

The University of the State of New York  
**THE STATE EDUCATION DEPARTMENT**  
 Albany, New York 12234

**PROFESSIONAL DEVELOPMENT PLAN**

DISTRICT NAME: Beekmantown Central School District  
 BEDS CODE: 090301060000  
 SUPERINTENDENT: Daniel W. Mannix, Superintendent  
 Address: 37 Eagle Way, West Chazy, NY 12992  
 Phone: (518)324-2999  
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Year(s) Plan Effective: **2021-2026**

<b><u>Composition of Professional Development Team</u></b> (majority of team members must be teachers)
<b><u>District Team</u></b> (Required)
Board of Education Approved:
# administrators/staff: <b>4</b>
Daniel W. Mannix, Superintendent of Schools Duffy Nelson, Middle School Principal Darcy Stountenger, Cumberland Head Principal Polly Tavernia, Assistant Supt. of Special Services
# Board of Education members:
Douglas Beebe Cheryl MacKenzie
# Teachers: 11
Mandy Bishop, Library Media Specialist Lori Christopherson, Elementary Teacher Amy Couture, Elementary Teacher Scott Danville, Science Teacher Hilarie Dickson, Elementary Teacher Elizabeth Drasye, Elementary Teacher William Duffany, Social Studies Teacher Jennifer Goodwin, Elementary Teacher Bridget Hart, Special Education Teacher Keith Lapier, Business Teacher Valerie Matott, Elementary Teacher

Number of school buildings in the district: Four (4)

Number of professional development teams: One (1)

## **I. PROFESSIONAL DEVELOPMENT COMMITTEE**

### **I.1. If school teams *are not* represented on the Professional Development team, describe how the district will ensure that the needs of schools in the district are met.**

All buildings in the district have representation on the district team. Administrators not actively involved in the team are consulted about building initiatives and goals. Teachers from each building are actively involved in the creation of the plan and the planning of each Professional Development offering.

### **I.2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.**

The vision of the Beekmantown Central School District (BCSD) PDC is to provide for improvement in teaching and learning by preparing and supporting its educators. BCSD is committed to providing its professional teachers with opportunities for substantial professional development (approximately 35 hours) on an annual basis, with a goal that each teacher will have the opportunity to attain no less than 100 hours of professional development every five years. The District PDP is part of a coordinated, sustained, comprehensive, and planned approach for the continuous improvement of all staff. The Plan is designed to help improve student achievement.

Beekmantown Central School District will provide its membership with a varied menu of opportunities for professional development, which may be delivered by outside consultants, local presenters from organizations such as Champlain Valley Educational Services, the 21st Department of Century Learning Department, faculty, and staff, as well as other qualified individuals or conferences. Professional development may include hours dedicated to the planning, delivery, application and/or evaluation of the professional development activity. Professional development activities may include, but are not limited to, activities paid by BCS and/or paid by the teacher. The annual plan will include components for:

- Professional Articles
- Individually guided staff development (formal and informal)
- Training (theory, demonstration, practice, coaching, and feedback)
- Collaborative inquiry-based study groups (focus groups)
- Supervision and evaluation
- Peer mentors and classroom visits
- Conference and workshop attendance
- Mentor/mentee activities
- Curriculum projects

## **II. NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN**

### **II.1. Describe how the professional development plan is aligned with New York learning standards and assessments, student needs and is articulated within and across grade levels.**

The Beekmantown Central School Professional Development Plan is designed with the intention of improving our delivery and connecting students to the Next Generation Learning Standards including the Next Generation Science Standards in our PreK-12 curriculum. Through the continuation of the PDP, special emphasis will be placed on providing teachers ample time to utilize a team approach to understanding our common core aligned curricular devices and how to effectively deliver said devices. Additionally, BCSD administration and faculty will use data to proactively improve student achievement by addressing potential root causes, understanding academic issues for students living in poverty, and implementing strategies to assist educators in monitoring student success in the classroom.

The Beekmantown Central School District will foster ongoing communication regarding these goals through the use of grade level data analysis meetings, Instructional Support/Child Study Response to Intervention Teams, networking opportunities for content area teachers, and by maintaining the alignment of our K-12 curriculum.

### **II.2. Describe how the Professional Development Plan is continuous, reflecting a multi-year approach to improve student performance.**

The continuous and ongoing review of curricular materials, devices and associated best practices for delivery as shared through administrative, grade level and content area dialogue allows for improved instruction and increased learning. Our ongoing review of student achievement data allows for adjustments of the professional development plan over the 2021-2026 academic year. The plan is driven by great teaching, collaboration and student achievement data which includes components for both individual and group professional development opportunities. The plan will be reviewed on a regular basis, and the PDC will monitor and adjust the plan to meet the changing needs of staff and students.

Professional development outlined in this plan will be implemented over the next five academic school years. Beekmantown Central School District supports ongoing professional development for all faculty and staff, including staff where positions have been eliminated but are subject to recall status that is relevant, research-based, data-driven, and supports student achievement in identified areas of need. Professional development activities are delivered based on participant readiness, with opportunities designed to be reflective of individual needs.

### **II.3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.**

Student achievement data from State assessments, parallel and benchmark assessments, as well as other multiple measures will be utilized to support identified areas of need. Currently, Beekmantown's student achievement data at the elementary, middle and high school level supports the need for in-service training regarding: Differentiated Instruction; digital teaching and learning; Math and ELA instructional planning grades K-8; and consistent researched-based instructional strategies in for students at all levels. The middle and high school data indicate the necessity for improved student performance in reading and understanding vocabulary within content areas. Enhanced math skills, especially those associated with

understanding and higher-order thinking and Next Generation Learning Standards.

In an effort to meet the needs of all staff at Beekmantown Central School, staff will be provided with opportunities for professional growth. Three times during the course of this plan a needs assessment will be drafted to reflect the data. All staff will participate in the Needs Assessment which will be used to plan Professional Development during the following school year.

**Professional development will:**

- Ensure depth of content knowledge
- Provide a strong foundation in the pedagogy of particular disciplines reflecting Next Generation Learning Standards in Math, ELA and blended learning.
- Provide more general knowledge about the teaching and learning processes and about schools as institutions and how they communicate to the community they serve
- Be rooted in and reflect the best, most current research
- Contribute to measurable improvement in student achievement
- Expect teachers to be intellectually engaged with ideas and resources
- Be supported by sufficient time and resources to enable teachers to master content and pedagogy before integrating them into practice
- Be designed by representatives of those who participate in the staff development, and in cooperation with professional development experts
- Take a variety of formal and informal forms such as:
  - State and national conferences
  - School improvement or data teams
  - Local workshops
  - Data analysis workshops
  - Internal and external consultants
- Inter-visitation/peer networking

**Support staff development will:**

- Be tied to the BCSD organizational vision and goals
- Be designed collaboratively
- Be based on effective practice and sound educational research
- Provide sustained support through training, demonstration, guided practice, coaching and feedback
- Support internal professional discussion and the sharing of information, ideas, strategies, and skills
- Be evaluated based on improved student competencies

**Expectations:**

There is an expectation that all staff will:

- Share knowledge with colleagues through a variety of strategies such as written reports, focus groups, faculty meetings and informal sharing, offer workshops on staff development days and/or in-service
- Implement learned skills and assess potential effectiveness
- Identify further needs for support, assistance, coaching and training
- Report periodically on how the training was used to accomplish the improvement of student

- performance
- Participate in Mentor/mentee activities when appropriate

### **III. TEACHER/ ADMINISTRATOR MENTOR PLAN:**

BCSD implements a three-tiered mentor plan:

- New hires who have not yet completed a mentoring experience will participate in the NYS Mentor/Teacher Internship Program. They are also entitled to make use of contractual provisions related to visitation.
- New hires with one year of mentoring experience or those with less than three years of experience will be provided with a mentor. There will be up to five school days available for the mentor/mentee pair, each school year, in which to meet and participate in mentor/mentee activities. They are also entitled to make use of contractual provisions related to visitation.
- New hires, previously tenured, with more than three years, will receive an abbreviated mentored experience. They are also entitled to make use of contractual provisions related to visitation.
- Administrators will be given 90 minutes per month to meet during the day.
- Mentors will be given \$100 to spend on supplies.

The situation of each new hire will be assessed individually and the mentor program will be tailored to their specific needs.

In order to improve student achievement, these programs are aimed at increasing teaching skills, leadership skills (administrators), providing support and increasing retention of new teachers and administrators. Skilled educators are a powerful and pivotal resource in facilitating new teacher mentoring and induction. This program is designed to meet the mandate for training of mentors, as well as potential future mentors. It will provide a focused approach to acquiring the skills and dispositions that are critical to being a successful mentor. It facilitates the acquisition and practice of the necessary skills of communication, observation, conferencing, coaching for professional growth and reflective practice. Participants will have the opportunity to learn a proven conferencing and visitation model which can be used as a basis for examining the teacher's impact on student work.

#### **III.1. Beekmantown Central School District Selection of Mentors/Mentor Qualifications: (Minimum of five, including required components):**

1. A minimum of three years experience or have earned tenure in the District (Required)
2. Desire, enthusiasm, and commitment to teaching/education
3. Experience working with student teachers and/or supervising teaching staff for administrators
4. High ratings on district's evaluation instruments
5. Willingness to spend extra time on teaching and the proposed mentor/mentee team
6. Good relationships within the community with parents, staff
7. Positive influence with colleagues and good leadership ability
8. Patience, dependability, communication skills, and organizational skills
9. Willingness to participate in Mentor/Teacher training activities (Required)
10. Excellent knowledge of content

### **III.2. Selection Criteria (when possible):**

1. Match mentors/mentees in the same subject area or grade level
2. Match mentors/mentees on the same workday schedule
3. Match mentors/mentees within the same building
4. Match the personalities of the mentor and the mentee

### **III.3. Selection Process:**

The PDC will submit a list of proposed teachers who have consented to participate in the Mentor mentee Program to the Superintendent to be approved for the designated school year.

### **III.4. Role of the Mentor:**

Selected Mentors will be provided with professional development, as needed, annually. Mentors and mentees will meet to determine the specific direction to take in planning and organizing sessions. Assistance for professional development may be available through CEWW BOCES, 21st Century Learning, NYSUT, and other organizations. During the mentor experience, opportunities to enhance digital teaching skills will be offered and every effort will be made for the five days of instruction skills for non-tenured mentees. Mentors will meet with their mentees to review and discuss classroom practices. The mentor must use judgment to determine if additional support is needed. The mentor/mentee pair will have the opportunity to participate in dual classroom observations. The confidentiality of the mentor/mentee relationship is stressed from the point of initial entry into the program and throughout the training activities. A representative of the Beekmantown Teachers Association will review this with all participating members.

### **III.5. Role of the Administration**

Our district realizes that the success of the mentor/mentee program rests upon the support afforded by the administration. The building level administration makes a point, each year, of stressing the need for continuity of instruction, confidentiality within the mentor/mentee relationship, and the development of trust and cooperation within the mentor/mentee team. The building Principal will:

- Contribute ideas and suggestions to the proposal writing process
- Attend network activities when invited
- Actively support mentors and mentees as needed

### **III.6. Mentees:**

Any teacher hired after February 2, 2004 in the Beekmantown Central School District, who possesses an Initial Certificate and is new to the district, must participate in the Mentor Program. Any new teacher to the district who holds a Professional or Permanent Certificate will be offered a mentoring experience. The Superintendent must review individual credentials and prior experience in the specific teacher area. Mentees must participate fully in all requirements of the program and must maintain a log reflecting their experience. Self-reflection, regular lesson planning sessions, and participation in training opportunities are all essential components of the mentee's participation. Mentees are expected to maintain

responsibility for the curricular demands of their class. Close articulation between the replacement/co-teacher and mentee is a must to include clear and complete substitute lesson plans.

### **III.7. Evaluation:**

The MTIP participants complete an evaluation of their experience which is the basis for the final report to SED. In addition, the mentor co-coordinator receives feedback from each mentor/mentee pair in the form of a questionnaire or interview. Participants in other aspects of the mentor program are invited to give feedback on their experience as well.

### **III.8. Program Support:**

One District-wide meeting will be conducted by the end of September of each school year to provide suggested activities and an evaluation tool to be used by the mentor/mentee pair. The mentor coordinator will facilitate this meeting. There will be up to five school days available for the mentor/mentee pair each school year for meetings and activities.

The mentor/mentee pair, in determining appropriate activities and evaluation of the program, may utilize the activities list and evaluation rubric.

## **IV. Attachments 1 & 2: Needs Assessment Sources (Recommended/Used)**

- School Report Cards
- Basic Education Data System (BEDS)
- Special Designation School – Title I
- Comprehensive Information Report
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by ethnicity, gender, socio-economic status, and other special needs
- State Benchmarks for student performance
- Universal Pre-Kindergarten Report
- School In Need of Improvement Report
- Student Aspirations
- Individual student work
- Longitudinal data
- Number of uncertified teachers
- Number of teachers teaching out-of-field
- Teacher proficiency data
- Teacher surveys
- Curriculum surveys

**V. Attachment 3: District Resources**

**V.1. What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?**

Allocations of staff development monies are based on long-term planning to meet organizational goals reviewed on a yearly basis. The distribution of these funds will be divided among organizational staff development, individual professional development and administrative initiatives. It is recognized that some staff development activities will require time away from regular duties and student contact. This is acknowledged and will be supported in a planned fashion. Every effort will be made to maximize student contact time while balancing the essential need for continuing professional development activities. Essential district fiscal resources include State and Federal grants and Beekmantown Central School District resources.

Article VII of the Professional Agreement between the Beekmantown’s Teachers’ Association and the Superintendent of Schools of the Beekmantown Central School District states, “One Superintendent’s Conference Day shall be scheduled in the school calendar for the purpose of holding a local teacher’s conference and/or in-service workshop for teachers.” The Professional Development Committee will assist in planning additional staff development opportunities. Conference/visitation attendance request forms are available on the District website. Employees must complete the form, attach supporting documents, and submit to administration for approval. Requests for conferences that support the content area of employees, needs of the buildings and or District will receive priority for approval.

**V.2. Identify the mentee and external resources you will use to help you meet your goals (check all that apply):**

**Fiscal resources:**

- Title Funds
- State Funding
- Grants
- District General Operating Budget
- COVID Relief Monies

**Staff resources:**

- Curriculum developers
- Content specialists
- Teachers training teachers
- NERIC
- Mentor Team
- CVES/ Other BOCES
- Third Party partners and vendors

**Providers:**

- Institutions of Higher Education – SUNY Plattsburgh, Clinton Community College, Clarkson University, Syracuse University
- 21st Century Learning Department



- BOCES (e.g. SCDN, SETRC)
- Instructional Services Center of Champlain Valley Educational Services
- NYSUT
- Conferences
- Wonders
- Eureka
- Marsha Tate

**Community:**

- Parents
- Businesses
- Organizations

**V.3. Please identify any funds the district has received for professional development which are not used to implement this plan and why:**

N/A

**VI. BEEKMANTOWN CENTRAL SCHOOL GOALS AND OBJECTIVES**

The goals and actions/strategies utilized to obtain the desired outcomes are documented to provide focus and guidance to all stakeholders within the Beekmantown Central School District. The expectation of the Beekmantown CSD Board of Education is that goals may be completed during the 2020-2023 school years while other goals may be ongoing. The Board's expectation for long term goals is that adequate progress toward attainment of the goals is evident through observation, work products, data, or other means.

**2020-2023 District Goals**

**Goal 1**

**Each school will improve student achievement outcomes through faithful and rigorous adoption and utilization of the BCSD BoE adopted curriculum and by implementing effective teaching strategies including but not limited effective use of digital resources, well planned instruction, grouping practices and differentiation of desired outcome to improved Tier I and II and III interventions**

- a. Revised RtI process to be utilized in each building.
- b. Reinforce a culture of fidelity to the BoE adopted curriculum
- c. Review staffing levels and needs
- d. Create a Hall of Fame to recognize graduates who attended BCSD and achieved outstanding academic, professional and civic distinction. showcase the real possibility to students that they can achieve tangible success.
- e. Adopt an elementary ELA curriculum aligned to the NYS Standards
- f. Realign staff to strengthen academic outcomes

- g. Ensure that every effort is made to maintain College Credit and credential classes for BCSD students on the Pathway to College

### **Goal 2**

**Support and enhance new and best practices for BCSD athletic and extracurricular offerings to ensure that students are exposed to exceptional learning opportunities in our 21st Century learning environment.**

- a. Hiring procedure for coaches and extracurriculars is improved and documented
- b. Create a Hall of Fame to showcase outstanding coaches and athletes who achieved successes on and off the field.
- c. Develop a fair and consistent evaluation process for coaches and advisors
- d. Parent, student and coaching expectations with clear pathways to address issues and expectations of all.
- e. End of year 1 and 2 review and remedy process
- f. Strive to continue offering athletic and extracurricular offerings during this difficult budgetary process

### **Goal 3**

**To work diligently through the financial, health and employment crises caused by the coronavirus pandemic to allow BCSD to prevail as a world class educational institution for the residents of the district.**

- a. Maintain safety as a priority to enhance learning
- b. Create a district and school Reopening Plan(s) and revise as needed to maintain safety expectations
- c. Maintain a balance in educational offerings & support offerings regardless of educational pathways
- d. Work to ensure sustainable budgets are adopted by the BoE
- e. Partner with organizations wanting to help BCSD achieve our mission and vision.
- f. Advocate for fair and equitable funding
- g. Establish a Superintendent 2025 Advisory Committee
- h. Procure Safety Equipment and develop procedures
- i. Execute 100K Capital Outlay Projects to improve district facilities.

### **Goal 4**

**Engage in the dynamic process of strategic planning to articulate an enhanced vision of the desired future through retention of a third party vendor. This long term and comprehensive strategic plan will provide explicit direction for school district improvement efforts as well as a guide for our resource allocation.**

- a. Secure a Third Party Vendor
- b. Form Steering Committee
- c. Conduct a Needs Assessment
- d. Identify Areas that need Improvement
- e. Formulating short term and long term goals for the plan
- f. Plan development
- g. Plan implementation
- h. Measuring and controlling progress and overall performance.

**Beekmantown Professional Development Plan  
Needs Assessment Sources Used**

**Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis:**

The Beekmantown PD Committee will utilize any and all sources of data available to them. This information comes to them from a variety of sources, as indicated below:

- School Report Card
- New York: The State of Learning (Chapter 655 Report)
- BEDS data
- The CAR report
- Special designation schools, SURR, Title I
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by ethnicity, gender, SES, and other Special needs
- State benchmarks for student performance
- Student aspirations
- other student surveys
- longitudinal data
- Student: teacher ratios
- Teacher turnover rate
- Number of uncertified teachers
- Number of teachers teaching out-of-field
- Teacher proficiency data
- Teacher surveys
- Teacher self-assessment
- Curriculum surveys
- Community employment opportunities
- Inclusion rates for Special Education Students
- Needs Assessment for Professional Staff (CVES)
- other (specify):
  - Evaluative data from the Professional Development Days (of the current school year.

## Beekmantown Central School District Professional Development Plan

### Resources

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

**Fiscal resources:**

- Goals 2000
  Title I
 Local Funds  
 other: Please list  
 Grant monies as available

**Staff resources:**

- Content specialists  
 Exemplary teachers  
 Other, Please list:  
 Turnkey Trainers  
 Mentors  
 Mentees  
 RSP Peer Facilitators  
 School Library System

**Providers:**

- X Institutions of Higher Education (Please specify):  
 SUNY Potsdam; Clarkson University; SUNY Plattsburgh; ESM; Clinton Community College, Syracuse University
- X CVES
- X Other - Please specify:
  - NCTRC
  - NERIC
  - Siemens
- X Conferences
- X Marsha Tate

**Community:**

- Major Employers  
 Community-Based Organizations  
 Parents  
 Other: Please list

Please identify any funds the district has received for professional development which ARE NOT used to implement this plan, and why.

**NONE**

All funds are tied to professional development to improve the performance of ALL students in the district and to ensure that all teachers are highly qualified.

**VIII. Statement of Assurances**

School District: Beekmantown Central School District


BEDS Code: 090301060000

**Beekmantown Central School District Professional Development Plan**

**Statement of Assurances**

The Superintendent certifies that:

- Planning, implementation and evaluation of the Professional Development Plan were conducted by a professional development 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 development 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 development and 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.

  
Daniel W. Mannix, Superintendent of Schools

8-17-21  
(Date)