



Professional Learning Plan (2024-2026)

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 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

Amanda Allison, Assistant Superintendent for Pupil Personnel Services
Stephanie Laffin, Assistant Superintendent for Curriculum & Instruction
Gabriel Buono, Bennett Elementary Principal/President OAA
James DiDonna, Middle School Principal
Lance Edelman, High School Principal
Liz Fallo, Phoenicia Elementary Principal
John Reimer, Director of Technology

Faculty Representatives

Denise Ahl, Special Education Teacher, High School
Doreen Erlwein, Bennett Elementary Teacher, Grade 5
Megan Frandino, Special Education Teacher, Middle School
Cassandra Kothe, Woodstock Elementary Teacher, Grade 1
Amanda Kovac, Reading Specialist
Rachel Lim, Woodstock Elementary Teacher, Grade 3
Lori Matteson, Special Education Teacher, Middle School
Allison Mitchell, Phoenicia Elementary Teacher, Grade 2
Jolie Moorhus, Special Education Teacher, Bennett 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:

- Continue to implement the [NYSED CRS-Framework](#) by integrating Social Emotional Learning, as well as Diversity, Equity, and Inclusion initiatives
- Support educators as they work collaboratively 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](#) and the [NYS Literacy Briefs](#)
- Strengthen Math instruction aligned with the [NYS Next Generation Math Standards](#)
- Strengthen the integration of technology into instruction and support students with digital fluency using the [NYS Computer Science and Digital Fluency Standards](#)
- Strengthen the implementation of the [NYS Social Studies Framework K-12](#), including an increased focus on civic literacy
- Fully implement the [NYS Science Learning Standards K-12](#)
- Design and support professional learning that aligns with evidence-based practices to maximize student learning
- Refine the District MTSS (Multi-Tiered Systems of Support) process to improve 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. By evaluating 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 annually 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, Professional certificate holders in classroom teaching, educational leadership (i.e., School Building Leader, School District Leader, and School District Business Leader), and teaching assistant level IIIs, are subject to 100 hours of [acceptable CTLE activities](#) in content, pedagogy, and language acquisition, every five-year registration period as reflected in the [NYSED Registration and CTLE Requirements Table](#).

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

- The 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]
- Addressing the needs of English Language Learners [language acquisition]
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [pedagogy]

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 allowed to participate in conferences, in-service courses, and other in-district professional learning training. These opportunities exist for all staff, regardless of the certification date.

E. CTLE Requirements for Supporting English Language Learners

- **ESOL and bilingual education teachers.** Educators who are subject to CTLE, and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **Other teachers, school building leaders, and school district leaders.** All other Professional Teachers, School Building Leaders, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **School district business leaders.** School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.
- **Teaching Assistants - Level III.** Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs, and integrating language and content instruction for such ELLs.
- Source: [Registration:OTI: NYSED](#)

Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements		
Certificate Type	% of 100 Clock Hour CTLE Requirement Devoted to Language Acquisition	Can Exemption* from the Language Acquisition Requirement Apply?
Professional Classroom Teacher other than English to Speakers of Other Languages	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional Bilingual Extension Annotation	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Permanent Classroom Teacher other than English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent School Leader	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Extension Annotation	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Pupil Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Education (PPS/Admin) Extension	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
<p>*Exemption: A NYS school district or BOCES may be granted a waiver from providing Bilingual Education Programs in languages other than Spanish and Chinese. For additional information, please see the English Language Learner and Multilingual Learner Regulations & Compliance webpage.</p>		

Source: <https://www.highered.nysed.gov/tcert/pdf/languageacquisitiontable.pdf>

F. 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.

G. 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 our students and the community 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](#).

H. 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](#) and [NYS Next Generation Math Standards](#)

[NYS Next Generation ELA Learning Standards Instruction and Assessment Timeline](#) and [NYS Next Generation ELA Standards](#)

[NYS Science Learning Standards Implementation Timeline](#) and [NYS Science Learning Standards](#)

[NYS K-12 Social Studies Framework](#)

[NYS Social Emotional Learning Benchmarks](#)

[New York State Office of Teaching Initiatives](#)

[NYS Literacy Briefs](#)

III. Needs Assessment

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

- School Report Cards
- Student attendance rates
- MTSS data
- Student performance results from the 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, feedback forms following conference days
- State Mandates
- Building principal and staff requests

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 that 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 is provided by District and Regional resources, including but not limited to the BOCES Staff Development, in-house staff development, teacher-led 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 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 Program 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 the Mid-Hudson Teacher 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.
- 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.
- Complete 100 hours of professional development every five years for teachers holding a professional certificate.
- Professional certificate holders in classroom teaching, educational leadership, and teaching assistant level IIIs, are subject to 100 hours of acceptable CTLE activities in content, pedagogy, and language acquisition, every five-year registration period.
- 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. Acceptable CTLE Activities

Many of the activities that are accepted as professional development may not be accepted as CTLE. Acceptable CTLE Activities are available at the [NYSED Office Of Teaching Initiative Acceptable CTLE Activities link](#). All district employees need to realize the following differences between CTLE credits and what may be available as professional development opportunities:

- Effective December 31, 2019 (not retroactive), educators acting as a mentor to a new classroom teacher as part of the District's mentoring program may, at the discretion of the District, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.
- Educators acting as mentors to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.
- Many of the activities that are accepted as professional development may not be accepted as CTLE. Mandated training such as DASA, CAI, SAVE, and others are certification requirements and are NOT considered CTLE.
- Superintendent's Conference Days, faculty meetings, and other activities considered part of the typical duties for educators are not in and of themselves considered CTLE. However, if a specific CTLE activity (in content, pedagogy, or language acquisition) is completed in any part or during perhaps a faculty meeting or Superintendent's Conference Day, then a Certificate of Completion Form will need to be issued for the portion of the meeting or day spent on the CTLE activity.

IX. Recordkeeping and Documentation for Districts and Educators:

District:

The District and additional sponsors will issue Certificate of Completion forms via My Learning Plan and maintain records for all CTLE activities for eight years. A sample copy of the Certificate of Completion form is found in Appendix B

Educators:

Educators must maintain CTLE records and documentation (Certificate of Completion Forms) for at least three years from the end of the registration period in which they completed the CTLE. Educators will not send documentation of their CTLE clock hours to the Department for re-registration. However, their CTLE documentation must be available upon request by the Department.

Source: [NYSED Office of Teaching Initiatives Documentation Requirements](#)

X. 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, as well as Diversity, Equity, and Inclusion initiatives	
Responsible: Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> Review building and grade-level data on attendance, student performance, and student behavior/suspension. 	<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 times of the meetings, and 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, Assistant Superintendent for PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers

Strategy/Activity

Professional Resources, Needs Analysis & Evaluation

- 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)

- 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 hours for refining common PLC processes and identifying 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.

Goal: Supporting educators as they work to focus on equitable access to high expectations and rigorous instruction in an inclusive environment for all students.

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

Strategy/Activity

Professional Resources, Needs Analysis & Evaluation

- 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

- Continue to work with Branching Minds to refine MTSS practices and implementation of refined MTSS practices
- Create protocols for targeted reviews of student work and assessments
- Continued discussion around implementation of the [NYS - CRS Framework](#).

Goal: Continue consensus mapping, including development, administration, and analysis of quarterly common benchmark assessments	
Responsible: Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & valuation
<ul style="list-style-type: none"> • Grade levels meet throughout the year and in the summer 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. and NYSED Literacy Briefs. • Grade levels meet throughout the year and in the summer to review, revise, and refine the consensus Math maps for Grades K-5 with common benchmarks and reflect any adopted changes to the NYS Next Gen. Math standards. Grades 6-10 revise and refine math mapsLiteracyect 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 and common assessments in a shared Google Doc. • Annually revised K-12 Math Consensus Maps will be uploaded to NYLearns and common assessments in a shared Google doc

Goal: Strengthen ELA/ Literacy instruction aligned with the revised NYS Next Generation Learning Standards and the NYS Literacy Briefs

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

Strategy/Activity

- Grades K-5 – Reflect upon and analyze the NYSED Literacy Briefs to continue to refine the implementation of evidence-based practices in literacy instruction and analysis of data to drive small group instruction
- Grades K-2 Continued implementation of the new units of study in Phonics, Reading, and Writing
- Grades K-5-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; refine the focus on phonological awareness, phonics, spelling, and word study skill-building.
- Integrate required CBT skills into ELA Grades 3-8.
- Grades 6-12 - reflect upon and analyze NYSED Literacy Brief #6 to determine professional learning and strategic planning needs
- Grades 6-12 – Revise Assessments for alignment to standards (Focus on Mid-Term).
- Continue training in the Wilson Reading System and Orton-Gillingham to support student needs

Professional Resources, Needs Analysis & Evaluation

- Continue coaching K-5 with Advancing Literacy, Teachers College, Columbia University.
- Strong and consistent implementation of an 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
- focus on evidence-based practices for small group instruction including guided reading groups at primary & strategy groups at intermediate, using data to drive instruction, researched-based literacy instruction, 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 an 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 K-12.
- Review, revise, and refine articulated secondary ELA maps which support the stronger implementation of NYS Next Generation Standards leading to meeting

	<p>the diverse learning needs of students as evidenced by teacher observation.</p> <ul style="list-style-type: none"> ● Secondary revised curricula map uploaded to NYLearns; assessments in 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, Assistant Superintendent for 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-12: Full Implementation of revised math standards. ● K-6: Continue the implementation of the Illustrative Math Curriculum ● K-3: 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 Math, grades 3-8 ● Grades 4-5: 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 by introducing running records to support small math group targeted work. ● Grades 6-12: Review, revise, and refine maps and assessments to reflect shifts toward NYS Next Generation Math Standards, including newly aligned Regents exams in Algebra I, Geometry, and Algebra II. 	<ul style="list-style-type: none"> ● Support in K-6 Illustrative Math Curriculum in the form of Professional learning from Illustrative Math and Imagine Learning, ● Support from Ulster BOCES Math Content Specialist, David Tranter ● Analysis of common assessments to identify skills for re-teach, differentiating instruction, and identifying alternative targeted strategies that support strong 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, Assistant Superintendent for 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 in 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 students' diverse learning needs, as 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, Assistant Superintendent for PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> ● Elementary grades will 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 and revise Social Studies maps to reflect new Standards ● Grades 7-12 will continue to review maps/ strategies to support new Social Studies 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 and revised and uploaded to NYLearns; common assessments will be added to Common Google Doc ● TOSA to facilitate the K–6 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, Assistant Superintendent for PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> ● Fully integrate the NYS Science Learning Standards K-12 ● Refine the incorporation of the Science Investigations grades 3-5 and 6-8. ● Prepare for NYSSLS assessments in grades 5 & 8 (2024) and with Biology and Earth Science (2025) and Chemistry and Physics (2026) ● Refine implementation of robotics units in grades 3-6. ● Grades K-12 revise all curriculum maps on NY Learns in line with the timeline of implementation for NYSSLS-aligned state exams. ● Review and revise all K-12 local assessments to reflect the NYSSLS standards. 	<ul style="list-style-type: none"> ● Revised K-6 Science Consensus Maps with final product loaded on NYLearns. Common assessments will be shared in a Google doc. ● Revised secondary Science maps uploaded to NYLearns. ● Utilize BOCES Science Content Specialist to assist with full implementation of NYSSLS standards, capping, and assessment revision

Goal: Improve District professional development practices aligned with evidence-based practices to maximize student learning	
Responsible: Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> ● Support the embedded coaching delivery model that is driven by the needs of the professional learning community. ● Continue to build cultural awareness around implicit bias, disproportionality, poverty, diversity, and their impact on student learning ● MTSS teams will utilize the District MTSS Handbook to recalibrate their understanding of MTSS. Building-level MTSS teams will create actionable plans with oversight from the District-level MTSS team. ● 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 Selective Mutism, Autism, Assessment, Language, reading, and writing development 	<ul style="list-style-type: none"> ● Analysis of exit tickets to identify the next steps in necessary PD. ● Utilize a coaching model to create and support a culture of continuous professional development and improvement. Support Professional Growth Circles/ Professional Learning Communities models of professional development. ● Introduce implicit bias, disproportionality, and restorative practices/ justice, in grades 6-12. ● Utilize Branching Minds to implement MTSS utilizing universal screeners, a progress monitoring tool, benchmarks, and the library of tiered academic and social-emotional interventions. ● Improve instructional practices and work towards building the 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 Present Levels of Performance that give relevant and appropriate information about a student’s instructional levels, academic, social-emotional, and management strengths and needs. ● Attend webinars and conferences to help clinicians and therapists gain insight into what evidence-based research and best practices exist in providing treatment to their diverse student caseloads.

Goal: Improve District assessments and data tools to effectively drive instruction aligned with evidence-based practices to maximize student learning	
Responsible: Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for PPS, principals, BOCES facilitator(s), liaisons, coaches, district committees, teachers	
Strategy/Activity	Professional Resources, Needs Analysis & Evaluation
<ul style="list-style-type: none"> ● Guiding Question – How do we refine our MTSS implementation to support student growth? ● 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, differentiate instruction, and inform AIS. ● Secondary Level – Continue work on effective assessments reflective of best practices and continue item analysis to shift instructional delivery and inform AIS. 	<ul style="list-style-type: none"> ● K-12 continue the process of analyzing common assessment results to drive instruction, identify small group targeted work, and differentiate instruction ● K-12 refine all assessments and curricula to ensure alignment with NYS Standards implementation timelines. ● K-9 - Utilize universal screeners, the progress monitoring tool, and Branching Minds to provide targeted instruction to close knowledge and skill gaps.

XI. 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.

XII. PLP Planning Process

The Professional Learning Plan Committee met three times throughout the 2022- 2023 and 2023-2024 school year and continued to analyze available data and monitor and update the PLP, as appropriate. The committee continued its focus on providing rich professional learning experiences for staff.

During the 2024-2025 and 2025-2026 school years, the PLP Committee plans to meet a minimum of three times with a focus on evaluating the current plan and revising the focus of the district's support of teaching and learning as needed.

XIII 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 Assistant Superintendent for Curriculum and Instruction. 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 when the best mentor for a mentee is a colleague outside of the building.

Mentee: Any teacher in his/her first year of teaching at Oteora who 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. The committee will match mentors with mentees when the principal, with input from the OTA building representative and Superintendent for Curriculum and Instruction, cannot identify a mentor. The committee will also:

- 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 and solve problems as they arise
- 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 and 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
 - Work with the mentee to complete, and maintain a log on My Learning Plan at the end of each mentoring session using the Mentoring Log Form. Be sure the names of both people are on each log. Only one person needs to fill this out using both names.
- 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
- Work with the mentor to complete and maintain a log on My Learning Plan at the end of each mentoring session using the Mentoring Log Form
- 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 confidence 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 2024-2026

Advancing Literacy, Columbia University

Dutchess BOCES

G&R Inclusive Group, LLC

Illustrative Mathematics

Mid-Hudson Regional Information Center

MID-HUDSON Teacher Center

Morningside Center for Teaching Social Responsibility

Onteora CSD Staff

Orange-Ulster BOCES

Orton-Gillingham Training

Putnam Northern Westchester BOCES

Questar III BOCES

Ulster BOCES

Wilson Language Training

Appendix B - Sample Certificate of Completion Form

Onteora CSD
4166 State Route 28
PO Box 300
Boiceville, NY 12412
Phone: (845) 657-8851
Email: swood@onteora.k12.ny.us
(Authorized Provider #: 567)

This certifies that Sam P. Teacher
(DOB:n/a, SSN:xxxx) has

successfully completed the following course/activity:

**Climate Change Inquiry and Project Based Learning. Session 3:
SCHOOL COMPOSTING, part2**

This started on 11/17/2022 and was completed on 11/17/2022

2 Hours - CTLE Hours (100)

Category - Content, Pedogogy

I certify that the individual listed completed the
CTLE cited pursuant to Subpart 80-6 of the
Regulations of the commissioner of Education



Stephanie Laffin
Assistant Supt. for Curriculum & Instruction

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