

Cornwall Central School District

Comprehensive/Professional Learning Plan

2023-2025

Committee Members:

Terry Dade, Superintendent of Schools
Megan Argenio, Assistant Supt. for Instruction
Susan Baiocco, CES Teaching Assistant & Paraprofessional President
Cindy Bell, WAE Teaching Assistant
Christian Brunelli, Board of Education Member
Samantha Buchholz, WAE Principal
Sharon Burns, COH, Teaching Assistant
Jennifer Camacho, CES, Special Education Teacher
Darren Corsetti, COH Principal
Christine Diaz, Board of Education Member
Robert German, CES Principal
Brent Harrington, Director of Human Resources & Personnel Development
John Hines, CCHS Math Teacher & CCTA President
Kelly Hogan, WAES 3rd Grade Teacher
Tina Kakascik, Director of Data and Instructional Technology
Claire Neville, CCMS Special Education Teacher (6th Grade)
Kate Polumbo, CCMS Principal & CAA President
Melanie Schweizer, CCMS Technology Integrator
Matthew Tramonte, Assistant Principal, CES
Nicole Triassi, Director of PPS
Brenda Wright, CCMS 8th grade Math Teacher
Laura Jean Younie, CCHS Teaching Assistant

*Adopted by the CCSD Board of Education
January 8, 2024*

The Cornwall Central School District is comprised of one high school, one middle school and three elementary schools. The Comprehensive/Professional Learning Plan (PLP) has been developed to show a comprehensive and targeted approach to our staff development program and our educational goals. In addition to the PLP, the professional learning needs of staff members will be met in the following manner:

- The Superintendent of Schools and the Assistant Superintendent for Instruction will keep each of the buildings informed of current and relevant educational issues through regularly scheduled administrative meetings.
- Principals and Directors will conduct regular meetings with faculty and staff, departments, teams and grade levels to keep all parties informed of current initiatives and projects.
- Although the PLP is a two-year plan, the District Learning Committee will meet annually to identify professional learning needs, share progress on established goals and review best practices and research.

The Cornwall Central School District expects that all staff will participate in professional learning throughout the school year. These experiences will count toward the 100 hours of Continuing Teacher and Leader education (CTLE) for teachers, school leaders with professional certificates and Level III Teaching Assistants. As per the NY State Professional Development Standards, a minimum of **15% of the required professional learning clock hours for all teachers, level III teaching assistants and administrators** shall be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. For all English to Speakers of Other Languages (ESOL) certified teachers, a minimum of 50% of the required learning hours shall be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices and integrating language and content instruction for English Language Learners. It is expected that every faculty member will be involved with professional learning, each year, through various forms, such as:

- Superintendent's Conference Days...2 to 3 annually
- Articulation Daysup to 3 annually
- Faculty Professional Development Meetings
.....5 annually
- CIP Meetings2 hours monthly
- Grade Level Meetings
- Department Meetings
- District and School Data Teams
- Professional Conferences (require administrative approval)
- In-service Courses (require administrative approval)
- Graduate Courses (require administrative approval)
- Mentor Program Participation

A needs assessment for developing each of the experiences listed above will be conducted as needed and will be reviewed with the District Professional Learning Committee. Staff members are encouraged to share their professional learning needs and ideas with principals and directors. Principals and directors will actively seek staff input. Goals, objectives, workshops and topics will be developed from this input.

A specific emphasis must be placed, for each experience, on improving pedagogical/leadership skills, content knowledge, meeting individual student's needs and student outcomes. The focus must be on continually improving the experiences of students in our classrooms and improving CCSD results on tests, assessments and overall student achievement.

Needs Assessment Sources

NYS Report Card

NYS Accountability Reports

BEDS data

Analysis of data from NYS Assessments and Regents Exams

Analysis of data from student performance on F&P, K-4 Writing Assessments

Student attendance rate

Graduation and dropout rates

Violence prevention input

Surveys

Teacher Input

Administrator Input

Comprehensive Professional Learning Goals, Objectives and Resources

Goal	Objective	Resources
<p>To foster student achievement in accordance with the Next Generation State Learning Standards in all areas.</p>	<p>Continue the development of National/State Standards-Based Curriculum and instructional strategies that promote student achievement.</p> <p>Expand focus from elementary to secondary.</p> <p>Update curriculum maps to reflect Science, ELA, and Digital Literacy.</p>	<p>Summer Curriculum writing in all content areas, district in-service workshops /out of district workshops, grade level/team/department meetings, data /school inquiry teams, coaching through BOCES</p> <p>Curriculum Coordinators & Department Chairs</p> <p>Mentor Program</p>
<p>To integrate meaningful use of technology to facilitate and enhance learning and maximize student proficiency.</p>	<p>Build understanding of digital fluency standards.</p> <p>Use effective technology to teach content.</p> <p>Use technology to assess student learning/ understanding as contributes to data-driven instruction.</p> <p>Enhance digital citizenship.</p>	<p>Summer Curriculum writing, district in-service/out of district workshops, Instructional Technology Teacher, Technology Expo, grade level/team/department meetings, Technology Committee</p> <p>Collaboration with Ed Techs</p>
<p>To provide a welcoming, affirming and equitable learning environment and opportunities that provide an inclusive and supportive environment for SEL.</p> <p>To infuse SEL supports and strategies, such as the 5 core competencies, into daily instruction.</p> <p>To explore District –Wide programs and initiatives to support SEL.</p>	<p>To continue to ensure compliance with <i>The Dignity for All Students Act (DASA)</i>, <i>Section 13 of the Education Law</i>.</p> <p>To enhance our school programs and activities that promote positive behavior and character education of our students.</p> <p>To ensure best practices for trauma informed instruction.</p>	<p>Cornwall Cares Program, No Place for Hate, Be-A-Friend Project, Responsive Classroom, Safe School Ambassadors, monthly guidance/social worker lessons, guest speakers/assemblies, district In-service/out of district workshops, grade level/team/department meetings, counseling, classroom instruction.</p> <p>DEI – Diversity, Equity, Inclusion Committee</p>

Goal	Objective	Resources
	<p>Implementation of DBT with our related service staff (Dialectical Behavior Therapy)</p>	<p>Incorporating SEL into instruction (5 Core Competencies and Character Education)</p> <p>Google Classroom</p> <p>DBT Strategies</p> <p>Professional Development opportunities in-District</p>
<p>To focus our teaching and support on providing rigorous, accessible and culturally responsive learning opportunities for students.</p>	<p>To stay current in best practices and research regarding teaching and learning for all students (ENL, Special Education, Enrichment, Trauma)</p> <p>ENL PD should include more than language acquisition but also opportunities to gain a cultural understanding of student backgrounds.</p> <p>Explore access to ENL curriculum, coursework and extracurriculars.</p> <p>Provide necessary PD for teachers to teach higher-leveled courses.</p>	<p>In-service/workshops, grade level/team/department meetings, Instructional Technology Teachers, coaching through OU BOCES, summer enrichment camps, tutorials, IST/RTI meetings</p>
<p>To continue a mentor program that supports new teachers and provides them with learning opportunities on instructional best practices focused on maximizing student achievement while also creating opportunities for teachers to learn/mentor each other.</p> <p>As part of the mentoring experience, new faculty should be provided with a curriculum based goal specific to their content area/level, and a goal</p>	<p>To continue to support new teachers through the district mentoring program.</p> <p>Support focused PD opportunities for new teacher and TA's hires.</p> <p>To recruit new mentor teachers in specialty areas such as Special Education, PE, Guidance, and Speech.</p> <p>Explore the inclusion of Teaching Assistants in a Mentor Program.</p>	<p>New staff orientation, Mentoring/Mentoring Lite, New substitute orientation</p> <p>Mentoring Committee</p>

Goal	Objective	Resources
specific to successful classroom management.		

CTLE Resources

CCSD will utilize a variety of funding sources for professional development. Those sources include but are not limited to:

- Local funds
- State funds
- Consolidated Grant funds - Title I, Title IIA, Title IID, Title IV, Title V
- Special Education funds

CTLE Sponsors:

<https://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html>

***Note:** This is a sampling of CTLE Sponsors and is not all-inclusive. It is the responsibility of the CCSD Staff Member to ensure any PL attended is hosted by an approved CTLE Sponsor. It is also the responsibility of the CCSD Staff Member to keep track of their own CTLE Hours.

You can find CTLE courses/sponsors in My Learning Plan by accessing the following:

The image shows a navigation interface with a sidebar on the left and a main content area on the right. The sidebar is titled "NAVIGATION" and contains several menu items, each with an icon and a right-pointing chevron. The "Activity Catalogs" item is highlighted with a yellow background. The main content area is titled "CATALOGS" and lists various catalog names.

NAVIGATION	CATALOGS
Insights	District Catalog
My Info	Calendar
Learning Plan	PNW BOCES Catalog
Activity Catalogs	DC BOCES
Activities	Edith Winthrop Teacher Ce
Forms	Erie 1 BOCES (WebReg)
Administration	LHRIC & SWBOCES
Configuration Tools	MID-HUDSON Teacher Ctr
Reports	Middletown Teacher Center
Evaluations	MORIC Catalog
Resource Library	Nassau BOCES
	OCM BOCES / CNYRIC
	OU BOCES Catalog
	PD Institute
	Questar
	Rockland Teachers' Center
	Sullivan County BOCES
	Ulster BOCES
	Washingtonville Teacher C
	Capital Region BOCES (Alb
	Mid-Hudson Regional Info
	NYSUT ELT
	Rockland BOCES

SAMPLE CTLE Sponsors:

Cornwall CSD	OU BOCES	PNW BOCES
Rockland BOCES	Southern Westchester BOCES	Dutchess BOCES
Ulster BOCES	Sullivan County BOCES	NYS Education Dept.
National School Climate Center	SUNY New Paltz	Science Teachers Association of NYS
NYS English Council	NYS Council of Superintendents	NYS School Board Association
NYS Association for Computers and Technical Education	NYS Association for Health, Physical Education, Recreation and Dance	NYSUT Education & Learning Trust
Mid-Hudson Regional Information Center	Orange County Alcohol and Drug Abuse Council	Data Analysis Technical Assistance Group
Black Rock Forest	NYS Athletic Administrators Association	Hudson Valley Regional Bilingual Education Resource Network
Mid-Hudson Teachers Center	RSE-TASC	Mid-Hudson School Study Council
Mid-Hudson Leadership Institute	Hudson Valley Writing Project	
New York State Association of School Business Officials (NYSASBO)	NYS Art Teachers Association	
Mid-Hudson Math Council	NYSAPERD Council of Administrators (COA)	
National Interscholastic Athletic Administrators Association (NIAAA)	National Federation of State High School Association (NFHS)	

Mentor Program

Note:

The CCSD has a full Mentor Committee and Sub-Committee. This is an overview as parts of the PLP reference this work.

PHILOSOPHY

Mentoring is the complex developmental process of guiding and supporting interns through career transitions in order to become effective and reflective educators as well as career long learners.

GOAL

The mentoring program will improve teacher performance, increase retention of promising teachers and build a community of learners while meeting state requirements for certification.

OBJECTIVES

The objectives of the Mentor Program include:

- Providing instructional assistance, support and general guidance for interns
- Providing knowledge of State standards, district-wide performance standards and district curriculum guides for interns
- Training and assisting experienced teachers to serve as mentors
- Offering experienced teachers the opportunity to serve as mentors to share their knowledge and skills with new teachers entering the field
- Acknowledging examples of outstanding educational practices that exist throughout the district

HIGHLIGHTS OF MENTOR PROGRAM

- Teachers with initial certificates will be paired with individual mentors for their first year in the school district. To be paired with a mentor the initial certificate holder must be employed for at least one full semester.
- Every effort will be made to pair mentors and interns from the same tenure area or level.
- Mentors will receive two day summer training workshop.
- Mentors will provide 35 hours of support (17.5 hrs per semester)
- Mentors and Interns will observe, co-teach, and reflect with a focus on best instructional practices.

DISTRICT MENTORING COMMITTEE

- 6 teacher members (1 member from each building selected by CCTA and Mentor Coordinator)
- 2 building administrators
- 1 district administrator
- 1 higher ed representative, when possible

Committee members will develop district plan.

Committee members will participate in mentor selection

Committee members will evaluate program annually.

CHARACTERISTICS OF A MENTOR

Mentors should

- be tenured teachers with five years of teaching experience.
- hold permanent New York State certification.
- demonstrate mastery of pedagogical skills and curricular knowledge
- demonstrate superior teaching abilities
- demonstrate strong interpersonal and communication skills

SELECTION OF MENTORS

- Prospective mentors must submit a letter of request with a description of qualities that would qualify one as a mentor teacher.
- The District Mentor Committee will select mentors with input from administrators.
- Building Principals and building subcommittee members will assign a mentor to an intern.
- Every effort will be made to match a mentor with an appropriate intern according to grade level or curriculum area, building and personality.
- In the event that a match proves to be incompatible, the building principal and the building coordinator shall select another mentor for the intern in question.

THE MENTOR WILL:

- Provide the intern with support related to subject and course curricula, instructional strategies, classroom management, building and district policies and procedures, parental contacts and any and all other topics that may be of importance to the performance of an intern's duties as a teacher.
- Maintain confidentiality of all discussions, observations and interactions between mentor and intern that relate to professional issues.
- As needed, attend training prior to the start of the school year. Each day will focus on the development of mentoring skills.
- Participate in an orientation meeting with an intern prior to the opening of school.
- Meet with the intern a minimum of 8.75 hours per quarter. (35hrs per yr)
- Participate in at least 5 observations throughout the year, two of which should be completed by December 1.
- Maintain a log of all contact between the mentor/ intern team. The log will identify the date, time, location, and type of activity as required by state regulation. An official record must be submitted to the district office.
- Participate in an evaluation of the mentor/intern program.
- If scheduled, participate in 4 support meetings (one per quarter) coordinated by the Mentor Program coordinator.
- Receive an annual stipend as per contract.

CCSD will award CTLE credits to teachers that serve as a mentor as permitted by the Regulations of the Commissioner of Education in the following manner:

A teacher acting as a mentor for a full school year to a new teacher in the classroom teaching service will receive 30 hours of CTLE credit. In the event that the teacher acts as a mentor for less than a full school year, the 30 hours shall be prorated based on the number of months of service. For example, if the teacher mentors for six months of the school year the teacher shall receive 18 CTLE credits (6/10ths of 30);

A teacher acting as a mentor (i.e. cooperating teacher) to a teacher candidate shall receive one (1) hour of CTLE credit for each school day that the teacher candidate is assigned to the mentor teacher.

The maximum number of CTLE credits that a teacher can receive for mentoring new teachers in the classroom teaching service during their five year TEACH registration period is 30 hours. The maximum number of CTLE credits that a teacher can receive for mentoring teacher candidates during their five year TEACH registration period is 25 hours.

DEFINITION OF AN INTERN

Any newly employed teacher in need of mentoring to meet New York State certification requirements that works in the school district for at least a full semester.

Am I obligated to complete the mentored requirement?

Source: NYSED

If you are employed in a public school and in your first year of teaching with an Initial certificate

You must have mentoring in your first year of teaching

If you taught in a non-public school (private or parochial) in the first year of your Initial certificate, and are now employed in a public school in the second year of teaching

You must have mentoring in your first year of teaching at the public school

If you taught in a public school, but not in NYS, in the first year you held the Initial certificate, and then taught in a NYS public school in the second year

You must have mentoring in your first year teaching in the NYS public school

*If you taught in a parochial or private school in the first **and** second year of your Initial certificate,*

You are not obligated to complete a mentored experience for the Professional certificate

You are not obligated to complete a mentored experience for the Professional certificate

*If you taught in a parochial or private school for at least 2 years **prior to receiving** your Initial certificate*

You are not obligated to complete a mentored experience for the Professional certificate

If you taught in a public school with a valid teaching certificate in another state for at least two years prior to receiving your NYS teaching certificate,

You are not obligated to complete a mentored experience for the Professional certificate in a NYS public school

If you taught in a public school with a valid teaching certificate in another state, had less than two years experience, but was provided a mentored experience in that public school

You are not obligated to complete a mentored experience for the Professional certificate

*If you have **not** taught at all in a **public school** during the validity period of your Initial certificate,*

THE INTERN WILL:

- Attend new teacher orientation.
- Meet with mentor on a regular basis to discuss subject and course curricula, instructional strategies, classroom management, building and district policies and procedures and parental communication and any other topic of professional concern. (17.5 hours per semester) 35hours per year
- Participate in at least 5 observations throughout the year, two of which should be completed by December 1.
- Maintain a log of all contact between the mentor/ intern team. The log will identify the date, time, location, and type of activity as required by state
- Maintain a reflective journal highlighting areas of professional growth.
- Remain in the mentor/intern program for a full year from the date of employment.
- Participate in monthly meetings coordinated by the Mentor Program Coordinator (2.5 hours total), when applicable
- Participate in an evaluation of the mentor/intern program.