

# South Lewis Central Schools

## Public Hearing

### 2021-22 Budget

May 2021



## CURRENT 2020-21 Budget

### \$26,453,524

#### □ Cost-Drivers:

- Salaries:
  - Administrative/Supervisory/Confidential: 3.00 to 3.25%
  - SRP: 3.5%
  - SLTA: 3.25%
- Healthcare: 1.0%
- Worker's Compensation: Decrease of 1.0%
- Pensions:
  - ERS: Steady @ approximately 15-16% of payroll
  - TRS: Increase from 9.53% to 9.8% of payroll
- Building/Department Budgets: Decrease of 2.24% (total = \$2,997,092)
- BOCES and RIC Budgets: Decrease of 15% (total = 3,206,607)

#### □ State Aid:

- Foundation Aid: Increase of 3% (+\$342,647) - Now fully funded
- Expense Based-Aids (Transportation, BOCES, etc...) – No Formula Change
  - 2020-21 – Transportation expenses paid-in-full only through May 7, 2020
- Enrollment Based-Aid (Textbook/Software, Library, etc...) – No Formula Change

#### □ Federal Stimulus Funds:

- \$2-4 million to be used through 2023-24 school year (restrictive and unclear use at this time)

- Tax Levy History:
  - 2012-13: 1.97% (Allowable Limit was 3.46%)
  - 2013-14: 1.98% (Allowable Limit was 4.95%)
  - 2014-15: 1.98% (Allowable Limit was 5.96%)
  - 2015-16: 1.95% (Allowable Limit was 3.45%)
  - 2016-17: 0% (Allowable Limit was .12%)
  - 2017-18: 1.25% (Allowable Limit was 2.8%)
  - 2018-19: 1.97% (Allowable Limit was 2.75%)
  - 2019-20: 1.75% (Allowable Limit was 2.56%)
  - 2020-21: 1.80% (Allowable Limit was 2.19%)
- 9-Year Avg. = 1.63%
  - Utilized 52% of Allowable Levy Limit which has averaged 3.14%
- 2021-22 Tax Levy: 3.23% (Allowable Limit is 11.46%)
  - Utilizing 28% of Allowable Levy Limit

□ 2018 Voter Approved Capital Improvement Project

[illegible]

Average Annual Tax Rate Impact per Household	
Project Cost	\$38,889,800
Average Cost	\$120.48/year
Average Cost <b>AFTER</b> Anticipated Cost savings from Single- Campus Efficiencies	\$70.00/year
* Estimated tax impact is based on a home assessed at \$75,000	

**= 12% Tax Levy**

**= 7% Tax Levy**

## Local Tax Levy Recommendation

- ❑ 2021-22 Tax Levy
  - 3.23% (\$30 increase for average SL home assessed @ \$75k)
  - ❑ Includes capital project costs AND the typical year-to-year cost increases



Average Annual Tax Rate Impact per Household	
Project Cost	\$38,889,800
Average Cost	\$120.48/year
Average Cost AFTER Anticipated Cost savings from Single-Campus Efficiencies	\$70.00/year
* Estimated tax impact is based on a home assessed at \$75,000	

= 12% Tax Levy

= 7% Tax Levy

## 2021-22 Proposed Budget \$28,000,656

- ❑ What is in/not in this budget compared to the current year?
  - *\*All current programs and opportunities for students*
  - *\*Purchase of three school buses*
  - AM and PM UPK offerings for both classes
  - Building/Department budgets as presented/requested
  - South Lewis Summer School @ High School Level
  - South Lewis Summer Recreation and Academic Enrichment Program (1<sup>st</sup>-8<sup>th</sup>)
  - Staffing/Program Changes
    - ❑ Minor Staffing Adjustments/Efficiencies
      - Aides vs. Monitors & Food Service Staff in elementary café (supervision and cash registers)
      - Buildings and Grounds (hire/assignment of exterior site and landscaping)
      - 2<sup>nd</sup> Shift Building Coverage (24/7 locked campus)
      - Other MISC/TBD (single-campus adjustments/efficiencies)

## 2021-22 Proposed Budget \$28,000,656

- **What is in/not in this budget compared to the current year?**
  - Mini-Renovation/Capital Outlay Project (\$100,000/Year)
    - Select Interior Door/Frame Replacement
      - Original wood frame and doors (MS Gym, classrooms, etc.)
  - Decrease: BOCES/RIC Budgets: \$570,776
    - BOCES Capital Payment: \$411,000
  - Decrease: Building/Dept. Budgets: \$68,637
  - Decrease: Lunch Fund Subsidy: \$175,000
    - \$300,000 to \$125,000/year
  - Increase: Bond Payment of \$2.55 million/Year
    - \$38.88 million voter approved project on 10/23/18
    - \$1.43 million State Aid and \$1.12 million local share

## 2021-22 Proposed Budget \$28,000,656

- **What is in/not in this budget compared to the current year?**
  - ESD/SVP and SVP Grants Expire June 30 (\$408,000/year total)
  - Applications submitted in March (5-year period: July 2021 – June 2026)
  - \$350,000/Year ESD/SVP Grant
    - AM/PM AIS, Summer School, HIH ASP, Grade 5-6 Intramurals, Robotics, etc.
    - Professional Development and Supplies/Materials
    - Late Bus Runs and Summer Transportation
    - Salaries and Benefits (Substance Abuse Counselor, Safe-Corridor Aide, Curriculum/Data Coordinator, etc.)
  - \$58,000/Year SVP Grant
    - SRO

**\*\*\*NOTE: ESD Grant vs. Federal Stimulus**

## 2021-22 Enrollment (UPK-12)

	Grade	Students	Total
<b>Elementary</b>	UPK (2 AM & 2 PM)	72 (4 Sections)	48 (12 students)
	K	80 (4)	20
	1	71 (4)	17.8
	2	70 (4)	17.5
	3	64 (4)	16
	4	62 (4)	15.3
		419/24 = 17.5	395/24 = 16.5
<b>Middle School</b>	5	66	
	6	58	
	7	75	
	8	76	MS = 275 Total
<b>High School</b>	9	43	
	10	68	
	11	70	
	12	62	HS = 243 Total

## SOUTH LEWIS CENTRAL SCHOOLS 2021-22 Budget

### SCHOOL DISTRICT TAX REPORT CARD

	BUDGETED 2019-20	BUDGETED 2020-21	BUDGETED 2021-22	% CHANGE From 2020-21
<b>Total Spending</b>	\$26,261,305	\$26,453,524	\$28,000,656	5.8%
<b>Estimated School Tax Levy</b>	\$8,740,278	\$8,897,029	\$9,181,819	3.23%

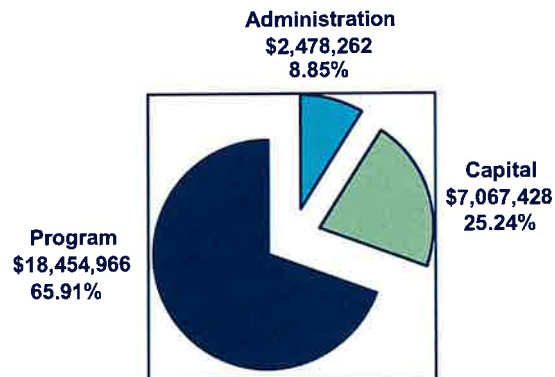
## SOUTH LEWIS CENTRAL SCHOOLS 2021-22 Budget

### PROPOSED BUDGET REVENUE COMPARISON

	2019-20 Estimated Revenue	2020-21 Estimated Revenue	2021-22 Estimated Revenue	% Change From 2020-21
Property Tax	\$8,740,278	\$8,897,029	\$9,181,819	3.23%
State Aid	\$15,667,361	\$15,674,600	\$17,725,989	13.09%
Other Income	\$521,363	\$530,386	\$382,500	-27.88%
Fund Balance	\$1,332,303	\$1,351,509	\$710,348	-47.44%
Total	\$26,261,305	\$26,453,524	\$28,000,656	5.8%

## SOUTH LEWIS CENTRAL SCHOOLS 2021-22 Budget

### PROPOSED COMPONENT BUDGET



## 2021-22 Proposed Budget – Quick Recap

### \$28,000,656

- ❑ 5.8% spending increase (+ \$1,547,132)
  - Note: Bond Payment increase of \$2.55 million/Year
    - ❑ \$38.88 million voter approved project in October of 2018
    - ❑ \$1.43 million State Aid and \$1.12 million local share
- ❑ Changes of Note:
  - AM/PM UPK Classes, HS Summer School, and Summer Recreation & Academic Enrichment Program
  - Minor staffing adjustments/changes (single-campus efficiencies)
  - 3 Buses, Capital Outlay Project
  - Building/Department Budget Decreases
  - BOCES Capital and Lunch Subsidy Decreases
  - Capital Project Bond Payment Increase
  - ESD/SVP and SVP Grants vs. Federal Stimulus

## Local Tax Levy Recommendation

- ❑ 2021-22 Tax Levy
  - 3.23% (\$30 increase for average SL home assessed @ \$75k)

**South Lewis Central School**  
Capital Improvement Project

**Project Goals**

- To provide our students with a safe and secure learning environment
- To provide our students with a safe and secure learning environment
- To provide our students with a safe and secure learning environment

**Project Details**

Project Name: Capital Improvement Project  
Project Location: South Lewis Central School  
Project Start Date: 2021-2022  
Project End Date: 2023-2024

**Project Costs**

Project Cost	\$38,889,800
Average Cost	\$120.48/year
Average Cost AFTER Anticipated Cost savings from Single-Campus Efficiencies	\$70.00/year

Average Annual Tax Rate Impact per Household	
Project Cost	\$38,889,800
Average Cost	\$120.48/year
Average Cost AFTER Anticipated Cost savings from Single-Campus Efficiencies	\$70.00/year
* Estimated tax impact is based on a home assessed at \$75,000	

= 12% Tax Levy

= 7% Tax Levy



## PROPOSITION #1

- Resolved, that the Board of Education of the South Lewis Central School District, Lewis County, New York be authorized to levy the necessary tax for and appropriate a sum not to exceed \$28,000,656.00 for the purpose of the General Fund Budget for the 2021-22 school year.

## PROPOSITION #2

- Resolved, that the Board of Education of the South Lewis Central School District, Lewis County, New York is hereby authorized to purchase three 66-passenger buses for a total maximum aggregate cost of \$377,178.00 and that sum of \$377,178.00 or as much thereof as may be necessary shall be raised by the levy of the tax upon the taxable property of said school district and collected in annual installments as provided by Section 416 of the Education Law and in anticipation of such tax, obligations of said school district shall be issued.



## Board of Education Election

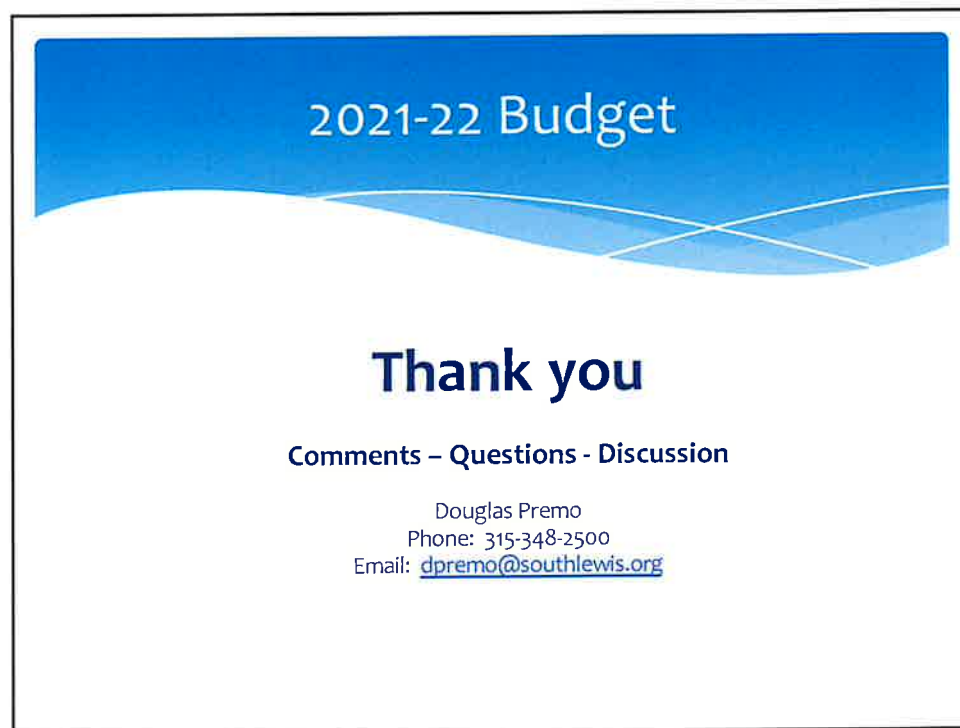
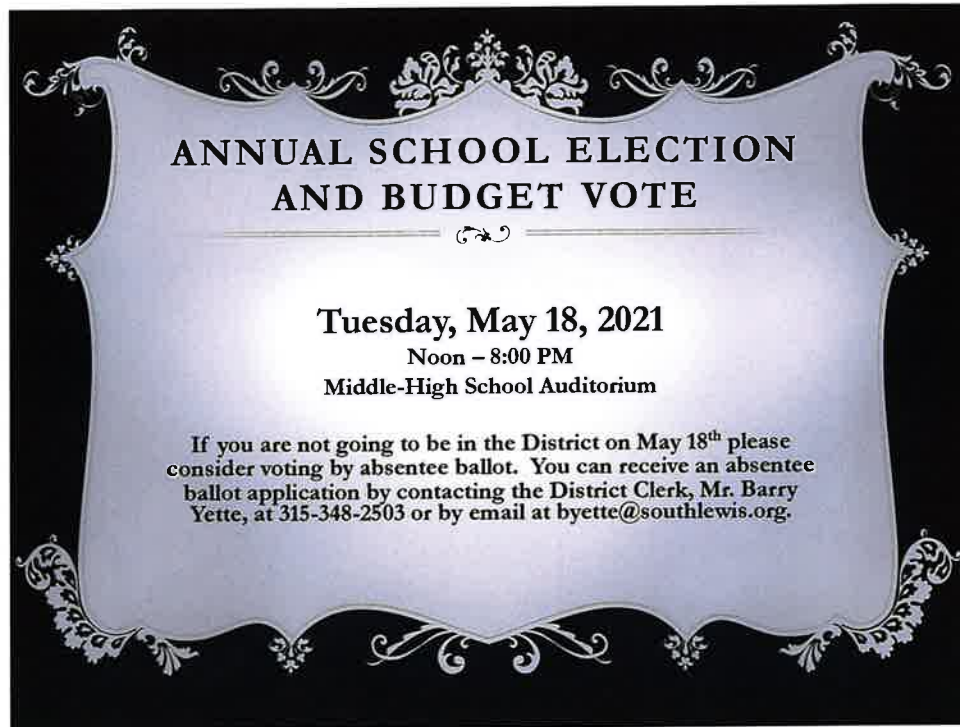
- Candidates for the two, five-year term seats on the Board of Education will be listed on the ballot.
- Seats Expiring:
  - Jessica Carpenter
  - Mike Lisk
- Candidates:
  - Mark Austin
  - Jessica Carpenter
  - Joanna Dailey
  - Blake Place



## BUDGET PUBLIC HEARING

**Tuesday, May 11, 2021 at 6:30 PM**

**Middle-High School Auditorium**





## OTHER

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- ❑ Summer 2021 – GF/PL not open/operational
  - Status of GF and PL
  - Summer Recreation and Academic Enrichment Program
- ❑ Capital Project Timeline
  - August 23 scheduled turnover to District
  - Tours in late May/early June
- ❑ COVID-19
  - Instructional Model for 2021-22
  - Vaccinations
- ❑ OTHER

# South Lewis Central School District



## Consolidated Grant Professional Development Plan 2021-2022

### Members of the PDP Committee include:

Chad	Luther	High School Principal
Christine	Sobel	Elementary Principal
Deborah	Domagala	Curriculum & Data Coordinator
Jana	Brown	High School Teacher & SLTA Union Co-President
Brook	VanBrocklin	Middle/High School Teacher
Tammy	Zehr	Elementary Teacher
Susan	Rockwood	Elementary Teacher
Rebecca	Marino	Elementary Teacher/Parent Representative
Marcy	McGuire	High School Teacher & SLTA Union Co-President
Theresa	Garnsey	Paraprofessional & SRP Union President
Michele	Liendecker	SRP Representative
Scott	Carpenter	Technology Director

## Part One -- An Introduction and Explanation

### Mission Statement

The mission of South Lewis Schools is to prepare young people for citizenship and productive employment, and, in order to do this, professional staff development is an indispensable process with the sole purpose of educating and supporting all District educators in their efforts to help their students achieve and exceed the New York State Education Department's Standards of Learning.

### District Objectives

- *Success for all students depends upon both the learning of the individual school employees and improvements in the capacity of the organization to solve problems and renew itself. Thus, individual learning and organizational changes will be addressed simultaneously and support one another.*
- *Each year specific goals for school improvement efforts in the area of curriculum and instruction will be determined. Thus, the district is committed to school-focused approaches to improve student achievement through staff and curriculum development.*
- *Professional development will be driven by a clear, coherent, data driven and research based school improvement plan for the school district, each school, and the departments that serve schools.*
- *Professional development will focus on raising all student achievement and developing social and employment skills for life long learning.*
- *Professional development will focus on continuous improvements in performance for everyone who affects student learning including, but not limited to, teachers, teaching assistants, long-term substitute teachers, and professional and supplementary staff who work with students with disabilities.*

**Building Objectives**

- *Each year Grade Level and Department teams determine specific goals for school improvement efforts in the area of curriculum and instruction. Thus, the district is committed to school-focused approaches to improve student achievement through staff and curriculum development.*
- *An additional delivery system for professional development will be job-embedded learning. Staff will learn through diverse means such as action research, participation in study groups or small group problem solving, observation of peers, and involvement in improvement processes.*
- *Teachers will demonstrate the implementation of classroom strategies and activities that are data driven, research based, and reflect the curriculum changes put forth by the New York State Education Department.*
- *Teachers will modify, alter, and/or revise existing curriculum and/or develop new curriculum experiences and materials that reflect New York State Education Department and Federal Educational initiatives.*
- *A priority for professional development in the coming years will be on ensuring teachers have an understanding of and are prepared for implementation and adaptation of the NYS provided modules and curriculum materials in ELA and mathematics UPK-12 to align with the NYS Next Generation Learning Standards.*
- *A priority for professional development in the coming years will be on ensuring teachers have implemented the NYS Social Studies Framework, Field Guide, and sample lessons available from New York State and revised their curriculum to incorporate Framework Standards.*
- *A priority for professional development in the coming years will be on ensuring teachers have an understanding of, are prepared for implementation of, and are transitioning to instruction and assessment based upon the NYS P-12 Science Standards and NYS Next Generation English Language Arts and Math Standards.*

### Approved Professional Development Topics and Providers (Figure A)

21 <sup>st</sup> Century Learning	Mentor/Intern Program
AED/CPR	Model Schools
American Heart Assoc.	NASP
American Red Cross	New Teacher Induction Program
APPR-Evidence Based Observation	NYSAAA (Athletic Administrators Assoc.)
Assessment Development	NYSASHPERD
Assistive Technology	NYSCOSS
All BOCES in NYS	NYS Education Dept.
All Public School District in NYS	NYS Learning Standards, as related to each of the content areas
All RICs in NYS	NYS Middle Level Liaisons
All Teacher Centers in NYS	NYSPPHSAA
Brain Honey/Buzz	NYS Provided Curriculum (ELA & mathematics, UPK-12)
Castle Learning	NYSSBA
Character Education (Character Counts)	NYS Science Standards
Coaching Courses	NYSUT
Cognitive Strategies	NYSUT Rubric
Common Core	OTIS for Educators (formerly TEQ)
Constructivist Theory	PLATO/Credit Recovery
Cooperative Learning	Process Writing
Crisis Intervention	Professional Organization Affiliation
Curriculum Alignment and Mapping	RSE-TASC
Curriculum Implementation	RTI (Response to Intervention)
Data Conversations	SEGIS
Data Driven Instruction	Special Education Services
DATAG	Social Studies Framework, Field Guide and Inquiries
Dignity for All (Tolerance and Diversity)	South Lewis Central School District
Doolittle Enterprises	Standards-Based Instruction
Effective Teaching I and II	Strategies to Educate Students from Poverty/Trauma
ELA and Math Shifts	Student Data Management
ELA/Math Assessments Grades 3-8	Teacher Collaboration/Co-Teaching
Freshman Seminar	Technology Integration
Greater 1000 Islands Literacy Council	Training for Student Teacher Sponsors
IEP Development/Goal Writing/Test Accommodations	Unit writing activities across each content area
Learning Styles	Utica National Insurance
	Writing Rubrics

### CTLE-Continuing Teacher & Leader Education

**CTLE certificate holder:** A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. For information regarding CTLE (including what counts for CTLE, the Language Acquisition requirement, record keeping, and more,) visit:

<http://www.highered.nysed.gov/tcert/resteachers/registrationctlehome.html>



## PROFESSIONAL DEVELOPMENT PLANNING TEAM

1. **If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.**

The Professional Development Team developed a district-wide Professional Development Plan. Representatives from each school are part of the district Professional Development Team as stipulated by State Regulation and Federal Law. The Professional Development Team will meet annually to review and monitor building professional development progress. The Professional Development Plan premise is that:

- a) All educators need to understand and use data to assess student performance.
- b) All educators will be able to identify root causes of performance problems and develop a diagnostic prescription for success.
- c) All educators will utilize scientifically based research to develop instructional programs.

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.**

On the average, teachers will be involved in 35 hours of professional development on an annual basis. The South Lewis Professional Development Team developed two levels of professional development:

Level I Professional Development (untenured teachers) will/may participate in the following:

- Year I Induction Program and Year II Induction Program
- Effective Teaching I and II
- Mentor/Intern Program
- Schedule visitations to observe in an effective teacher's classroom
- Participate in trainings and professional development offered, especially those that match district initiatives as listed in the chart "Approved Professional Development Topics and Providers" of this plan

Level II Professional Development (tenured teachers) will/may participate in the following:

- Participate in trainings and professional development offered, especially those that match district initiatives as listed in the chart "Approved Professional Development Topics and Providers" of this plan
- Participate in offerings specific to each teacher's areas of strength, weakness, and/or interest, so professional development is geared to needs of each teacher
- Schedule visitations to observe in an effective teacher's classroom

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

1. **Describe how the professional development plan is aligned with NYS Next Generation Learning Standards and assessments, student needs, and is articulated within and across grade levels.**

The South Lewis Professional Development Team utilizes the New York State Report Card. The team will review the results of the elementary, intermediate and commencement level state assessments and Regents exams to provide the data to be used in the K-12 curriculum alignment strategies. The district will review data in order to inform programming that meets student needs. In addition, each teacher has access to the academic, attendance, and discipline data on each child they teach through the data dashboard on Schooltool.

2. **Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.**

The South Lewis Professional Development Plan is a multi-year plan to ensure the improvement of student performance. The plan is student data driven. The Professional Development Plan consists of two levels. Level I is a plan for all non-tenured teachers entering the district. Level II is an individualized professional development plan for tenured teachers within the district. All professional development is tracked using an online tool called Frontline Education. All workshops, conferences, and professional development activities must be tied directly to the South Lewis Professional Development Plan goals and objectives.

In particular, the district is focusing on aligning curriculum and classroom instruction to the NYS Next Generation Learning Standards, academic intervention, and capacity building. Staff development and adoption of best practices are integral parts of this plan.

3. **Identify how the data used supports the goals, objectives, strategies, and activities in the Professional Development Plan.**

The goals, objectives, strategies, and activities in the Professional Development Plan are directed towards improving student achievement as indicated by students' mastery of the NYS Next Generation Learning Standards. The South Lewis Central School Report Card provides an annual report of student performance. The data is reviewed continually and is utilized as the basis for determining professional development needs.

## **Part Two - Goals and Objectives**

### **Areas of Professional Development**

Based on the review of district data, including the NYSED assessments and standardized assessments, six focus areas have been identified for the South Lewis Central School District Professional Development Plan.

1) **Instruction and Assessment**

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. The District's curriculum, classroom lessons, and assessments must continue to be aligned with the NYS Next Generation Learning Standards. Lessons and activities will utilize research based classroom instructional strategies as supported by the New York State Teaching Standards.

2) **NYS Next Generation Learning Standards**

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. Educators will receive highly qualified, research based training on the process of aligning to the NYS Next Generation Learning Standards.

3) **Data Driven Framework**

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. All educators will use the Data Driven Framework to improve classroom instructional practices and establish long-term goals.

4) **Technology Integration**

South Lewis Central School District expects that all teachers will participate in professional development opportunities to enhance teaching and student learning through the use of educational technologies aligned with the 21<sup>st</sup> Century Skills Framework.

5) **Safety /Discipline/Diversity & Tolerance**

South Lewis Central School District expects that all staff will participate in professional development opportunities to ensure that our students are safe. School discipline supports our belief in the importance of diversity and tolerance. These expectations are based on the 6 pillars of Character Counts (trustworthiness, respect, responsibility, fairness, caring, and citizenship).

6) **Mentor/Intern Program**

Refer to goal as written on the explanation of the program.

**South Lewis Central School District  
Professional Development Plan  
Instruction and Assessment**

**Goal:**

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. The District's curriculum, classroom lessons, and assessments must continue to be aligned with the NYS Next Generation Learning Standards. Lessons and activities will utilize research based classroom instructional strategies as supported by the New York State Teaching Standards.

**Objectives:**

- Train staff in writing and using authentic assessments to improve student achievement.
- Provide staff professional development in the implementation of research based best practices and NYS Teaching Standards.

**Activities**

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

**Evaluation**

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

**South Lewis Central School District  
Professional Development Plan  
NYS Next Generation Learning Standards**

**Goal**

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. Educators will receive highly qualified, research based training on the process of aligning to the NYS Next Generation Learning Standards.

**Objectives:**

- Train staff on implementation of and transition of instruction and assessment to the NYS Next Generation Learning Standards and curriculum exemplars/modules.
- Train staff on the infusion of the NYS Next Generation Learning Standards into the content areas.
- Provide continuous training/development that is specific to content area standards approved by NYSED.

**Activities**

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

**Evaluation**

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

**South Lewis Central School District  
Professional Development Plan  
Data Driven Framework**

**Goal:**

South Lewis Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. All educators will use the Data Driven Framework to improve classroom instructional practices and establish long-term goals.

**Objectives:**

- Teachers will review and analyze data at the district, building, grade, and classroom level to inform instruction.
- Teachers will develop an action plan based on their analysis that meets the needs of students.
- Teachers will integrate action plans and re-assess student performance periodically, adjusting pedagogy as necessary.

**Activities**

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

**Evaluation**

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.



**South Lewis Central School District  
Professional Development Plan  
Technology**

**Goal**

South Lewis Central School District expects that all teachers will participate in professional development opportunities to enhance teaching and student learning through the use of educational technologies aligned with the 21<sup>st</sup> Century Skills Framework.

**Objectives**

- Use all resources available to support learning through the integration of technology into instruction in all curriculum areas.
- Provide professional development opportunities for faculty and staff to enhance teaching and student learning through the use of educational technologies.
- Provide equitable access to technological resources for students, teachers, and staff through the process of careful distribution of assets.

**Activities**

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

**Evaluation**

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

**South Lewis Central School District  
Professional Development Plan  
Safety/Discipline/Diversity & Tolerance**

**Goal**

South Lewis Central School District expects that all staff will participate in professional development opportunities to ensure that our students are safe. School discipline supports our belief in the importance of diversity and tolerance. These expectations are based on the 6 pillars of Character Counts (trustworthiness, respect, responsibility, fairness, caring, and citizenship).

**Objectives:**

- The District will be in compliance with the Dignity for All Students Act.
- Training will be provided and the District will implement Character Counts, a national character program focusing on the 6 pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

**Activities**

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During the second year of teaching (optional)
- Workshops/Conferences related to assessment development and instructional techniques
- Induction Program
- Mentor/Intern Program
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school, or summer sessions

**Evaluation**

- The District will continually analyze data from the disaggregation of SED and district assessments.
- The District performance on all state assessments will meet or exceed the state average for schools that are demographically similar to South Lewis.

**MENTOR/INTERN PROGRAM**

**I. GOAL OF THE PROGRAM**

To improve the instructional skills of new teachers by facilitating and enhancing their professional development.

**II. OBJECTIVES OF THE PROGRAM**

- A. To improve teaching performance
- B. To increase the retention of promising beginning teachers
- C. To support development of the knowledge and the skills needed by beginning teachers to be successful in the initial teaching positions
- D. To integrate beginning teachers into the social system of the school, the school district, and the community
- E. To provide an opportunity for beginning teachers to analyze and reflect on their teaching with coaching from veteran teachers
- F. To increase the positive attitudes of beginning teachers

**III. COMPOSITION OF THE STEERING COMMITTEE**

- A. The composition of the steering committee will be as follows:  
Three teachers designated by the South Lewis Teachers' Association, the Superintendent, or his/her designee

**IV. RESPONSIBILITIES OF THE STEERING COMMITTEE**

- A. Develop a pool of mentors
- B. Select, interview, and recommend Mentor/Intern matches to the Superintendent
- C. Monitor the program
- D. Coordinate training
- E. Implement procedures of the Mentor/Intern program
- F. Problem solving

**V. RELEASE TIME**

- A. The mentor and the intern will have 40 minutes of common time in a six-day cycle, duty-free, so they can meet during the day. This 40 minute time period shall be in addition to, not in place of, the daily contractual planning period. When a 40 minute common planning time is not possible during the instructional day the mentor and intern will meet outside of the school day and be compensated at the curriculum development rate for up to 40 minutes per 6-day cycle.
- B. During this time, the mentor and the intern will meet to discuss the following:
  - \* Lesson planning
  - \* Curriculum design
  - \* Students' needs
  - \* Best practices
  - \* Professional issues
  - \* Student work
  - \* Reflection
- C. Mentors and interns will be provided additional release time up to a total of 18 days (126 hours). This time includes the following:
  - \* Classroom observations
  - \* Team teaching with mentor or have mentor model a lesson in intern's classroom
  - \* Attend conferences together
  - \* Common planning time
  - \* Three-way conferencing
- D. Release days will be jointly determined by the mentor and the intern and approved by the building principal.

**VI. INTERNS**

- A. All 1<sup>st</sup> year teachers will participate in this program. A 2<sup>nd</sup> or 3<sup>rd</sup> year of participation will be at the discretion of the Administration.
- B. All interns will be required to attend the New Teacher Orientation and the New Teacher Induction Program.
- C. All interns will review the APPR Rubric with their mentor to establish goals for the school year.
- D. All interns will schedule classroom visitations of mentor and others.
- E. All interns will meet once in a six-day cycle with their mentor.

**VII. MENTORS**

- A. Mentors will be selected through an application process.
- B. Mentors will hold permanent or professional certification in the same area of certificate title as the intern or permanently licensed in the same licensure as the intern. If a certified mentor is not available, a teacher permanently or professionally certified in a different area of certificate title or licensure as the intern may serve as a mentor.
- C. Mentors will attend the New Teacher Orientation.
- D. Mentors will help interns with goals (Review APPR Rubric).
- E. Mentor will schedule visits to intern's room.
- F. Mentors will meet with interns once in a six-day cycle for professional dialogue.
- G. Mentors will arrange and attend the three-way conference.
- H. Mentors will have at least five years of experience in the District.
- I. Mentors will encourage interns to develop professional relationships.
- J. Mentors will provide advice and assistance to the interns.
- K. Mentors will share materials and resources with interns.
- L. Mentors will assist with helping the intern understand their core curriculum and the NYS State Next Generation Learning Standards.
- M. Mentors will be present at any mentor training sessions.

**VIII. CONFIDENTIALITY**

Confidentiality is a critical component of the Mentor/Intern program. Establishing a safe and trusting environment is essential. If an intern is to grow, then having a trusting relationship with the mentor is vital. Trust is knowing that your actions and words will not be public knowledge. The sharing of a confidentiality issue with an administrator or colleague can undermine the entire Mentor/Intern relationship. All shared confidences should be kept between the mentor and the intern unless the information poses a safety, moral or legal issue. Mentors will never make evaluative reports about the intern available to administrators or colleagues, either verbally or in writing.

If, at any time, a mentor or an intern feels this trust has been violated, either the mentor or the intern can submit written details of the incident to the Steering Committee. The Steering Committee will act as an impartial third party to resolve any disagreements. If a mutual agreement cannot be reached, the Steering Committee will assign a different mentor to the intern. At that time, the release time will be transferred from the former mentor to the new mentor.

**IX. ROLE OF THE PRINCIPAL/ADMINISTRATOR**

- A. Make mentoring a priority
- B. Provide time for mentor and intern to meet as mutually assigned
- C. Keep supervision and evaluation a separate entity from mentoring
- D. Recognize efforts of mentors, interns, and staff
- E. Show interest and check on how the program is progressing
- F. Be available to problem solve

- G. Communicate to the mentor and the intern areas that need improvement during the three-way conference
- H. The administration, when making the Master Schedule, will make every effort to schedule one common duty-free planning period for the mentor and intern as outlined in Section V (A).

**X. MENTOR/INTERN PROGRAM THREE-WAY CONFERENCES**

- A. The mentor will arrange for and attend at least three conferences with the intern, mentor and administrator throughout the year. The possible conferences consist of formal observation post conference(s), informal observation post conference(s), and the mid-year meeting. A professional, private setting with complete confidentiality will be emphasized for each conference. Deadlines for the three-way conferences will be November 1<sup>st</sup>, March 15<sup>th</sup>, and May 15<sup>th</sup>.
- B. Three-way conferences should provide an opportunity for the intern's strengths and weaknesses to be discussed with both the mentor and the intern present
- C. The three-way conference should include these questions:
  - What are the intern's strengths?
  - Are there any areas that need to show growth?
  - Is there anything about this intern's performance that could jeopardize the continuance toward tenure? This should be answered in relation to the intern's instructional performance and observed relationships with peers, students, and parents.
  - It is the mentor's responsibility to make sure these questions are addressed during this conference.

**\*\* Administrators will plan for available times for the three-way conferences.**

SOUTH LEWIS CENTRAL SCHOOL DISTRICT  
**MENTOR TEACHER INTERN PROGRAM INFORMATION FORM**

If you would like to serve as a mentor teacher, please complete this application and return it to the Mentor Teacher Intern program coordinator.

Name: \_\_\_\_\_ School Building: \_\_\_\_\_

Number of years teaching (include current year): \_\_\_\_\_

Number of years teaching for South Lewis CSD: \_\_\_\_\_

Grades Taught	Number of Years	Concentration (if applicable)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Questions:** Please answer each of the following questions as completely as you can. This will help the committee significantly in the selection of mentors.

1. What is your concept of the job of a mentor and why are you interested in assuming this role?

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2. On the back of this paper, describe any personal qualities or attributes which you possess that might enhance your role as a mentor teacher (i.e., membership in professional organizations, professional honors, additional training, areas of expertise, recent coursework, past student teaching experiences, etc.). Attach additional sheets as necessary.

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/teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development 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)

\_\_\_\_\_  
Date



# South Lewis Central Schools Superintendent Evaluation 2020-21

## South Lewis Central Schools Superintendent Evaluation

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The South Lewis Superintendent Evaluation is designed to help the Board of Education and Superintendent of Schools boards and develop thoughtful, constructive evaluations that advance district goals and keep the leadership team healthy.

An effective evaluation requires commitments from both the Board of Education and Superintendent of Schools as outlined below:

### **Board Member Commitments**

- Participate in the agreed upon process and evaluation discussions with honesty and integrity.
- Each board member should rate all performance indicators and goals based on evidence.
- Identify the Superintendent's strengths and areas for improvement

### **Superintendent Commitments**

- Understand, agree to and participate in the articulated process and evaluation discussions.
- Gather and provide information and evidence if requested by the Board.

The format of evaluation will be a rubric style evaluation to determine levels of performance for the Superintendent. Each section contains particular indicators with specific criteria to rate the performance level. The five evaluation areas, listed below, are to be scored on a HEDI scale of Highly Effective, Effective, Developing, and Ineffective. Should any indicator and/or section be rated Developing or Ineffective it must be supported by evidence and commented upon.

- Relationship with the Board
- Community Relations
- Staff Relations
- Business and Finance
- Instructional Leadership

In addition to these five basic areas the Superintendent will also set goals.

### **Superintendent Evaluation Process and Timeline**

#### July-September

- Board and Superintendent review evaluation process
- Board and Superintendent agree upon goals

#### January-March

- Superintendent conducts a self-assessment
- Superintendent and Board hold a meeting to review goals, self-assessment, and overall evaluation progress/status

#### April-June

- BOE members individually complete Superintendent Evaluation
- Superintendent and Board hold a meeting to reflect on the year, review goals, and overall evaluation
- Board President finalizes/compiles/writes the evaluation of Superintendent

## A. Relationship with the Board

	Ineffective	Developing	Effective	Highly Effective	Rating
Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided with supporting information in order to make informed decisions.	
Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Policy involvement	Makes decisions without regard to adopted policy.	Is minimally involved in the development, recommendation and administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	
Category Rating					
Comments:					

## B. Community Relations

	Ineffective	Developing	Effective	Highly Effective	Rating
District image	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district <i>as expected</i> .	Projects and promotes a positive image of the district.	
Communication with community	Isn't readily available.	Provides appropriate information only when asked.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.	
Media relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	
Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
Category Rating					
Comments:					

### C. Staff Relationships

	Ineffective	Developing	Effective	Highly Effective	Rating
Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	
Category Rating					
Comments:					



## D. Business and Finance

	Ineffective	Developing	Effective	Highly Effective	Rating
Budget development and maintenance	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
Budget reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	
Facility management	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
Resource allocation	Resources are allocated without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.	
Category Rating					
Comments:					

## E. Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Rating
Professional knowledge	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	
Self-improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	
Focus on students	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Student achievement is important and guides decisions made within the district.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.	
Staff development	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	
Curriculum	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of our students.	
Category Rating					
Comments:					



The following specific goals have been developed and agreed upon:

<p>Goal 1 - To facilitate a successful re-opening of our schools for in-person and/or Remote Learning during COVID-19. This goal will be all encompassing and will include many/all elements in each of the listed domains below:</p> <ul style="list-style-type: none"> <li>A. Relationship with the Board (Information, Materials &amp; Background, Board questions, Policy Development and Board development)</li> <li>B. Community Relations (District Image, Communication with community, Media relations, Approachability)</li> <li>C. Staff Relations (Internal communications, Personnel matters, Delegation of duties, Recruitment, Visibility)</li> <li>D. Business and Finance (Budget development &amp; finance, Budget reports, Facility management, Resource allocation)</li> <li>E. Instructional Leadership (Professional knowledge, Self-improvement, Focus on students, Staff development, Curriculum)</li> </ul>				
	Ineffective	Developing	Effective	Highly Effective
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal
				Rating

<p>Goal 2 - To facilitate the successful completion of our capital project and prepare for a successful transition to a single campus. This goal will be all encompassing and will include many/all elements in each of the listed domains below:</p> <ul style="list-style-type: none"> <li>A. Relationship with the Board (Information, Materials &amp; Background, Board questions, Policy Development and Board development)</li> <li>B. Community Relations (District Image, Communication with community, Media relations, Approachability)</li> <li>C. Staff Relations (Internal communications, Personnel matters, Delegation of duties, Recruitment, Visibility)</li> <li>D. Business and Finance (Budget development &amp; finance, Budget reports, Facility management, Resource allocation)</li> <li>E. Instructional Leadership (Professional knowledge, Self-improvement, Focus on students, Staff development, Curriculum)</li> </ul>				
	Ineffective	Developing	Effective	Highly Effective
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal
				Rating

Determining the Overall Evaluation Rating

Superintendent's name:	Douglas Premo	School year:	2019-20
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RATINGS ON INDIVIDUAL DOMAINS:

A. Relationship with Board	Ineffective	Developing	Effective	Highly Effective
B. Community Relations	Ineffective	Developing	Effective	Highly Effective
C. Staff Relationships	Ineffective	Developing	Effective	Highly Effective
D. Business & Finance	Ineffective	Developing	Effective	Highly Effective
E. Instructional Leadership	Ineffective	Developing	Effective	Highly Effective

OVERALL RATING:	Ineffective	Developing	Effective	Highly Effective
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Comments by Board of Education:

Comments by the Superintendent:

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)