

Chautauqua Lake Central School District Professional Learning Plan

*Secondary

2024-2025



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Mission Statement

Chautauqua Lake Central School, in partnership with family and community, will provide educational opportunities for all students to achieve their highest potential in a safe, caring environment and prepare them to live, adjust, and enjoy life in a changing world.

Introduction

Reaffirm/Revise District Focus

- ☐ Review student achievement data (past, present, and projected trends) using Building Teams and IST Meetings
- ☐ Diagnose and discuss needs
- ☐ Establish measurable district PLP objectives that are expressed in terms of student/staff outcomes and are consistent with the district's Mission Statement, Board of Education's long term goals, building priorities, Professional Learning Philosophy, and Common Core learning standards
- ☐ Establish Building Level Priorities aligned with District Goals in the summer

Develop a Plan for Implementation

- ☐ Periodically review and outline strategies and activities that address the needs of the common goals
- ☐ Research best practices based on educational data

Implement Professional Learning Strategies

The following strategies will facilitate accomplishing the long-range goals of the Chautauqua Lake Central School faculty and will assist faculty members to complete their Professional Learning hours. All strategies must be aligned with the plan and approved by SED. Strategies will consider district needs as defined by performance analysis and individual needs as defined by the Annual Professional Performance Review Plan (APPR).

- ☐ Staff Development Days / Superintendent Conference Days
- ☐ Pre-approved Workshops, Training and Conferences
- ☐ Pre-approved webinars, podcasts or other training videos
- ☐ Pre-approved Coursework
- ☐ School Visitations
- ☐ Curriculum Development Proposals
- ☐ Professional Learning at other NYS Schools
- ☐ Preparing for and delivering Staff In-service Programming (up to three hours)
- ☐ District Organized Professional Study Group Activities
- ☐ Approved Professional Learning Communities
- ☐ Presentation of Professional Learning Information by Staff
- ☐ Personal Research of Professional Topics (up to 5 hours/year) including Professional Journals, and Professional Books related to teaching assignments
- ☐ Other activities assigned as part of a Principal Improvement Plan (PIP) or a Teacher Improvement Plan

Monitor Progress

There will be collaboration between administration and staff on the approval and completion of the [Professional Learning Log](#) (Appendix A). All staff will be encouraged to complete **20 hours** of professional learning each year.

Evaluate Impact

Review district data, success with New York State Learning Standards and individual Teacher Improvement Plans/Principal Improvement Plans.

Professional Learning Committee Membership (REQUIRED ELEMENT FROM PART 100)

Name	Title	Name	Title
Joshua Liddell	Administrator (Superintendent)	Leah Stow	School Counselor
Megan Lundgren	Administrator (Elementary Principal)	Linda Morton	Teacher (Science and Parent)
Rachel Curtin	Administrator (Secondary Principal)	Holly Coomer	Teacher (Art)
Sarah Graham	Administrator (Assistant Principal)	Cherilyn Dloniak	Teacher (Learning Support)
Bryan Bongiovanni	Dean of Students and Supervisor of Athletics	Michelle Rowe	Teacher (English)
Emily Abbotoy	Teacher (Elementary)	Adam Gollwitzer	Teacher (Science and Parent)
Logan Betts	Teacher (Elementary and Parent)	Michael Rohlin	Teacher (Social Studies)

New York State Department Regulations and Requirements



This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Chautauqua Lake Central School District and E2CCB will provide Professional Certificate holders with certificates acknowledging completion of workshops, training, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

Philosophy

Professional learning at Chautauqua Lake Central School District is a vital component of our commitment to serving our component school districts as their Essential Partner. We are committed to high-quality, research-based professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual district and building, progresses across grade levels (PreK- graduation) and when appropriate, is continuous and sustained. We strive to provide professional learning in alignment with the New York State Professional Learning Standards <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

Designing Professional Learning:

Professional learning 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.

1. **Content Knowledge and Quality Teaching:** Professional learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student Progress.
2. **Research-based Professional Learning:** Professional learning is research-based and provides educators with opportunities to analyze, apply, and engage in research.
3. **Collaboration:** Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
4. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
5. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
6. **Parent, Family, and Community Engagement:** Professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
7. **Data-driven Professional Practice:** Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
8. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
9. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Organizational Professional Learning Goals

Focus on School Culture and Climate

Goal #1 – All students and staff will contribute to a supportive and positive environment that promotes integrity, tolerance, and respect for self and others. A focus will be placed on constructive community interactions and strengthening student transitions.

Focus on Student Safety & Quality of Life

Goal #2 – All students and staff will model and encourage safe, socially appropriate skills and healthy lifestyles. A balance of social, emotional, physical, and mental awareness aligned learning activities will lead to a comprehensive understanding of independence and empathy.

Focus on Student Achievement & Leadership

Goal #3 – All staff will provide highly effective, engaging, differentiated instruction and extracurricular activities in which students will actively participate to their fullest potential. Students will graduate with the life skills, leadership qualities and technological abilities necessary to succeed in their future endeavors.

Focus on Real World Applications & Citizenship

Goal #4 – All staff will develop curriculum and instruction that enables students to explore, learn and grow as individuals. Students will engage in hands-on learning experiences that reinforce a successful transition to college and/or career while properly preparing them to be good citizens.

Focus on Collaboration & Communication

Goal #5 – All students and staff will engage in activities that promote collaboration and foster positive communication and growth. Opportunities will be provided for students to work together using active listening and effective communication skills that embrace diverse perspectives.

Focus on Innovative Programs & Opportunities

Goal #6 – All students will participate in programs that are dynamic and relevant to the demands of the outside world. The staff will actively design and integrate opportunities and partnerships that employ relevant learning experiences for students while furthering our destination district status.

Action Plans

Please see Appendix A for a list of all anticipated workshop topics, training, and consultants to be utilized by the district during the 2024-2025 school year.

Goal # 1: Focus on School Culture and Climate

All students and staff will contribute to a supportive and positive environment that promotes integrity, tolerance, and respect for self and others. A focus will be placed on constructive community interactions and strengthening student transitions.

Priorities

Secondary Priorities

- Improve student attendance by creating a positive and engaging school environment
- Provide clear information and orientation experiences to boost confidence and understanding of our school culture and grade-level expectations, especially for new students, visiting scholars, and those transitioning to a new grade level.
- Build community relationships and strengthen school identity through the academic, co-curricular, and athletic traditions of Chautauqua Lake Secondary School.
- Implement strategies to encourage a broader range of students to participate in extracurricular activities.

Action Steps / Responsibility

Secondary

- Establish clear communication channels with parents and guardians to keep them informed about attendance policies, procedures, and the importance of regular attendance. Provide accessible platforms for parents to address concerns or barriers affecting their child's attendance.
- Notify all students and guardians of need for after school help lab when students are failing two or more subjects and provide recognition for students attendance and academic achievement.

- Teachers and counselors will contribute to the agenda and presentations for grade level meetings.
- Collaborate with elementary partners from CLCS and Ripley to support students transitioning from 6th to 7th grade.
- Students, staff, faculty, coaches, and advisors will develop our school culture and grade-level spirit through activities
- The clerical support staff will collaborate with advisors and coaches to provide data regarding number of participants and demographics of students in clubs and sports to inform our programming.

Evidence / Outcome Measures	Data Source	Timeline
<p><u>Secondary</u></p> <ul style="list-style-type: none"> • Increase overall attendance to 90% by analyzing data, offering incentives, improving communication with families, and using targeted interventions. • Improve the clarity, delivery, and timeliness of information relating to general knowledge of the secondary program with digital publication software, traditional print using CANVA, and digital communication (ParentSquare & PowerSchool). • Students, staff, faculty, coaches, and advisors will develop our school culture and grade level spirit through activities such as: <ul style="list-style-type: none"> • Quote poster • Battle of the Classes pep rally • Assemblies and club projects • Hall decorating • Dances and Fun Nights • Theme nights and attendance at athletic events 	<p>ParentSquare and PowerSchool data Print Publications Website updates Social Media Posts</p> <p>Student attendance and pictures/videos</p>	<p>5 weeks and cumulative Y1</p> <p>24-25 school year</p>

<ul style="list-style-type: none">• Monthly competitions.• Community service and school projects• School leaders will hold seven grade-level meetings with students every five weeks, focusing on agenda items specific to each grade's needs.• Use student survey responses and sign-ups to identify areas of need and opportunity with a goal of 85% student body participation in co-curricular activities.	Student Survey responses to questions and sign-ups	November, January and June
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Leadership and Faculty Learning Targets Goal 1

Secondary:

- I can improve student attendance by creating a positive and engaging school environment that helps students feel ready and excited to come to school every day.
- I can better understand the needs that students transitioning to a grade level have, and provide information and experiences that support these transitions.
- I can use digital publication applications, social media, ParentSquare and traditional publications and information to communicate with the community.
- I can support and facilitate programs and strategies that develop pride in our school culture with students, teachers, co-curricular advisors, and coaches.
- I can take time to support and promote involvement in clubs and organizations in the secondary learning environment.

Goal # 2 : Focus on Student Safety & Quality of Life

All students and staff will model and encourage safe, socially appropriate skills and healthy lifestyles. A balance of social, emotional, physical, and mental awareness aligned learning activities will lead to a comprehensive understanding of independence and empathy.

Priorities

Secondary Priorities

- Focus on the continued development of secondary school programs and interventions that address healthy choices, positive interactions, social-emotional learning, and character.
- Foster a culture of learning that emphasizes respect and empowers students to take personal responsibility, creating a school community where students feel secure and valued.
- Ensure a safe and focused school environment by minimizing distractions from cell phones and other electronic devices, allowing students to fully engage in the learning process. Use a consistent schoolwide system for student release from classes with a hall pass.

Action Steps / Responsibility

Secondary

- Health and Wellness Learning Experiences: Design and implement learning experiences that promote healthy social and emotional development in partnership with community organizations, the counseling team, teachers, and administration.
- Handbook and Code of Conduct Review: Teachers and the building principal will engage students in a thorough review of the secondary student handbook and code of conduct to ensure all guidelines and rules are understood, respected, and

followed.

- Encourage positive behaviors by organizing structured evening events, such as dances and fun nights, and through ongoing student recognition and visual displays that reinforce positive behavior.
- Teachers will notify parents and students when a referral is made, while the Dean of Students will guide students in reflecting on incidents to restore respect and empathy
- The counseling office will feature visual displays and a 'de-stress' zone highlighting activities that promote emotional, physical, and mental well-being.
- Educate the school community on the deficits that are connected to social media and cell phones. Remove cell phones from the classroom to support mental health, emotional regulation, and focus.
- Hall Supervision and Student Independence: Utilize a hall pass and late bus system that supports student safety, focus, and independence.

Evidence / Outcome Measures	Data Source	Timeline
<p><u>Secondary</u></p> <ul style="list-style-type: none"> • Staff will collaboratively develop and implement a comprehensive student Wellness and Adventure program that brings students and staff to local trails and parks for hiking, mountain biking, and winter trekking. • Physical Education will create a series of 10-week mini-electives focused on topics of student choice (yoga, tournament sports, strength and conditioning, adventure, etc.). • Comprehensive Health Curriculum & Social-Emotional Learning: Administer the Panorama Social-Emotional Learning surveys to all students, with coordination by the school psychologist and teachers, 	<p>Improvement in student focus and engagement, as measured by teacher observations and student feedback surveys.</p> <p>Increase in student -reported emotional regulation and mental health, as measured by the Panorama Social Emotional-Learning surveys.</p>	<p>Quarterly Campaigns</p> <p>Panorama survey timeline and Monthly presentations.</p> <p>Implementation</p>

<p>to assess and monitor student well-being. Create health instruction and counseling supports that promote the priorities of this goal.</p> <ul style="list-style-type: none"> • Administration, counselors and teachers will contribute to a series of Five week meetings with students to continually review the expectations of the Student Handbook and Athletic Handbook. • The secondary student handbook and code of conduct will be reviewed by teachers and the building principal with students to ensure all applicable guidelines and rules are respected and followed. • Teachers will inform parents and students when discipline referrals are made to the Dean of Students. The Dean will guide students in reflecting on discipline incidents or conflicts to restore respect and empathy within themselves and the school community. A structured matrix of consequences and a progression of disciplinary actions will be used to reduce repeat incidents by 40%. • Improvement in student behavior and conflict resolution skills, as indicated by a decrease in the severity of disciplinary incidents over time. • Promote positive behaviors through structured evening events such as dances and fun nights, student recognition and visual displays. • Implement a phone free expectation in the classroom expectation. Reduce time out of class and unsupervised common area discipline concerns. 	<p>Grade level meeting slide decks and agendas</p> <p>Wellness Committee PLC Trails & Adventures PLC Building Team Activities Participant sign-in sheets and reflections.</p> <p>Student affirmation /signature of code of conduct, and athletic handbook review. Restorative conversations and DASA interventions Student behavior data PowerSchool communication logs</p> <p>Homecoming, Winter fun nights, dances, visual displays and student recognition publications.</p>	<p>throughout the school year.</p> <p>Throughout the school year.</p> <p>At the start of the school year, and at coaches' meetings.</p> <p>Throughout the school year.</p> <p>Throughout the school year.</p>
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Leadership and Faculty Learning Targets Goal 2

Secondary:

- I can understand and communicate the impacts of social media and cell phones on well-being and focus, and set consistent expectations to help students succeed without them in the classroom.
- I can create and lead activities and programs that help students develop healthy social and emotional skills.
- I can use clear communication and expectations to help students learn from their mistakes and understand the consequences of their actions by reflecting on discipline incidents.
- I can utilize school resources and spaces to support the emotional, physical, and mental health of students.

Goal # 3 : Focus on Student Achievement & Leadership

All staff will provide highly effective, engaging, differentiated instruction and extracurricular activities in which students will actively participate to their fullest potential. Students will graduate with the life skills, leadership qualities and technological abilities necessary to succeed in their future endeavors.

Priorities

Secondary Priorities

- Identify and define essential standards and skills within grade level and content area that align coursework expectations to the new standards and examination benchmarks set forth by NYSED for graduation.
 - Portrait of a Graduate/Blue Ribbon Commission recommendations
 - Science of Reading Literacy Mandate
 - 2026 NYSSLS Biology and Earth & Space Science Regents exams
 - 2027 NYSSLS Chemistry & Physics Regents exams
 - June 2027 Next Gen Geometry
 - June 2026 Next Gen Algebra II
 - June 2026 Next Gen ELA Regents
 - New Framework for Global Studies and US History Seal of Civic Readiness
- Identify and define essential standards and skills within grade level and content area that align coursework expectations to the new standards and examination benchmarks set forth by NYSED 7-8 testing in ELA and Math.

Action Steps / Responsibility

Secondary

- Analyze and strategically implement the Blue Ribbon Commission recommendations and New York State Learning Standards to achieve measurable student growth and achievement toward graduation requirements.
- Increase student achievement outcomes by clearly stating the learning target, success criteria and relevance to real-world application or content; and provide consistent spiral review and self-monitoring of confidence with learning targets.
- Faculty will research, implement, and share strategies designed to spark curiosity and guide students to create and collaborate on problem or project based learning.
- Research and implement the best practices set forth by NYSED for Literacy and writing across the disciplines.
- Provide professional development in Story Based Learning, Arts Integrated teaching practices, and the implications of

Artificial Intelligence and its impact on curriculum, instruction, learning, and assessment.

Evidence / Outcome Measures	Data Source	Timeline
<p><u>Secondary</u></p> <ul style="list-style-type: none"> • Learning Design: Teachers will design lessons anchored in visible learning targets that explicitly state the concept and/or skill to be learned, the success criteria for determining if the concept/skill was learned, and how the learning target is situated in the broader curriculum and applicable to real-world application • Teachers will dedicate class time for spiral review, segmented instruction, and self-monitoring to enhance content retention and skill development. These instructional components will be assessed in observations and lesson plans. • Library Media Center Integration: All departments will make use of and contribute to the regeneration of library media resources and use the center for instruction, projects, and focused reading time. • Research and implementation of the best practices set forth by NYSED for Literacy and development of a new formative and diagnostic literacy assessment for secondary students. • Technology Integration: Faculty will expand their knowledge of generative AI and large language models to better understand their 	<p>Lesson Plans and Observations</p> <p>Utilization of the Library Media Center and resources</p> <p>Department meeting documentation reflecting upcoming needs and planning for Next Generation shifts and common language for students during instruction and assessment. Sign-in sheets/CTLE Certificates</p> <p>ESSA shift documentation through department meetings and formal observation lesson plans</p> <p>Analysis of SLO learning</p>	<p>Professional Learning pre-scheduled days throughout 2024-2025</p> <p>Consistently throughout 2024-2025</p>

<p>educational and real-world applications.</p> <ul style="list-style-type: none"> Teachers will share classroom practices that develop creativity through problem-solving, discussion, and other creative processes to help students understand themselves and content areas in an authentic and meaningful way. Increase the overall rate of passing in all secondary courses and Regents Exams to 95%. 95% of SWD will meet or exceed their requirements for a regents degree or CDOS credential. Improve student mastery of target standards on the NYS 7th and 8th grade ELA, Science, and Math assessments. At least 85% of students enrolled in a course ending in an Algebra I, Living Environment, Earth Science, English, and US History Regents examination will meet or exceed their SLO target. 	<p>target outcomes and Regents exams outcomes</p> <p>Tracking of specific data targets in collaborative spreadsheet</p>	
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Leadership and Faculty Learning Targets Goal 3

Secondary:

- I can examine ESSA/Blue Ribbon Portrait of a Graduate initiatives and plan for implementation according to the timelines provided by NYSED through professional development and departmental collaboration
- I can utilize the current learning standards and assessments within my content area to drive lesson planning and implementation
- I can design lessons anchored in visible learning targets that explicitly state
 - the concept and/or skill to be learned
 - the success criteria for determining if the concept/skill was learned
 - how the learning target is situated in the broader curriculum and applicable to real-world application
- I can utilize a variety of instructional approaches to increase achievement, engagement and motivation using student choice, technology and project-based learning.
- I can respond to learning needs based on a variety of data sources, and use grade and department level DDI protocols to support struggling students

Goal # 4 : Focus on Real World Applications & Citizenship

All staff will develop curriculum and instruction that enables students to explore, learn and grow as individuals. Students will engage in hands-on learning experiences that reinforce a successful transition to college and/or career while properly preparing them to be good citizens.

Objectives/Priorities

Secondary Priorities

- Increase student experiences with guest speakers and programs that focus on the value of education, the importance of possessing a strong work ethic and power skills, and making informed life choices to increase awareness of potential careers and promote education as a means to self-fulfillment and opportunity.
- Refine course offerings and implement project-based and other authentic learning opportunities that specifically integrate coursework with local industry, businesses, and institutions of higher learning.
- Increase student opportunities in civic engagement, creative expression, community service and recreation.

Action Steps / Responsibility

Secondary

- Departments will host expert speakers and collaborate with community partners for field trips.
- The school community will build connections with colleges, businesses, and community organizations to provide strategic guidance on college applications, interviews, and employment processes.
- Through coursework and grade-level programs, students will develop a statement of purpose, resume, and understanding of professional skills and interactions.
- Develop a robust digital media curriculum and publication program through coursework in library, arts, and media production.
- Faculty will adopt and lead best practices and pedagogical uses of technology. The focus will be placed on the continued assimilation of generative artificial intelligence, robotics, and programming/coding opportunities to support project-based learning.
- Cultivate an established partnership with The Chautauqua Watershed Conservancy to address the clean water pillar of Environmental Sustainability with four, detailed, community project options
- Apply for and initiate opportunities within the Seal of Civic Readiness program, track student data and coursework

- Introduce "Leadership: Grow," a new elective that focuses on character development
- Organize and lead guided outdoor activities that explore community trails, parks, and natural resources.
- Teachers will integrate creative expression and experiences into their curriculum. Additionally, develop experiences that focus on process over product, encouraging creative thinking and innovation through learning activities and projects.

Evidence / Outcome Measures	Data Source	Timeline
<p><u>Secondary</u></p> <ul style="list-style-type: none"> Every student in grades 7-12 will have at least one experience (e.g., presenter, field trip, project) connected to local industry, businesses, or institutions of higher education. Departments will work to host expert speakers and community experiences during the school year to enrich awareness and interest in content areas. Graduating seniors will have a specific post-graduation plan, including matriculating into a 2-or 4-year college, pursuing a career in the military, obtaining vocational training or a trade apprenticeship, or obtaining a job in their chosen career field. Every student in grades 7-12 will participate in adventures and exploration of community trails, parks, and natural resources. All students in grades 9-12 will engage in field trips that connect them with local employers and explore educational and job opportunities. CLCS will apply for and seek out opportunities for students to participate in the Seal of Civic Readiness program. All faculty will work to engage the student body in understanding the needs within our community. Student media production classes will develop social media, podcasts, and 	<p>Events and guest speakers</p> <p>Participant signups and reflections.</p> <p>Dream it Do it and PLTW program participation</p> <p>Data tracking in the Civic Seal protocols</p>	<p>Throughout 2024-2025 School Year</p>

other productions.		
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<p>Leadership and Faculty Learning Targets</p> <p><u>Secondary:</u></p> <ul style="list-style-type: none">• I can identify and describe 21st Century skills essential to student post-secondary success.• I can develop and foster opportunities for deeper learning and civic engagement within classroom instruction.• I can identify the activities and curriculum to facilitate student and family awareness of our community’s natural resources.

Goal # 5 : Focus on Collaboration & Communication

All students and staff will engage in activities that promote collaboration and foster positive communication and growth. Opportunities will be provided for students to work together using active listening and effective communication skills that embrace diverse perspectives.

Objectives/Priorities

Secondary Priorities

- Implement a new District Wide communication platform [ParentSquare/StudentSquare] to foster clarity and collaboration on target areas of growth.
- Promote a welcoming school culture by consistently engaging in professional, reciprocal greetings and acknowledgements, fostering integrity, tolerance, and respect in a variety of settings.
- Students will learn to demonstrate respect for the rights of others, respectfully disagree with other viewpoints through collaborative groups, whole group instruction, and as individuals through learning experiences.

Action Steps / Responsibility

Secondary

- Consistent Active Listening and Effective Communication best practices as found in Story-based Learning and Arts Integrated classrooms
- Establish shared practices and a common language for active listening and effective communication skills.
- Create a professional development and meeting agendas that promote teacher leadership and showcase their CLT research to peers.

Evidence / Outcome Measures	Data Source	Timeline

<p><u>Secondary</u></p> <ul style="list-style-type: none"> • Enroll and engage all stakeholders through targeted and consistent messaging for stakeholders throughout the year. • Teacher-led faculty and team meetings and professional development will promote positive communication and collaboration, as evidenced through meeting agendas and presentations. • Set the expectation and teach how to greet/interact in a variety of settings. • Students will communicate through classwork, projects, and experiential learning. Teachers, in partnership with the Robert H. Jackson Center, CHQ Holocaust and Social Justice Education program, Buff State Story-Based Learning, and the Kennedy Center Arts Integration program, will create learning environments that link historical contexts with current issues and support social-emotional development within a collaborative community of learners. 	<p>Digital and print communication</p> <p>Team meetings and CLT presentations</p> <p>Lesson plans, student work samples, artifacts, and projects</p> <p>Experiential learning opportunities, lesson planning and/or classroom observations.</p>	<p>Throughout the 2024-2025 school year</p>
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Leadership and Faculty Learning Targets Goal 5

Secondary:

- I can develop and contribute to school-wide professional learning
- I can develop a habit of acknowledging and greeting students in a way that they are comfortable reciprocating
- I can incorporate meaningful and authentic discussions into my classroom lessons to allow students to learn and practice effective communication skills.

Goal # 6 : Focus on Innovative Programs & Opportunities

All students will participate in programs that are dynamic and relevant to the demands of the outside world. The staff will actively design and integrate opportunities and partnerships that employ relevant learning experiences for students while furthering our destination district status.

Objectives/Priorities

Secondary Priorities

- Departments will develop relationships, opportunities, and partnerships with local workforce development agencies, colleges, and cultural, health, and community organizations.
- Enhance and expand our educational programming to further our destination district status through innovative courses and programs, and promote the LIVECHQ community as our own.

Action Steps / Responsibility

Secondary

- Departments will actively cultivate relationships and partnerships with local workforce development agencies, colleges, and cultural, health, and community organizations to provide dynamic, real-world learning experiences that prepare students for future success.
- Enhance and expand our educational programming to further our destination district status through innovative courses and programs, and promote the LIVECHQ community as our own.

Evidence / Outcome Measures	Data Source	Timeline
<u>Secondary</u> <ul style="list-style-type: none">• School guidance staff and teachers will review and refine current electives to ensure relevance, sustainability, and student interest. Faculty will gather student input through various means, i.e. survey completion, questionnaires, and small group discussions to gather student voice to develop new electives. Departments will gather this data and propose fresh/revised electives by January.	Student Surveys, Questionnaires, and Small Group Discussion Documentation Pathways Participation Capstone Projects and Portfolios	Ongoing throughout 2024-2025 school year

<ul style="list-style-type: none"> • Appropriate departments will pursue the following enhanced opportunities for assessment and diploma honors: <ul style="list-style-type: none"> ❖ Seal of Civic Readiness Pathway ❖ Advanced Manufacturing ❖ Media projects with LIVE CHQ ❖ Village and Town Municipality offices service learning projects ❖ Mayville-Chautauqua Chamber of Commerce collaboration ❖ Dream it Do it of Western New York tours, STEMWARS, Girls in Manufacturing, and advanced manufacturing honors program ❖ CHQ Holocaust and Social Justice Education Program ❖ Chautauqua Watershed Conservancy Schoolyard ❖ Kennedy Center Partners Arts in Education ❖ Chautauqua Institution Arts Education ❖ Interact/Rotary International ❖ VFW, Patriots Pen & Voice of Democracy ❖ AFS ❖ Chautauqua Health Network • Dual enrollment course partnerships will be developed through faculty and administrative consideration. Faculty will pursue the necessary professional development and curricular understanding to successfully offer a wide range of dual enrollment credit options. • The school community will maintain and promote the Visiting Scholars program, and other exemplary Chautauqua Lake academic and co-curricular programming to increase enrollment and student engagement. • Create agricultural education experiences that fully use our greenhouse and facilitate hands-on learning in sustainable horticulture and agribusiness. Through innovative practices and collaboration with neighboring district partners, we aim to foster a commitment to environmental stewardship and a pathway to future careers in agriculture and related fields. • Explore global and national partnerships to enrich understanding and 	<p>Events and outcomes from partnerships including: attendance of students at various events, publications/media, workshops, and special projects.</p> <p>Publications, enrollment records</p>	<p>Ongoing throughout 2024-2025 school year</p>
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opportunities for teacher and student leadership.		
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Leadership and Faculty Learning Targets Goal 6
Secondary:

- I can develop relationships with humanitarian, cultural, and arts programs to integrate real-world experiences into the classroom and take advantage of the Arts & Humanities professional learning opportunities available to me.
- I can develop relationships with local and state agricultural conservation and wildlife agencies to create opportunities and resources that support our status as a destination district.
- I can create opportunities for students in the region to connect with the opportunities available at Chautauqua Lake Central School.

Provisions for Mentoring Program
[REQUIRED ELEMENT FROM PART 100]

The Chautauqua Lake Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Chautauqua Lake Central School District holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

[CHART BELOW IS REQUIRED ELEMENT FROM PART 100]

Procedure for Selecting Mentors	Mentors for new staff shall be selected by the appropriate building principal. Mentors will be selected according to the best match available between a mentor and mentee with an emphasis on the department and/or grade level for which the new teacher was hired. Input from the other administrative team members may be used in the selection process for mentors. A key question to selection is “what experienced teacher is the best match for a particular entry level teacher. All veteran teachers (three years or more of service) may have an opportunity to be mentors. In unique and extreme situations, less veteran teachers may serve as mentors (with superintendent approval).
Role of the Mentors	The mentor’s role is to provide a model for professional growth, a focus on

	improving the novice's teaching skills, and to provide support during this process. People skills and development of critical thinking are highly valued as a problem-solving process is fostered. There must be a commitment of personal time and attention to the beginning teacher.
Preparation of Mentors	<p>Mentors will have some training in mentoring new teachers. Such training will begin with a meeting with the administrative team. Other strategies to train mentors may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Being trained as a Field Supervisor such as the program offered through the State College for teachers supervising student teachers <input type="checkbox"/> experience working with student teachers at the elementary or secondary level(s) <input type="checkbox"/> training by central administration, e.g., the building principal, and the Director of Special Education <input type="checkbox"/> training provided by outside agencies, e.g. BOCES, SUNY
Types of Mentoring Activities	<p>Mentoring activities will be identified by determining new teacher professional learning needs identified in a meeting with the principal, the mentor and the new teacher. Strategies may include but will not be limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> modeling instruction for the new teacher through demonstration lessons <input type="checkbox"/> observing instruction and providing constructive feedback <input type="checkbox"/> sharing instructional planning time and lesson development <input type="checkbox"/> peer coaching <input type="checkbox"/> orienting the new teacher to the school culture via New Teacher Orientation <input type="checkbox"/> Vector Training
Time Allotted for Mentoring	Time for mentoring will be provided to facilitate the success of the mentoring experience. Paid time will include twenty hours for the mentor and ten hours for

	<p>the new teacher. The time available for mentoring may include:</p> <ul style="list-style-type: none"><input type="checkbox"/> common planning session<input type="checkbox"/> releasing the mentor and the new teacher from a portion of their instructional and/or non-instructional duties to collaborate<input type="checkbox"/> building in the mentoring time as part of the mentor’s schedule when time is available in the schedule<input type="checkbox"/> Superintendent’s Conference Days<input type="checkbox"/> before and after the school day<input type="checkbox"/> during summer orientation days
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**Provisions for School Violence Prevention and Intervention Training
[REQUIRED ELEMENT FROM PART 100]**

Chautauqua Lake Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Chautauqua Lake Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Chautauqua Lake Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education [REQUIRED ELEMENT FROM PART 100]

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent 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 English language learners.

Chautauqua Lake Central School District teachers will utilize the expertise and training provided by the Regional Bilingual Education- Resource Network to fulfill these requirements. The Chautauqua Lake administrative team will provide the opportunity for staff to obtain an average of 3 hours of CTLE instruction per year that is specific to ELL and ENL best practices for instruction.

For all other faculty and staff, Chautauqua Lake Central School District meets* and will apply for an exemption from the professional learning requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Chautauqua Lake Central School District total student population as of such date as established by the commissioner.*

Appendix A

List of anticipated workshop topics, training, and consultants to be offered and/or utilized during the 2024-2025 school years, which will be available across the Chautauqua Lake Central School District organization for CTLE credit. Please reference the updated 2024-2025 brochure for further opportunities.

Benchmark Advance

Training for teachers in grades K - 6

FastBridge

Training for teachers in grades 7 - 8

Reveal Math

K - 6 math training for teachers

Number Worlds

Elementary training for k - 8 math intervention

Handwriting Without Tears

Training for primary teachers

Second Step

Training for teachers k - 8 social emotional

Sources of Strength

Training for teachers in grades 7 - 8

Book Study

Credentials identified by the district as aligned with the District's School-Wide Plan.

Elementary PLP Reference Guide for Teachers

Professional Learning Plan Reference Guide for Teachers in grades k-6.

Chautauqua Institution / Jamestown Public Schools / Chautauqua Lake Central School

Staff participation in selected and pre-planned Arts Integration Workshops offered through the Kennedy Center's Partners in Education Program.

Safety Care

Staff participation in Crisis Prevention training provided by certified District staff members, Kim Siebert & Megan Lundgren.

Project Lead the Way (PLTW)

Elementary, middle and secondary technology teachers receive necessary training in order to deliver program instruction.

VECTOR Training – Utica National

Safety webinars identified by the District as aligned with the District's School-Wide Plan.

Social Studies

- ☐ Ashbrook Center at Ashland University (Ohio)
- ☐ Bill of Rights Institute
- ☐ Freedoms Foundation at Valley Forge, PA
- ☐ Gilder Lehrman Institute (NY)
- ☐ National Endowment for the Humanities
- ☐ National Constitution Center Philadelphia
- ☐ Robert H. Smith Center for the Constitution at Madison's Montpelier (VA)
- ☐ NYS Seal of Civic Readiness Pathway

Technology

ToolingU – CNC Controls – HAAS controls: www.toolingu.com/departments/310/CNC-Controls-Haas

The following strategies will facilitate accomplishing the long-range goals of the Chautauqua Lake Central School faculty and will assist faculty members to complete their Professional Learning hours. All strategies must be aligned with the plan and approved by SED. Strategies will consider district needs as defined by performance analysis and individual needs as defined by the Annual Professional Performance Review Plan (APPR).

- In Service Days
- Pre-approved Workshops, Training and Conferences
- Pre-approved webinars, podcasts or other training videos
- Pre-approved Coursework
- School Visitations
- Curriculum Development Proposals
- Professional Learning at other NYS Schools
- Preparing for and delivering Staff In-service Programming (up to three hours)
- District Organized Professional Study Group Activities
- Approved Professional Learning Communities
- Presentation of Professional Learning Information by Staff
- Personal Research of Professional Topics (up to 5 hours/year)
- Reading Professional Journals
- Reading Professional Book as related to teaching assignments
- Other activities assigned as part of a Principal Improvement Plan (PIP) or a Teacher Improvement Plan