

Professional Learning Plan



Red Hook Central School District

9 Mill Road

Red Hook, NY 12571

7/1/2022 – 7/1/2026

PROFESSIONAL LEARNING PLAN
RED HOOK CENTRAL SCHOOL DISTRICT
2022-2026

DISTRICT NAME: Red Hook Central School District

BEDS CODE: 13170106000

SUPERINTENDENT: Janet Warden

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YEAR (S) PLAN IS EFFECTIVE: 2022-2026

Composition of Professional Learning Teams

District Team (Required)

7 # administrators/staff

8 # teachers

2 # others (Representation from higher education/parent)

Number of school buildings in district: 4

The majority of the team members are teachers and there is at least one teacher from each building.

PROFESSIONAL LEARNING PLANNING TEAM

The Red Hook Central School District Professional Learning Plan meets the requirement of the 100/2(dd) Regulations of the State of New York. The purpose of the plan is to improve student learning by providing meaningful, focused professional Learning opportunities that are aligned with the New York State Common Core Learning Standards. Members of the Professional Learning Committee are:

Mill Road Primary: Erin Hayes
Barbara Shoemaker
Kristen Strothmann

Mill Road Intermediate: Brian Boyd
Stephanie Comerford

Linden Ave. Middle School: Stacie Smith
Paul Brown
Laura Kufner
Kelly Walker

Red Hook High School: Robert McKiernan
Margie O'Brien
Craig Burguiere
Kristin Larson

Special Education: Kristen Strothmann

District: Dr. Kitty Summers

Parent and Higher Education: Molly Albrecht- Bard College
Kristin Potter- Parent

Although entire school-based teams are not on the Professional Learning planning team, representatives from each building participate in our District Level Team. A minimum of 40-50 hours are devoted to professional learning annually. This time includes planning, delivery, application and/or evaluation of professional learning activities.

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I. Mission, Vision, and Goals

Mission:

The Red Hook Central School District is a welcoming and diverse community of learners committed to personal growth and caring for others.

Vision:

The Red Hook Central School District seeks to empower each individual to embrace today and navigate the possibilities of tomorrow.

Red Hook Central School District Graduate Profile:

As a school district community, we strive for each RHCSD graduate to:

- Demonstrate empathy and compassion
- Think critically and problem solve
- Collaborate and communicate
- Engage in local and global civics
- Create and innovate
- Embrace diversity and challenge inequities
- Tend to physical and emotional health

District Goals for 2021-2024:

Academics, Curriculum, and Technology

- RHCSD will provide a relevant, coordinated, and interdisciplinary curriculum that reflects diversity and prepares students for the global community.
- RHCSD will use instructional practices that are responsive and encourage communication, creativity, critical thinking, and collaboration.
- RHCSD will cultivate student voice and curiosity to promote inquiry and learning.
- RHCSD students will use meaningful technology to enhance their learning in a socially responsible way.

Communication

- Communications from RHCSD will be timely, clear, and concise, respectful of its audiences, and provided via accessible delivery systems.
- RHCSD will be open to multiple perspectives and encourage respectful dialogue with the community.

Equity, Diversity, and Inclusivity

- RHCSD will recognize and challenge biases, beliefs, and assumptions in order to provide a school environment where student identities are affirmed.
- RHCSD will have inclusive curricula and assessment opportunities and will seek student input.
- RHCSD will foster a learning environment that is responsive, affirming, and equitable.

Mental Health/Social Emotional Learning

- RHCSD students will recognize their self-worth and support the development of others'.
- RHCSD will prioritize developing healthy and positive relationships with students, families, and colleagues.

II. Introduction

This Professional Learning Plan for the Red Hook Central District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. This model builds on and strengthens the mission, vision, and successes already evident in our district.

Our primary goal for professional learning is to curate a culture that supports adult learning by providing a framework that affords every educator the opportunity to enrich their practice. By supporting teacher improvement and development, we aim to support student growth and provide a school experience that ensures all students will achieve the goals stated in our mission, vision, and graduate profile.

While being mindful of that core purpose, it is important to acknowledge the additional benefits of this comprehensive Professional Learning Plan:

- Improving job satisfaction
- Improving our ability to recruit and retain new educators
- Increasing our knowledge of innovative practices
- Meeting the NYSED requirements for Professional Learning

The scope of professional learning in Red Hook will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional learning will be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results, and then beginning the process anew. This work is best done through collaboration with colleagues, who can offer varied perspectives and solutions to problems.

In the Red Hook Central School District, our approach to professional learning is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction.

III. Philosophy

The purpose of the Red Hook Central School District's Professional Learning Plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first; to advancing in instructional technology; to setting high professional standards, meeting expectations, and ensuring respect for all.

Professional learning is a multi-faceted, information-based process that is strategically planned to provide individual, school, and district-level solutions to targeted areas in need of strengthening. Our professional learning program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound, practical professional learning programs are a positive link to establishing effective instructional practices that will enhance the knowledge of curriculum content, design, and delivery.

Research in the field of education and professional learning has revealed a series of characteristics and practices observed in exemplary programs. These principles focus a school district's attention on professional learning strategies for improving student learning and achievement, and the resources necessary to support this. There are a variety of

conditions that are salient when implementing sound and effective professional learning programs.

As such, professional learning in Red Hook will:

- Reflect a commitment to ongoing and continuous professional learning that is based on the analyses of multiple sources of data.
- Include sufficient time and follow-up support for staff to master new content and strategies.
- Ensure that the content of professional learning focuses on student needs and is explicitly linked to the effect on student learning.
- Make certain that content will provide opportunities to understand the context and underlying theory for the skills being learned.
- Support the implementation of professional learning practices in ways supported by research.
- Provide a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches.
- Impart opportunities to explore, question, and debate ways to best integrate new ideas into classroom practice.
- Maintain a differentiated learning approach to meet individual and district needs relating to the teaching and learning process.
- Involve teachers in identification of what they need to learn and the specific learning experiences in which they will be involved.
- Utilize flexible times and models to successfully implement the Professional Learning Plan.

Although professionals in Red Hook are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. Our comprehensive Professional Learning Plan promotes student achievement by providing learning opportunities for staff that are aligned with major school and/or district goals identified through regular needs assessments and a Professional Learning Planning process.

IV. New York State Education Department Regulations and Requirements

This Professional Learning Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional learning opportunities that are aligned with the Learning Standards of New York State (NYS). Additionally, public school districts are required to have a Professional Learning Plan which describes how it will provide its teachers, teaching assistants, and long-term substitute teachers with substantial professional learning opportunities, and how it will provide its professional certificate holders with opportunities to keep such certificates in good standing by having teachers who hold professional certification successfully complete 100 CTLE hours of professional learning every five years. Level III teaching assistants will complete 75 hours of CTLE professional learning every five years.

V. Review of Professional Learning Plan and Requirements

Description and Process

Our district mission, vision, and graduate profile shaped the development of our district

goals in academics, curriculum, technology, communication, equity, diversity, inclusivity, mental health, and social-emotional learning (pg. 4).

This plan outlines the goals, strategies, activities, and evaluation standards for professional learning in the Red Hook Central School District and is shaped by our district goals and commitment to student development. This is accomplished through the analysis of annual state assessments, locally developed assessment measures, input and feedback from staff, parents, and community members, and a review of our district's mission, vision, and goals. The congruence between student needs and teacher needs was used to determine our district's priorities.

This plan was designed and will be monitored using the following process:

Identify school/district educational goals and objectives

- Review existing educational goals for the state, district, and individual schools.
- Analyze student achievement data: past, present, projected trends.
- Diagnose areas of student need.
- Establish measurable goals expressed in terms of desired outcomes that are within the context of the learning standards and the district's priorities whenever possible.

Plan for implementation

- Outline flexible and integrated professional learning strategies and activities that address the previously identified needs.
- Identify sources of expertise to assist with identified needs and goals.
- Select PD content and process at each level (district, school, team, or individual).
- Identify sources and uses of financial resources.

Implement professional learning strategies

- Integrate learning models that provide choice, differentiated learning, sustained collaboration, and ongoing support.
- Incorporate research-based best practices into teaching, learning and leadership.
- Identify critical factors for successful implementation.

Monitor progress

- Identify success measures for professional learning activities.
- Identify sources and methods of gathering data.
- Plan methods of sharing and communicating progress-related data.
- Keep records of professional learning implementation, participation, and feedback.
- Administer feedback surveys and collectively analyze results.

Needs Assessment and Source Documents

As part of the ongoing Professional Learning Planning cycle, the Red Hook Central School District reviews multiple sources of information to collect, analyze, and utilize data. Student data is used to help make decisions about school policy, curriculum, and instruction.

Data is collected from several areas, including student academic performance, student needs, and attendance. A data administrator supplies information to district administrators and teachers, and analyzing this data allows staff to identify patterns and discrepancies that may affect achievement. This data will be used as part of a multi-factored approach to identify areas of need and subsequent professional learning.

The following documents are analyzed annually to determine the focus and content of the Professional Learning Plan:

Student Achievement Data

- Report Cards
- School Report Card
- VADIR Reports
- Student Attendance and Discipline Reports
- Universal Screening and Progress Monitoring
- College Board results (AP, IB, SAT, ACT)
- Academic Intervention Services Record
- College Placement Rates
- Special Education Classification Rates and Annual Reviews
- Graduation and Drop-out Rates
- Teacher Observations
- Disaggregated Student Achievement Data
- NYS and District Assessments (NWEA, Regents Exams, Gr. 3-8 Testing)

Additional Data Sources

- BEDS Data
- Shared Decision-Making Teams (BLT and DLT)
- District, School, Department Goals/Objectives
- Staff Attendance
- Mentor Program Evaluations
- SED Regulations and Mandates
- Program Evaluations
- Annual Professional Performance Reviews (APPR)
- Teacher Retention and Turnover Rates
- Longitudinal Student Performance Data
- Teacher reflections
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- State benchmarks for student performance
- District-established benchmarks for student performance
- Curriculum mapping/gap analysis
- Number of students in Honors and A.P. classes
- Needs Assessment Surveys
- Administrative Recommendation
- PPS staff input

Surveys

- Professional Learning Needs Assessment Surveys
- Professional Learning Needs Assessment Technology Surveys
- Professional Learning Evaluation/Feedback Surveys

Cultural Responsiveness

Red Hook is committed to providing professional development that reflects the needs of both our students and the community that we serve. By gathering data via the methods described, we will identify specific areas that could benefit from the implementation of culturally responsive practices in our professional learning opportunities.

As affirmed in our district mission and vision:

- The Red Hook Central School District is a welcoming and diverse community of learners committed to personal growth and caring for others.
- The Red Hook Central School District seeks to empower each individual to embrace today and navigate the possibilities of tomorrow.

Continuing Teacher and Leader Education (CTLE) Requirements

Beginning July 1, 2016, all permanently or professionally certified teachers or educational leaders and Level III teaching assistant certificate holders working in a NYS public school or BOCES are required to register with NYSED's TEACH system. Registration with SED is required every five years for certificate holders who continue to work in NYS public schools or BOCES.

Professionally certified classroom teachers/educational leaders and Level III Teaching Assistants are required to complete 100 continuing teacher and leader education (CTLE) hours during each five-year registration period.

Educators who are subject to CTLE and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of *50 percent* of their required CTLE clock hours 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 ELLs.

All other Professional teacher, School Building Leader, and School District Leader 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.

Red Hook teachers and leaders will be offered opportunities to meet the 100-hour mandate and language acquisition requirements through a variety of activities. Such activities may include but are not limited to:

Participating in District Mentoring Program
Department Meetings
Superintendent's Conference Days
Building Committee Work
New program implementation
Pre and post observation conferences
Interschool visitations
Original research projects
Grade level meetings
Collaborations with higher education

Faculty Meetings
In-Service Courses & Workshops
District-wide Committee Work
Training/Scoring of State Assessments
New Teacher Orientation
Inter-classroom
Curricula Learning
Webinars
Membership/participation in professional organizations

Prior approval must be received for all professional learning activities to ensure the professional learning requirements are met. In addition, teachers may enroll in district-approved graduate and/or undergraduate courses on their personal time. These courses may be counted toward salary increments and the 100-hour regulation requirement. The content of the Red Hook Central School District's Professional Learning Plan is being supported in part by the New York State BOCES, RICs, RBERNs, RSE-TASCs, Teacher Centers, and approved consultants. A comprehensive list of CTLE approved sponsors can be found at: <http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html>

While school districts and BOCES are required to report CTLE hours to SED for employees who work more than 90 days in a school year, the new regulations also require certificate holders to maintain a complete record that includes: the title of the program, total hours completed, number of hours targeting the needs of ELLs, the providing sponsor's name (district, BOCES, teacher center, etc), attendance verification, and date/location of program. These records are to be kept for three years after the five-year cycle in which they were applied.

Continuity and Sustainability

The structure for leadership among the teaching staff has been established and will continue. The Department Chairs, Grade-Level Teams, and the Professional Learning Committee, in conjunction with their colleagues, will be involved in the planning for professional learning. Each member of these three groups provides expertise in content areas, the learning needs of students, and gap and data analysis. The results of their work are incorporated into the district and school goals for improving student performance. The process of setting the goals, establishing an action plan, and evaluating the results demands a multi-year approach.

Analysis of teacher evaluations will also be used to correlate professional learning with teacher needs. This will further ensure a relevant and cohesive program that is implemented, monitored, and adjusted over a period of years.

Alignment

The Professional Learning Plan is continuous and fluid. Each year the plan will be reviewed to reassess the alignment of our goals and outcomes. The Plan focuses on improving outcomes for all students by monitoring progress and sustaining continuous professional growth. Based on the previous year's results as they relate to student achievement, teacher needs, and current research, the plan will be revised to align with:

- Results of State and District testing
- Review and assessment of performance measures, outcomes/district & building goals
- Information obtained from surveys, focus groups, consultants, etc.
- Bi-Annual Review by Committee
- Needs Assessment/survey
- Teacher Evaluations
- MLP attendance
- Teaching, leadership, and learning standards
- Current educational research in a variety of areas, including but not limited to: best practice in cultural diversity, literacy, special needs, and English language acquisition

The Red Hook Central School district curriculum aligns with the NYS Learning Standards and assessments. Through professional learning opportunities and curriculum grants, teachers will continue to engage in curriculum mapping to ensure congruence and eliminate gaps in instruction. The modifications in the curriculum and the new assessments may generate specific professional learning needs. Student performance on assessments is analyzed and areas in need of improvement are closely examined. Resources, of both time and funds, are allotted to provide teachers with opportunities for professional learning in those areas.

One goal of our Professional Learning Program is to provide job-embedded, informal learning experiences for teachers. This occurs within the school or district, and each teacher engages in some form of learning each day. Activities are teacher-driven and are based upon clearly defined district and/or school objectives. Grade-level and content area teams regularly work together to write curriculum, develop benchmarks, create interdisciplinary units, and develop strategies to meet the needs of students.

The Red Hook Central School District also encourages teacher development using turnkey training. Through these trainings and through district-initiated projects, cadres of teachers become specialized and serve as a resource for teachers in their own schools and across the district. This approach to developing experts within the district serves to foster leadership and professional growth among staff members.

Mandatory Annual Training

As Required by the New York State Education Department, employees are required by educational law to complete the following trainings each school year: School Violence Prevention and Intervention, Child Abuse Recognition, Dignity for All Students Act (DASA), Right to Know, Sexual Harassment, Ed Law 2d, and Title IX. These trainings will be provided in person or online at the commencement of each school year.

Any administrator who will evaluate teachers or other administrators will be required to complete the Annual Professional Performance Review training to become recertified to observe classroom teachers and principals.

School District Professional Learning Plan Resources

District Resources:

- Internal Fiscal Resources
- Competitive Grants
- Federal Grants
- General Funding
- Faculty Meetings
- PD Focus Meetings
- Mentoring Program
- Book Studies
- Social-Emotional Learning Team

Internal Staff Resources:

- Red Hook Teachers Association
- Red Hook Administrators Association
- Instructional Technologist

Department Chairs
Team and Grade Level Leaders
Mentors
NYS Master Teachers
Nationally Certified Staff Members

External Providers' Resources:

BOCES/SETRC/BETAC
Institutions of Higher Education
Guest Lecturers/Consultants
Professional Groups (NYSUT, SAANYS, ASCD)
Creative Solutions Services
Model Schools
Arts in Education Providers
Research Centers (BER, EERC)
Teacher Centers
International Baccalaureate Organization
PBL Works
Successful Practices Network
ASSA Learning 2025
Rubicon Atlas
Apple
AIS
Technology & Engineering Associations (NYSTEEA, ASCE)
Project Lead The Way
Museums
Institution for Educational Development
Mental Health Associations (OPWDD, ASCA, NYSSCA)
Physical Therapy Education Groups (Summit, PESI, NYSAPHERD)

External Community Resources:

PTA/PTSA
Red Hook Education Foundation (RHEF)
Community-based organizations (Rotary, Lions)
Community Foundation of the Hudson Valley Clearwater
Organization
Preschool Learning Consortium
Astor Services for Children & Families

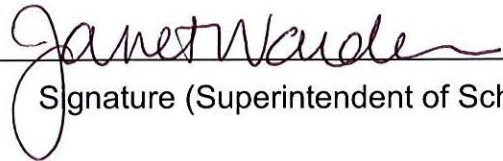
VI. **RHCSD Professional Learning Plan:** See attached

VII. **RHCSD Mentoring Plan:** See attached

**RED HOOK SCHOOL DISTRICT PROFESSIONAL LEARNING PLAN
STATEMENT OF ASSURANCES**

The superintendent certifies that:

- Planning, implementation, and evaluation of the professional learning plan were conducted by a professional Learning team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional learning that:
 - is aligned with state content and student performance standards
 - is articulated within and across grade levels
 - is continuous and sustained
 - indicates how classroom instruction and teacher practice will be improved and assessed
 - indicates how each teacher in the district will participate and reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional Learning and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.



Signature (Superintendent of Schools)

August 22, 2022
Date

Red Hook Central School District

Professional Learning Plan

Mill Road Primary School: Grades Pre-K-2

District Strategic Goal #1:

RHCSD will provide a relevant, coordinated, and interdisciplinary curriculum that reflects diversity and prepares students for the global community.

Professional Learning Goal (Pre-K-2):

Expand educators' knowledge and implementation of practices that build students' skills as stated in the Red Hook graduate profile.

Action Plan:

Teachers will have opportunities to engage in professional development to embed the attributes of the Raider Graduate Profile:

- demonstrate empathy and compassion
- think critically and problem solve
- collaborate and communicate
- engage in local and global civics
- create and innovate
- embrace diversity and challenge inequities
- tend to physical and emotional health

Providers	Timeline	Evidence of Success
BOCES RHCSD Building Administrators School Staff ASSA Learning 2025 PBL Works	Beginning summer 2022 and running throughout the duration of the plan. Superintendent's Conference Day - throughout each school year for the duration of the plan Faculty Meetings- monthly PD Focus- monthly	Staff survey results: post conference days Student projects Classroom observations PBL Rubrics

District Strategic Goal #2:

RHCSD will use instructional practices that are responsive and encourage communication, creativity, critical thinking, and collaboration.

Professional Learning Goal (Pre-K-2):

Strengthen educators' expertise of the requisite communication, critical thinking, and collaboration skills, students' need, and increase teachers' capacity to facilitate classroom activities that build these skills.

Action Plan:

Teachers will have opportunities to engage in professional development to embed the attributes of the Raider Graduate Profile, to teach responsively, and meet student needs.

Providers	Timeline	Evidence of Success
BOCES-sponsored Responsive Classroom RHCSD Building Administrators School Staff ASSA Learning 2025 PBL Works	Beginning summer 2022 and running throughout the duration of the plan. Superintendent's Conference Days- throughout each school year for the duration of the plan Faculty Meetings- monthly PD Focus- monthly	Staff survey results: post conference days Student projects Classroom observations PBL Rubrics Information within Branching Minds

District Strategic Goal #3:

RHCSD students will use meaningful technology to enhance their learning in a socially responsible way.

Professional Learning Goal (Pre-K-2):

Provide teachers and staff with the resources and strategies necessary to increase student understanding of how to safely and responsibly use modern technology and tools to learn, create, and think critically about the world.

Action Plan:

Provide teachers with professional development activities to utilize the Mill Road Primary School Imagination Station and the Technology Learning Lab:

- STEAM instruction
- Project Based Learning
- Maker Space creations

Providers	Timeline	Evidence of Success
Dutchess County BOCES RHCSD Building Administrators School Staff ASSA Learning 2025 PBL Works BER	Beginning summer 2022 and running throughout the duration of the plan. Superintendent's Conference Days- throughout each school year for the duration of the plan Faculty Meetings- monthly PD Focus- monthly	Staff survey results: post conference days Student projects Classroom observations PBL Rubrics

Mill Road Intermediate School: Grades 3-5

District Strategic Goal #1:

RHCS D will provide a relevant, coordinated, and interdisciplinary curriculum that reflects diversity and prepares students for the global community.

Professional Learning Goal (3-5):

Expand educators' knowledge and implementation of practices that build students' skills as stated in the Red Hook graduate profile.

Action Plan:

Teachers will have opportunities to engage in book studies, workshops, faculty meetings, and professional development led by building principal, faculty and outside consultants to embed the attributes of the Raider Graduate Profile:

- demonstrate empathy and compassion
- think critically and problem solve
- collaborate and communicate
- engage in local and global civics
- create and innovate
- embrace diversity and challenge inequities
- tend to physical and emotional health

Providers	Timeline	Evidence of Success
District	<p>Summer 2022 through duration of the plan</p> <p>SCDs throughout each school year and through the duration of the plan</p>	Staff survey results; post conference days
Building Principal	<p>Summer 2022 through duration of the plan</p> <p>Monthly Faculty Meetings</p>	<p>Cross-curricula and interdisciplinary collaboration</p> <p>Jigsaw activities</p> <p>Revised instructional planning</p> <p>Revised instructional design</p>
Building Principal, Grade Level Leaders and other Staff	Monthly PD Focus - September 2022 through duration of the plan	Grade level and Special Area meetings- feedback from teachers

District Strategic Goal #2:

RHCSD will use instructional practices that are responsive and encourage communication, creativity, critical thinking, and collaboration.

Professional Learning Goal (3-5):

Strengthen educators’ expertise of the requisite communication, critical thinking, and collaboration skills students need, and increase teachers’ capacity to facilitate classroom activities that build these skills.

Action Plan:

Teachers will have opportunities to engage in professional development to review and improve instructional practices, communication, collaboration and creativity.

Explore innovative instructional design models to improve teaching and learning and engage students with future focused practice (ASSA, Learning 2025 Team).

Review ongoing data in ELA, Math, demographics, attendance and general trends. data with building principals, the RIC, and school consultants.

Professional development with ELA consultant to improve instructional practices using *The Units of Study for Teaching Reading and Writing*.

Quarterly writing assessments to measure student growth.

Continue to prepare and support teachers for the full implementation of NGSS K-12.

Providers	Timeline	Evidence of Success
School Staff (Grade Level Leaders, AIS)	Fall 2022 through duration of the plan	Alignment of instructional calendar and scope and sequence Participation in professional development workshops Assessment data - <i>Fountas and Pinnell Benchmark Assessment</i> , <i>NWEA</i> , state testing
SEL Team	Fall 2022 through duration of the plan	Feedback from weekly meetings with building principal Push-in classroom sessions Student surveys
ASSA Learning 2025 Team (Bill Daggett and consulting team)	Summer 2022 through duration of the plan	Feedback to staff from Summer 2022 D.C. Conference Collaborative conversations amongst all district schools Quarterly meetings with Rethinking and Reimagining Team

Val Falco - ELA Consultant	Summer 2022 through duration of the plan	Staff surveys Lesson planning and instructional design
BOCES - Science 21 Facilitator	Summer 2022- through duration of the plan 8 meetings throughout the school year - 2 per quarter	Teacher Feedback PNW Boces surveys
Regional Information Center (RIC) Consultant	September 2022 through the duration of the plan	Review of data analysis (attendance, miscue analysis, content understanding, general trends)

District Strategic Goal #3:

RHCS D students will use meaningful technology to enhance their learning in a socially responsible way.

Professional Learning Goal (3-5):

Provide teachers and staff with the resources and strategies necessary to increase student understanding of how to safely and responsibly use modern technology to learn, create, and think critically about the world.

Action Plan:

Provide teachers with professional learning opportunities focused on effective instructional technology instruction and student engagement.

Provide teachers with professional development opportunities to enhance instructional practices utilizing the Mill Road Intermediate School STEAM Innovation Center and MacBook student carts.

Ensure that all teachers and students have equitable access to instructional technology.

Providers	Timeline	Evidence of Success
Technology Department	Summer 2022 through duration of the plan	Completion of STEAM Innovation Station Roll-out of MacBook carts
All Building Administrators	Summer 2022 through duration of the plan	Direct Classroom Observation
MLP Activity Catalogs	Summer 2022 through duration of the plan	Conference Attendance through MLP

Linden Avenue Middle School: Grades 6-8

District Strategic Goal #1:

RHCS D will provide a relevant, coordinated, and interdisciplinary curriculum that reflects diversity and prepares students for the global community.

Professional Learning Goal (6-8):

Expand educators' knowledge and implementation of practices that build students' skills as stated in the Red Hook graduate profile.

Action Plan:

Teachers will have opportunities to engage in professional development to embed the attributes of the Raider Graduate Profile:

- demonstrate empathy and compassion
- think critically and problem solve
- collaborate and communicate
- engage in local and global civics
- create and innovate
- embrace diversity and challenge inequities
- tend to physical and emotional health

Providers	Timeline	Evidence of Success
-Education Elements -BOCES -District Admin -Principals -Teacher Colleagues	September 2022-June 2025 Superintendent's Day Conference Faculty Meetings PD Focus Workshops Identified/Suggested Outside Vendors	-Response to students is culturally sensitive. -Students demonstrate graduate profile traits. -Teachers prioritize graduate traits in practice and lesson planning. -Our school community is reflective of our students.
Grading for Equity -BOCES -Principals -Teacher Colleagues	September 2022-June 2023	-Equitable and aligned grading practices horizontally across courses and vertically by content area. -Evidence of valuing the learning process versus the commodity of grades. Students will become more learning centered as the goal for school versus grade centered.

District Strategic Goal #2:

RHCSD will use instructional practices that are responsive and encourage communication, creativity, critical thinking, and collaboration.

Professional Learning Goal (6-8):

Strengthen educators' expertise of the requisite communication, critical thinking, and collaboration skills students need, and increase teachers' capacity to facilitate classroom activities that build these skills.

Action Plan: To provide teachers with professional development opportunities in the following areas.

- Culturally Responsive Practices
 - Project Based Learning
- Standards Based Report Cards

Providers	Timeline	Evidence of Success
-PBL Works -BOCES -Principals -Teacher Colleagues	September 2022- June 2024	Project based lesson plans implemented in classrooms.
-Rick Wormelli -BOCES -Principals -Teacher Colleagues	September 2022- June 2024	Change in communication practice to specify skill development.

District Strategic Goal #3:

RHCSD students will use meaningful technology to enhance their learning in a socially responsible way.

Professional Learning Goal (6-8):

Provide teachers and staff with the resources and strategies necessary to increase student understanding of how to safely and responsibly use modern technology to learn, create, and think critically about the world.

Action Plan: To provide teachers with professional development opportunities to transition to 1:1 devices at the middle level.

Providers	Timeline	Evidence of Success
-BOCES -RHCSD TechDept -Building TAC -Principals -Apple	August 2022- through duration of the plan	-Student, teacher, parent feedback -Instructional integration -Lesson planning -Observation -Balance of use as tool

Red Hook High School: Grades 9-12

District Strategic Goal #1:

RHCS D will provide a relevant, coordinated, and interdisciplinary curriculum that reflects diversity and prepares students for the global community.

Professional Learning Goal (9-12):

Expand educators' knowledge and implementation of practices that build students' skills as stated in the Red Hook graduate profile.

Action Plan:

Teachers will have opportunities to engage in professional development to embed the attributes of the Raider Graduate Profile:

- demonstrate empathy and compassion
- think critically and problem solve
- collaborate and communicate
- engage in local and global civics
- create and innovate
- embrace diversity and challenge inequities
- tend to physical and emotional health

Providers	Timeline	Evidence of Success
Atlas Curriculum Mapping Atlas Instructors & Department Chairs	Atlas Training Administrator/Teacher leaders 21-2022 Turnkey training for teachers 2023-23 Ongoing Training June 23- Mapping Finished	Evidence of completed maps Increased Collaboration Integration of Standards Integration of Next Gen standards into curriculum
Next Gen Standards	2021-22 Review Next Gen Standards and implement according to NYSED timeline	Projects that reflect Next Gen Standards and are aligned with Grad Profile
Teacher designed Interdisciplinary course development	2021-22 Course Development 22-23 Course Implementation Science, Art, and Storytelling - FFA, ongoing work through duration of the plan	Course Enrollment Student & Teacher Feedback
Bill Daggett- Future Focused Skill- AASA- Learning 2025 and Successful Learning Practices Network	2021-22- Teacher Workshop 2022-23	Feedback from staff Shift in Mindset New Graduate Profile

District Strategic Goal #2:

RHCSD will use instructional practices that are responsive and encourage communication, creativity, critical thinking, and collaboration.

Professional Learning Goal (9-12):

Strengthen educators' expertise of the requisite communication, critical thinking, and collaboration skills students need, and increase teachers' capacity to facilitate classroom activities that build these skills.

Action Plan:**Professional development for teachers**

- Teaching in extended time/block scheduling
 - PBL
- Grading for Equity

Providers	Timeline	Evidence of Success
Extended Time/Block Scheduling/ Extended Time/Block Scheduling- Merenbloom BOCES	Spring 2022- for the duration of the plan	Lessons and Block periods observed
Grading for Equity - Joe Feldman Educational Elements- DEI- Justin Toomer	2021- for duration of the plan	Assessment and rubrics to reflect training

District Strategic Goal #3:

RHCSD students will use meaningful technology to enhance their learning in a socially responsible way.

Professional Learning Goal (9-12):

Provide teachers and staff with the resources and strategies necessary to increase student understanding of how to safely and responsibly use modern technology to learn, create, and think critically about the world.

Action Plan: Provide professional development for the transition to 1:1. Expanding offerings such as AP Computer science.

Providers	Timeline	Evidence of Success
BOCES APPLE Teachers	Skill survey 2022 Student Device deployment and ongoing teacher support 2022-25	Student project work and curriculum/lesson planning

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