

# **Cornwall Central School District**

## **Comprehensive/Professional Learning Plan**

### **2021-2023**

#### **Committee Members:**

Terry Dade, Superintendent of Schools  
Megan Argenio, Assistant Supt. for Instruction  
Nancy Bryan, Board of Education  
Judy Brooks, CES, AIS Teacher  
Darren Corsetti, COH Principal  
Sharon Burns, COH, Teaching Assistant  
Jennifer Camacho, CES, Special Education Teacher  
Joseph DeBold, Director of Guidance, SEL/ESSA K-12  
Tina Kakascik, Director of Data and Instructional  
Technology  
Linda Line, WAE 1<sup>st</sup> Grade Teacher  
Zigmund Nowicki, Director of HR  
Brian Piazza, CCHS Principal  
Kate Polumbo, CCMS Principal & CAA President  
Melanie Scheetz, CCMS Skills Teacher  
Matthew Tramonte, Assistant Principal, CES  
Nicole Triassi, Director of PPS  
Mary Watts, CCMS Teaching Assistant & Para-Professional  
President  
Brenda Wright, CCMS 8<sup>th</sup> grade Math Teacher & CCTA  
President  
Laura Jean Younie, CCHS Teaching Assistant

*Adopted by the CCSD Board of Education  
November 15, 2021*

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

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

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

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

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

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

### **Needs Assessment Sources**

NYS Report Card

NYS Accountability Reports

BEDS data

Analysis of data from NYS Assessments and Regents Exams

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

Student attendance rate

Graduation and dropout rates

Violence prevention input

Surveys

Teacher Input

Administrator Inpu

### Comprehensive Professional Learning Goals, Objectives and Resources

Goal	Objective	Resources
<p><b>To raise student achievement in accordance with the Next Generation State Learning Standards in all areas.</b></p>	<p>Continue the development of National/State Standards-Based Curriculum and instructional strategies that promote student achievement.</p>	<p>Summer Curriculum writing in all content areas, district in-service workshops /out of district workshops, grade level/team/department meetings, data /school inquiry teams, coaching through OU BOCES</p>
<p><b>To integrate technological resources to facilitate and enhance learning, improve student achievement, and maximize student proficiency with the latest technology, as well as enhancing communication with all stakeholders.</b></p>	<p>To facilitate National/State Standards-Based curriculum and instruction through the use of technology.</p> <p>To continue to build capacity through a multitude of platforms and medium.</p> <p>To use technology to enhance assessments and contribute to data-driven instruction.</p> <p>To use technology to enhance communication among all stakeholders.</p> <p>To use technology to facilitate high quality in-person and remote instruction.</p>	<p>Summer Curriculum writing, district in-service/out of district workshops, Instructional Technology Teacher, Technology Expo, grade level/team/department meetings, Technology Committee</p>
<p><b>To provide a secure, nurturing and equitable learning environment and opportunities that support social and emotional learning.</b></p> <p><b>To infuse SEL supports and strategies into our daily instruction.</b></p> <p><b>To explore District –Wide programs and initiatives to support SEL.</b></p>	<p>To continue to insure compliance with <i>The Dignity for All Students Act (DASA)</i>, <i>Section 13 of the Education Law</i>.</p> <p>To enhance our school programs and activities that promote positive behavior and character education of our students.</p> <p>To ensure best practices for trauma informed instruction.</p>	<p>Cornwall Cares Program, No Place for Hate, Be-A-Friend Project, Responsive Classroom, Safe School Ambassadors, monthly guidance/social worker lessons, guest speakers/assemblies, district In-service/out of district workshops, grade level/team/department meetings, counseling, classroom instruction</p>

Goal	Objective	Resources
<p><b>To focus our teaching and support on providing an array of learning opportunities for students from all backgrounds.</b></p>	<p>To stay current in best practices and research regarding teaching and learning for all students (ENL, Special Education, Enrichment, Trauma)</p>	<p>In-service/workshops, grade level/team/department meetings, Instructional Technology Teachers, coaching through OU BOCES, summer enrichment camps, tutorials, IST/RTI meetings</p>
<p><b>To continue a mentor program that supports new teachers and provides them with learning opportunities on instructional best practices focused on maximizing student achievement while also creating opportunities for teachers to learn/mentor each other.</b></p>	<p>To continue to support new teachers through the district mentoring program.</p> <p>To recruit new mentor teachers in specialty areas such as Special Education, PE, Guidance, and Speech.</p> <p>Explore the inclusion of Teaching Assistants in a Mentor Program.</p>	<p>New staff orientation, Mentoring/Mentoring Lite, New substitute orientation</p> <p>Exploration of Teaching Assistant Mentoring Program.</p>

### **Comprehensive Professional Learning Goals and**

#### **Focused 2021 Staff Professional Learning Survey Feedback to Guide Professional Learning Plan**

**Goal:**

**To raise student achievement in accordance with the Next Generation State Learning Standards in all areas.**

**Focused Staff Professional Learning Survey Feedback:**

- Vertical Articulation and grade level opportunities for interdisciplinary training in the Next Generation State Standards
- Continued planning and support to meet the NGSS
- Meeting diverse needs in the classroom to ensure all students are making growth toward the NGSS
- Co-teaching models/strategies to meet all learners
- Book Study and PLC's – How to meet student needs and promote growth while analyzing programs and research

- IST/RTI Training
- Increase Math Fluency and Word Problem Solving
- Continue opportunities for deeper learning in the Next Generation Science Standards, and incorporate civic readiness integration to meet the new Social Studies Standards.
- Administration of F&P and training in data analysis
- ENL/ELL opportunities – how to teach newcomers within the classroom
- Differentiating for ENL/ELL students
- Transferable experience – how can we do more math manipulatives, literacy centers, etc., within your current classroom makeup
- Parent exposure of skills to support students at home
- Creating authentic assessments that measure student growth
- Content specific professional development
- Next Gen Standards continual PD K-12
- Writing development focus, K-12
- F&P Guided Reading /F&P Assessment Tool training
- Vocabulary development
- Execution of planning to include vertical alignment and sharing of resources
- Opportunities to collaborate on assessments included across departments/grades
- RTI/Tier 1 strategies
- Data driven instruction to support best practices for Building and District Data Teams
- Department and grade level vertical alignment

**Goal:**

**To integrate technological resources to enhance learning, improve student achievement, and maximize student proficiency with the latest technology, as well as enhancing communication with all stakeholders.**

**Focused Staff Professional Learning Survey Feedback:**

- Continue training in Google platforms/ Paper → Google Forms
- Continue with Tech Talks/ Tech Tips
- Continue with Technology Integration Specialists as resources to faculty, staff and students
- Advance Google Suite
- Ongoing/Progressive Google PD
- How to use classroom technology (Bright links/Interactive TV's/ Plickers) for those who need it
- Deeper dive into 1:1 Chromebook use within the classroom and supporting student instruction
- Hands-on workshops to practice using new technology and coaching within the classrooms, to support learning
- CBT Training
- Relevant/Compatible to current district resources and infrastructure
- Online Formative and Summative Assessments
- Technology – integrating into the lesson
- Technology – learning new technology and having time to practice applying it before using it in the classroom

- Continued training on Google apps and integration
- Re-working lessons so they can be applied to virtual learning
- Continued STAR training
- Access to a STEAM Menu so teachers know what is available District –Wide and how support can be given to implement STEAM Menu options in live teaching time

**Goal:**

**To provide a secure, nurturing and equitable learning environment and opportunities that support social and emotional learning.**

**Focused Staff Professional Learning Survey Feedback:**

- Professional Learning for Social Emotional Learning in the Five Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making: <https://sel.cse.edu/social-emotional-learning-core-competencies/>
- Explore SEL strategies in other districts and buildings
- Coping Strategies, Resiliency and Anxiety Professional Learning Opportunities through Lunch and Learns and mini PLC's
- Staff Professional Learning on SEL for themselves to see the benefits
- Health and Wellness
- Power of Connections with Students - Authentic and Genuine
- Explore a Grade 6-12 program such as Naviance/Career Cruising to streamline the College/Career development
- Explore programs such as PBIS
- Trauma informed training
- Mindfulness program
- School Psychologist training
- Related Service area training specific to expertise
- Related Service vertical alignment time
- Strategies to help at-risk students
- Ongoing refresher training for Responsive Classroom
- Culturally Responsive training

**Goal:**

**To focus our teaching and support on providing an array of learning opportunities for students from all backgrounds.**

**Focused Staff Professional Learning Survey Feedback:**

- ENL/ELL related courses
- Advanced and streamlined RTI training
- Multi-tiered system supports
- PBIS
- Teaching students with ADHD
- Co-teaching strategies
- Diverse learning opportunities

- Meeting the needs of all learners – varied learning styles
- Planning for increased diversity
- Assessing opportunities to develop instruction to support learning from diverse backgrounds
- Differentiating instruction for ELL's
- Continuous co-teacher training on the secondary level
- Measurable annual goals and progress monitoring training

**Goal:**

**To continue a mentor program that supports new teachers and provides them with learning opportunities on instructional best practices focused on maximizing student achievement while also creating opportunities for teachers to learn/mentor each other.**

**Focused Staff Professional Learning Survey Feedback:**

- Vertical alignment across grade levels/buildings/departments
- Professional book study
- Special Area district-wide collaboration for growth
- District-wide planning for our reading and writing K-12 curriculum
- Grade level district-wide planning for growth
- AIS district-wide planning for growth
- Peer-to-peer workshops led by in-house experts
- Peer-to-peer class visitation
- Continuous training for new staff to include: School Tool, STAR, MLP, Google Classroom, RTI-M Direct, IEP Direct (where applicable)
- F&P Training, new K-4 teachers
- STAR Training
- Foundations Training, new K-2 teachers
- Content specific professional development
- Department and grade level vertical alignment

**CTLE Resources**

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

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



**CTLE Sponsors:**

<http://www.highered.nysed.gov/tcert/teachers/ctlesponsors.html>

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

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

## **Mentor Program**

### ***PHILOSOPHY***

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

### ***GOAL***

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

### ***OBJECTIVES***

The objectives of the Mentor Program include:

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

### ***HIGHLIGHTS OF MENTOR PROGRAM***

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

### ***DISTRICT MENTORING COMMITTEE***

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

Committee members will develop district plan.

Committee members will participate in mentor selection

Committee members will evaluate program annually.

### ***CHARACTERISTICS OF A MENTOR***

Mentors should

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

### ***SELECTION OF MENTORS***

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

### ***THE MENTOR WILL:***

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

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

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

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

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

## **DEFINITION OF AN INTERN**

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

### ***Am I obligated to complete the mentored requirement?***

*Source: NYSED*

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

*You must have mentoring in your first year of teaching*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **THE INTERN WILL:**

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