

Vernon Verona Sherrill
Central School District

2022-2023
**Professional
Learning
Plan**



VERNON-VERONA-SHERRILL DISTRICT
Professional Learning Plan
2022 - 2023

WORKING DOCUMENT

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DISTRICT VISION

The Vernon-Verona- Sherrill School District aspires to be valued as a district of distinction by our community.

DISTRICT MISSION

The Mission of the Vernon-Verona-Sherrill School District is to nurture and support students for success in life, preparing them to embrace challenges, learning opportunities, diversity, and civic responsibility.

DISTRICT BELIEF STATEMENTS

1. We believe all students should be challenged with academic rigor, provided individualized support through home-school collaboration, and empowered to explore opportunities that prepare them for success in college, career, and life.
2. We believe student-school-community connections provide opportunities for students to experience diversity, develop tolerance, foster a sense of belonging, and create the foundation for civic responsibility.
3. We believe students are best prepared for success in college, career, and life when their educational experiences cultivate teamwork, perseverance, adaptability, resourcefulness, and a positive attitude.
4. We believe optimal learning occurs in a safe and supportive environment that values and nurtures character, integrity, responsibility, and respect for self and others.

DISTRICT GOALS

1. Faculty, students, parents, staff, and community will work together to achieve the high levels of student learning necessary for success in the 21st century.
2. Faculty, students, parents, staff, and community will demonstrate the personal and interpersonal attributes necessary to succeed in a diverse world.
3. Faculty, students, parents, staff, and community will create and sustain a physically and emotionally safe and positive school environment.

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<p style="text-align: center;">Vernon Verona Sherrill LEADERSHIP TEAM</p>	<p style="text-align: center;">Vernon Verona Sherrill ANNUAL PERFORMANCE REVIEW COMMITTEE</p>	<p style="text-align: center;">Vernon Verona Sherrill PROFESSIONAL LEARNING PLAN TEAM</p>
<p style="text-align: center;">Martha Group <i>Superintendent</i></p> <p style="text-align: center;">Mark Wixson <i>Assistant Superintendent for Finance and Operations</i></p> <p style="text-align: center;">Andy Brown <i>Student Success Coordinator</i></p> <p style="text-align: center;">Erin Sanchez <i>Dean of Students</i> <i>Director of Physical Education and Athletics</i></p> <p style="text-align: center;">Carrie Hodkinson <i>Middle School Principal/Acting High School Principal</i></p> <p style="text-align: center;">Gary Bissaillon <i>Verona Elementary Principal</i></p> <p style="text-align: center;">Vince Pompo <i>Vernon Elementary Principal</i></p> <p style="text-align: center;">Elisabeth Relyea <i>Sherrill Elementary Principal</i></p> <p style="text-align: center;">Laura Rouse <i>Director of Curriculum</i></p> <p style="text-align: center;">Erin Scheemaker <i>Director of Pupil Services & Personnel Development</i></p> <p style="text-align: center;">Sondra Whalen <i>Director of Student Programs & Communication</i></p>	<p style="text-align: center;">Andy Brown</p> <p style="text-align: center;">Matt Bonville</p> <p style="text-align: center;">Kristin Carney</p> <p style="text-align: center;">Diana Congden</p> <p style="text-align: center;">Patty Eychner-Guiliano</p> <p style="text-align: center;">Bill McCoy</p> <p style="text-align: center;">Elisabeth Relyea</p> <p style="text-align: center;">Laura Rouse</p> <p style="text-align: center;">Erin Sanchez</p> <p style="text-align: center;">Elissa Widomski</p>	<p style="text-align: center;">Andy Brown</p> <p style="text-align: center;">Michael Ashley</p> <p style="text-align: center;">Todd Bauer</p> <p style="text-align: center;">Diana Congden</p> <p style="text-align: center;">Regina Geroux</p> <p style="text-align: center;">Pat Goodman</p> <p style="text-align: center;">Carrie Hodkinson</p> <p style="text-align: center;">Dan Margo</p> <p style="text-align: center;">Bill McCoy</p> <p style="text-align: center;">Laura Rouse</p> <p style="text-align: center;">Erin Scheemaker</p> <p style="text-align: center;">Nicole Sinacore</p> <p style="text-align: center;">Julia Sullivan</p> <p style="text-align: center;">Patrick Whalen</p> <p style="text-align: center;">Liz Wise</p>

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Introduction

The purpose of the VVS Professional Learning Plan (PLP) is to provide meaningful, high quality, focused professional learning opportunities that are aligned with the NYS Learning Standards. The professional learning provided in this plan is aligned with our district vision, beliefs and goals. The PLP is focused to create learning opportunities for all educators, teachers, support staff, administrators, and Board of Education members. The PLP is designed to improve student learning by increasing knowledge and skills necessary to assure proficiency or mastery of the New York State and District Learning Standards.

Professional learning is ongoing research-based to support continuous growth of all those involved with the teaching and learning of students.

Professional Learning Goals

Curriculum

1. Teachers are highly trained in the New York State and District curriculum learning standards; identifying the needs of students based on their instructional programs.
2. Teachers and support staff are knowledgeable of the students in developing agreed upon social, emotional, and culturally responsive skills to create a community that supports all student learning.

Instruction

1. Teachers and classroom support staff use agreed upon research-based instructional strategies to support all student learning.
2. Teachers and support staff use agreed upon methods to create a learning climate that is physically, socially, and emotionally supportive to all students.

Assessment

1. Teachers use New York State and District developed assessments to determine student achievement toward New York State and District curriculum learning standards.
2. Teachers utilize formative and summative assessment measures to assist students in achieving proficiency in New York State and District curriculum standards.
3. Teachers accurately analyze and report student progress toward meeting New York State and District Learning Standards.

Supervision

1. The District's Annual Professional Performance Review assists all educators, teachers, administrators, and support staff in aligning district, building, department, and action matrices to support student learning standards socially, emotionally and academically.
2. The District supports new teachers in acquiring the knowledge and skills used throughout the district to support student learning through the new teacher orientation and mentoring programs.

Evaluation

1. Teachers, administrators, and support staff use and regularly reflect upon a variety of data sources to determine the effectiveness of their actions on student learning both socially, emotionally, and academically.
2. The District conducts formative and summative assessments as part of the ongoing professional development planning cycle to determine the impact of the professional learning activities have on student learning and to identify areas for growth.

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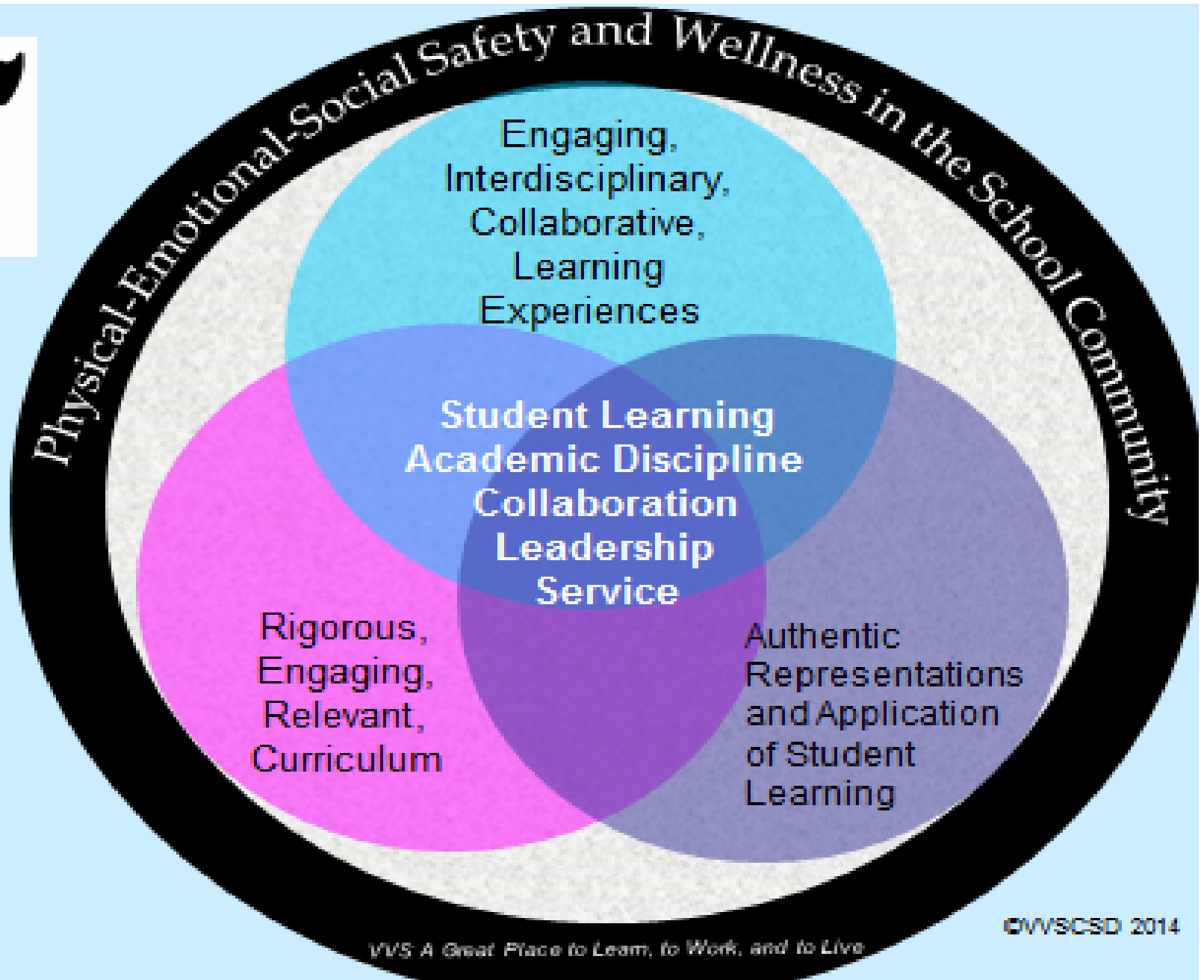
Vernon-Verona-Sherrill Central School District

STUDENT ASSESSMENT ANALYSIS

1. Is there a relationship between the reported student performance data and the teacher's philosophy of education/grading? What are the specific corollaries?
2. What types of student assessments are represented in each of the marking period grades?
3. How are marking period grades calculated? What are weightings for specific types of student assessments?
4. What specific content, concepts and units of instruction are taught during each marking period?
5. What are the predominant instructional strategies utilized throughout each lesson and unit in the marking period?
6. Is there an identifiable correlation between the curricular scope and sequence, the instructional strategies implemented, and the student performance demonstrated on standardized assessments?
7. What criteria have been set to measure the validity and reliability of teacher generated marking period grades versus student performance on standardized tests?
8. Is the current student performance data consistent with previous years? (Reflection on why/why not?)
9. Does data support the overall goals for student achievement in the PreK-12 Comprehensive District Education Plan?
10. What are the implications for the current PreK-12 program including curriculum, instruction, and assessment design to ensure smooth transitions and effective articulation PreK-12?

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VVS A Great Place to Learn, to Work, and to Live

1. What do we say we value?
2. What do we show we value?
3. Where and how do we invest our resources?

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VVS Professional Learning Strands 2022-2023

SAFETY	CURRICULUM	TECHNOLOGY	PHYSICAL- EMOTIONAL SOCIAL (PES) WELLNESS OUTER CIRCLE
CPR/AED	Next Generation Learning Standards (Including Computer Science Awareness)	Remote and Blended Learning	Social Emotional Learning
Cybersecurity & Data Privacy	Literacy across content areas	Computer-Based Testing Skills	Capturing Kids Hearts (CKH)
	Curriculum Alignment Process	SAMR Model Integration (Google, Chromebooks, SMART)	Mental Health
			Family Engagement

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GOAL#1: Faculty, students, parents, staff, and community will work together to achieve high levels of student learning necessary for success in the 21st century.

WHY? Measurable Objectives Desired Impact on Student Achievement	WHAT? Specific Activities Action or Work	HOW? Procedural Model	WHO? Responsibility	WHEN? Time, Scope, Duration, Format	EVALUATION Student/Faculty/ Staff Success Indicators/ Measurement Data Source	ESTIMATED RESOURCE NEEDS	PROGRESS TO DATE
Specific Objectives:	Planned Activities:	Process or method to be implemented for accomplishment of this goal.	Who will provide? Who will participate?	Specific Dates Month/Day/Year	Criteria:	Specific programs, time, training, materials, instructional technology, personnel, etc.	Specific results from activities taking place in our programs to achieve the goal/desired impact on student achievement
100% of students will meet or exceed the NYS Standards and graduation requirements 80 % of students will read and/or demonstrate growth at grade level by the end of grade 2. 40% of students will achieve mastery on NYS assessments Less than 15% of our students will be considered Chronically Absent	The Board of Education(BOE) sets the direction for the district and establishes policy to enable students to meet State and district standards. The BOE meets its fiduciary responsibilities	Regional & Local Board of Education workshops and meetings Information items provided to Board of Education members District CDEP – Planning Process	VVS CSD School Community	July 2020 –June 2022	All students score at or above proficiency on NYS Standards. All students meet graduation requirements and are college, career, and civic ready. Positive public relations Successful School Budget Votes Meet the legal responsibilities of fiscal oversight Assure that student programs are provided at a responsible cost to the local taxpayer	VVS Board Goals Development Workshops Oneida-Madison-Herk-i mer School Boards Institute Training Sessions VVS Board Budget Development workshops	

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	<p>Each teacher will complete VVS Student Assessment data analysis, revise & align curriculum in all courses and programs, create curriculum and content maps that increase rigor in all areas & create action plan</p> <p>Develop and communicate essential vocabulary PreK-4, 5-8, 9-12</p> <p>Review and update the VVSI communication and align with Next Generation Standards</p>	<p>Department curriculum committee, grade level, PreK-2, 3-4, 5-8, 9-12 meetings and PLCs</p> <p>Training in curriculum development, content maps, essential vocabulary and essential questions</p> <p>Advanced Literacy development and practices</p> <p>School improvement planning, data analysis</p> <p>PK-2, 3-4, 5-8 Congruency Meetings</p> <p>Department & faculty meetings</p>	<p>Assistant Supt. For Curriculum, Instruction and Assessment.</p> <p>Curriculum Committee Chairs and BOCES Staff</p> <p>General & Special Ed. Teachers, Administrators, Curriculum Committees and Parents Participate</p> <p>Teacher Leaders</p>	July 2020–June 2022	<p>All students score at or above proficiency on NYS Standards.</p> <p>40% of students achieve mastery on NYS assessments.</p> <p>All students meet/exceed graduation requirements.</p> <p>Educators surveys that assess the effectiveness of these activities and plan.</p>	<p>Summer Curriculum \$30,000 annually</p> <p>Release time, substitutes \$30,000 annually</p> <p>APL instructional strategies = Next Generation Standards resources to complete initiatives</p> <p>Capturing Kids Hearts (CKH)</p>	

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	STEAM initiatives Implement use of instructional strategies to support all student learning: <ul style="list-style-type: none"> ▪ Graphic organizers – Thinking Maps ▪ Differentiated Instruction ▪ Vocabulary ▪ Advanced organizers ▪ Acceleration ▪ Expository Writing ▪ Co-Teaching ▪ APL strategies Implement , purchase textbooks ,technology where needed	Building & District CDEP Meetings APPR Committee CAP Process Revision Learner-focused Strategies to support instructional delivery Model Schools technology training PDP Survey	Teachers Administrators & Teacher Leaders will Participate Training – Teachers Administrators & Teacher Leaders Assist. Super. for Instruction and Technology, Madison-Oneida BOCES Consultants Community Partners STEAM partners and consultants	July 2020 – June 2022	All students score at or above proficiency on NYS Standards. All students are college, career, and life ready. All students meet graduation requirements. 40% of students achieve mastery on NYS assessments	Supt. Conf. Days, Meeting time Literacy PLCs RtI Collaboration Team APL instructional strategies Implementing Next Generation Learning Standards STEAM initiatives CKH	

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	<ul style="list-style-type: none"> Review Rtl interventions, share behavioral interventions with SSG and Rtl teams, and revisit action plan <p>Provide AIS support to students who have not met or are at risk of not meeting state and district learning standards</p> <p>Identifying and review P-12 student data quarterly, more frequently for students at risk of failure, including Mastery Manager</p>	<p>Develop individual student support plans</p> <p>Review student classroom assessments & work</p> <p>Utilize Reading Literacy strategies classrooms</p> <p>Provide local supervision</p> <p>Provide training to Teacher Aides</p> <p>SSG Process and Student Action Plans</p> <p>Rtl planning</p> <p>Curriculum</p> <p>Dropout Prevention Plan</p> <p>Data Review</p>	<p>School psychologists</p> <p>Social Workers</p> <p>Grade K and 3 Teachers</p> <p>Building SSGs will support plans</p> <p>Reading teachers will participate</p> <p>Family Student Support Network participates</p> <p>Dropout Prevention Team</p>	July 2020- June 2022	<p>All students meet or exceed NYS and District Standards</p> <p>All students are college, career, and civic ready</p> <p>Reduction in referrals to CSE</p> <p>Increased "share responsibility" and collaboration among teachers and support staff for student success</p> <p>Data Review</p>	<p>"Developing Individual Student Academic Support Plans"</p> <p>"Reviewing Student Work"</p> <p>"Collaborative Analysis of Student Work"</p> <p>"Supervising Learning"</p> <p>"Acceleration"</p> <p>"TIM Academy"</p> <p>Blended Learning</p> <p>"Rtl"</p> <p>Mastery Manager, Co-Teaching</p>	

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	<p>Use student action planning process to assist teachers in developing, implementing, and monitoring student interventions</p> <p>Continue with Remote/ Blended learning ,technology instruction through SmartBoard, Google, and Chromebook 1:1 usage</p> <p>Use of assistive technology to assist students with disabilities in achieving success in meeting standards</p> <p>Integrate research-supported practices into district curriculum and instruction to support all students</p>	<p>Review District Retention and homework Policy</p> <p>Review software and technology applications at dept. & committee meetings</p> <p>Select software to evaluate, preview</p> <p>Participation in training which includes teacher aides</p> <p>Include in learning units and lesson plans the curriculum development process</p> <p>Visitations to colleges, labs, businesses, galleries, to remain current in the field</p>	<p>Drop-out Prevention Committee</p> <p>Committee members, Teacher leaders</p> <p>TPT, BOCES Model Schools, library media specialists, consultants & technology coaches</p> <p>Faculty, staff Leaders</p> <p>Monitor attendance, chronic absenteeism</p> <p>Disengaged student data, training</p>	<p>July 2020 – June 2022</p> <p>Superintendent's Conference Days</p>	<p>All students meet or exceed NYS and District Standards</p>	<p>Meeting time</p> <p>Instructional Hardware and Software Purchases as per state aid software funding</p> <p>Chromebook 2-12</p> <p>Model Schools</p> <p>Purchase Books on CD for Students with disabilities</p> <p>"Assisting Students with Technology"</p>	

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	Continue to implement STEAM initiatives, training, curriculum planning K-6 Develop complement Computer Science program Continue inclusive special education programs within schools PK-12 through appropriate modifications and adaptations	Visitations to other buildings, classrooms, and school districts Research successful practices at elementary and HS levels Gather & analyze student achievement data Collaborative planning Observations PLCs	Guidance, Building School Improvement Teams, Building Administrators, Teachers Models Schools Mohawk RIC Oneida-Herkimer-Madison BOCES STEAM partners and consultants	July 2020- June 2022	All students meet or exceed the NYS Standards and graduation requirements	Meeting time Visitations "Co-Teaching" "Differentiating Instruction" "Learner-Focused Schools" "Developing Alternative Assessments" "Curriculum Modification" "Inclusion" "Asperger/Autism Awareness" "Behavior Management" APL instructional Computer based testing CBT strategies STEAM strategies	

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	<p>Develop common assessments aligned with Next Generation Standards quarterly using mastery manager</p> <ul style="list-style-type: none"> ▪ End of year ▪ Mid-year ▪ Final <p>Professional Learning Communities (PLC) will be utilized to enhance collaboration, communication, and facilitation to improve student learning.</p> <p>Continue momentum using Remote, Blended learning</p>	<p>Grade level and department meetings</p> <p>Test correction sessions for NYS Assessments</p> <p>Review student work at grade level, PreK-4, 5-8, 9-12 meetings</p> <p>Training in Test Design</p> <p>Pk-8 Congruency meetings</p> <p>Dept. Meeting</p> <p>Teachers identify areas of Communication plan to modify during implementation</p>	<p>Teachers, Teacher Leaders, Principals, Curriculum Committee Chairs will Participate</p> <p>Training Provided by – Assist. Supt. For Curriculum, Instruction and Assessment and Madison-Oneida BOCES Consultants</p> <p>All Educators</p>	July 2020– June 2022	<p>All students score at or above proficiency on NYSand District Standards.</p> <p>All students meet graduation requirements.</p> <p>All students are college, career, and life ready.</p> <p>Students graduate with Regents diploma CTE</p> <p>All students will successfully participate in Freshman Seminar, Personal finance</p>	<p>Conference days</p> <p>Release time for meetings annually</p> <p>"10 Assessment Questions"</p> <p>"Test Design"</p> <p>"Learning Unit and Lesson Plan Development"</p> <p>Continue CAP activities</p>	

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	Review and revise district wide method for reporting student achievement of state and district standards PK-12 Report card improvement activities and recommendations Students will establish academic goals & monitor their progress	Continue to develop standards based progress report Align grading of class work with progress reports Student-teacher-parent conferencing P-12 SSG and PLC level meetings Teachers develop philosophies of grading and post Review Homework policy Superintendent's Hour Assessment training	All students, teachers & parents will participate Mohawk RIC BOCES	July 2020– June 2022	All students meet or exceed NYS and District Standards	"Student grading" "VVS Student Assessment Analysis" "Student Portal" "Assessment for Learning" Implementing Next Generation Learning Standards	

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	<p>Utilize individual student assessment information to develop IEPs and Individual Student Achievement Plan</p> <p>Revise quarterly assessments, as well as alternative assessments to align with Next Generation Learning Standards</p> <p>Further develop the report card, training, practice completing it and reviewing it for accuracy</p>	<p>Curriculum committee, grade level and department meetings to develop assessments.</p> <p>Include in Learning Units, lesson plans and curriculum documents</p> <p>Quarterly assessments at every grade level – reading comprehension</p> <p>Grade level meetings</p> <p>Training in how to develop valid and reliable assessments</p> <p>Identify best practices</p> <p>Integrate technology</p> <p>Congruency meetings</p> <p>Standards-based report card by grade level</p>	<p>Curriculum committee members and classroom teachers will participate</p> <p>Madison-Oneida BOCES consultants will provide</p> <p>Special education teachers will participate</p> <p>Teacher Leaders facilitate</p> <p>All teachers and educational leaders</p>	July 2020– June 2022	All students meet or exceed NYS and District Standards	<p>Curriculum development sessions, curriculum committee meetings, Supt. Conf. Days,</p> <p>Department meetings</p> <p>“Developing Lesson Plans”</p> <p>APL Strategies training</p>	

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100% of students will meet or exceed the NYS Standards and graduation requirements.	<p>New Teacher Orientation and Induction Activities</p> <p>Teacher-Mentor Activities: Identify potential mentors</p> <p>Mentor pairing assigned by superintendent and VVSTA president</p> <p>Mentor Training</p> <p>Program evaluation</p>	<p>Summer orientation</p> <p>School year after-school induction activities, classroom visitations, mentor & new teacher sessions</p> <p>Monitor/Mentor 3 yrs</p>	<p>New Teachers</p> <p>Teacher Mentors</p> <p>Teacher Mentor Committee</p> <p>VVSTA</p> <p>Assistant Superintendent for Curriculum, Instruction and Assessment</p>	July 2020 – June 2022	<p>Students meet or exceed NYS and District Standards in all classrooms</p> <p>New teachers will achieve tenure and remain a part of the VVS professional staff</p>	<p>"Mentor Teacher Training"</p> <p>"Effective Teacher Series"</p> <p>Teacher Mentor Coordinator stipend</p> <p>Mentor stipend /mentor</p> <p>Substitute costs</p> <p>New Teacher Induction program</p>	

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Specific Objectives:	Planned Activities:	Process or method to be implemented for accomplishment of this goal.	Who will provide? Who will participate?	Specific Dates Month/Day/Year	Criteria:	Specific programs, time, training, materials, instructional technology, personnel, etc.	Specific results from activities taking place in our programs to achieve the goal/desired impact on student achievement
	Teacher recruitment, hiring process, New Teacher Induction Program, mentor training and professional development aligned with district initiatives	District recruitment and selection process New teacher orientation and training District PLP activities aligned with district goals and action matrices District APPR Plan aligned with district CDEP My Learning Plan Tech Bytes	Principals Teacher Leaders New Teachers Teacher Mentors Teacher Mentor Committee Madison-Oneida BOCES Staff and Curriculum Development Team VVSTA Assistant Superintendent for Curriculum, Instruction and Assessment	July 2020 – June 2022	All students meet or exceed NYS and District Standards in all classrooms New teachers will achieve tenure and remain a part of the VVS professional staff All teachers receive and utilize professional development consistently across the district Teachers will maintain appropriate certification Professional learning activities support teacher/ staff Learning & development aligned with district goals	VVS Communication Plan Marzano Strategies Essential Questions Building Procedures District APPR Learning Unit and lesson plans Curriculum and content mapping Parent-Teacher-Student Conf. Student Report Cards Clear Track IEP SSG & CSE Processes Substitute Plans VVS CDEP Planning Process 4 Block Literacy APL for teachers District Tour Common Core Standards My Learning Plan training	

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	Promote a lifelong learning culture through additional teacher evaluation trainings Continue Frontline, My Learning Plan for APPR and Professional Learning documentation Review, revise, and present Professional Learning Plan	District PDP activities aligned with district Mission, vision goals and identified needs District APPR Plan aligned with district CDEP Frontline and My Learning Plan (MLP) process Faculty survey	Principals Teacher Leaders Teachers Madison-Oneida BOCES Staff and Curriculum Development Team VVSTA Assistant Superintendent for Curriculum, Instruction and Assessment	July 2020 – June 2022	Percent of students that are college, career, and civic ready. All teachers receive, utilize, and maintain professional learning opportunities pertinent with NYS certifications Professional learning and supports teacher, staff aligned with district beliefs and goals	.Essential Questions District APPR Learning Unit and lesson plans Curriculum and content mapping CAP Mastery Manager Test Design Differentiated Instruction Co-Teaching Vocabulary Reading in the Content Area Phonemic Awareness Acceleration Supervising Learning APL for all teachers, teacher leaders, and administrators Next Generation Standards	

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100% of our schools P-12 will participate in collaborative community engagement activities focused on improving student success and school climate.	Implement Capturing Kids Hearts Program and training for all staff P-12 Parent-Student –Teacher Conferences Continue student character and leadership trainings Collaborate with community organizations to provide training and guidance for all students Provide PD activities that support the collaborative efforts in engagement activities for students / parents. Survey parents/ students Design plan for B-3 Parent Principles Program.	Provide parents and teachers with information and guidance in planning for parent-student teacher conferences Survey Parents Training for new teachers through the new teacher induction program Training for new administrators Culturally responsive teaching, ELL District Web & Facebook pages Create a Parent Support Network District messaging, digital	School Improvement Team Teachers, students and parents participate, Administration, All educators Community Partners	September 2020 – June 2022	District survey School, district results data, graduation rate, absenteeism, OSS Number of Community Partners All students are college, career, and life ready.	Training planning meetings after school, presentations for parents Community Sponsor APL instructional strategies	

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	Online safety programs for students, teachers, and parents Ed Law 2d Implement policies and practices that support DASA legislation, Culturally Responsive practices., Anti-Bullying Character Ed Programs, Capturing Kids Hearts program	Student, Teacher assemblies and classroom presentations Daytime and evening parent sessions Curriculum integration District required training sessions Conference Day Training	Guidance counselors, social workers, Community partners District administrators and committees	September 2020 – June 2022	School Community Survey Data Review Discipline Statistics	Funding for training programs Resources for committee work	

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	Provide prevention training for chronic absenteeism Occupational Safety and Health Administration (OSHA) training for buildings and grounds personnel Provide School Climate, classroom management, and Relationship Development training CKH Training / follow up for Trans. Dept, Custodians, Aides	District , building committees review data, examine best practices, create a plan. Supervisors and head custodians attend conferences and training sessions as appropriate. Training provided to buildings and grounds personnel during Superintendent's Conference Days and on the work site.	Administration All district personnel to participate Madison-Oneida BOCES Risk Management to provide	September 2020 – June 2022	Improvement in absenteeism data Absence of hazards in the school buildings & grounds Absence of accidents related to health and safety of students, visitors, and school personnel Data review	Risk Management programs and trainings Funding for training in all areas identified to accomplish this goal	

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	<p>Continue, awareness training for all educators and staff in working with students with disabilities, autism and ELL.</p> <p>Continue training in trauma, social, emotional wellness protocol for all educators and staff</p> <p>Develop training for reopening of school safety & Sanitation procedures and protocol.</p>	Training sessions provided to bus drivers, bus monitors, cafeteria monitors and food service workers	T.I.M. Academy Administrators Transportation, Classroom Aides, and Food Service Personnel participate BOCES Safety office All Educators	September 2020 – June 2022	<p>Reduction in discipline referrals.</p> <p>Reduction in students, parent, and teacher complaints regarding transportation and food service personnel.</p> <p>Students are college, career, and life ready.</p>	<p>Superintendent's Conference Days</p> <p>Staff meetings</p> <p>DASA training</p> <p>CDC guidelines</p>	

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GOAL: Faculty, students, parents, staff, and community will demonstrate the personal attributes necessary to succeed in a diverse world.

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100% of students will from VVS an will be college, career, and civic ready	<p>Teachers, nurses, coaches and administrators will receive training in first aid, CPR, and AED use</p> <p>Crisis Team Training</p> <p>Develop, implement review, revise - social skills curriculum</p> <p>Develop, revise and review our mental health, wellness and stress reduction programs.</p> <p>Research develop and train all educators in best practices for engaging parents, ,</p> <p>Seek ways to promote parental involvement Pk-12</p>	<p>Superintendent's Conference Days training sessions or release time</p> <p>Individual counseling, home visits, classroom-based activities, group activities</p> <p>Social emotional & mental Health training for all staff Teacher Aides & bus drivers</p> <p>Capturing Kids Hearts</p> <p>Google meets</p>	<p>Teachers, nurses, coaches and administrators</p> <p>Crisis team members Health, physical education & family consumer science teachers</p> <p>Teachers & Teacher Leaders</p> <p>Social Workers & Clinical Supervisors</p> <p>Teacher Aides & bus drivers</p>	September 2020 – June 2022	<p>Improved attendance, student health, nutrition, wellness and achievement</p> <p>All students are college, career, and life ready.</p> <p>Chronic Absenteeism Data</p> <p>HS Readiness</p> <p>ESSA Accountability Measures</p>	<p>"First Aid, CPR, AED U</p> <p>"Capturing Kids Hearts Training Follow-up</p> <p>ESSA Accountability Sections</p>	

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	Continue school safety/personal safety, and culturally responsive practice training to include up to date guidelines and practices based on collaboration with Law enforcement, expert recommendations Cultural Responsiveness	Building level plans will contain ongoing activities Review, revise social work curriculum, training and support Building level activities Administrator training sessions Align Respect & Responsibility Curriculum Implement social skills curriculum PreK-12 Capturing Kids Hearts	Professional and support staff, students & parents Building School Improvement Program Teams School social workers and parents All building staff, students and parents M-O BOCES Risk Management to provide Administrators Social Workers	September 2020 – June 2022	Parents and students report improvements in school environment and acceptance on district survey All students are college, career, and life ready. Discipline Data DASA Results School Report Card ESSA Accountability Measures	"Bully Proofing Programs" "Addressing Violent Situations" DASA programs "Life Strategies for Teens" "Communities that Care" "Seven Habits of Highly Effective Teens" "L.E.A.D. USA" "The Leader in Me" "VVS Social Skills Curriculum" Capturing Kids Hearts	

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	Implement, update technology training, Remote, Blended Learning for all educators and staff that supports student success in a diverse world Training sessions that aligned with New York State guidelines and requirements for all school district employees.	Conference days RIC training sessions Administrative Council ITI PLC Meetings Tech Bytes	Mohawk Regional Information Center, .Administrators, district clerical personnel, guidance personnel	September 2020 – June 2022	District student, personnel, and financial management systems maintain up-to-date information and perform with accuracy Remote Learning plan evaluation ESSA Measurements	RIC training NYS Engage NY training Additional training to accomplish the desired goal, objective.	