

Williamson Central School District Professional Development Plan 2017-2018



“Doing what’s right for children.”

Williamson Central School District Professional Development Plan

Mission:

Our mission is to provide a learning community that inspires character, service, knowledge, and wisdom.

Vision:

Active learning in a supportive and respectful environment.

Beliefs:

We believe...

- all children can learn.
- all children will reach their highest potential.
- we must educate the whole child.
- communication is the single most important skill.
- the education of a child requires the active involvement of the entire community.
- all members of our community serve as role models for our children.
- all community members have a voice in decision-making.
- our buildings belong to the community and will serve as places for lifelong learning in supporting each other.
- that laughter and joy are a part of learning.

Williamson Central School District Professional Development Plan

This plan is being submitted by:

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Gary Holowka - Elementary Teacher	John Fulmer - Administrator
Christina Sharp - Elementary Teacher	Andrew Kritall - MS Teacher
Alice Sharp - Library Clerk	Michelle Kuhl - Parent
Rhonda Tucherelo - Teacher Assistant	Mary Leister-Schied - MS Teacher
Anne Governor - Parent	Rachel Liberatore - Administrator
Ellen Saxby - Administrator	Della Ludwig - MS Teacher
Karen Hoody - Administrator	Kate Taylor - Administrator
Kate Avery - Administrator	Richard Rozzi - MS Teacher
Amy Baker - HS Teacher	Gregory Macaluso - Superintendent
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Sally Schillaci - HS Counselor	Cindy Ferland - HS Teacher
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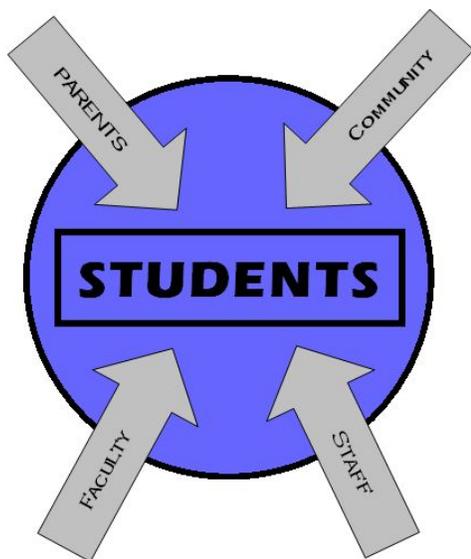
Williamson Central School District Professional Development Plan

Introduction:

As per Section 110.2 (dd) of the Commissioner's Regulations, this Professional Development Plan (PDP) is intended to improve the quality of teaching and learning by ensuring that all certified educational professionals participate in substantial professional development in order to remain current in their profession and meet the learning needs of their students. The PDP must be aligned with the New York State Learning Standards, New York State Assessments, and be responsive to the linguistic, cultural and special needs of students, as well as a range of teacher capacities.

Williamson Central School District is, and has always been, dedicated to educating the whole child by providing relevant and rigorous academics, supporting character development and providing positive, learner centered behavioral management.

Students are at the center of what we do.



Our strategic plan begins with objectives set by our Board of Education that are determined based on data review and analysis . We are committed to continuous improvement through goal setting, learning and professional development, data collection, reflection and actionable steps related to these overall strategic objectives.

New York State Department Regulations and Requirements:

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development 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.

Williamson Central School, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

The content of the Williamson Central School District's professional development plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Philosophy:

The purpose of this plan is to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in high quality professional development activities in order to remain current with their profession and effectively meet the needs of students. As a district we are committed to supporting learning experiences and growth within our organization.

- **Designing Professional Development:** Our instructional team uses Learning Forward resources and the PD Framework to ensure that professional learning is timely, relevant, rigorous and promotes students achievement.
- **Content Knowledge and Quality Teaching:** We utilize the Danielson Framework for observations and conversations around teaching and learning. Teachers are observed twice during a school year and are asked to reflect on their practice and focus on continuous growth.
- **Research-based Professional Learning:** Our professional learning is based in best practice and is determined through data collection, including surveys that seek input from our teachers themselves.
- **Collaboration:** School staff, parents and other community members are involved on Building Planning Teams, the Instructional Council and included in focused committee work.
- **Diverse Learning:** We have plans in place to meet the needs of all students, including those with disabilities or who are English Language Learners.
- **Parent, Family, and Community Engagement:** Parent and community involvement is a key results area of focus for our district.
- **Data-driven Professional Practice:** All of our decisions are grounded in the analysis of various forms of data including state assessments, standardized benchmarks, report card data, teacher collected data, surveys, attendance data, behavioral data, etc.
- **Technology:** Our district is dedicated to ensuring that students have multiple experiences utilizing technology to facilitate and enhance learning.
- **Evaluation:** The district has an approved 3012d Annual Professional Performance Review plan that incorporates both observation and student achievement data into teacher evaluation.

Williamson Central School District Professional Development Plan

Organizational Professional Development Goals:

Key Results Area: Student Achievement

Overall Objective: Achieve sufficient growth year over year to meet a 95% proficiency rate by 2021 for all state assessments, courses, and reading benchmarks.

2017-18 Goal: 90% of students will make Expected Scale Score Growth in Reading.

Measure: iReady Assessments (additional measures include: Lucy Calkins Assessment, AIMSWeb, classroom observations, etc.)

Action Steps

Continue to develop an understanding around Personalized Learning. Support teachers as their vision of PL develops.

Welcome final wave members to the Personalized Learning experience. Identify personal goal to start with.

Utilize Pineapple Chart professional development model to increase teacher awareness of PL and implementation.

Implement iReady building-wide. Support teachers as we progress through professional development.

Develop a vertical alignment of Reading/ELA skills utilizing revised NYS ELA Standards.

Research and develop proposal for ES summer school.

Key Results Area: Educating the Whole Child

Overall Objective: Decrease the number of discipline referrals and suspensions through:

- To provide staff with an awareness of the changing social/emotional needs within our student population.
- To explore opportunities with the staff for growth around mindfulness, resilience and trauma informed practices

2017-18 Goal: Decrease number of discipline referrals in months of January and May by 20%.

Measure: End of the year discipline data.

Action Steps

Align use of existing "I Can" and "Be Wise" recognition with learning around MTSS.

Revisit use of class meetings to build connections, teach problem solving and encourage ownership.

Continue to promote work around *Have You Filled a Bucket Today?* Explore building wide activities around "kindness rocks".

Build awareness with teachers around trauma informed practices and resilience.

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Key Results Area: Staff Effectiveness

Overall Objective: Provide teachers opportunities for professional learning. Promote and foster teacher leadership in curriculum and instruction.

2017-18 Goal: To increase knowledge and application of district technology.

Measure: Log of professional development measuring use and ease of application (January and June).

Action Steps

Utilize Pineapple Chart professional development model to increase teacher awareness of PL and implementation.

Implement learning sessions around iReady.

Digital technology fair to promote new resources (i.e. Discovery Education, IXL, etc.). Follow up sessions as needed.

Learning around updated standards in ELA, Math, Social Studies and Science. Committee members turnkey learning to grade level.

Key Results Area: Community Partnerships

Overall Objective: Support community participation within the school.

2017-18 Goal: Maintain participation and involvement in Curriculum Night.

Measure: Attendance

Action Steps

Develop a committee to explore a Science/Tech Curriculum Night.

Continue to implement "community based" field trips.

Develop regular communication around Personalized Learning for all stakeholders.

Key Results Area: Student Achievement

Overall Objective: Achieve sufficient growth over the year to meet a 95% proficiency rate by 2021 for all state assessments, courses and reading benchmarks. Increase student awareness and preparation for college, career and post-graduation pathways.

2017-18 Goal: Middle School students in grades 5 through 8 will show growth (one grade level improvement for those scoring below grade level on the fall comprehensive and maintenance or growth for those on or above grade level) in Reading and Math on their I-Ready Benchmark Assessments by the end of the school year.

Measure: I-Ready benchmark assessments; course proficiency levels; state assessments

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Action Steps

Coordination and facilitation of i-Ready data through LC
Data review involving grade level staff
Pathways
Career Cruising
Highlight standards (what do we do well/what do we improve?)
PL
i-Ready In-Service
Reflection of i-Ready
Model Reflection Strategies

Key Results Area: Educating the Whole Child

Overall Objective: Increase student participation in community service, work experiences/shadowing and extra-curricular activities. Decrease number of discipline referrals. Increase student attendance for high risk students.

2017-18 Goal: Increase student opportunities to participate in extracurricular activities that promote self-awareness, citizenship and service. The Middle School will continue to maintain a positive climate and environment, therefore reducing disciplinary referrals and increasing attendance for at risk students.

Measure: Activity sheet, discipline referrals and attendance reports.

Action Steps

Implement extracurricular participation and activity sheet and identify outliers from the previous year
Create new spreadsheet for 2017-18 School Year
Implementation of MTSS and PAWS
Schoolwide events
Create student leadership opportunities. Tech interns, etc.....
Videos of student modeling positive student behaviors in school.
Intervene with targeted students around behaviors/discipline
Student driven "day of learning" to "PAWSue" your passion

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Key Results Area: Staff Effectiveness

Overall Objective: Provide staff with opportunities for professional learning. Promote and foster staff leadership in curriculum and instruction. Improve consistency and vertical alignment of curriculum K-12 in all content areas. Support student achievement objectives. Maximize opportunities for building strong teacher-student relationships.

2017-18 Goal: Staff will incorporate Personalized Learning.

Measure: Staff will create a personalized plan (template will be provided) documenting their implementation of PL.

Action Steps

Develop and offer “Tech for 10” and “One New Thing” trainings

Staff develop a personal plan to implement elements of Personalized Learning

Utilize First and Second Wave Staff, disseminate “Core Four” of PL. Demonstrate lessons/models utilizing PL.

Create a new “Teacher Rounds” model in which Teachers can observe and see a PL classroom.

Incorporate one new piece of digital content in lessons. (ie. IXL, Discovery, Peardeck)

Staff will be introduced TIG and strategies used with at risk students

Key Results Area: Community Partnerships

Overall Objective: Support community participation with the schools.

2017-18 Goal: Increase awareness of post secondary opportunities through investigation of pathway activities and businesses. Increase awareness of our community relationships by providing opportunities for interactions with the broader community. 7th and 8th graders will participate in Career Cruising and 8th grade students will participate in the regional skills competition.

Measure: Students that take advantage of learning opportunities from our pathways counselor and participating staff members. The number of students who participate in our Veteran’s Day Celebration..... And various community focused activities.....

Action Steps

Presentations from Pathways counselor and or committee

Implementation of Career Cruising and completing of pathway activities

Pathways counselor present career cruising information to staff

Coordinate with the WTCC community liaison to enhance opportunities and increase participation in the regional skills competition

Employability profile elements to be presented to all students through multi-media presentations

PAWS2listen Radio interviewing individuals in different careers

Veteran’s Day Celebration

Partnering with community members at the Learning Fair

Video various events (i.e. Veteran’s Day; Chorus/Band concerts; Forums) and post on the website and/or facebook live

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Key Results Area: Student Achievement

Overall Objective: Achieve sufficient growth year over year to meet a 95% proficiency rate by 2021 for all state assessments, courses, and reading benchmarks. Achieve a minimum 95% graduation rate.

2017-18 Goal: Increase the percentage of freshmen who earn 5+ credits, and increase the graduation rate for Seniors at Risk.

Measure: Increase the course passing rate for freshmen and seniors at risk from 2017 to 2018.

Action Steps

Rtl placement of freshmen in mandated 10th period support.

Extended hours for library (7-7:30, 3-3:30) and Sports Study Hall (3-3:30)

Explore other transportation options to ensure better access to after school help

Create a system for content-area help 10th period

Senior at Risk Mentors as part of SIDONG process (Senior In Danger Of Not Graduating)

Early intervention and prevention for students at-risk (Rtl)

Early dismissal contingent upon 15 hours community service completed

Key Results Area: Educating the Whole Child

Overall Objective: Increase student participation in community service, work experiences/shadowing and extra-curricular activities. Increase student attendance. Increase opportunities for extracurricular activities. Decrease number of discipline referrals and suspensions.

2017-18 Goal: Increase student connections to Williamson High School via extra-curricular, Pathways, and service activities, as well as build strong relationships with staff members.

Measure: Number of job experiences from 2017-2018, increase unique student numbers involved in extracurricular activities, attendance focus will move to tardy to school numbers and cut class from 2017 to 2018.

Action Steps

Track tardy-to- school numbers and skipped/missed classes and their course success rate. Refer to Rtl or outside agencies for support.

Implementation of Pathways Day and increasing student completion of Career Cruising activities

Investigate and develop check-in-check-out procedures

<http://www.midwestpbis.org/>

Further learning about common student issues and provide strategies for addressing (book chapter⇒book study)

WHS Day of Service
(possibly Spring '18)

Marauder Card- increase incentive, invite to apply

Develop and implement Tier 1 behavioral interventions (for students & staff)

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Senior at Risk Mentors as part of SIDONG process (Senior In Danger Of Not Graduating)

Survey tool for student connection questions with a focus on Freshmen

Key Results Area: Staff Effectiveness

Overall Objective: Promote and foster teacher leadership in curriculum and instruction. Maximize opportunities for building strong teacher-student relationships. Provide teachers with opportunities for professional learning. Promote and foster teacher leadership in curriculum and instruction.

2017-18 Goal: Increase building-level, staff-led professional development offerings.

Measure: Number of staff-led development opportunities for 2017-2018 compared to previous years.

Action Steps

Book study around resilience/ trauma-informed instruction

Continue to offer staff-led PD with a particular lens on PL and social-emotional learning, modeling PL strategies.

Staff Team-building opportunities...Forum? FUN? How to connect to schoolwide expectations

Structured department meeting format

Continue to expand upon learning around TCI (reflective listening, conflict de-escalation) and other trauma-informed practices to reinforce staff-student relationships.

Key Results Area: Community Partnerships

Overall Objective: Support community participation within the schools.

2017-18 Goal: To increase community involvement in and around Williamson High School.

Measure: Community participation in various events

Action Steps

Increase web-based presence for parent education

WHS Day of Service (possibly Spring '18)

Embed HS Curriculum Night into District Learning, Health & Wellness Fair (5/5/18)

Instagram, Twitter, New Website, Facebook (& FB Live) PR

District Wide Learning Goals:

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- **Personalized Learning Models**
- **Digital Content Exploration and Utilization**
- **Analysis of Current Tier I MTSS Supports/Lessons**
- **Creation of New Tier I MTSS Supports/Lessons**
- **Increase in Student Engagement and Ownership**

Provisions for Mentoring Program:

The Williamson Central School District's Mentoring Program is defined by Board of Education policy as outlined below:

All new teachers at Williamson 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 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:

Purpose:

The Teacher Mentor Program is a collaborative initiative between the Williamson Central School District and the Williamson Faculty Association. It has been established to assist new teachers in making a successful transition to the District and assist teachers identified who are in need of instructional assistance. The intent is to promote excellence in education by maintaining the high quality of instruction delivered in our schools.

Goals:

- To promote professional support and cooperation
- To provide training that leads to effective instructional and classroom management techniques
- To instill values, expectations, traditions and regulations of the organizations
- To reduce staff attrition in Williamson Central School and the profession by increasing effectiveness and commitment of new teachers

Beliefs:

- New teachers must be supported in order to meet the new standards and the high expectations of the Williamson Central School District
- Improving teacher performance is a joint task of the Administration and the WFA
- A firm foundation leads to future success
- We will be able to achieve the new standards if we have a program that fosters professional growth and development

Rationale:

- The number of new teachers will increase
- The standards and expectations for teachers and students will increase
- The desire to maintain a competitive edge in attracting highly qualified candidates

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- The desire to maintain quality teachers within the District after the initial investment

Organizational Structure:

Steering Committee - This committee will establish the guidelines for the program and meet periodically to review the status and evaluate the program's results. Representation on the committee is from each building (2 or 3 representatives), the WFA and the Administration.

Selection Committee - This committee's role is to assign mentors with mentees; the committee will meet in August to make new teacher assignments and then as needed throughout the year. The committee is comprised of the Superintendent, the WFA President, the Director of Curriculum and one teacher selected by the WFA.

Mentor applications available to teachers ®	May
Applications returned ®	June
Selecting/Matching ®	July/August
Workshop/Training for Mentors ®	August
Mentors meet Mentees ®	August
New Teacher Orientation ®	August
Formative Assessment of Program ®	December/January

Definition of Mentor:

A mentor is an experienced tenured professional capable of assisting a new teacher in making a successful transition to the Williamson Central School District. Mentors would also work with identified teachers who are in need of improving instructional strategies. Mentors act in a collaborative, non-evaluative, advisory role. The goal is to assist, not assess.

Responsibilities of the Teacher Mentor:

- Assist new teacher/identified teacher
- Meet bi-weekly with new teacher/identified teacher
- Observe teacher a minimum of five (5) times per year (use of video or audio tapes may allow for additional observations with feedback to support improved effectiveness)
- Meet with larger group (mentor/mentee) throughout the year
- Participate in orientation
- Participate in training for mentors
- Model collegiality
- Facilitate growth and development of new teacher/identified teacher
- Observe teacher and set up referrals for teacher to observe other teachers

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- Share ideas, problem solve, and promote effective practice

CRITERIA FOR SELECTING MENTORS:

The Teacher Must:

- Be an effective resource for new teachers
- Be tenured and be permanently certified
- Have participated in Elements of Instruction or the equivalent
- Demonstrate instructional excellence
- Show evidence of continued professional development
- Be familiar with district and building level systems
- Have credible standing with colleagues
- Demonstrate the following personal qualities: open minded, positive, optimistic, reflective, ability to establish networks, sense of humor

Length of Service:

- Mentor/New Teacher relationship will be for one (1) year.
- Mentors may serve for two (2) years. Mentor's name will remain in pool unless Steering Committee or mentor decides otherwise.
- The District Office will maintain a file of mentors. Each spring the Selection Committee will reaffirm the availability of mentors and their willingness to participate as a mentor.
- Mentors will work with a maximum of two (2) new teachers (if possible).

Guidelines:

- Mentors will be advisors *not* evaluators.
- Mentors will be full time teachers.

Provisions for School Violence Prevention and Intervention Training:

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The Williamson 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, the Williamson Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, the Williamson 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:

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.

The Williamson Central School District's teachers may utilize the expertise and trainings provided by the Regional Bilingual Education – Resource Network or other approved sponsors to fulfill these requirements.

The Williamson Central School District meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs.