

MONTICELLO CENTRAL SCHOOL DISTRICT
PROFESSIONAL LEARNING PLAN
2024-2026

Board of Education

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District Schools

Monticello High School

39 Breakey Avenue
Monticello, NY 12701
Phone: [845-794-8840](tel:845-794-8840)

Robert J. Kaiser Middle School

45 Breakey Avenue
Monticello, NY 12701
Phone: [845-796-3058](tel:845-796-3058)

St. John Street Community School

22 St. John Street
Monticello, NY 12701
Phone: [845-796-5095](tel:845-796-5095) ext. 95233

Emma C. Chase Elementary School

28 Pennsylvania Avenue
Wurtsboro, NY 12790
Phone: [845-888-2471](tel:845-888-2471)

George L. Cooke Elementary School

69 Richardson Avenue
Monticello, NY 12701
Phone: [845-794-8830](tel:845-794-8830)
Fax: (845) 794-8854

Kenneth L. Rutherford Elementary School

26 Patricia Place
Monticello, NY 12701
Phone: [845-794-4240](tel:845-794-4240)

The professional learning plan was created in collaboration with the district comprehensive Improvement Plan committee and will convene throughout the next two school years. The members are as follows:

Dr. Matt Evans, Superintendent of MCSD
Theresa Carlin, Assistant Superintendent for Curriculum and Instruction
Keith Petzinger, Director of Elementary Education
Connie Avery Cheng, Rutherford Elementary Teacher
Jennifer Unverzagt, Chase Elementary Teacher
Jessica Diferenzia, SJS Pre-K Teacher
JoAnn Kelleher, RJK Special Education Teacher
Michelle McCoy, Director of PPS
Robyn Boardman, Monticello High School Assistant Principal
Shannon Leaney Levenson, Executive Director of Data, Assessment and Human Resources
Thomas Ventre, High School Math Teacher
Ryan Speer, Rutherford Instructional Coach
Ashley Rielly, MCSD Board Trustee
Jennifer Gorr, Monticello High School Principal
Laura Zanrucha, Director of Secondary Education
Sara Kozachuk, RJK Principal
Jill Yannetta, Rutherford Instructional Coach
Sue Rodriguez, Cooke Instructional Coach
Erin Lake, Cooke Instructional Coach
Robert Keesler, RJK Instructional Coach, parent
Tokenma Killins, Director of Student Support Services
Michelle Knowlton, MCSD Facilitator

Monticello Central School District
Professional Development Plan 2024-2026

Introduction:

The purpose of this Professional Learning Plan is to improve the quality of teaching and learning by ensuring that teachers and leaders participating in substantial professional learning have opportunities for professional growth, remain current with research, and meet the learning needs of their students as required by the New York State Professional Standards and Practices Board (Regulation 100.2 NYSED (New York State Education Department), Commissioner of Education. The overarching goal of this professional learning plan is to provide New York School District teachers with the knowledge and skills they need to be effective and successful educators. Specifically, the goals of this plan are to:

1. Enhance teachers' content knowledge and pedagogical skills to increase student learning and achievement.
2. Provide opportunities for teachers to collaborate and learn from one another.
3. Develop teachers' skills in using technology to enhance instruction and support student learning.
4. Foster a culture of continuous improvement and lifelong learning among teachers.
5. Align professional learning opportunities with the District Comprehensive Improvement Plan (DCIP).

To achieve these goals, the following strategies will be implemented:

1. Collaboration: The district will support collaboration, bringing together teachers from different schools and grade levels to share best practices, discuss student data, plan instruction, and develop common assessments.

2. Curriculum Development: The district will provide professional learning opportunities for teachers to develop and align curriculum to state and national standards. This includes training on how to use data to inform instructional decisions and differentiate instruction to meet the needs of all learners.

3. Technology Integration: The district will provide professional learning opportunities for teachers to learn how to effectively integrate technology into instruction. This includes training on how to use online resources, learning management systems, and other technology tools to enhance student learning and engagement.

4. Coaching and Mentoring: The district will provide coaching and mentoring for teachers to support them in implementing new instructional practices and strategies. This includes instructional coaching, peer coaching, and mentoring for new teachers. (*Monticello Instructional Coaching Instructional Playbook 2024-2026.*)

5. Conferences and Workshops: The district will provide opportunities for teachers to attend conferences and workshops to learn about the latest trends and best practices in education. This includes national and regional conferences and local workshops on specific topics.

6. Evaluation and Feedback: The district will evaluate the effectiveness of its professional learning programs and provide feedback to teachers to help them improve their practice. This includes using data to evaluate the impact of professional learning on student achievement and teacher effectiveness.

Our Mission:

The mission of professional learning in MCSD is to actively engage all educators in continuous professional growth, designed to increase the success of all students.

Our Vision:

The vision of professional learning in MCSD is to create an environment of collegiality and collaboration where all educators have opportunities to increase

knowledge, improve performance, enhance professional satisfaction, and increase student learning.

Professional Learning Priorities Based on 2024-2026 DCIP goals:

1. We are committed to creating family engagement opportunities that empower parents and caregivers to be our most powerful partners.
2. We are committed to strengthening MCSD Tier 1 instruction across all subgroups and grade levels. Targeted research-based instruction will be prioritized at all levels.
3. We are committed to creating a system that provides targeted social emotional learning support that addresses students' needs.

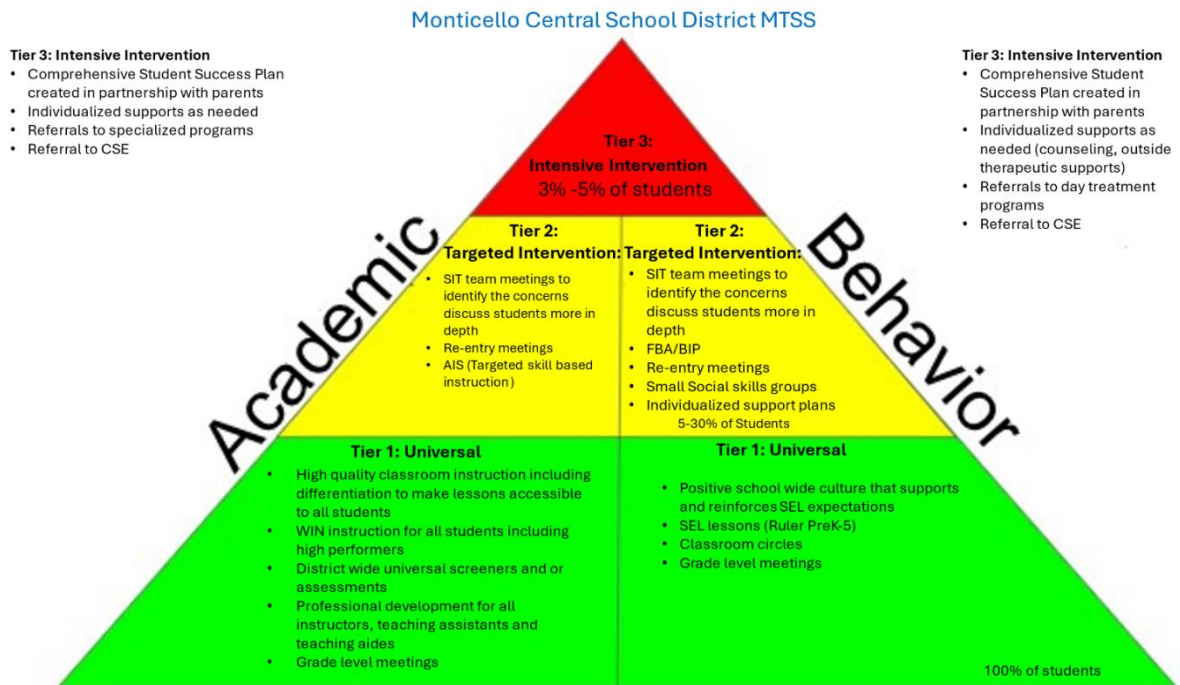
Needs Analysis Sources to Be Used for Planning

- ESSA Accountability Measures and NYS School Report Cards
- Basic Educational Data System (BEDS)
- Locally administered assessment tools such as:
 - NWEA and FLITE universal screening tools
 - Brigance Early Childhood screening tools
 - Secondary Benchmarks
 - 3-5 Oral Reading Fluency Benchmarks
 - K-5 Math Benchmarks
- New York State Assessment results for grades 3-8 and NYS Regents Assessments
- Progress reports and report cards
- National benchmarks for student performance - SAT, PSAT
- College Board Advanced Placement performance
- Student, parent, and teacher surveys (stakeholder surveys)
- Interviews with students
- Exit interviews with retiring staff members
- Superintendent's Conference Day evaluation data
- \ ● Professional Learning course evaluation data (Frontline) MLP

Evaluating the Success of the 2023-2024 District Plan (DCIP)

1. We are committed to creating a system that provides targeted social emotional learning support that addresses students' needs.

In the 2023-2024 school year Student Support Services collected data from the elementary schools and secondary schools regarding their MTSS (Multi-Tiered Systems of Support) Interventions. The information collected drove the creation of our Monticello's MTSS plan as featured below:



2. This document guides our MTSS work both academically and social emotionally, sharing what all students receive (tier one, targeted interventions (tier two), and Intensive interventions (tier three). This work will continue to drive our interventions and practices going into the 2024-2025 school year.

3. We are committed to creating a family engagement opportunity that empowers parents and caregivers to be our most powerful partners.

In the 2023-2024 school year the district has taken on offering several community and parent events after the school day. At the elementary level, each building now offers a literacy and STEAM night. The district also holds a community event with our ELL population and families. Families are encouraged to attend and participate in an evening of food and cultural activities to showcase our diversity in the community.

The Monticello My Brother's Keeper Program provides after-school activities, opportunities for personal and professional development, community events, field trips, and advocacy with an emphasis on equity and a culturally responsive education. Our mission is to build trusting relationships between families, school and community through empowerment and mentorship focused on improving outcomes for young men of color. Our vision is that all students and families will achieve their goals together, in partnership with the school and community, while graduating high school being life ready and prepared for success.

During the summer of 2024, the Monticello My Brother's Keeper program sponsored a summer reading program for students aged 5-10 (five-year-old children must be accompanied by an adult 21 years of age or older) and "We Need the Village" summer conference. Monticello secondary students, their families and the greater community spent the day hearing from a variety of speakers and engaging in activities designed to foster important skills.

Six speakers – Gary Guy, Marsha Senior, Itzel Inniss, Howard Jones, Eva Williams and Cory Lee – joined keynote Gwen Webber-McLeod in presenting to participants and facilitating workshops. Adults participated in workshops geared around the college application process, effective advocacy for students, and parent-school partnership, while students participated in workshops centered on personal branding, responsible decision making and developing communication skills.

MBK Director/Director of Counseling, SEL and Student Services Tokinma Killins poses with winners of the adult raffle during the We Need the Village conference.

Participants also had the opportunity to win prizes in a variety of raffles and enjoy meals together while networking. Students took the stage to share their experiences

in the My Brother's Keeper program, and the lessons they learned during the conference.

Students shared their experiences with the program and the conference.

4. We are committed to increasing student achievement and academic outcomes by using all relevant data to target individual student needs.

In grades K-5, the Monticello Central School District administers NWEA as a universal screener. K-5 administered common assessments in ELA and Math, and teachers used the results to identify specific standards or skills that students in their classroom needed to further develop. Teachers have been working on using assessment data to provide small group instruction during core, and to provide more individualized instruction during WIN time. Grade levels met weekly to discuss learner or instructional gaps that were evident in assessment data and then collaborated to develop strategies that they could use to improve student performance.

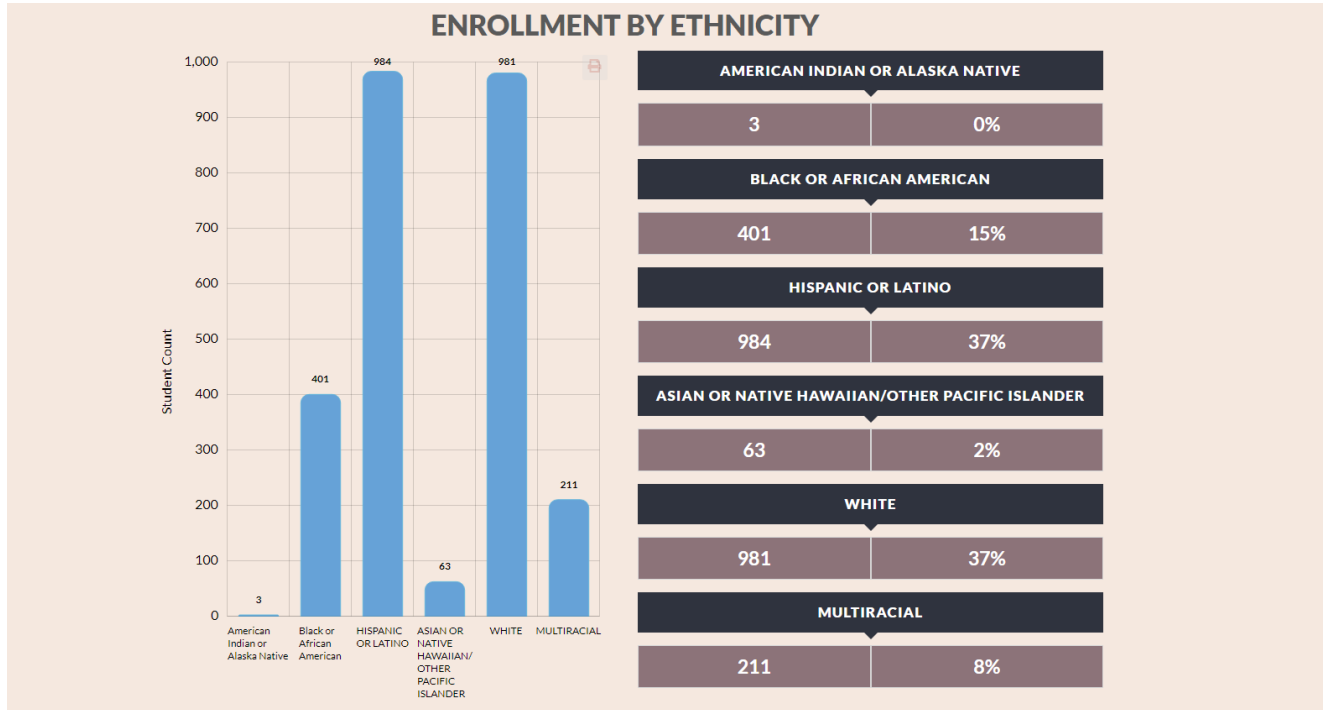
Culturally Responsive Professional Training: Monticello CSD has a diverse student body represented by 15% Black or African American, 37% Hispanic or Latino, 2% Asian or Native Islanders, 37% white, and 8% multiracial population. Meaningful connections between student learning, student cultures, student languages, and diverse life experiences are incorporated into professional development training. The MCSD is working in partnership with High five. High five uses five core research-based pillars to increase student behavioral success in the classroom.

- Recognizing and honoring the dignity of each student's culture and identity.
- Building belonging, taking accountability, and repairing the harm of actions.
- Using brain-based and developmentally appropriate strategies to coach students.
- Grounded in the understanding and responsiveness of the impacts of trauma.
- Preparing students to be successful and adaptable in an ever-changing environment.

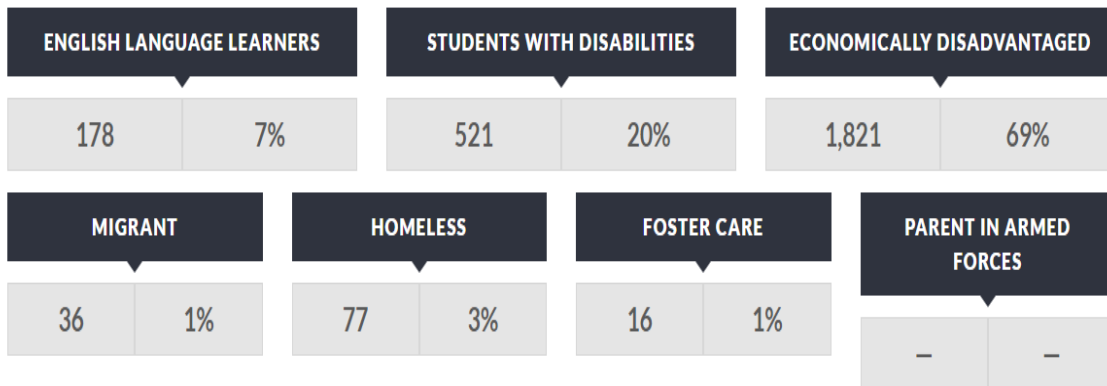
CLOSER LOOK AT OUR DISTRICT

MCS D Sources for Demographics at a Glance

A. District Demographics 2022-2023 (data.nysed.gov)



OTHER GROUPS



B. Attendance Data

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,683	693	41.2%	1
American Indian or Alaska Native	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	40	10	25%	2
Black or African American	262	109	41.6%	1
Hispanic or Latino	640	292	45.6%	1
Multiracial	149	68	45.6%	1
White	589	212	36%	2
English Language Learner	156	69	44.2%	1
Students with Disabilities	356	163	45.8%	1
Economically Disadvantaged	1,192	566	47.5%	1

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	901	336	37.3%	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	–	–	–
Black or African American	144	60	41.7%	2
Hispanic or Latino	336	139	41.4%	2
Multiracial	45	15	33.3%	2
White	356	120	33.7%	2
English Language Learner	79	36	45.6%	2
Students with Disabilities	203	82	40.4%	2
Economically Disadvantaged	548	249	45.4%	2

C. Student Learning Outcomes: Professional Development Plan

TARGET DISTRICT

MADE PROGRESS

NO

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Comprehensive Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Targeted Support and Improvement	NA
Hispanic or Latino	Targeted Support and Improvement	NA
Multiracial	Targeted Support and Improvement	NA
White	Targeted Support and Improvement	NA
English Language Learner	Local Support and Improvement: Potential Target District	NA
Students with Disabilities	Local Support and Improvement: Potential Target District	NA
Economically Disadvantaged	Targeted Support and Improvement	NA

MCSD is a Target District (TD) with Comprehensive Support and Improvement (CSI) Targeted Support and Intervention (TSI) status at two of our village Elementary schools. Subgroups identified as at risk are Black or African American, Hispanic or Latino, Multiracial, white, and Economically Disadvantaged. (2022-2023.)

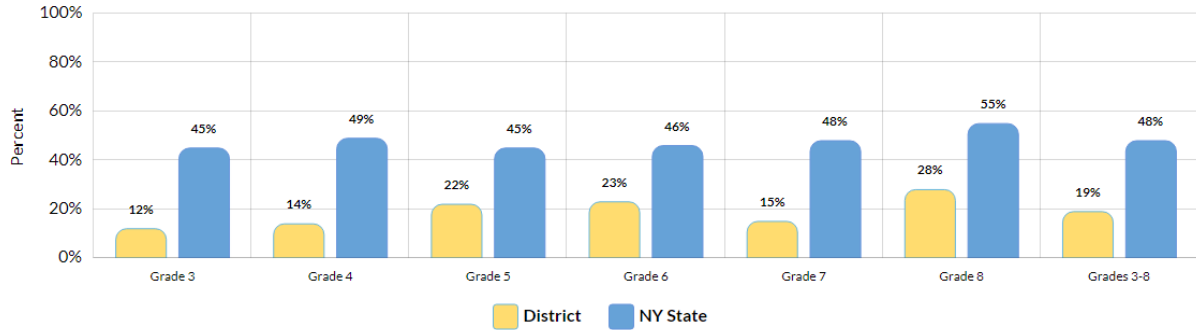
Districtwide Performance (2022-2023)

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

Percent Scoring Proficient by Grade



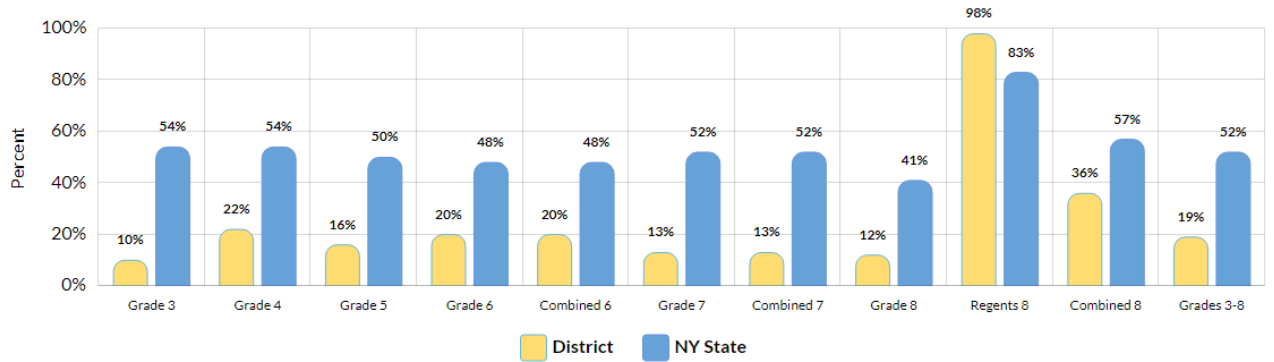
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	198		12	6%	186	94%	125	67%	39	21%	21	11%	1	1%	22	12%
Grade 4	211		9	4%	202	96%	98	49%	75	37%	21	10%	8	4%	29	14%
Grade 5	216		8	4%	208	96%	105	50%	58	28%	36	17%	9	4%	45	22%
Grade 6	187		18	10%	169	90%	86	51%	44	26%	29	17%	10	6%	39	23%
Grade 7	222		26	12%	196	88%	117	60%	49	25%	23	12%	7	4%	30	15%
Grade 8	214		35	16%	179	84%	56	31%	73	41%	33	18%	17	9%	50	28%
Grades 3-8	1,248		108	9%	1,140	91%	587	51%	338	30%	163	14%	52	5%	215	19%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

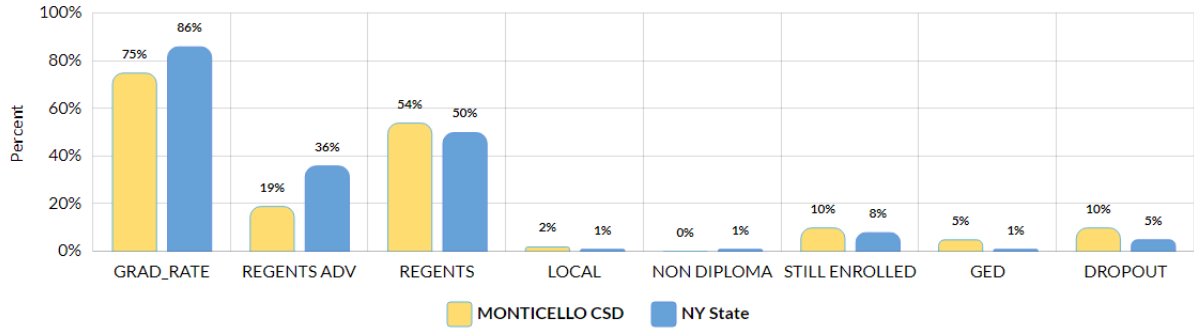
SUMMARY RESULTS

Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	197	12	6%	185	94%	80	43%	86	46%	18	10%	1	1%	19	10%
Grade 4	210	4	2%	206	98%	106	51%	54	26%	42	20%	4	2%	46	22%
Grade 5	216	7	3%	209	97%	134	64%	42	20%	27	13%	6	3%	33	16%
Grade 6	186	16	9%	170	91%	85	50%	51	30%	29	17%	5	3%	34	20%
Combined 6	186	16	9%	170	91%	85	50%	51	30%	29	17%	5	3%	34	20%
Grade 7	222	23	10%	199	90%	113	57%	61	31%	23	12%	2	1%	25	13%
Combined 7	222	23	10%	199	90%	113	57%	61	31%	23	12%	2	1%	25	13%
Grade 8	215	89	41%	126	59%	81	64%	30	24%	14	11%	1	1%	15	12%
Regents 8	—	—	—	48	22%	0	0%	1	2%	11	23%	36	75%	47	98%
Combined 8	215	41	19%	174	81%	81	47%	31	18%	25	14%	37	21%	62	36%
Grades 3-8	1,246	103	8%	1,143	92%	599	52%	325	28%	164	14%	55	5%	219	19%

Outcomes for All Students



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	241	181	75%	46	19%	131	54%	4	2%	1	0%	25	10%	11	5%
Female	102	82	80%	28	27%	52	51%	2	2%	0	0%	10	10%	4	4%	6	6%
Male	139	99	71%	18	13%	79	57%	2	1%	1	1%	15	11%	7	5%	17	12%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	185	147	79%	45	24%	102	55%	0	0%	0	0%	15	8%	10	5%	13	7%
Asian or Native Hawaiian/Other Pacific Islander	5	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	41	26	63%	3	7%	23	56%	0	0%	1	2%	6	15%	3	7%	5	12%
Hispanic or Latino	69	49	71%	11	16%	38	55%	0	0%	0	0%	8	12%	5	7%	7	10%
White	112	92	82%	25	22%	64	57%	3	3%	0	0%	9	8%	2	2%	9	8%
Multiracial	14	9	64%	3	21%	5	36%	1	7%	0	0%	2	14%	1	7%	2	14%
Economically Disadvantaged	140	94	67%	17	12%	74	53%	3	2%	1	1%	17	12%	7	5%	21	15%
Not Economically Disadvantaged	101	87	86%	29	29%	57	56%	1	1%	0	0%	8	8%	4	4%	2	2%
English Language Learner	8	3	38%	0	0%	2	25%	1	13%	0	0%	1	13%	2	25%	2	25%
Non-English Language Learner	233	178	76%	46	20%	129	55%	3	1%	1	0%	24	10%	9	4%	21	9%
In Foster Care	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	239	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	13	6	46%	0	0%	6	46%	0	0%	0	0%	3	23%	0	0%	4	31%
Not Homeless	228	175	77%	46	20%	125	55%	4	2%	1	0%	22	10%	11	5%	19	8%
Migrant	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	240	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	241	181	75%	46	19%	131	54%	4	2%	1	0%	25	10%	11	5%	23	10%

State assessment data, needs assessments, local assessments, and benchmarks will drive Professional Learning. Learning will occur in-person and with audience size determined by the topic.

Topic	Audience	Anticipated Provider	Timeline	CTLE/TE SOL hours Available	Anticipated No. hours	Professional Learning Priority Addressed
Engaging the Learning Community	ALL	HIGH FIVE Ben Lester	2024-2026	20	20 hours	Priority 3
ENL PD around strategies and practices	ALL	In-house; ELLevation	2024-2026	20	20 hours	Priority 2
DATA training/ assessment management	ALL	Link it; NWEA	2024-2026	10	10 hours	Priority 2
Culturally Responsive Pedagogy	ALL	In-house	2024-2026	20	20 hours	Priority 3
SEL- Restorative Circles	ALL	HIGH-FIVE, Ben Lester SCSD, Cheryl Newkirk	2024-2026	30	30 hours	Priority 3
TRAUMA INFORMED SCHOOLS	ALL	HIGH-FIVE, Ben Lester	2024-2026	10	10 hours	Priority 3
PLC	ALL	Solution Tree, Red Cardinal Consultant	2024-2026	40	40 hours	Priority 2, 3
MTSS	ALL	In-house	2024-2026		15 hours	Priority 2,3
Mentor Training	ALL	SC BOCES, Solution Tree, Red Cardinal Consultant	2024-2025	16	16 hours	Priority 1-3
Mentee Training 1 st /2 nd Year Teachers	1 st /2 nd Year Teachers	In house	2024-2026		60 hours	Priority 1-3

Effective Tier 1 Instructional Practices	ALL	Solution Tree, Red Cardinal Consultant, Quest Star-Heidi Bromley	2024-2026		80 hours	Priority 2
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Standards Alignment

The Monticello Central School District recognizes the importance of aligning professional learning opportunities with state standards to ensure that its teachers are equipped with the knowledge and skills they need to instruct their students effectively. The district's professional learning plan focuses on providing opportunities for teachers to enhance their content knowledge, pedagogical skills, and use of technology in the classroom, all of which are aligned with the state standards. By aligning professional learning with the state standards, the district can ensure that its teachers are meeting the expectations of the state and providing students with a high-quality education that prepares them for success in the future.

NYS (New York State) Professional Learning Standards and MCSD Professional Development Plan

MCSD Professional Development Plan incorporates the 10 standards for high quality professional development as outlined by NYSED:

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

- MCSD uses data derived from a needs assessment to pinpoint areas that will benefit from professional development for our faculty and staff. Professional development is based on research-based best practices that support effective classroom instruction and student learning.

2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

- MCSD presents instructional models and learning experiences across content areas in well-developed trainings that target areas in need of improvement including quality lesson plans, inquiry focused instruction, student-centered instruction, common benchmark and formative assessments.

03. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

- MCSD professional development is based on current research in the fields of classroom instruction, cognitive development, and neuroeducation.

4. Collaboration: Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.

- MCSD utilizes several learning Management Systems (LMS) to ensure that all educators can work collaboratively, share information and data, and form PLC's that act to sustain successful initiatives.

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

- MCSD professional development opportunities are built to include multilevel strategies that will accommodate all learners.

6. Student Learning Environments: Professional development ensures educators can create safe, secure, supportive, and equitable learning environments for all students.

- MCSD professional development includes opportunities to incorporate components of SEL in all teaching and learning. Strategies for creating safe physical and emotional environments for learning are top priority.

7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

- MCSD professional development considers the community needs first. Identification of community priorities, through surveys, has been essential in establishing critical professional development objectives.

8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

- MCSD professional development training incorporates student classroom data with state and local assessments in considering the needs for, and effectiveness of, training.

9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

- MCSD professional development focuses on dual approach of content and technology. The integration of technology is aligned to the professional development needs and delivered as a cohesive training.

10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

- MCSD uses objective-based professional development training that is determined through needs analysis. Evaluations are both survey and criterion-referenced using local and state assessments as measures.

Grade Level Professional Development

Elementary Grade Level Leaders (GLL) and Secondary Department Chairs have regularly scheduled meetings with their department teams to engage in data driven conversations related to specific instructional practices and student outcomes.

These smaller PLCs provide an opportunity for staff to have intentional dialog according to their grade levels, specialized skill sets and teacher certification areas. In collaboration with district administrators, the GLLs and Department Chairs identify specific professional learning needs and develop a plan to build staff capacity. Directors will be working more closely with the GLL and Secondary Department Chairs to create meeting agendas that are aligned with district priorities.

Measuring the Impact of Professional Learning and Development

The impact of professional learning at MCS D will be measured using multiple approaches. Surveys will be administered following each professional development training to gauge the level of appropriateness, satisfaction, and impact.

Participation in Professional Learning

To model life-long learning for our students, the district professional staff engages in frequent professional learning both mandatory and optional. Although CTLE accountability is the responsibility of the certified individual, the district provides opportunities that exceed the expected 100 hours in a five-year period.

Position	Anticipated No. Of Hours	CTLE Available
Administrator	50-75	Yes
Teacher	40-50	Yes
Teaching Assistant	30-40	Yes
Teacher Aide	10-20	N/A
School Counselor	40-50	Yes
Speech Therapist	40-50	Yes
School Psychologist	40-50	Yes
School Nurse	40-50	Yes

CTLE/Other Professional Learning Opportunities

Due to the disproportionate outcomes of our ESSA identified subgroups, a significant portion of the professional learning included in this plan is mandatory. The DCIP or District Comprehensive Improvement Plan defines deliberate action steps needed to ensure staff the capacity to improve outcomes for targeted groups of students at the elementary level. As an accredited CTLE provider, the district intends to award the corresponding number of hours to assist with teacher certification requirements. Mandatory requirements are outlined in and account for approximately 40-50 hours each school year. Staff are encouraged to participate in optional learning opportunities that may be offered with CTLE hours as well. MCSD provides teachers and educational leaders opportunities to complete 100 hours of CTLE hours via multiple professional development providers including: Regional BOCES, Regional Bilingual Education Resource network (RBERN), Sullivan County Teacher Center, in-district Superintendent Conferences, and outside professional organizations including, High Five, Solution Tree, and Red Cardinal Consultant. Participates register through Frontline (MLP) as a platform for monitoring hours.

Professional certificate holders employed at MCSD have opportunities to complete 15% of the required CTLE credits in training that address the needs of English Language Learners (ELL). Using ELLEVATE, training includes a focus on best instructional practices for co-teaching strategies and integrating language and content instruction for ELL students.

Sustaining Professional Learning

MCSD professional development training incorporates sustainability through offerings that require multiple deliveries aligned to the district's mission and vision. The training and reliance on PLCs and building/grade level meetings ensures that information is shared across appropriate grade and building levels. This strategy supports a common framework and knowledge base for change.

Opportunities to Support Professional Growth

The following organizations and individuals offer other support for professional development including coaching, induction, and PLCs at MCSD.

Support Type	Organization/Individual	Offerings
	Regional BOCES	www.mylearningplan.com

Professional Learning		
Professional Learning	District Catalog	
Coaching	High Five (Ben Lester), Red Cardinal Consultant, Solution Tree, Regional BOCES Heidi Bromley, Sullivan County Teachers Center.	Instructional coaching, PLCs, restorative practices and Truma informed decisions.
Induction	District	Mentoring Program

Required Certification Trainings

Conference days prior to the start of the school year provide time for the district to deliver required annual training. These trainings include are not limited to

- DASA
- School violence intervention and Safety Plan
- School violence prevention such as building specific initiatives, like PBIS, and Code of Conduct
- Child Abuse in educational and domestic setting

Mentoring Purpose:

To provide guidance and support for teachers with no previous full time teaching experience, teachers who are new to a building or to the district that have prior teaching experience or teachers currently on Teacher Improvement Plans.

From the guidance provided by established veteran teachers, and to ease the transition from teacher preparation to practice, mentees will receive information, share strategies/practices, and professional development in classroom procedures promoting more effective delivery of instruction and optimum student achievement.

Responsibilities of Mentors:

Year 1 Mentors

- Ensure continuous academic, technical, and SEL support for Mentee that provides a framework for Year 1 success
- Regularly meet, a minimum of weekly, with the mentee on a mutually agreed upon schedule
- Provide instructional support that guides Mentee in use of best practices
- Provide professional support that meets specific objectives established between Mentor and Mentee
- Provide personal support that addresses Mentee's social-emotional wellness
- Maintain a confidential relationship with the new teacher
- Serve as a liaison between mentee and administration
- Serve as a resource for Mentee
- Assist in developing a professional development plan including short and long-term goals
- Maintain a confidential log of all interactions between Mentor and Mentee
- Submit a monthly log to the Mentor Coordinator as instructed.
- ALL mentors will be required to attend 2 hours of "classroom coaching/observation" training in addition to any other trainings.

Year 2 Mentors

- Ensure continuous academic, technical, and SEL support for Mentee that provides a framework for Year 2 success
- Regularly meet, a minimum of bi-weekly, with the mentees on a mutually agreed upon schedule
- Meeting monthly as a cohort to discuss and address concerns and needs of the group.
- Provide instructional support that guides mentees in use of best practices
- Provide professional support that meets specific objectives established between Mentor and Mentees
- Serve as a liaison between mentees and administration
- Serve as a resource for mentees

- Assist in developing a professional development plan including short and long-term goals to ensure student achievement
- Maintain a confidential log of all interactions between Mentor and Mentee
- Document a minimum of 30 hours which will include monthly meetings with the cohort (1 hour/month), bi-weekly meetings with mentees, observations (minimum of 1 per mentee) and any additional time spent providing additional support.
- Submit a monthly log to the Mentor Coordinator as instructed.

Confidentiality between the Mentor and Mentee is implicit in the relationship. The relationship between the Mentor and Mentee is to be advisory not evaluative. From the guidance provided by established veteran teachers, the Mentee will receive information, encouragement and better understanding of the culture of the Monticello Central School District promoting more effective delivery of instruction.

Note: No information shared between the Mentor and Mentee will be used in the evaluation process with the following exceptions:

- Where withholding the information would pose a danger to the life, health, or safety of students or school staff.
- Where information emerges that the new teacher has been convicted of a crime.
- Where information emerges that raises a reasonable question regarding the new teacher's moral character.

Timeframe for Mentoring

During the first two years employed for MCSD a mentee will receive mentor support for a total of 20 months. During year 1 the mentees will work individually with a mentor while during year 2 mentees will work collaboratively in a small group. It is understood that most mentoring activities will occur after school hours. Observations will be arranged during planning periods, or if necessary, a substitute teacher will be provided to meet this requirement. Mentor training will most likely be outside the regular school day.

If a new teacher is hired after the start of the school year, they will be provided with a Mentor and that Mentor will receive an appointment through the end of the school year. The same mentor (barring any performance issues) will be reappointed for the beginning of the following school year and will receive a

prorated stipend for the appointment. This will ensure that the new teacher will receive a full 10 months of mentoring services. In those cases where the Mentor has to go out of work prior to the end of the school year, the Mentor will receive the new Mentor who will serve for the remainder of the 10-month period.

Mentoring Statement of Completion

MONTICELLO CENTRAL SCHOOL DISTRICT

During the academic months from _____ to _____

_____ Date (month, year)
Date (month, year)

_____ and _____

_____ (Mentee's Name)
(Mentor's Name)

participated in the Monticello Central School District's Mentoring Program as described in the Monticello Central School District Professional Development Plan.

Mentoring involved a *minimum* of (please select one of the following):

- _____ 40 hours – Level I
- _____ 30 hours – Level II
- _____ 20 hours – Level III

Mentoring activities included, but were not limited to:

- Formal Mentor/Mentee meetings
- Information Mentor/Mentee meetings
- The Mentor observing the Mentee perform his/her job
- The Mentee observing one or more other professionals do their job
- Discussions of the items on the District approved checklist

Please complete the following accurately and completely for Central Office as they will register the mentoring process the New York State Department of Education:

Mentee's Social Security number: _____ - _____ - _____

Mentee's TEACH ID number: _____

