

**PROFESSIONAL LEARNING PLAN**  
**BRONXVILLE SCHOOL DISTRICT**  
**2025 – 2026**

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## **Mission**

The mission of the Bronxville School District is to nurture growth in students' capacity for innovation, leadership, critical thinking and engaged citizenship. The objectives of this Professional Learning Plan are to: 1) provide professional learning programs that contribute to the achievement of the District's mission, 2) increase the staff's awareness and understanding of local, state, national and international best practices in educational assessment, curriculum development, and instruction, and 3) foster the professional growth and collaboration of the District's staff.

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## **THE BRONXVILLE PROMISE**

### ***Innovation***

To innovate, discover, and create.  
To make something new from what you know

### ***Leadership***

To find your voice and communicate clearly  
To lead with passion and persistence

### ***Critical Thinking***

To think critically, explore nature, history, and culture  
To gain the understanding and courage to change

### ***Engaged Citizenship***

To collaborate and serve  
To engage in the world around you and make it a better place

### ***Heart of Promise***

To be mindful  
To acknowledge feelings and thoughts without judgment of self or others

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## **2024-2025 Needs Assessment**

During the 2024-2025 school year, the District conducted multiple forms of needs assessments, including a review of student achievement data, an examination of student work as it relates to the dispositions of the Bronxville Promise, and an assessment of issues related to student well-being. An analysis of data from these assessments, coupled with information from the District's strategic plan and implementation guide, led to the development of the 2025-26 professional learning plan goals. Themes that emerged from surveys following professional development sessions and debriefs with faculty, led to the following goals:

### **Goal #1:**

*Empower faculty to effectively integrate emerging technologies, including Artificial Intelligence (AI), to enhance instruction and promote student self-assessment.*

- How can we continue to engage with Artificial Intelligence (AI) and determine how it may influence education?
- How can we ensure that our faculty are comfortable with AI including tools for their use as well as how students are accessing and utilizing AI?
- How can we leverage technology tools to engage students to self assess and take ownership of their learning?

### **Goal #2**

*Strengthen English Language Arts instruction by implementing evidence-based practices aligned with the Science of Reading, ensuring a cohesive literacy continuum from elementary through high school.*

- How can we provide English Language Arts instruction that focuses on the Science of Reading and allows students to grow their skills as readers through high school?

### **Goal #3**

*Cultivate a supportive and inclusive school community by prioritizing student well-being, fostering a sense of belonging, and developing skills for civil discourse and collaborative problem-solving.*

- How can we encourage a sense of belonging for our students?
- How can we ensure that the social and emotional needs of our students are met in a way that best aligns with the indicators and outcome of the heart of the Bronxville Promise?
- How can we engage in civil discourse with our students around topics with multiple perspectives in the classroom?

### **Goal #4**

*Design and implement a cohesive, interdisciplinary curriculum that aligns with the NYS Next Generation Learning Standards, the NYS Portrait of a Graduate, and the vision of the Bronxville Promise.*

- How can we design and implement an interdisciplinary curriculum that best aligns with NYS Next Generation Learning Standards, is focused on the NYS Portrait of a Graduate, and aligns with the indicators and outcomes of our Bronxville Promise?

### **Goal #5**

*Enhance instructional practices in Math and Science by integrating approaches such as phenomenon-based learning and the Concrete, Pictorial, Abstract (CPA) framework to meet the Next Generation Standards.*

- How can we ensure our students are exposed to the best practices in Science and Math that are aligned to Next Generation Math and Science Standards, including utilizing phenomenon based resources, and the Concrete, Pictorial, Abstract (CPA) approach to learning mathematical skills?

## PROFESSIONAL LEARNING GOALS AND PROGRAM

### GOAL 1: Empower faculty to effectively integrate emerging technologies, including Artificial Intelligence (AI), to enhance instruction and promote student self-assessment.

- How can we continue to engage with Artificial Intelligence (AI) and determine how it may influence education?
- How can we ensure that our faculty are comfortable with AI including tools for their use as well as how students are accessing and utilizing AI?
- How can we leverage technology tools to engage students to self assess and take ownership of their learning?

#### CTLE Providers

- Bronxville School District
- Bronxville Professional Development Center

#### CTLE Record Keeping

- Bronxville School District will issue certificates of completion, maintain records for all CTLE activities and keep records for 8 years. Participating teachers must retain certificates of completion from Bronxville School District for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.
- Bronxville Professional Development Center will issue certificates of completion, maintain records for all CTLE activities, and keep records for 8 years. Participating teachers must retain certificates of completion from the Bronxville Professional Development Center for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

#### Activities

The Bronxville Professional Development Center will offer the following courses: *Digital Tools*, *Google Certification and AI in the Classroom*. Courses will be offered each semester and in the summer for 36 inservice hours or 3 Graduate Equivalent Credits. Through these courses, faculty will demonstrate the capacity to:

- Assemble and implement a varied and effective instructional technology toolkit.
- Apply the SAMR (Substitution, Augmentation, Modification, Redefinition) model to determine how, when, and why to use technology tools
- Use online resources and peer feedback to increase their knowledge and improve their application of instructional technology
- Share best practices through a micro credential online sharing board.

The Center will also offer book studies on the following books: *EdTech Essentials* (Burns), *Practical AI Strategies* (Furze) and *The AI Assist* (Lang-Raad).

#### Evaluation

Evaluation of professional development will be provided by insight through classroom observations by administrators in terms of the capacity to create. Evaluation of the courses includes a summative survey and sharing of best practices through peer feedback and reflection.

**GOAL 2: Strengthen English Language Arts instruction by implementing evidence-based practices aligned with the Science of Reading, ensuring a cohesive literacy continuum from elementary through high school.**

- How can we provide English Language Arts instruction that focuses on the Science of Reading and allows students to grow their skills as readers through high school?

**CTLE Providers**

- Advancing Literacy with Teachers College
- Orton Gillingham, IMSE - Institute for Multisensory Education
- Bronxville Professional Development Center

**CTLE Record Keeping**

- Advancing Literacy at TC will issue certificates of completion, maintain records for all CTLE activities and keep records for 8 years. Participating teachers must retain certificates of completion from Advancing Literacy at TC for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.
- The Institute for Multisensory Education will issue certificates of completion, maintain records for all CTLE activities and keep records for 8 years. Participating teachers must retain certificates of completion from The Institute for Multisensory Education for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.
- Bronxville Professional Development Center will issue certificates of completion, maintain records for all CTLE activities, and keep records for 8 years. Participating teachers must retain certificates of completion from the Bronxville Professional Development Center for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

**Activities**

The teachers of grades K-2 will continue to be trained in Orton Gillingham methods to implement in classrooms.

In grades K-8, teachers will participate in professional development that aligns to the workshop model as part of instructional practice and focus on implementing small group instruction based on data. Teachers will work with consultants across 5 days in K-2, grades 3-5, and 3 days in grades 6-8.

Additionally, as part of our work with Advancing Literacy at TC, teachers have the opportunity to attend one day workshops, known as Calendar Days, that are hosted at Teachers College, Columbia University.

The following reflects examples the titles of Calendar Days our teachers will attend:

- Leading Responsive, Data-Based Small Group Work in Writing; Leverage Assessment and Small Group Instructional Practices to Address Student Writers' Needs
- Using Decodable Texts and Small Groups to Strengthen Phonemic Awareness, Phonics, and Comprehension
- Support the Teaching and Learning of Spelling and Grammar: Study Your Data in Phonemic Awareness, Phonics, Writing to Design and Adapt Whole Class and Small Group Teaching of Spelling
- Content Area Instruction is a Powerful Venue for Supporting Vocabulary and Reading Comprehension: How to Make the Most of this Instructional Time
- Content Area Instruction is a Powerful Venue for Supporting Vocabulary and Reading Comprehension: How to Make the Most of this Instructional Time

- Responsive Grammar and Conventions Instruction; Assess and Design Developmentally Appropriate Instruction to Support Student Growth in Syntax, Conventions, and Editing
- Building Stronger, More Flexible Readers: Phonemic Awareness, Phonics, and Fluency for Upper Grades
- Data-Based Small Groups to Support Readers with Developing Fluency, Comprehension, and Vocabulary
- Leading Responsive, Data-Based Small Group Work in Writing; Leverage Assessment and Small Group Instructional Practices to Address Student Writers' Needs
- Leading Responsive, Data-Based Small Group Work in Writing; Leverage Assessment and Small Group Instructional Practices to Address Student Writers' Needs
- Knowledge Building Through Read Aloud and Small Groups: Create and Curate Resources for Topics and Units with Fiction and Nonfiction Texts, Leverage Background Knowledge and Tools to Develop Vocabulary
- Support the Teaching and Learning of Spelling: Targeted Small Group Instruction to Support Feedback, Practice, and Explicit Teaching
- Close Reading, Writing about Reading, and Book Clubs
- Helping Students Write About Reading in Ways that Support Both Reading Comprehension and Writing Development

The Bronxville Professional Development Center will also offer the course: *Grammar Skills* for 36 inservice hours or 3 Graduate Equivalent Credits.

### **Evaluation**

In grades K-5, teachers complete running records to assess reading 4 to 5 times per year. Writing is assessed by all teachers according to established rubrics and often scored as part of professional development.

Students in grades K-2 are assessed in multiple aspects of phonics including but not limited to, phonemic blending (reading/decoding of 10 or more real and nonsense words) for cvc, ccvc, silent e, vowel teams, r controlled, inflectional endings, and multisyllabic words, phonological awareness (rhyming, blending, segmenting, adding, deleting, substituting).

Developmental spelling assessments (encoding) are used to assess the spelling of learned phonetic concepts in grades k-2. In addition we assess the reading and spelling of high frequency words at the end of every unit, letter sound correspondence in Kindergarten, and concepts of print in Kindergarten.

Decodable text assessments where students read a short decodable text and retell the big events, which is a strong indicator for decoding ability are also implemented.

All students in grades K-8 participate in STAR reading assessments as well as the NYS ELA assessments for grades 3-8.

**GOAL 3: Cultivate a supportive and inclusive school community by prioritizing student well-being, fostering a sense of belonging, and developing skills for civil discourse and collaborative problem-solving.**

- How can we encourage a sense of belonging for our students?
- How can we ensure that the social and emotional needs of our students are met in a way that best aligns with the indicators and outcome of the heart of the Bronxville Promise?

- How can we engage in civil discourse with our students around topics with multiple perspectives in the classroom?

### **CTLE Providers**

- Bronxville School District
- Bronxville Professional Development Center

### **CTLE Record Keeping**

- Bronxville School District will issue certificates of completion, maintain records for all CTLE activities and keep records for 8 years. Participating teachers must retain certificates of completion from Bronxville School District for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.
- Bronxville Professional Development Center will issue certificates of completion, maintain records for all CTLE activities, and keep records for 8 years. Participating teachers must retain certificates of completion from the Bronxville Professional Development Center for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

### **Activities**

Through the professional development offered, faculty reflect on the K-12 SEL framework and strategies for incorporating it into the classroom to facilitate the development of students' capacity to:

- Advocate for support for themselves and others.
- Engage in Civil Discourse and handle discord responsibly
- Design, implement, and evaluate strategies for managing stress
- Use failure as a source of information and a springboard to new thinking and approaches to problem solving
- Understand how to make healthy choices and the components for living a life based on wellness principles
- Make memories that have a lasting impact as part of a community based in belonging

The Bronxville Professional Development Center will offer book studies focused on meeting the social emotional needs of the students. The Center will also offer a course on *SEL Strategies*, focusing on the practical application of skills.

In addition to the programs listed above, the District supports weekly meetings during which the professional staff reviews current practices and designs new strategies for meeting the academic and social-emotional needs of the District's students. Additional child study team meetings are scheduled as needed, in accordance with the District's RTI/MTSS procedures.

### **Evaluation**

Evaluation of professional development courses and book studies will include a summative survey and sharing of best practices through peer feedback and reflection.

**GOAL 4: Design and implement a cohesive, interdisciplinary curriculum that aligns with the NYS Next Generation Learning Standards, the NYS Portrait of a Graduate, and the vision of the Bronxville Promise.**

- How can we design and implement an interdisciplinary curriculum that best aligns with NYS Next Generation Learning Standards, is focused on the NYS Portrait of a Graduate, and aligns with the

indicators and outcomes of our Bronxville Promise?

### **CTLE Providers**

- Bronxville Professional Development Center

### **CTLE Record Keeping**

- Bronxville Professional Development Center will issue certificates of completion, maintain records for all CTLE activities, and keep records for 8 years. Participating teachers must retain certificates of completion from the Bronxville Professional Development Center for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

### **Activities**

Through courses offered by the Bronxville Professional Development Center (*PBL Tools, Innovative Curriculum Design*), faculty will demonstrate the capacity to design instructional strategies that are aligned with NYSED standards and the gold standard criteria for Interdisciplinary, Project Based Learning (Challenging Problem, Sustained Inquiry, Student Choice and Voice, Reflection, Critique and Revision, Public Product). Courses will be offered each semester and in the summer for 36 inservice hours or 3 Graduate Equivalent Credits.

The Center has also developed a system of microcredentials for faculty to develop their facility in the use of Google tools and to foster reflection and longitudinal academic growth.

### **Evaluation**

Evaluation of the courses will include a summative survey and sharing of best practices through peer feedback and reflection.

Evaluation of professional development will be provided by insight from consultant and classroom observations by administrators.

**GOAL 5: Enhance instructional practices in Math and Science by integrating approaches such as phenomenon-based learning and the Concrete, Pictorial, Abstract (CPA) framework to meet the Next Generation Standards.**

- How can we assure our students are exposed to the best practices in Science and Math that are aligned to Next Generation NYS Standards, including utilizing phenomenon based resources, and the Concrete, Pictorial, Abstract (CPA) approach to learning mathematical skills.

### **CTLE Providers**

- Bronxville School District
- Inner Orbit Assessment (K-8)

### **CTLE Record Keeping**

- Bronxville School District will issue certificates of completion, maintain records for all CTLE activities and keep records for 8 years. Participating teachers must retain certificates of completion from Bronxville School District for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.
- Inner Orbit Assessment will issue certificates of completion, maintain records for all CTLE activities and keep records for 8 years. Participating teachers must retain certificates of completion from Inner Orbit Assessment for at least three years from the end of the registration period in which the CTLE

was completed and be available for review by the Department upon request.

**Activities**

The Bronxville School District will provide an opportunity for math teachers to implement Eureka Math<sup>2</sup>. Teachers will receive professional development from Great Minds, the publisher of Eureka Math<sup>2</sup> as well as from Ashley Chippa, Bronxville Math Coach.

Teachers will receive professional development from Inner Orbit Assessment which provides a bank of questions that use a phenomenon based approach to teaching and assessing scientific knowledge and skills. Teachers will incorporate the models into instruction and assessment. Teachers will use departmental meeting time to plan lessons and discuss assessment use.

**Evaluation**

- NY State Math Scores
- STAR Assessments in Math
- Upcoming revised NY Science Assessments

**PROFESSIONAL LEARNING PLAN OUTCOMES**

The desired outcomes of the professional learning plan are:

- Students will meet or exceed New York State Learning Standards.
- Students will demonstrate the capacity to grapple with authentic problems and questions, to assume leadership for their learning, to collaborate with peers, to use technology as an essential tool for inquiry, and to present the results of their inquiry to authentic audiences in order to deepen and extend their investigations.
- Students will experience a learning environment that fosters not only academic growth, but also the development of the social-emotional skills that are needed to flourish in a culturally diverse, rapidly changing global community.

**PROFESSIONAL LEARNING PLAN EVALUATION**

The Professional Development Committee will conduct an evaluation of the effectiveness of the professional learning plan in February 2026 (formative assessment) and June 2026 (summative assessment), focusing on levels IV (Changes in Teacher Practice) and V (Impact on Student Learning) of Thomas Guskey’s<sup>1</sup> evaluation model.

The overarching question for the evaluation will be: *“To what extent does the District’s professional learning program prepare the professional staff to increase students’ capacity for innovation, leadership, critical thinking, and engaged citizenship?”*

<i><b>Guskey’s Levels</b></i>	<i><b>Inquiry Questions</b></i> <i>(Questions will be modified to fit the context of the work)</i>	<i><b>Data Collection Method</b></i>
I. Participants’ Reactions	<ul style="list-style-type: none"> <li>● Was the consultant knowledgeable?</li> <li>● Did the consultant tailor workshops to the participants’ needs?</li> <li>● Was time managed well during the workshop?</li> </ul>	<ul style="list-style-type: none"> <li>● Google Form: Likert Scale</li> </ul>

<sup>1</sup> Guskey, T. R. (2000a). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin.

	<ul style="list-style-type: none"> <li>To what extent are you confident that (<i>the topic of the workshop</i>) has the potential to make a difference in student learning?</li> </ul>	
II. Participants' Learning	<ul style="list-style-type: none"> <li>What factors contribute to the success of (<i>the topic of the workshop</i>)?</li> <li>What might "derail" the success of (<i>the topic of the workshop</i>)?</li> </ul>	<ul style="list-style-type: none"> <li>Google Form: Short Answer</li> </ul>
III. Organization Support and Change	<ul style="list-style-type: none"> <li>What impact has (<i>the topic of the workshop</i>) had on the district's procedures and climate?</li> <li>How might the consultant's role change as we become more familiar with (<i>the topic of the workshop</i>)?</li> <li>What "next steps" would you suggest for (<i>the topic of the workshop</i>)?</li> <li>What else should we know about your experience with (<i>the topic of the workshop</i>)?</li> </ul>	<ul style="list-style-type: none"> <li>Google Form: Short Answer</li> </ul>
IV. Participants' Use of New Knowledge	<ul style="list-style-type: none"> <li>How has your practice changed as a result of professional development on (<i>the topic of the workshop</i>)?</li> </ul>	<ul style="list-style-type: none"> <li>Google Form: Short Answer</li> <li>Curriculum Documents</li> <li>Lesson Plans</li> </ul>
V. Impact on Student Learning	<ul style="list-style-type: none"> <li>What impact has (<i>the topic of the workshop</i>) had on student learning?</li> </ul>	<ul style="list-style-type: none"> <li>Student Work Samples</li> <li>Student Assessment Data</li> </ul>

The results of this evaluation will be used to revise and extend professional development offerings, and to guide the development of the subsequent professional learning plan.

## MENTORING PROGRAM

### Mentoring Program

The District provides a mentor for each new staff member and for staff members who experience significant changes in teaching assignments. Mentors meet with their protégés for a minimum of forty-five minutes during each six-day cycle to plan instruction, reflect on practice, and review school processes and procedures. In addition, mentors and protégés exchange and debrief four classroom observations. The mentor-protégé relationship is non-evaluative. A mentoring handbook and mentor training is provided to ensure the quality and consistency of the mentoring relationship. All mentors will read *The Five Practices of the Caring Mentor: Strengthening the Mentoring Relationship from the Inside Out* by Daniel H Shapiro and participate in a book study and discussion.

The Assistant Superintendent of Curriculum and Instruction, in collaboration with the building principals and the union president, selects mentors. A record of mentor pairings, and a summary of the issues addressed during the mentoring meetings and observations are maintained on Frontline.

In addition to providing an individual mentor for each new teacher, the District offers a two-day summer orientation program during which new staff members are introduced to the District's mission, instructional practices and operating procedures, and it offers an online course through which staff members explore the

District's history, goals, and instructional approaches. Additionally, the mentor program coordinator facilitates monthly meetings on focused topics for all mentors and protégés.

Administrators, mentors, protégés, the mentor program coordinator, and the Professional Development Committee evaluate the mentor program. Monthly meetings with the mentors and protégés provide formative assessment data; the Professional Development Committee conducts a summative assessment in April of each year.

### **CTLE Credit for Mentoring**

Educators acting as a mentor to a new classroom teacher as part of the District's mentoring program may credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.

### **Additional Requirements**

The District recognizes the need to provide professional learning programs so that staff members may expand their content knowledge. Partial reimbursement of tuition and fees is provided to teachers who attend content-specific conferences, workshops and graduate courses.

The District provides funding for teachers to enroll in the NYS mandated school violence prevention and intervention training at Southern Westchester BOCES. In addition, Crisis Prevention refresher courses are offered during annual conferences to help teachers attain and renew certifications.

The District is eligible for and has received a waiver for the CR Part 154 English Language Learner requirements. The District provides release time and financial support to ensure that its part-time ELL teacher meets the professional learning requirements established by NYSED.

### **Recordkeeping**

The District maintains all professional learning and mentoring records on Frontline/My Learning Plan. The District is served by a single-district NYS Teacher Center. The Center has received a CTLE Provider Identification Number and issues the NYS-mandated CTLE certificates to teachers; the Center retains copies of the certificates in staff members' portfolios on My Learning Plan.

Approved sponsors of CTLE activities in the District will issue certificates of completion and maintain records for all CTLE activities as mentioned above. CTLE sponsors will retain records of CTLE activities in the District for at least eight years from the end of the registration period in which the CTLE was completed and these records will be available for review by the New York State Department of Education upon request. Participating teachers must retain certificates of completion of CTLE hours for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the New York State Department of Education upon request

## PROFESSIONAL DEVELOPMENT COMMITTEE

Jiyoon Bussiere	Bronxville High School Teacher
Sarah Cumiskey	Bronxville High School Teacher
Chris Doyle	Bronxville High School Teacher
Martin Patmos	Bronxville High School Teacher
Cassie Caplan	Bronxville Middle School Teacher
Connor Mitchell	Bronxville Middle School Teacher
Christina Reidel	Bronxville Middle School Teacher
Jennifer Zopp	Bronxville Middle School Teacher
Lauren Geremia	Bronxville Elementary School Teacher
Kathryn Westerheim	Bronxville Elementary School Teacher
Tevon Palermo	Bronxville Elementary School Teacher
Jeannine Scaramuzzino	Bronxville Elementary School Teacher
Kate Rainey	Bronxville Elementary School Teacher
Rachel Kelly	Superintendent of Schools
Ann Meyer	Assistant Superintendent of Curriculum and Instruction
Ray Loverso	High School Principal
Joseph Mercora	Middle School Principal
Adrienne Laitman	Elementary School Principal
Brad Ashley	Director of Technology
Michael Brandes	Bronxville School Board of Education
Amy Krause	Parent of Bronxville School Students
Mary Giuffra	Business Representative
Aakash Sapru	Iona University
Tim Horgan	President, Bronxville Teachers Association
Denise Flood	Bronxville Professional Development Center Director

