriculum and grading policies and assessment ● Provide information on available resources ● Advise on required record keeping, PDP requirements, and state certification requirements.
Preparation of Mentors	Mentors must: ● Possess a valid NYS teaching certificate, other than an Initial Certificate ● Have been granted tenure ● Have excellent communication skills ● Show evidence of mentoring experiences or training ● Possess excellent mastery of pedagogical skills ● Be willing to network in content specific areas, not limited to within the district ● Be an efficient time manager
Types of Mentoring Activities	Mentor Activities:

	● Meet regularly with mentee(s) as determined by the District's Mentor Selection Committee ● Log contact hours (names, dates, times, activities, topics) ● Conduct classroom observations with a minimum of two in the first semester, one occurring within the first 5 weeks of school, or commencement of duties in the classroom ● Provide *confidential* feedback, to the mentee, on observations and when appropriate ● Collaborate with the administration on new teacher training/orientation and local orientation ● Meet regularly with administrative supervisor ● Identify objectives, define model/methods used to reach the objective(s) and analyze results
Time Allotted for Mentoring	Subject to bargaining; to be determined at a future time

Due to the District's every day professional development, CTLE credit hours will not be granted to mentors and mentees at this time.

School Violence Prevention and Intervention Training

Ripley Central School is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Ripley Central School will provide refreshers on school violence prevention and intervention.

In instructional settings, Ripley Central School will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students.

Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners. All other Professional teacher, School Building Leader, School District Leader, School District Business Leader and Teaching Assistant Level III certificate holders, must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.

Ripley Central School teachers will utilize the expertise and professional development provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, Ripley Central School meets* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

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

Appendix A

List of anticipated workshop topics, professional development, and providers to be offered and/or utilized during the 2023-2024 school year which will be available across the Ripley Central School District organization where CTLE credit will be awarded.

Topic	Description	Sponsor
Training/Workshop/Conference		
Science Investigations	Teachers will participate in training on the new mandated NYS science investigations for grades 3-5.	BOCES
Reader's and Writer's Workshop	Readers' & Writers' Workshop training focused on program implementation.	Teachers' College

Consultants		
Dr. Jeanne Tribuzzi	Readers' & Writers' Workshop training focused on program implementation as well as in-classroom visits and coaching	Teachers' College
Cindy Rice	Work plan development and progress monitoring.	Independent
Mary Ann White	Teachers will be trained on all aspects of special education. ● protocols to ensure compliance with all regulation ● roles and responsibilities ● progress monitoring ● IEP and PLEP writing ● scaffolding and modifications	Independent
Jean Hurst	Instruct and train teachers for the implementation of the EL Foundational Skills Block.	Independent

Primary Providers

District Administrators and Teacher Leaders Consultants	Erie 2 BOCES Erie 1 BOCES Dr. Jeanne Tribuzzi, Independent Consultant (Readers/Writers Workshop) Mary Ann White, Independent Consultant (Special Education) Cindy Rice, Independent Consultant (Work Plan) Jean Hurst, Independent Consultant (Literacy)

Appendix B

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Teaching Initiatives
www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I		
First Name:	Last Name:	Middle Initial:
Date of Birth: _____ / _____ / _____	Last 4 Digits of the Social Security Number:	

Section II				
Name of Venue:				
Street Address:	City:		State:	Zip Code:

CTLE Activity Title: _____
(Indicate title/subject/grade level, etc.)

Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning

CTLE Date(s): from: ___/___/___ to ___/___/___ **Number of hours awarded** _____
(mm) (dd) (yyyy) (mm) (dd) (yyyy)

Section III
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.
Approved Sponsor Name:
Print Name of Authorized Certifying Officer :
Signature of Authorized Certifying Officer:
Approved Sponsor Identification Number: Date:
Email: Phone Number:

(Rev. 06/2020)