

Williamson Central School

Deep Roots | Core Values | Bright Futures

Professional Learning Plan 2019-2020

“Doing what’s right for children.”

Williamson Central School District Professional Learning 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 Learning Plan

This plan is being submitted by:

**Williamson Central School District
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Professional Development Planning Team:

Jane Brown - Elementary Teacher	Jen Hunt - HS Teacher
Kelly Colling - Elementary Teacher	Beth Moore - HS Nurse
Stephanie Bean - Elementary Teacher	Cathie Abdunnasir - Teacher Assistant
Erina Guilfoil - Elementary Teacher	Joan Frank - Teacher Aide
Jodie Barnes - Elementary Teacher	John Fulmer - Administrator
Rebecca Klejment - Elementary Teacher	Andrew Kritall - MS Teacher
Alice Sharp - Library Clerk	Michelle Kuhl - Parent
Rhonda Tucherelo - Teacher Assistant	Mary Leister-Schied - MS Teacher
Rachel Higbee - Parent	Rachel Liberatore - Administrator
Ellen Saxby - Administrator	Nancy Miller - MS Teacher
Karen Hoody - Administrator	Kate Taylor - Administrator
Kate Avery - Administrator	Richard Rozzi - MS Teacher
Olivia Schauf - HS Librarian	Gregory Macaluso - Superintendent
Hilary Chaya - Administrator	Marygrace Mazzullo - ASI
Sally Schillaci - HS Counselor	Cindy Ferland - HS Teacher
Kelly Zimmerman - HS Counselor	Ginny Kuryla - MS Teacher
Alex Casper - HS Teacher	Kate Weiser - Parent

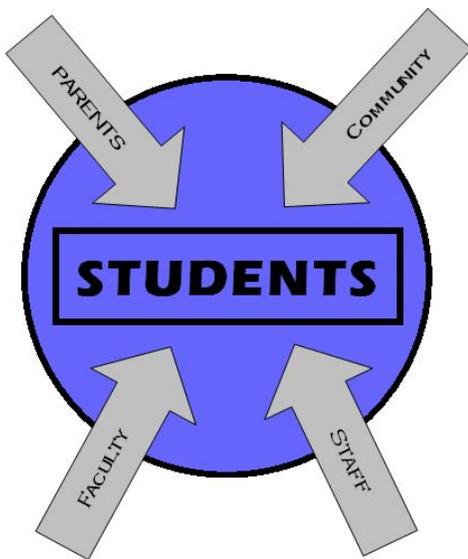
Williamson Central School District Professional Learning Plan

Introduction:

As per Section 110.2 (dd) of the Commissioner's Regulations, this Professional Learning 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 learning, data collection, reflection and actionable steps related to these overall strategic objectives.

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Williamson Central School District Strategic Plan 2019-2020

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<p>Student Achievement Improve student achievement and growth by cultivating and supporting a vision of active learning in a supportive, respectful environment.</p>	<p>Educating the Whole Child Improve student achievement by cultivating a culture of PRIDE that nurtures a learning community that inspires character, service, knowledge, and wisdom.</p>	<p>Staff Development Improve student achievement with a progressive PK-12 professional development model that supports the growth of life-long learners and fosters shared accountability for student performance</p>	<p>Community Partnerships Improve student achievement by demonstrating civic involvement in global and local communities and building student-community connections while ensuring environments are healthy, safe, and conducive to learning and working.</p>	<p>Fiscal Responsibility Improve student achievement with a budget that reflects prudent financial planning while balancing the needs for all students, instructional goals, improved technology, and facilities, while minimizing the impact to taxpayers.</p>
<p><u>Essential Objectives:</u> Utilize levels of support and appropriate interventions to:</p> <ul style="list-style-type: none"> Achieve sufficient growth year over year to decrease the proficiency gap Support all students in meeting graduation requirements Increase student awareness of post-graduation pathways and opportunities 	<p><u>Essential Objectives</u> Utilize levels of support and appropriate interventions to:</p> <ul style="list-style-type: none"> Increase student engagement and connection to their school and community. Increase student attendance Ensure all students have access to social emotional learning and supports Foster pro-social behaviors 	<p><u>Essential Objectives</u></p> <ul style="list-style-type: none"> Partner with all staff to develop and implement strong professional learning practices, being role-models for lifelong learning. Promote and foster teacher leadership in curriculum and instruction Ensure consistency and alignment of best practices UPK-12 Foster strong relationships with students and families 	<p><u>Essential Objectives</u></p> <ul style="list-style-type: none"> Utilize community agencies and resources in our multi tiered system of supports Collaborate with community partners to optimize school safety and security Collaborate with community agencies and resources to promote personal, school and community wellness Work with community partners to create opportunities for students 	<p><u>Essential Objectives</u></p> <ul style="list-style-type: none"> Prepare reasonable and educationally sound budget/policies Identify and evaluate alternative fiscal strategies Update five year budget projections annually

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 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.

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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 learning 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 learning 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 Learning Opportunities:** Our instructional team uses Learning Forward resources and the PD Framework to ensure that professional learning is timely, relevant, rigorous and promotes student 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 on 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.

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- Evaluation: The district has an approved 3012d Annual Professional Performance Review plan that incorporates both observation and student achievement data into teacher evaluation.

Organizational Professional Learning Goals:

Key Results Area: Staff Development
Essential Objectives: <ul style="list-style-type: none"> ● Partner with all staff to develop and implement strong professional learning practices, being role-models for lifelong learning. ● Promote and foster teacher leadership in curriculum and instruction. ● Ensure consistency and alignment of best practices UPK-12. ● Foster strong relationships with students and families.
2019-2020 Goal: Staff will attend at least 1 non-required PD session around best practices for Student Empowerment and/or MTSS.
Measure: 85% of all HS staff will attend at least 1 additional, non-required PD session to enhance their work in the high school.
Goal Met Status:

Action Steps	Person(s) Responsible	Person(s) Involved	Check-In Dates	Focus Areas	Progress Notes
PD for Student Empowerment, Student Voice, Student Reflection, Goal Setting	Hilary Chaya Nicole Lock	High School Staff	Monthly	Professional Learning, Empowerment	<ul style="list-style-type: none"> ● Attendance log for PDs to track the data or unified form that all PD uses to collect data ● Brene Brown book study can be included
PD for MTSS	Tier 1 and Tier 2 team	High School Staff	Monthly	Professional Learning, MTSS	<ul style="list-style-type: none"> ● Providing passive opportunities to learn MTSS universal language ● Bathroom newsletters? ● 10th period learning opportunities
Promote New PRIDE Culture	BPT team	High School Staff and Students	Monthly	MTSS, Tier 1 Best Practices	<ul style="list-style-type: none"> ● Flags and banners ● Promotional materials ● Saturate the school to promote to PRIDE culture to all staff ● Make sure all classrooms have PRIDE posters
Staff-led PD on PL Topics	Nicole Lock Other Staff Leaders	High School Staff	Monthly	Professional Learning, Collegiality, Best Practices	<ul style="list-style-type: none"> ● Focus on classroom “what’s working in my room” ● Peer to Peer trainings ● Hone in on Student Empowerment

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HS Building Communication	Kate Avery Hilary Chaya BPT Team	High School Staff Tier 1 Team BPT Team	Monthly	Voice and Communication, Relationships Within School Community	<ul style="list-style-type: none"> ● Continue with coffee talks, Sunday emails, From the Floor format @ staff meetings for all staff ● Other ways to continue improving building communication? ● Shout-outs to staff/students - email ● Relationship check-ins: building-wide and student-staff ● A communication/climate survey will be sent out twice a year
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<p>Key Results Area: Staff Development - Improve student achievement with a progressive PK-12 professional development model that supports the growth of life-long learners and fosters shared accountability for student performance.</p> <p>Essential Objective:</p> <ul style="list-style-type: none"> ● Partner with all staff to develop and implement strong professional learning practices, being role-models for lifelong learning ● Promote and foster teacher leadership in curriculum and instruction ● Ensure consistency and alignment of best practices UPK-12 ● Foster strong relationships with students and families <p>2019-2020 Goal: Outside faculty meetings, all teaching staff will participate in two additional PD development activities.</p> <p>Measure: attendance from instructional coaching trainings (including PL coaches and Tech coaching), conference attendance reports, data from Personalized Learning Management system</p> <p>Goal Met Status:</p>
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Action Steps	Person(s) Responsible	Person(s) Involved	Check In Dates	Focus Areas	Progress Notes
Staff will track participation in PD sessions on PLM	staff	staff	ongoing		
Provide ongoing opportunities for Schoology training and support.	John, Kate, Paula, Laurie	Teaching Staff	Ongoing	Tech PD	
Provide opportunities for learning about student self reflection	PL Coach				
Provide opportunities for teachers to work with reading specialists to enhance reading in the content area strategies	John, Kate, Reading Specialists				
Provide opportunities to allow teachers to collaborate and observe teaching practices.	John, Kate	Staff	Ongoing	PD	

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Key Results Area: Staff Development
Essential Objective: Develop and implement strong professional learning practices and communication, being role models for lifelong learning.
2019-2020 Goal: Maintain participation in staff development.
Measure: Attendance at professional development opportunities.
Goal Met Status:

Action Steps	Person(s) Responsible	Person(s) Involved	Check In Dates	Focus Areas	Progress Notes
Continue monthly PD at additional faculty meeting round tables.	Ellen, Karen and Instructional Coaches	Teachers and TAs	6 sessions during the year	*Collaborative Classroom *Data Review *Schoology *MTSS *Envision Math *Student Goal Setting	
Attend and participate in Envisions Math professional development.	Ellen, Karen and Instructional Coach	Teachers and TAs	Sept-Oct Jan-Feb Apr-May	Math	
Create a communication reference chart.	BPT	All Staff	September	Communication	

Establish communication protocols for sharing information to stakeholders.	BPT	All stakeholders	September	Communication	
Establish monthly grade level chair meetings with administration.	Ellen and Karen	Grade Chairs	Monthly	Communication	

District Wide Professional Learning Goals:

- **Personalized Learning for all Students**
- **Digital Content Exploration and Utilization**
- **Implementation of MTSS, Tier I, Tier II and Tier III Supports and Practices**
- **Increase in Student Empowerment 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

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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
- 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.

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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
- 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:

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.

Addendum A: Unapproved CTLE Providers

Addendum A will be completed if/when Williamson CSD identifies Unapproved CTLE Providers to use for Professional Development Opportunities. At this time, Williamson CSD is not planning to contract with any unapproved CTLE providers.

Name/Title	Topic