



ONTEORA CENTRAL SCHOOL DISTRICT

Professional Learning Plan (2021-2022)

Onteora Central School District Board of Education

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I. Introduction

This plan outlines the goals, objectives, strategies, activities, and evaluation standards for professional learning in the Onteora Central School District.

Goal: To improve the quality of teaching and learning by providing opportunities for the Onteora Central School District community to participate in substantial professional learning directly related to student learning needs.

Objective: Increase professional learning which is based on teacher needs, tied to student achievement, developed collaboratively, coordinated district-wide, and evaluated for effectiveness.

II. The Onteora Professional Learning Plan

A. Composition of Professional Learning Team

A team representing teachers, administrators, parents, and, ideally, a representative from higher education must be formed to develop the Professional Learning Plan. With cooperation from the Teachers Association (OTA) and the Administrators Association (OAA), members of the PLP Committee are recruited to help shape the goals and related actions behind the plan. The membership of this committee currently consists of the following:

Administration Representatives

Stephanie Laffin, Assistant Superintendent for Curriculum & Instruction

Amanda Allison, Director of Pupil Personnel Services

Gabriel Buono, Bennett Elementary Principal/President OAA

Lance Edelman, High School Principal

Liz Fallo, Phoenicia Elementary Principal

Jennifer O'Connor, Middle School Principal

John Reimer, Director of Technology

Faculty Representatives

Denise Ahl, Special Education Teacher, High School

Jeannine Burkhardt, High School Math Teacher

Corey Cavallaro, Social Studies Teacher, Middle School
Doreen Erlwein, Bennett Elementary Teacher, Grade 5
Megan Frandino, Special Education Teacher, Middle School
Brigid Kelly, Special Education Teacher, Bennett Elementary
Cassandra Kothe, Woodstock Elementary, Grade 1
Rachel Lim, Woodstock Elementary, Grade 3
Lori Matteson, Special Education Teacher, Middle School
Allison Mitchell, Phoenicia Elementary, Grade 2
Jolie Moorhus, Special Education Teacher, Phoenicia Elementary
Samantha Mundy, Special Education Teacher, Phoenicia Elementary
Valerie Stewart, World Language Teacher, Middle/High School

Parent and Community Representatives

Hal Denton, Parent Representative
Dr. Robin Jacobowitz, Director of Education Projects, SUNY New Paltz

B. Professional Learning Goals

The following is a list of priority goals developed by the committee:

- Integrate Social Emotional Learning, Civic Literacy, as well as Diversity, Equity, and Inclusion initiatives
- Support educators as they work to strengthen Professional Learning Communities (PLCs) to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement
- Support educators as they work to focus on equitable access to high expectations and rigorous instruction in an inclusive environment for all students, particularly with the expansion of the co-teaching model
- Continue consensus curriculum mapping, including development, administration, and analysis of quarterly common benchmark assessments
- Strengthen ELA/ Literacy instruction aligned with the revised NYS Next Generation Learning Standards.
- Strengthen Math instruction aligned with the NYS Next Generation Math Standards
- Strengthen the integration of technology into instruction
- Strengthen the implementation of the Social Studies Framework K-12, including an increased focus on civic literacy
- Implement the NYS Science Learning Standards K-12
- Improve District professional development practices aligned with evidence-based practices to maximize student learning
- Improve District assessments and data tools to effectively drive instruction aligned with evidence-based practices to maximize student learning

C. Approval by the Board of Education

The PLP Committee annually reviews progress towards established professional learning goals. Through the evaluation of student achievement and performance measures, the PLP Committee makes recommendations for revisions of established professional learning goals. The Board of Education is provided an updated Professional Learning Plan on an annual basis for review and approval.

D. Professional Development for Staff Members Certified after February 2004

Beginning with the 2016-2017 school year, the Professional Learning Plan of each school district must describe how the school district will provide their newly certified teachers and Level III teaching assistants with opportunities to participate in 100 hours of professional development every five years (20 hours per year) by a sponsor approved by NYSED. The professional development provided by the district must align with the goals outlined in the Professional Learning Plan.

Starting July 1, 2016, teachers who hold a Professional Certificate or teaching assistants who hold a Title II certificate are required to complete 100 hours of professional development over five years (approximately 20 hours per year) to maintain certification.

The ultimate goal of all efforts in this area is to increase the capacity of faculty members to enable and assist all students to achieve higher academic achievement. The New York State Education Department recommends that the content of these professional development opportunities be directly related to:

- Enhancement of teachers' subject matter knowledge [content]
- Teacher knowledge, use and application of appropriate teaching techniques [pedagogy]
- Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies [assessment]
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [student/classroom management]

The district will schedule monthly meetings which include but are not limited to faculty meetings, department/grade level meetings, and curriculum meetings. The district will also schedule annual superintendent conference days across the school year. The minimum total hours of said offerings shall be 20 hours per year. The topics covered at these meetings shall be aligned to the adopted professional learning goals for the school year in which they are in as well as with New York teaching, leadership, and learning standards, assessments, student needs, adult learning theory, and current research in education including but not limited to linguistic, cultural diversity, and special needs, and culturally appropriate and responsive practice. Staff will also be given opportunities to participate in conferences, in-service courses, and other in-district professional learning training. These opportunities exist for all staff, regardless of certification date.

E. Data Usage

An array of different qualitative and quantitative data sources is used in the development of this plan. The plan includes guiding principles and goals that support the district's vision and mission. Part of our process has been and will continue to be the administration of a series of surveys to all students, staff, and parents. We also utilize surveys after any district-wide professional development, such as Superintendent Conference days. The results of the surveys are reviewed by the administration as well as the team to begin planning subsequent training and follow-up.

F. Cultural Responsiveness

As affirmed in our District Mission, "Our Onteora schools exist to educate and nurture the children of our diverse community. Our mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community." Onteora is committed to providing professional development that reflects the needs of both our students and the community that we serve. We will use data gathered in the methods described above to identify specific focus areas. The PLP goals will be annually reviewed and updated to align with current needs and trends. Our work is guided by the NYS Culturally Responsive-Sustaining Education Framework.

G. Professional Learning Plan Resources

The development and content of this plan are based on the following resources:

[New York State Professional Development Standards](#)
[Amendment to the Regulations of the Commissioner Professional Learning Plans 100.2\(dd\) Terms](#)
[NYSED Professional Learning Plan Guidance Document](#)
[NYSED Culturally Responsive-Sustaining Education Framework](#)
[NYS Next Generation Math Learning Standards Instruction and Assessment Timeline](#)
[NYS Next Generation ELA Learning Standards Instruction and Assessment Timeline](#)
[NYS Science Learning Standards Implementation Timeline](#)
[NYS K-12 Social Studies Framework](#)
[NYS Social Emotional Learning Resources](#)
2021-2022 District Comprehensive Improvement Plan

III. Needs Assessment

Sources used to identify professional development needs concerning student performance indicators:

- School Report Card
- Student attendance rates
- RTI data
- Student performance results from district and state assessments
- Student performance results from teacher common assessments
- Reports to the Board of Education
- Staff development program participation rates
- Staff questionnaires/Exit Tickets, student and parent surveys
- State Mandates

IV. Data Analysis

The analysis of student performance data from district and state assessments established priorities for professional learning. District testing, which has been aligned with NYS Learning Standards and Assessments and includes criterion-based assessments and student assessment portfolios, is merged with the New York State testing program to provide a comprehensive assessment system which is a cornerstone for professional development decisions.

A direct link between teachers and administrators and student performance data has been enhanced by providing all professional staff members with individual student performance data for each student on their roster. Teacher-led teams analyze and interpret the data at the beginning of the year, and as data become available. Routine meetings are held to plan to address students' needs. Data support services are available through the District to assist building-level teams. These groups help to set priorities for staff development.

Professional learning planning is a continuous approach that is facilitated by the Professional Learning Planning Committee and building planning teams. Continuous access to staff development to address current needs and new educational initiatives are provided by District and Regional resources, including but not limited to the BOCES Staff Development, in-house staff development, teacher-led workshops, Columbia University Readers/Writers Workshops, the Teacher Center @ SUNY New Paltz, the Mid-Hudson Teachers Center, NYSUT, local art schools and center, museums, and local, regional and State-wide organizations, and the consultants listed in Appendix A of this plan.

V. Professional Learning Focus Areas

District Identified: Areas that are aligned with New York State content and performance standards, student assessment data, the implemented New York State Annual Professional Performance Review (APPR), NYSED's Culturally Responsive- Sustaining Education Framework, and District goals.

Targeted Focus: The district will ensure that a minimum of 15% of the professional development offered for all teaching staff and Level III Teaching Assistants will include Continuing Teacher & Leader Education (CTLE) clock hours provided by CTLE approved providers dedicated to language acquisition (to address the needs of English Language Learners –ELL's) including a focus on best practices for co-teaching strategies, integrated language and content instruction for English language learners (in accordance with Section 3006, of the Education Law.) Additionally, the district will ensure that a minimum of 50% of the professional development for holders of an English to Speakers of Other Languages (ESOL) or a bilingual extension that a minimum will meet the aforementioned requirement.

Building Identified: Areas that are unique needs for a particular building grade level, Instructional Study Team, and/or Department as recommended by the Asst. Supt. for Curriculum & Instruction, principal or supervisor and determined by the particular reference group, or identified by the NYS Department of Education.

Individually Identified: Areas of need for the individual educator to address one's professional practice, as outlined in their APPR with their building principal and/or supervisor or self-identified.

VI. Professional Learning Opportunities and Strategies:

We are committed to providing the following opportunities and strategies for staff learning to address the focus areas:

- Orientation Program or Orientation, depending on the number of new faculty, and Mentoring for new teachers.
- Embedded staff learning within the school day and throughout the school calendar
- afterschool professional learning offerings and workshops
- attendance at professional conferences and workshops
- offerings as part of Ulster BOCES Staff Development CoSers
- offerings as part of Mid-Hudson Teachers Center
- student learning needs as identified in the New York State School Report Card, New York State Assessments, the District APPR, NYSED's Culturally Responsive-Sustaining Education Framework, and other sources.
- The establishment of Professional Learning Communities at Onteora Middle School
- Training in school violence prevention and intervention (including PBIS) and issues related to the Dignity for All Students Act
- Summer Academy teaming and curriculum writing

- Inquiry-Based Team meetings for professional collaboration.
- Minimally two professional learning days per school year.
- Professional learning to all professional and supplementary school staff that work with students with disabilities.
- Targeted district and building level initiatives.
- completing 175/ 100 hours of professional development every five years for teachers holding a professional certificate.
- Professional learning opportunities for Level III teaching assistants to meet 75/100-hour requirements every five years.
- Professional learning is provided to long-term substitute teachers.

VII. District Resources for Professional Learning

- Budget allocations for conferences, school visitations, and in-house staff training from local and grant-based sources.
- In-district and regional workshops including but not limited to Ulster BOCES, SUNY New Paltz, Bard College, Mid-Hudson Teachers Center, etc.
- Staff professional learning days.

VIII. Implementation Plan

- Staff professional learning opportunities will be made available during the summer and throughout each school year reflective of evidence-based practices in professional development.
- Conference days, after-school hours, and release time during the school day will be utilized for staff professional learning time.
- A list of topics and workshops will be available through My Learning Plan.
- The implementation of each goal is listed below:

Goal: The integration of Social Emotional Learning, Civic Literacy, as well as Diversity, Equity, and Inclusion initiatives	
Responsible: Assistant Superintendent for Curriculum and Instruction, Director of PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> Complete the process of our district-wide School Climate Survey that was interrupted by COVID. We will redo the entire survey with all stakeholder groups since the initial data is almost two years old. 	<ul style="list-style-type: none"> In quarterly meetings, we will analyze what is working, what is not, and why, and develop additional or other steps based on data. Identify members of the data team, establish the dates and time of the meetings, establish our data protocols Building level teams will meet monthly to review action plan progress and will have a representative on the district level MTSS team. The district team will meet to review building-level data including reading assessments, MAPS data, and benchmarks Professional development with MTSS stakeholders and MTSS facilitator/trainer Team, building, and district meetings are scheduled and held regularly, all monitored by district staff. The data team and MTSS team will use the collected data to shape professional development and classroom instruction

Goal: Supporting educators as they work to strengthen Professional Learning Communities (PLCs) to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement.

Responsible: Assistant Superintendent for Curriculum and Instruction, Director of PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers

Strategy/Activity

- Implement PLCs for teachers at the Middle School
- Framing PLCs meeting around the questions of:
 1. What do we expect students to learn?
 2. How will we know if they learn it?
 3. How do we respond when students experience difficulty in learning?
 4. How do we respond when students do learn?
(Eaker & Keating, *Every School, Every Team, Every Classroom*, 2012)

Professional Resources, Needs Analysis & Evaluation

- Teacher participation in regular weekly meetings of PLCs.
- Student, faculty, and family survey data at the beginning, middle, and end of the year.
- Designated times and locations for teachers to collaborate in PLCs during the school day.
- Summer “curriculum writing” for common PLC processes and to identify topics of focus
- Summer “curriculum writing” for common PLC processes and to identify topics of focus.
- Teacher leader teams may work outside of the school day to plan PLC processes and common focus.
- Additional teacher participation in professional learning on PLCs.
- Attending state and national conferences on using PLCs to support student achievement

Goal: Supporting educators as they work to focus on equitable access to high expectations and rigorous instruction in an inclusive environment for all students, particularly with the expansion of the co-teaching model.

Responsible: Assistant Superintendent for Curriculum and Instruction, Director of PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers

Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> ● A Multi-Tiered System of Support (MTSS) - systematizes the school improvement process and coordinates with other district initiatives ● A focus on prevention, early intervention, and data-based decision making to create interventions that are evidence-based, systematic, and documented ● Summer and after school curriculum and assessment revision ● Creating school-wide cultural shifts necessary to support all learners ● Ongoing support and monitoring for all students through the teaming process where interventions are implemented and monitored 	<ul style="list-style-type: none"> ● Student, faculty, and family survey data at the beginning, middle, and end of the year. ● Create protocols for targeted reviews of student work and assessments ● Analysis of student attendance and disciplinary data ● Visit schools that are successfully implementing co-teaching models in middle schools ● Analysis of student work and assessments will reflect student success for all students.

Goal: Continue consensus mapping, including development, administration, and analysis of quarterly common benchmark

assessments	
Responsible: Assistant Superintendent for Curriculum and Instruction, Director of PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> ● Grade levels meet in Spring to review, revise, refine consensus ELA maps for Grades K-12 with common benchmarks and reflect any adopted changes to the NYS Next Gen. ELA Standards. ● Grade levels meet in Spring to review, revise, refine consensus Math map for Grades K-6 with common benchmarks and reflect any adopted changes to the NYS Next Gen. Math standards. Grades 7-10 revise and refine math maps to reflect the revised curriculum that supports the revised Next Generation Math Standards. 	<ul style="list-style-type: none"> ● An annually revised K-12 ELA Consensus map will be uploaded on NYLearns or a shared Google Doc with common assessments/grade level (# dependent on level.) ● Annually revised K-10 Math Consensus Maps will be uploaded to NYLearns or a shared Google doc

Goal: Strengthen ELA/ Literacy instruction aligned with the revised NYS Next Generation Learning Standards	
Responsible: Assistant Superintendent for Curriculum and Instruction, Director of PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> ● Grades K-3 – Continue small group work & Guided Reading in Readers’ Workshop, implementation of evidence-based practices in Balanced Literacy instruction, and analysis of data to drive small group instruction ● Pilot new TC Phonics Units at Grades K-2 ● Grades 4-6-Continue small group work in both Readers’ and Writers’ Workshop incorporating data analysis into the process to inform small group instruction; review/ revise/ refine writing expectations; continue to focus on vocabulary in context, effective use of figurative language, and Tier II words. ● Integrate required CBT skills into the ELA Grades 3-8. ● Grades 7-12 – Revise Assessments for Rigor (Focus on Mid-Term); Collaborate with Social Studies to refine writing instruction and assessments to support the new inquiry process and expectation 	<ul style="list-style-type: none"> ● Strong and consistent implementation of a NYS Next Generation Standards aligned ELA curriculum throughout the district as evidenced by teacher observations, leading to differentiated instruction and greater meeting of diverse learning needs of students ● a focus on evidence-based practices for small group instruction including guided reading groups at primary & strategy groups at intermediate, using data to drive instruction, elements of balanced literacy, vocabulary & figurative language, writing strategies, integrated language and content instruction for English Language Learners, and Multi-Language Learners ● Vertically revise ELA map to reflect a stronger implementation of a NYS Next Generation Standards-aligned ELA curriculum as evidenced by teacher observations, leading to differentiated instruction and greater meeting of students’ diverse learning needs, including a focus on best practices for integrated language and content instruction for English language learners. Review and refine the ELA writing rubrics, minimum requirements & expectations to ensure a rigorous vertical alignment from Grades 6-12. ● Review, revise, refine articulated secondary ELA maps which support the stronger implementation of NYS Next Generation Standards and integration of Social Studies writing and analyzing components leading to meeting the diverse learning needs of students as evidenced by teacher observation.

	<ul style="list-style-type: none"> ● Secondary revised curricula map uploaded to NYLearns or a shared Google doc.
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Goal: Strengthen Math instruction aligned with the NYS Next Generation Standards	
Responsible: Assistant Superintendent for Curriculum and Instruction, Director of PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> ● Grades K-3: Full Implementation of revised math standards. Continue the shift of embedding math centers (and small groups) into daily instruction with greater use of manipulatives. Identify and build an instructional framework that supports established math philosophy. ● Integrate required CBT skills into the Math Grades 3-8. ● Grades 4-6: Continue to focus on differentiated instructional delivery (i.e., incorporating math centers at the elementary level.) Use established District Philosophy for Elementary Math Instruction to drive guided math and small group instruction through the introduction of running records to support math small group targeted work. ● Grades 7-12: Review, revise, refine maps and assessments to reflect shifts toward NYS Next Generation Math Standards 	<ul style="list-style-type: none"> ● Analysis of common assessments to identify skills for re-teach, differentiating instruction, and for identifying alternative targeted strategies that support the stronger implementation of the NYS Next Generation Math Standards leading to meeting the diverse learning needs of students as evidenced by teacher observation. ● Secondary revised curriculum maps uploaded to NYLearns or Shared Google Doc

Goal: Continue to improve integration of technology into instruction	
Responsible: Assistant Superintendent for Curriculum and Instruction, Director of PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> ● Continue to build upon teacher learning and experience in the best practices of hybrid and remote learning ● Continue to support one-to-one devices grades K-12 ● Integrate required CBT skills into the ELA and Math instruction in grades 3-8. ● Continue to support staff in the effective use of technology into instruction at the elementary level building upon and expanding the coding and robotics programs in grades 3-6. ● Continue to support teacher and student learning needs for remote and hybrid instruction 	<ul style="list-style-type: none"> ● Continue to utilize support from Ulster BOCES, Model Schools in the effective use of Google Classroom ● Continue to utilize support from Ulster BOCES, Model Schools to reflect upon and refine which tools are most effective for student learning, student engagement, and teacher needs. ● Continue to increase student engagement and differentiate instruction meeting the diverse learning needs of students and evidenced by teacher evaluation and community surveys.

Goal: Strengthen the implementation of the Social Studies Framework K-12, including an increased focus on civic literacy	
Responsible: Assistant Superintendent for Curriculum and Instruction, Director of PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> ● Elementary: Continue the introduction to the framework and consciously identify crosswalk with literacy instruction (i.e., argument); Investigate & pilot age-appropriate strategies/units/ instruction in “kindness”/ tolerance & civic involvement. ● Review/ revise Social Studies maps to reflect new Standards ● Grades 7-12: Review maps/ strategies to support new Framework aligned Global Regents and US History Exams and the new query approach to US History ● Continue to revise/ refine secondary social studies maps ● Align the K-12 curriculum to support the seal of Civic Readiness. 	<ul style="list-style-type: none"> ● All K-12 Social Studies maps will be refined/ revised and uploaded to NYLearns or Common Google Doc ● Grade 11 US map will be revised to reflect the administration of the new US History Regents (June 2022.) ● TOSA to facilitate the K-12 SS Framework alignment through the lens of Civic Literacy

Goal: Implement the NYS Science Learning Standards K-12	
Responsible: Assistant Superintendent for Curriculum and Instruction, Director of PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> ● At K-3, Science will continue to be integrated with Literacy and math instruction. K-4 will continue to phase in the new science inquiry model through the “hands-on” approach. ● At Grades 4- 6, the new NYSSLS standards will continue to be introduced and woven into the maps. ● Robotics elementary level will be expanded to Grade 6 as a science unit of study. In Grades 7 & 8, the robotics pilot of the prior year will be reviewed to identify the next steps. ● At the secondary level, all current science curricula will be mapped and uploaded to NYLearns in anticipation of confirmation of the timeline for new Regents exams ● Introduce Bozeman Curriculum/ best practices to support phase-in of the new inquiry process in Grades 9-11 Identified a plan & begin the process of revising secondary curricula/ maps & common assessments to transition to new Regents exams. ● Review/ revise course offerings/ sequencing in lieu of additional pathways diploma requirements for STEM combination. 	<ul style="list-style-type: none"> ● Revised K-6 Science Consensus Maps with final product loaded on NYLearns. Common assessments/grade level (# dependent on level.) ● Revised secondary Science maps uploaded to NYLearns or shared Google doc.

Goal: Improve District professional development practices aligned with evidence-based practices to maximize student learning

Responsible: Assistant Superintendent for Curriculum and Instruction, Director of PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers

Strategy/Activity

- Support the embedded coaching delivery model that is driven by the needs of the professional learning community.
- Begin to Build a Cultural Awareness around Implicit Bias, Disproportionality, Poverty, Diversity and their Impact on Student Learning
- Continue “Mindset” work at the elementary level, review/ refine school and classroom protocols and routines to infuse “Mindset” strategies into both procedural and instructional components of the school day. and introduce it at the secondary level.
- Begin training for school-based clinicians in Dialectical Behavior Therapy to support student emotional regulation, mindfulness, and coping skills.
- RTI/MTSS teams will recalibrate their understanding of RTI and MTSS. Building level MTSS teams will create actionable plans with oversight from the District level MTSS team. This can include clinicians and related service providers
- Provide focused professional development for all co-teaching teams on differentiation, co-teaching practices, and explicit instruction
- Continue training on IEP development and goal setting
- Related service providers will continue to receive PD in specific treatment areas. Such PD is not limited to the following: Selective Mutism, Autism, Assessment, Language and reading, and writing development

Professional Resources, Needs Analysis & Evaluation

- Analysis of exit tickets to identify next steps in necessary PD.
- Utilize a coaching model to create and support the culture of continuous professional development and improvement. Support Professional Growth Circles/ Professional Learning Communities models of professional development.
- During a Supt. Conference Day introduces Implicit Bias, Disproportionality, Restorative Practices/ Justice, Poverty Simulation at the secondary level. Introduce “Mindset” work at the secondary level (Grades 7-8.)
- Utilize training and coaching through CBC associates in foundations of DBT skills starting in Fall 2021. Biweekly coaching will continue throughout the school year. DBT supports students impacted by trauma as well as students who struggle with regulation.
- Create standardized forms and processes for RTI and MTSS interventions. Adopt universal screeners, benchmarks and create a library of Tiered academic and social-emotional interventions.
- Improve instructional practices and work towards building MTSS model and for students classified maintaining placement in LRE
- All special education staff will continue to learn best practices in data collection, writing measurable goals, and how to write PLEPS that give relevant and

	<p>appropriate information about a student’s instructional levels, academic, and social-emotional, and management strengths and needs.</p> <ul style="list-style-type: none"> ● Training can be provided through virtual webinars and conferences that will help clinicians and therapists gain insight into what evidence-based research and best practices exist in providing treatment to their diverse student caseloads.
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<p>Goal: Improve District assessments and data tools to effectively drive instruction aligned with evidence-based practices to maximize student learning</p>	
<p>Responsible: Assistant Superintendent for Curriculum and Instruction, Director of PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers</p>	
<p>Strategy/Activity</p>	<p>Professional Resources, Needs Analysis & Evaluation</p>
<ul style="list-style-type: none"> ● Guiding Question – How do we create/ use assessments to improve instruction? ● Elementary Level - Continue the assessment review and data analysis focusing on relevance and applicability; use item analysis to determine gaps, identify small group targeted work, and differentiating instruction. ● Secondary Level – Continue work on effective assessments reflective of best practices and continue item analysis to shift instructional delivery. 	<ul style="list-style-type: none"> ● Elementary level – begin the process of analyzing common assessment results to drive instruction, to identify small group targeted work, and to differentiate instruction ● Secondary Level – Revise common assessments for best practices, and to reflect shifts in instructional delivery and new NYS Next Generation Learning Standards

IX. Evaluation Plan

- Training experiences will be assessed for their effectiveness.
- The Professional Learning Plan Committee (PLPC) will meet minimally three times throughout the school year to review the professional development that has taken place for the school year and to plan for any upcoming professional development days, as well as to develop the capacity of the PLPC.
- Available District standardized assessments, teacher-developed common assessments, NYS Assessment scores, surveys, and any other relevant data will be analyzed to evaluate the effectiveness of professional development on instruction in terms of student learning.

X. PLP Planning Process

The Professional Learning Plan Committee met two times throughout the 2020-2021 school year and continued to analyze available data, monitor and update the PLP, as appropriate, also, the committee continued its focus to build the leadership capacity of the PLP Committee.

During the 2021-2022 school year, the PLP Committee plans to meet a minimum of three times with a focus of evaluating the current plan and revising the focus of the district's support of teaching and learning as needed.

District Mentoring Plan

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

Objectives:

- To further strengthen teaching performance
- To increase the retention of new teachers
- To support the development of the knowledge and the skills needed by new teachers to be successful in teaching
- To integrate new teachers into the social system of the school, the school district, and the community · To promote reflective practice and analysis for new teachers

Definitions:

Mentor: A permanently certified, tenured district teacher with at least 5 years' experience chosen to share his/her experience and expertise with a corresponding mentee teacher preferably within the same building and the same discipline area.

Mentors must have demonstrated mastery of instructional methods, teaching, and learning styles, subject matter knowledge, and interpersonal relationship skills.

Mentors must have knowledge and understanding of the mentor/mentee relationship, the importance of confidentiality, peer coaching, adult learning strategies, and time management strategies

Mentors will be selected by the building principal, in consultation with the building OTA representative and the District Superintendent. If a trained mentor is not available in a mentee's discipline area, another trained mentor in that building will be asked to fulfill that role. There may be times that the best mentor for a mentee is a colleague outside of the building.

Mentee: Any teacher in his/her first year of teaching at Onteora and has had less than two years of teaching experience.

Release Time and Commensurate Compensation:

- 40 hours throughout the year (i.e. 1 hour per week)
- 4 times per month outside of the school day (with compensation), or during available Monday afternoon staff development times
- 1 half-day per month, as necessary

Second Year Mentee: A first-year mentee may submit an application to be mentored for a second year. Their request should include specific goals and should define the level of support required. The application will be reviewed on a case-by-case basis. These requests must be presented through My Learning Plan and may not exceed 20 hours of mentor-mentee time.

An application may be redirected in the form of training or other professional development activities. Applicants must be on track for tenure to be considered for this option.

Peer Support: Mentor Training: The mentors will continue to receive regular professional development throughout the school year in terms of training and opportunities for questions and debriefing through meetings with designated district and/or building administrators, and requests for training through My Learning Plan.

Roles:

Roles of the Steering Committee: Given the limited number of new hires in recent budgets and anticipated budgets and the recent downsizing of the District's faculty, the Professional Development Planning Committee will also serve as the Mentor Steering Committee. Match mentors with mentees when the principal, with input from the OTA building representative and Superintendent, cannot identify a mentor.

- Monitor the program; review and revise as necessary
- Coordinate training of mentees and mentors, as needed

Roles of the Principal:

- Ensure that a mentor is appropriately identified with input from the OTA building representative and Superintendent.
- Make mentoring a priority
- Provide time for the mentor and mentee to meet as mutually assigned
- Keep supervision and evaluation a separate entity from mentoring
- Recognize the efforts of the mentors and mentees
- Be available to solve problems
- Communicate to the mentor and the mentee during the three-way conference areas of strength and areas which need improvement

Roles of the Mentor:

- Collaborate with mentee for Needs Assessment, both at the beginning and end of the school year · Assist mentee with setting and meeting goals
- Schedule visits to the mentee's classroom for observation
- Allow the mentee to observe him/her for modeling techniques and behaviors
- Meet regularly with the mentee, at least once per week
- Arrange and attend the three-way conferences
- Encourage mentees to develop professional relationships
- Provide advice and assistance to the mentee
- Share materials and resources with mentees
- Assist the mentee in understanding his/her core curriculum and the NYS standards
- Help familiarize the mentee with the school's physical plant, procedures, expectations, staff, supportive services, and other resources
- Guide the mentee towards new experiences which will build his or her teaching techniques
- Complete and submit monthly logs on My Learning Plan using the Mentor Log Form
- Be present at any mentor training session

Roles of the Mentee:

- Collaborate with the mentor for Needs Assessment, both at the beginning and end of the school year · Begin to satisfy the 175 hours of professional development required by NYS for new teachers · Schedule classroom visitations with the mentor and others
- Meet regularly with the mentor at least once per week
- Complete and submit monthly log on My Learning Plan using the Mentee Log Form · Participate in three-way conferences
- Be present at initial staff orientation and any mentee training sessions

Roles of the Superintendent (or his/her Designee):

- Ensure coordination of mentors through district administrators
- Ensure mentors and mentees utilize My Learning Plan
- Provide mentor program information, as appropriate and at least on an annual basis, to the Professional Development Planning Committee.

Confidentiality:

Confidentiality is a critical component of the mentor-mentee program, as noted in paragraph (2) of subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education. Establishing a safe and trusting environment is essential. If a mentee 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 can undermine the entire mentor-mentee relationship. Therefore, all shared confidences should be kept between the mentor and the mentee. Mentors will never make evaluative reports about the mentee available to others, either verbally or in writing.

If at any time a mentor or a mentee feels this trust has been violated, either the mentor or the mentee can submit in writing the incident

to the facilitator of the Professional Learning Plan Committee.

The facilitator will bring the issue to the Committee to form a small team to act as an impartial third party to resolve any disagreements. If a mutual agreement cannot be reached, the mentee will be assigned a different mentor. In that event, the release time will be transferred from the former mentor to the new mentor.

Program Management:

- The coordinator(s) will serve as the liaison between the mentor/mentees and the Steering Committee (PLP Committee); if there is one, if not, this function will be the role of the facilitator of the PLP Committee
- The Committee will annually read the submitted reports and discuss the program's progress.
- The coordinator(s) will monitor necessary information required by NYS regarding mentors, mentees, hours spent, etc
- Mentors and mentees will input their data into My Learning Plan.
- Upon completion of the mentoring/mentee experience, the mentee can obtain verification of their participation in mentoring and their professional development hours through My Learning Plan

Program Evaluation:

- The PLP Committee will meet annually to assess the program and recommend potential revisions to the Mentoring Program Plan for the following year.
- The mentor and mentee will each have an opportunity to debrief about their Mentoring Program experience.
- The Needs Assessment will be used as a pre-and post-year evaluation tool.

Mentor Program Resources:

South Lewis School District Mentor-Mentee Program plan
Baldwinsville Central School District Mentoring Program plan
Syosset Central School District Mentor-Mentee Proposal
Victor Central School District Mentor Program plan

Appendix A - Professional Learning Providers for the Onteora Central School District 2021-2022

Dutchess BOCES

Executive Leadership Institute

May Institute

Mid-Hudson Regional Information Center

MID-HUDSON Teacher Center

Morningside Center for Teaching Social Responsibility

Onteora CSD Staff

Orange-Ulster BOCES

Questar III BOCES

Solution Tree

Ulster BOCES