

Clyde-Savannah Central School District



2022-2023 Professional Learning Plan

Clyde-Savannah Central School District Professional Learning Plan 2022-23

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Clyde-Savannah's Mission Statement

"To educate, inspire, and empower our learners to unlock their potential in order to meet the challenges in an ever-changing world." #Educate#Inspire#Empower

Clyde-Savannah's Vision Statement

"We aspire to be a student-centered community that promotes diversity to meet today's goals and tomorrow's opportunities."

Clyde-Savannah is committed to:

- **Educational Excellence:** Learners will be challenged to achieve highest academic standards to maximize potential for successful lives.
- **Personal Excellence:** Learners will be challenged to develop their unique talents and abilities maximizing their potential for personal fulfillment.
- **Lifelong Inquiry:** Learners will commit to lifelong search for understanding, engagement in responsible inquiry, engagement in critical evaluation, and compassionate response to others.
- **Partnerships in a Global Community:** Learning will extend outside our classrooms and the walls of our schools, utilizing partnerships and cultural resources, and increasing awareness and collaboration to address local and global issues.
- **Empowerment to Embrace Change:** Learners will actualize a sense of flexibility and adaptability, empowering them to create futures with personal success and the ability to make a difference in the lives of others through their contributions.

Clyde-Savannah's Beliefs are:

Students come first
Students are unique
We believe in leveraging the talents and skills of all students and staff
We believe in a Growth Mindset through a variety of paths
Teaching and learning should be fun
We support risk-taking
We believe in strong community partnerships for success
We believe building relationships is essential
We believe in teamwork
We believe in equal opportunities for all
We believe in a positive culture that is safe, nurturing, and supportive

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Student Achievement Data:

As part of an ongoing professional development planning cycle, the Clyde-Savannah Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

- State benchmarks for NYS assessments for student academic performance (grade 3-8 Common Core assessments and Regents assessments)
- Disaggregated Student Achievement Data
- NYS School/District Report Card
- Report Cards
- Longitudinal data, which shows student progress over time
- Trend data
- Student attendance, dropout, and graduation rates

Local Assessments:

- iReady, IRLAI, Star 360, and elementary through high school classroom formative and summative assessments
- Student attendance reports
- Student behavioral referrals
- Academic Intervention: Response to Intervention (Rtl) and Multi-Tiered System of Support (MTSS) data records
- Special Education Identifications and Annual Reviews
- College Placement Rates
- Graduation and dropout rates
- Administrative/Instructional Council/Department Analysis and Recommendations
- Grade Level unit and benchmark assessments

Additional Data Sources:

- BEDS data
- Program evaluation: Curriculum mapping/lesson development/program audits
- Professional Performance Reviews and Observations/Evaluations
- Danielson's Framework for Teaching – identified components
- SED Regulations and Mandates
- Mentor Program Evaluations
- Data reports regarding program usage (i.e. iReady, STAR 360, Edutech Data Dashboard, My Learning Plan-Frontline)

Surveys:

- Instructional Council Needs Assessment
- Program Evaluation and Needs Assessment
- DEI Student and Staff Survey

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Professional Development (Learning) Committee Membership	
Name	Title
Michael Hayden	Superintendent of Schools
Holly Drahms	Director of Curriculum, Instruction, and Educational Services; Parent
Karen Markoff	Director of Career Pathways, Integrated Learning, and Transformation
Chris Nicol	Director of Special Education and Pupil Personnel Services
Dr. Craig Pawlak	Principal, Senior High School
Justin Fries	Principal, Junior High School
Jennifer Kelsey	Principal, Elementary School
Amy Fisher	School Psychologist, Pre-K Coordinator, Special Education Department Head
Amy Steve	Kindergarten Teacher
Bethany Canham	Grade 4 Teacher
Anticipated	MTSS Coordinator
Caitlin Garvey	Grade 1-3 Special Education Teacher
Todd Yonker	Grade 6 Teacher
Amanda Lyttle	Grade 8 Teacher
Meagan Bechard	Mathematics Department Head
Michael Burke	Social Studies Department Head
Brooke Hartpence	Music Teacher/Fine Arts Department Head

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New York State Department Regulations and Requirements

This professional learning plan is compliant 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.

Clyde-Savannah CSD, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, training, and professional development opportunities qualifying for CTLE credits. Such certificates include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

The content of the Clyde-Savannah's professional development plan is being supported in part by BOCES, RBERN, Regional Partnership Center, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Estimated Average Number of Hours of Professional Development

Position	Hours	CTLE Hours/Choice Topics
Teachers	at least 20 hours per year to stay on track for 100 hours/ 5 years	Conference day, professional development in district or region-approved providers
Teaching Assistants	at least 20 hours per year to stay on track for 100 hours/ 5 year	Conference day, professional development in district or region-approved providers
Administrators	at least 20 hours per year to stay on track for 100 hours/ 5 years	Conference day, professional development in district or region-approved providers

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Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional learning to remain current with their profession and to meet the learning needs of their students. We are committed to high-quality professional development for ongoing growth of practitioners within our organization, as well as the assessment of ongoing professional learning initiatives. Professional learning provided to Pre-K-12 employees is tailored to the needs of the district and individual buildings for continuous and sustained focus on improvement of teaching and learning.

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(Learning):** Professional learning design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional learning expands 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 learning is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** Professional learning 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.

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- 9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
- 10. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Organizational Professional Development Goals:

This plan is in alignment with the District’s Strategic Plan and the goals contained within it. They are as follows:

- 1. Accelerate Student Achievement
- 2. Provide Systems-Wide Social Emotional Support for All Students
- 3. Strengthen District-Wide Communication

Action Plans

Goal # 1	ACCELERATE STUDENT ACHIEVEMENT		
Objective: 1.1	To increase the number of students, Pre-K through 12th grade, who demonstrate mastery of standards across all settings and departments, thereby increasing the number of students who demonstrate one-years growth in English and mathematics.		
Action Plan			
Actions	-Evidence	Responsibility	Timeline
2022-23			
<ul style="list-style-type: none"> ● Review vertical and horizontal data to inform curriculum maps/planning for the 22-23 school year to identify reteaching and 	<ul style="list-style-type: none"> ● CTLE hours accredited ● Completed curriculum maps housed on the Clyde-Savannah Google Drive ● Written units and lesson plans that are aligned to CS curriculum maps ● Review of, and communication of, developed curriculum documents residing in CS Google Drive 	<ul style="list-style-type: none"> ● Dir. of C & I and Dir. of Pathways ● Building Principals ● Grade Level Leaders ● Department Heads 	7/15/22-12/23/22

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<p>initial teaching needs based on last year's curriculum coverage</p> <ul style="list-style-type: none"> • Write Curriculum Maps for PK-12: Social Studies, PE and Health, and Music. 	<ul style="list-style-type: none"> • Scope and sequence documents for all grade levels and content areas • Meeting notes and agendas • Curriculum Maps • Curriculum Team Meeting Times 	<ul style="list-style-type: none"> • Directors of C and I and Pathways • Department Chairs • Grade Level Leaders • Content area teachers 	<p>10/1/21-7/1/23</p>
<ul style="list-style-type: none"> • Review and update resources in ELA and mathematics curriculum maps PK-12, making any adaptations 	<ul style="list-style-type: none"> • Adapted Curriculum Maps • Resource Alignment with Maps and Purchases 	<ul style="list-style-type: none"> • Dir. C & I • Instructional Council • Curriculum Council 	<p>7/1/22-11/1/22; alignment of the new reading program (ARC) will continue throughout the school year.</p>
<ul style="list-style-type: none"> • Identification of courses for career pathways; adjustment and completion of curriculum maps through year 2 (2022-23) of implementation 	<ul style="list-style-type: none"> • Curriculum Charting of required courses for each pathway (with additions) • Curriculum Maps monitored and adjusted for all courses to be implemented in Year 2 of Career Pathways 	<ul style="list-style-type: none"> • Dir. of CPILT C&I 	<p>11/1/22-6/25/23</p>
<ul style="list-style-type: none"> • Maintain 5-year textbook and program evaluation cycle for review of resource effectiveness in meeting NYS Next Generation Learning Standards and the needs of our students (PD scheduling for review of 	<ul style="list-style-type: none"> • 5-year calendar for 5-year review cycle • Written SOP for review/evaluation process • Evidence-base and alignment with NYS Standards • Specific review of Social Studies, Health and PE, and Music. 	<ul style="list-style-type: none"> • Dir. C&I 	<p>10/1/22-6/30/23</p>

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<p>programs/resources)</p>			
<ul style="list-style-type: none"> ● Schedule and implement course/grade level professional learning for: American Reading Company-Grades K-6 	<ul style="list-style-type: none"> ● CTLE hours ● My Learning Plan ● Implementation of resources evidenced in lesson planning and administrative walk-throughs, grade level/department meeting minutes 	<ul style="list-style-type: none"> ● Director of C & I ● Building Principals ● Teachers Participants ● ARC consultants 	<p>9/1/22- 6/30/23</p>
<ul style="list-style-type: none"> ● Provide professional learning opportunities for teachers to improve teaching and learning related to their specific assignments 	<ul style="list-style-type: none"> ● My Learning Plan ● Conferences -offerings & attendance ● RIC offerings ● Teacher Center Offerings ● CS Instructional and Technology Offerings 	<ul style="list-style-type: none"> ● Dir. C & I & Dir of Pupil Personnel Services/Special Education & Dir. Of Technology and Innovation 	<p>9/1/22-6/30/23</p>
<ul style="list-style-type: none"> ● Continue district initiatives for: ● Differentiated Instruction; ● Diversity, Equity and Inclusion (DEI) initiative ● SEL ● PD differentiated based on individual needs ● Provide Instructional Council and Curriculum Council with PD to turnkey train their respective teams 	<ul style="list-style-type: none"> ● New Teacher Orientation documentation ● Walk-through documentation ● Differentiation in lessons ● Observations/Evaluations ● My Learning Plan ● Instructional Council Agendas/Minutes ● Book study and mini-PD session agendas, materials and ppt. ● WFL BOCES 	<ul style="list-style-type: none"> ● Dir C & I ● District and Building Administrators ● Instructional Council ● Curriculum Council 	<p>9/1/22-6/30/23</p>

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<ul style="list-style-type: none"> ● Implementation of 2022-23 RtI/MTSS Plan ● Principals and MTSS Coordinator to facilitate RtI/MTSS data meetings to monitor student tiered supports and student achievement 	<ul style="list-style-type: none"> ● RtI/MTSS Plan ● Minutes of RtI/MTSS meetings ● Student report cards ● Teacher anecdotal records ● Frontline RtI tracking and data collection 	<ul style="list-style-type: none"> ● Dir. C & I ● MTSS Coordinator ● Principals ● Intervention Teachers 	<p>10/1/22- 6/30/23</p>
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<p>Objective: 1.2</p>	<p>Teaching and learning will be enhanced by quality and innovative digital technologies.</p>
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Action Plan			
Actions	Evidence	Responsibility	Timeline
2022-2023			
<ul style="list-style-type: none"> ● Provide guided demonstration of technology platforms and tools for virtual and hybrid teaching and learning audiences =staff, students, and parents in use of Zoom, Remind, Talking Points (Transitioning to Parent Square) Smart Boards, Google Suite, One-Drive, Kami, Flipgrid, Jam Board, Ed Puzzle, Peardeck, and Padlet and any additional instructional technologies 	<ul style="list-style-type: none"> ● My Learning Plan ● In-person sessions with follow-up virtual webinars and offerings ● Guidance documentation for virtual learning/physical learning instruction ● Observations announced and unannounced ● Informal Walkthroughs ● Faculty meetings ● Communications ● PD Calendar ● PD Participation records 	<ul style="list-style-type: none"> ● Dir. of C&I ● District Dir. Technology 	<p>9/1/22-6/30/23</p>

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<ul style="list-style-type: none"> Evaluate existing intervention technologies/resources and make recommendations to accelerate student learning and monitoring (Rtl) 	<ul style="list-style-type: none"> Evaluation report Meeting attendance Evidence of use Rtl monitoring minutes Teacher anecdotal records Student assessments 	<ul style="list-style-type: none"> Director of C & I MTSS coordinator Building Principals 	9/1/22-6/30/23
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Objective: 1.3	Increase use of assessment Data (Summative, Formative, Multiple Measures) to track student progress		
Action Plan			
Actions	Evidence	Responsibility	Timeline
2022-23			
<ul style="list-style-type: none"> Fully integrate Data Dashboard Pilot so all administration has access through WFL BOCES Edutech Rollout to teaching staff once pilot is complete 	<ul style="list-style-type: none"> Framework for data collection, monitoring and analysis Administrative feedback to Edutech on dashboard construction and use 	<ul style="list-style-type: none"> Dir. of C & I Dir. of Technology 	9/1/22-6/30/23
<ul style="list-style-type: none"> Develop, implement, and analyze results of mid-year and end-of-year assessments to measure and inform student content and skill proficiency 	<ul style="list-style-type: none"> Mid-year/End-of-year Assessments Report Cards/Progress Report Protocols/Expectation Document for quarterly data-driven analysis of formative and summative data to inform instruction 	<ul style="list-style-type: none"> Dir. of C&I Dir. of Pathways Principals Grade Level Leaders/Dept. Heads 	12/1/22-6/30/23

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<ul style="list-style-type: none"> • Provide guidance to all teachers at respective grade levels on design of assessments appropriate for age and content to use as summative assessments for learning 			
<ul style="list-style-type: none"> • Schedule grade level and department chair meetings for quarterly review of student assessment data • The data reports will be compiled by grade level/course and for each school building and shared at Instructional Leadership and Curriculum Council team meetings 	<ul style="list-style-type: none"> • Agendas and Minutes of Meetings • Written analysis of quarter and next steps identified for upcoming semester • Benchmark assessments • Student work 	<ul style="list-style-type: none"> • Building Administrator • Dir. of C & I • Dir. of Pathways 	<p>9/1/22-6/30/23</p>

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Goal # 2:	PROVIDE SYSTEM-WIDE SOCIAL-EMOTIONAL SUPPORTS FOR ALL STUDENTS		
Objective 2.1	Develop comprehensive oversight of all social-emotional learning support programs for monitoring student success and achievement		
Action Plan			
Actions	Evidence	Responsibility	Timeline
2022-23			
<ul style="list-style-type: none"> ● Establish schedule for RtI/MTSS meetings to collect, monitor and analyze student data to strengthen fidelity of intervention implementation, effectiveness of implementation strategies, consideration of intensifying tiered supports 	<ul style="list-style-type: none"> ● Schedule ● Meeting minutes ● Frontline RtI/MTSS documentation ● Intervention teacher anecdotal records and evidence of student work/progress 	<ul style="list-style-type: none"> ● MTSS Coordinator ● Building Principals ● Interventionists ● School Psychologist 	9/1/22-6/30/23
<ul style="list-style-type: none"> ● Communicate available resource supports for students and families (including Community Schools, Delphi, and Wayne Behavioral Health Services) to all Cabinet members. 	<ul style="list-style-type: none"> ● Mental Health meeting minutes and agenda ● Available wrap-around services ● Schedules of interns and support staff ● Screenings 	<ul style="list-style-type: none"> ● Dir of SE/Pupil Services ● MTSS Coordinator ● Building Principals ● Mental Health Staff 	9/1/22-6/30/23

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<ul style="list-style-type: none"> Identify programs, resources, and curriculum to provide a continuum of life skill learning in grades PK-12, preparing students for the career pathways (respect, responsibility, kindness, communication, interpersonal skills, problem-solving, decision-making, critical and creative thinking) 	<ul style="list-style-type: none"> Curriculum scope and sequence Program Curriculum/ Synopses Meeting minutes Pathway Course(s) descriptions, and curriculum maps 	<ul style="list-style-type: none"> Dir of Pathways Dir. of C & I Dir. of SE/PP MTSS Coordinator 	<p>11/1/22-5/30/23</p>
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Objective 2.2		Build trust and relationships	
Actions	Evidence	Responsibility	Timeline
2022-2023			
<ul style="list-style-type: none"> Schedule MTSS events and celebrations in all buildings 	<ul style="list-style-type: none"> Schedules Events Student acknowledgements 	<ul style="list-style-type: none"> MTSS Coordinator PBIS Coach Building Principals 	<p>9/1/22-6/30/23</p>
<ul style="list-style-type: none"> Provide PD and expectations for using School Tools/Report Cards/Progress Reports with accurate assessment of student standard proficiency 	<ul style="list-style-type: none"> Data on School Tool usage Report Card/Progress Reports 	<ul style="list-style-type: none"> Dir of Technology Building Principals 	<p>9/1/22-6/30/23</p>

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Goal: # 3	STRENGTHEN DISTRICT-WIDE COMMUNICATION		
Objective 3.1	Strengthen relationships, accountability, and reciprocal communications to support all students by standardizing communication between staff, community/parents and students.		
Action Plan			
Actions	Evidence	Responsibility	Timeline
2022-2023			
<ul style="list-style-type: none"> ● New teacher orientation: welcome new faculty to the District and provide procedural and demographic CS background information 	<ul style="list-style-type: none"> ● Presentation Materials ● Attendance logs 	<ul style="list-style-type: none"> ● Dir. of C & I ● Building Principals 	August 2022
<ul style="list-style-type: none"> ● Develop mentoring program protocols and documenting them for future direction, consistency and implementation (as coordinator is a yearly appointed position) ● Establish mentors/mentees and schedule for all new teachers ● Provide PD in understanding of Danielson's Framework ● Provide PD for all staff on district/building procedures/protocols ● Provide support for all new teachers in use of curriculum maps, academic resources, and technology 	<ul style="list-style-type: none"> ● Presentation/PD Materials ● Attendance logs ● Mentor logs ● Reflections ● Documentation of mentoring program written protocols and materials; electronic housing and hard copy of such materials 	<ul style="list-style-type: none"> ● Mentor Coordinator ● Dir. of C & I ● Building Principals 	8/1/22-6/30/23

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<ul style="list-style-type: none"> ● Regular building and district meetings with staff to provide continuous and consistent communication and support ● Establish monthly calendar for district meetings ● Encourage communication of concerns to respective administrators to resolve issues at lowest levels ● Continue communication of health and wellness supports by appropriate coordinators 	<ul style="list-style-type: none"> ● Scheduled weekly touch base building meetings with union representation ● Minutes of monthly district meetings with district and building administration and union/teacher representatives ● Record of events scheduled to build culture of support and appreciation during the year 	<ul style="list-style-type: none"> ● Superintendent ● District/Building Administrators 	<p>7/1/22-6/30/23</p>
<ul style="list-style-type: none"> ● Utilize the “Educate, Empower, Inspire Template” for BOE and Cabinet meetings 	<ul style="list-style-type: none"> ● Shared templates amongst district and building administration and BOE 	<ul style="list-style-type: none"> ● District and Building Administration 	<p>7/1/22-6/30/23</p>
<ul style="list-style-type: none"> ● Maintain schedule of all athletic events, fitness center and pool schedules for students, parents/guardians, community 	<ul style="list-style-type: none"> ● Schedules available on website 	<ul style="list-style-type: none"> ● Athletic Director 	<p>7/1/22-6/30/23</p>
<ul style="list-style-type: none"> ● Use Parent Square or other tech tool to increase communications with families/communities- 	<ul style="list-style-type: none"> ● Parent Square training and launch 	<ul style="list-style-type: none"> ● Dir of Technology ● District and Building Administrators 	<p>10/1/22-6/30/23</p>

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Provisions for Mentoring Program

The Clyde-Savannah’s Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Clyde-Savannah CSD holding an initial certificate with less than two years’ experience 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:

<p>Procedure for Selecting Mentors</p>	<p>After consulting with Principals and the Clyde-Savannah Teacher’s Association, the Director of Curriculum, Instruction and Educational Services determine teachers requiring mentoring. A request for mentors is sent to tenured teachers in the district. Interested teachers complete an online application (see appendix) and submit it to their building Principal for approval and recommendation by the stated deadline.</p> <p>The Director of Curriculum, Instruction and Educational Services reviews recommendations and conducts interviews if need to do so is determined. Dir. of C & I makes mentor recommendations to the Clyde-Savannah Board of Education (BOE) for approval. Once approved by the (BOE) mentor/mentee assignments are made from the approved mentor list. Whenever possible, mentor/mentee assignments are made by content/ grade level and every attempt is made to have assignments, (mentor/mentee), aligned to the same buildings and approved by the building principal. The final determination of mentor/mentee assignments is made by the Director of Curriculum and Instruction and Educational Services.</p>
<p>Role of the Mentors</p>	<p>“A mentor is a trusted counselor or guide”</p> <p>Building a Trusting Relationship. One of the mentor’s initial responsibilities is to establish a trusting relationship with the new teacher. Research indicates that mentoring is most effective when the beginning teacher trusts the mentor. The mentor builds this trust by creating a risk-free learning environment for the beginning teacher by providing support that is non-judgmental and confidential.¹</p> <p>Confidentiality invites honesty, risk taking, and self-reflection by the new teacher. While the mentor does not share any evaluative information about the beginning teacher with anyone (including administration and the principal), topics, content, and strategies can be shared with administrators.</p>

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Preparation of Mentors	The Mentor Coordinator will meet with the mentors at the beginning of each school year to engage in “building trust” professional learning and to review the process and protocols related to the mentoring program.
Types of Mentoring Activities	The mentor meets with the mentee teacher for regularly scheduled structured meetings as specified in the Mentor/Mentee Handbook. Meetings must include both in-classroom support and one-on-one conferences. When the mentor views the mentee teacher’s practice, there is a mutually agreed upon purpose, driven by the needs of the mentee teacher, and the mentor shares objective non-judgmental data about classroom practice. When the mentor meets one-on-one with the mentee teacher, it is for the purpose of holding reflective conferences that build the teacher’s capacity to make effective decisions. The mentor guides the mentee teacher in the use of classroom and student data to formulate strategies, solutions, and next steps.
Time Allotted for Mentoring	Each mentor and mentee will set up a schedule of structured meetings that occurs at minimum one period per week. In addition to the weekly meetings, the Mentor Coordinator will schedule monthly meetings, 1 meeting per-month, that all mentors and mentees will be required to attend. Topics discussed at this meeting will be determined by input from the mentors and mentee survey information.
Records of Mentoring Meetings	Each mentor will keep a log of weekly mentor meetings using My Learning Plan.

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Provisions for School Violence Prevention and Intervention Training

The Clyde-Savannah CSD 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, the Clyde-Savannah CSD will provide refreshers on school violence prevention and intervention.

In instructional settings, the Clyde-Savannah CSD 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 in grades K through 12.

Goal	<i>100% of staff will meet the State requirement for school violence and intervention training.</i>		
Activities and Strategies	<ol style="list-style-type: none"> 1. A district-wide safety team representing all stakeholders meets quarterly to review and revise the following District documents: student code of conduct, district attendance policy administration procedure, district-wide safety plan, and building level safety plans. 2. At least annually the School District Resource Officer meets with each school's Building Emergency Response Team to review a menu of crisis situations, "drill each scenario, and update and revise the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios. 3. Each building principal ensures that annual updates are presented to students, parents, and staff regarding behavioral expectations. 		
Actions	Evidence	Responsibility	Timeline
2022-23			
<ul style="list-style-type: none"> • Safety Presentation-required participation by 100% of all employed by the Clyde-Savannah CSD. This training will be in compliance with new legislation 	<ul style="list-style-type: none"> • Sign-In attendance log that is maintained by the CS District Office • Superintendent's Certification of Compliance • Certificate of 	<ul style="list-style-type: none"> • District Office 	9/1/22-11/1/22

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effective July 1, 2016 (Bill S6829).	completion of the training modules		
<ul style="list-style-type: none"> All District staff members will be required to complete safety training modules provided by Utica Mutual to be completed by November 15, 2019 	<ul style="list-style-type: none"> Sign-In attendance log that is maintained by the CS District Office Superintendent's Certification of Compliance Certificate of completion of the training modules 	<ul style="list-style-type: none"> District Office 	9/1/22-11/1/22
<ul style="list-style-type: none"> Scheduled Safety Drills: Fire, Lockdown, Stay In Place. All drills will adhere to new legislation effective July 1, 2016 (Bill S6829) 	<ul style="list-style-type: none"> Logs maintained by the School District Resource Officer 	<ul style="list-style-type: none"> School District Resource Officer District Office 	Drills to be scheduled by the School District Resource Officer and dates are undisclosed to all other District personnel.
<ul style="list-style-type: none"> District Emergency Response Team bi-annual meetings 	<ul style="list-style-type: none"> Agendas Minutes Attendance logs 	<ul style="list-style-type: none"> School District Resource Officer District Office 	9/1/22-6/30/22
Building Emergency Response Team annual meeting to review plan, codes and procedures	<ul style="list-style-type: none"> Agendas Minutes Attendance logs 	<ul style="list-style-type: none"> School District Resource Officer District Office 	9/1/22-6/30/22
Emergency Procedures Guide that covers: weather emergency, school bus or vehicle accident, fire, medical emergency, evacuation/relocation, bomb threat, emergency management, medical and crisis team, lockdown procedures. All drills will adhere to new legislation effective July 1 2016 (Bill S6829)	<ul style="list-style-type: none"> Emergency Procedures Guide 	<ul style="list-style-type: none"> School District Resource Officer District Office 	9/1/22-6/30/22

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Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education (*and ELL PD Requirements for other certificate holders*)

The Clyde-Savannah CSD 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 or English language learners make up less than five percent of the Clyde-Savannah CSD total student population as of such date as established by the commissioner.*

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Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2022-2023 school year that will be available through Clyde-Savannah's MyLearningPlan on Frontline:

Topic	Organization/Consultant Provider
Integration of Technology into classroom instruction	BOCES, Teacher Learning Center, District
Differentiated Instruction	BOCES, BOCES-SEIS, Teacher Learning Center, District
Co-Teaching	BOCES-SEIS
Diversity, Equity, and Inclusion (DEI)	WFL BOCES, District
Therapeutic Crisis Intervention	Cornell University, District, WFL BOCES
Curriculum Development	District
Curriculum Mapping	District
Educational On-Line Videos	edWeb
Safety, Violence Prevention & Mental Health	BOCES, Cornell University, District, Utica Mutual