North Rose-Wolcott CSD

Professional Development Plan
2017-2018

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Vision
The ***MISSION*** of the North Rose Wolcott Central School District is to prepare each student for a successful future.

The ***CORE BELIEFS*** of the North Rose-Wolcott Central School District are that:

☐The potential of each child will be achieved.

☐Learning is a shared responsibility of all.

☐Each child will be provided a safe, creative and encouraging environment.

☐Each child will be prepared for their future.

Professional Development: Beliefs

- Teachers matter. Quality instruction has the largest influence on student achievement.
- It is the obligation of the school community to create safe and caring learning environments and engage students in relevant, reachable, quality work experiences that challenge them to learn more, at higher levels with a deeper understanding (rigor).
- The work of educators is demanding and complex. Educators must have an adaptive style in order to meet the variety of challenges and needs of NRW students.
- Teachers and administrators are not expected to do this work in isolation. Both need the support of collegial learning teams that problem solve and learn together.

- Leaders matter:
  - Their clarity, their intentionality, what they believe, think, and communicate make a significant difference in increasing student achievement.

- They are primary architects of embedded professional development through the development of the School Improvement Plan (SIP).

- The most powerful professional development is teacher-to-teacher learning that happens as close to the work with students in classrooms as possible.
- Coaching and well-functioning collaborative teams are powerful tools to accomplish ongoing, meaningful professional learning.
- Workshops, courses, conferences, and other outside resources are additional supports to ongoing professional learning.
- Measuring and assessing professional learning is essential to its design, delivery, and ongoing adjustment, in order to be most responsive to staff and student learning.
- Budgeting at both the District and building level is required to create and sustain ongoing, powerful professional development.

Professional Development: Definition

- High levels of student achievement require well-trained staff with high expectations for students and a passion for providing every student with a caring and supportive learning environment. High standards of professional conduct are also required. Professional development is a critical component of the overall strategy to encourage and reinforce these professional expectations.
- The Office of Curriculum and Instruction provides leadership, assistance, and support for the ongoing professional growth required to impact student learning by:
  - Surrounding teachers and administrators with structures of support that encourage ongoing professional learning, innovation, action research, and the collegial sharing of new ideas and best practices.
  - Engaging teachers and administrators in professional learning that is standards-focused, intellectually rigorous, part of their daily work, and continuous.
  - Supporting principals and teachers to use a variety of data to determine the focus of their professional learning.

- Deepening teachers' repertoire of research-based instructional skills and strategies, content knowledge, knowledge of CCLS, and knowledge of resources.
- Supporting the work of small teams of teachers using a data dialogue process, who meet regularly to look at student data including student work, plan lessons, and assist in progress monitoring and problem-solving.
- Providing teachers with the classroom assessment skills that allow them to regularly monitor gains in student learning resulting from improved classroom practices.
- Connecting teachers to teachers within and beyond their schools and to outside sources of knowledge and skill.

Professional Development: Critical Attributes

- Designed to positively impact student learning
- Job-embedded
- Job-specific
- High-quality
- Stimulus for continuous improvement for all professionals, fostering support for APPR
- Research-based
- Evaluated for impact on student achievement

Professional Development Foundational

Student Learning

- Student learning informs all the work of school teams, school leadership teams, and District leadership teams. The District Mission, Vision, and Strategic Plan goals are based on meeting the learning needs of our students. The ongoing development of our teachers and leaders is critical to ensure that these learning needs are met.

School Leadership Teams

(Leadership Council Members, Principal, Assistant Principal)

- Regular meeting times for self-managing, leader-supported teams to prepare and improve instruction are a primary vehicle for ongoing professional development. Everyone involved learns by doing work that is critical to student success.
- School leadership teams are comprised of Leadership Council members in each building, along with the building administrators and anyone else deemed necessary by the Principal. They meet regularly to create instructional plans and identify strategies on the basis of results – from their observations and formative assessments. The SLT set measurable, time-bound improvement goals and target areas of greatest need. Their goals are directly linked to the District Strategic Plan and building improvement plan.
- The primary work of school leadership is to move from being “instructional leaders” to “learning leaders.” This requires leaders to increase time spent with teams of teachers as they focus on student success as measured by ongoing, formative assessments and using these assessments to inform their instruction.
- School Leadership Team member(s) meet with teams on a regular basis to ask the questions:
    - To what extent are students learning the intended outcomes of each course?
    - What steps can I, as the leader, take to give both students and teachers the time and support they need to improve learning?

- Leaders equip and support teams at every level to solve problems and generate the "small wins" (incremental progress) that mark and promote continuous improvement. This level of teamwork is a core value as stated in the NRW Mission.

The competencies/skills required:

- Knowledge of effective team structures and protocols
- Collaboration skills (clarity, committed listening, dialogue, making requests, securing promises, etc.)
- Full knowledge of district strategic plan
- Ability to develop common formative assessments
- Use of ongoing, formative assessment to inform instruction
- School-Based Inquiry Process protocols and Looking at Student Work (LASW) structures and protocols
- Data Analysis process for progress monitoring
- Thorough knowledge of the Danielson 2013 Rubric

District Leadership Teams

(Leadership Council, Administrators)

District leadership provides:

- Direction, guidance, and support in partnership with school leaders and school leadership teams

- Assistance with the implementation and monitoring of the District Strategic Plan
- Program articulation and monitoring of programs and processes
- Curriculum map development
- Professional development programs and support

Leadership competencies/skills include:

- Knowledge of effective team structures and protocols
- Knowledge of and buy-in to the District Strategic Plan
- Collaborative leadership skills (clarity, committed listening, dialogue, making requests, securing promises, etc.)
- Full knowledge of curriculum maps, district policies and procedures
- Working understanding of formative assessment processes
- School-Based Inquiry Process protocols and Looking at Student Work (LASW) structures and protocols
- Data Analysis for progress monitoring

In order to sustain and support team-based, assessment-driven instructional improvement, Leadership Development sessions will focus on:

- Using the same skills and strategies we are asking instructionally focused teams of teachers to use
- Exploring specific behaviors and strategies that are being used to “lead the learning” and obtaining feedback from colleagues
- Solving problems (avoiding dependency, acting as thinking partners to one another, using collaborative leadership skills)
- Clarifying concepts essential to team-based, continuous improvement of leadership team functioning
- Sharing short-term results, celebrating successes

- Helping teams focus on the district improvement efforts so that high levels of student learning result

Introduction

This plan addresses needs based on student achievement data and accountability designations made by the NYSED. It supports the goals of the District Strategic Plan, the DCIP, Middle School SCEP, and Elementary School Local Assistance Plan. The goals of the Strategic Plan are as follows:

Goal 1: By June 2018, all students taking a state assessment will be proficient (3 or 4, 65 or higher).

Goal 2: By June 2018, each student who has achieved mastery will maintain mastery, and the percentage of new students achieving mastery will increase.

Goal 3: By June 2019, by the end of second grade, all students will read at or above grade level.

Goal 4: Starting in the 2018-19 school year, we will increase all students' participation in STEAM (science, technology, engineering, art, mathematics) courses by 10% each year.

NRW Student Achievement Data for 2017:

Student Achievement Results ELA Grades 3-8

ELA	Grade 3 % 3-4	Grade 4 % 3-4	Grade 5 % 3-4	Grade 6 % 3-4	Grade 7 % 3-4	Grade 8 % 3-4
All Students 2016	28%	21%	26%	22%	31%	34%
All Students 2017	41%	30%	16%	22%	23%	41%
SWD 2016	0%	0%	0%	-	0%	0%
SWD 2017	0%	0%	0%	0%	6%	0%
Economically Disadvantaged 2016	23%	15%	11%	12%	15%	19%
Economically Disadvantaged 2017	29%	21%	13%	12%	9%	29%

Student Achievement Results Math 3-8

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students 2016	46%	32%	38%	17%	17%	7%
All Students 2017	56%	37%	30%	33%	15%	0%
SWD 2016	-	9%	0%	0%	-	-
SWD 2017	-	13%	0%	0%	0%	0%
Economically Disadvantaged 2016	28%	23%	15%	10%	11%	0%
Economically Disadvantaged 2017	44%	25%	19%	17%	4%	0%

2017 Regents Results

Exam	# Taking	% Passing	% Mastery	2016 % Passing
Algebra CC	79	72.15%	6.33%	63.74%
Geometry CC	57	54.39%	1.75%	44%
Algebra 2 CC	24	66.67%	4.17%	96.88%
Global History/Geography	74	70.27%	18.92%	72.28%
US History/Gov.	82	87.80%	50%	82.02%

2017 Regents Results

Exam	# Taking	% Passing	% Mastery	2016 % Passing
English CC	79	83.54%	48.10%	66.67%
Living Environment	70	72.86%	11.43%	80.39%
Earth Science	52	78.85%	36.54%	76.19%
Chemistry	29	55.17%	6.9%	48.84%
Physics	15	40%	6.67%	80%

Professional Development Committee Membership

Name	Title
Melanie Stevenson	Assistant Superintendent for Instruction and School Improvement
Megan Paliotti	Director of Special Education
Melissa Pietricola	Elementary Principal
Mark Mathews	Middle School Principal
Brian Read	High School Principal
Robyn Roberts-Grant	High School Assistant Principal
Matthew Wendel	High School Assistant Principal
Kellie Marciano	Elementary Assistant Principal
Kristin DeFeo	Middle School Assistant Principal/Parent in District
Cary Merritt	Teacher/Leadership Council Member/NRWTA President
Jennifer Kelsey	Teacher/Leadership Council Member

Dawn McIntyre	Teacher/Leadership Council Member
Pam Brooks	Teacher/Leadership Council Member
Meagan Caminiti	Teacher/Leadership Council Member
Laurie Elliott	Teacher/Leadership Council Member
Ben Stopka	Teacher/Leadership Council Member
Abigail Davies	Teacher/Leadership Council Member
Melissa Minichiello	Teacher/Leadership Council Member
Kurt Laird	Teacher/Leadership Council Member
Caitlyn Wasielewski	Teacher/Leadership Council Member
Cathy Peterson	Teacher/Leadership Council Member
Adam Hawley	Teacher/Leadership Council Member
Amy Wiktorowicz	Teacher/Leadership Council Member

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.

North Rose-Wolcott CSD, 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 North Rose-Wolcott'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 the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development 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 development in alignment with the New York State Professional Development Standards (http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf):

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

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

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

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

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

6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

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

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

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

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

Organizational Professional Development Goals

Goal 1: ***Provide instructional and collegial support to new teachers through the NRW Mentoring Program***
Objective: North Rose-Wolcott CSD will adequately prepare and support new teachers in order to increase their instructional capacity and increase teacher retention.

Strategies:

- *Retired NRW teachers are selected for mentorship based on their interest and experience. Qualities of a mentor will include: ability to articulate and model good teaching practices; ability to demonstrate strong content knowledge; outstanding interpersonal skills; ability to make a time commitment to meet the needs of the new teacher(s); willingness to keep confidences; and a positive attitude toward the district, school, colleagues, and students.*
- *The role of the mentor is: to provide instructional and personal support for the new teacher; facilitate the growth and development of the new teacher; and share ideas, problem-solve, promote reflective practice, and model collegiality.*
- *Mentoring activities include, but will not be limited to: developing instructional plans; peer observations; role-playing of parent conferences; peer coaching; assisting with administrative requirements; examining student work together; and engaging the new teacher in reflective conversations.*
- *Mentors meet with their new teacher(s) a minimum of one time per week on a scheduled basis. Mentors submit a log to the Office of Curriculum and Instruction that will be a record of meetings and the topics, concerns, questions, and goals that have been the focus of their meetings.*
- *2 days of New Teacher Orientation will be provided for new staff to acquaint them to the District Strategic Plan, processes and protocols, major initiatives, and to provide professional development around the Danielson Framework, learning targets, and the School-Based Inquiry Process.*

- *Principals will engage in instructional coaching for new (and all) teachers through the Leverage Leadership process.*

Goal 2: ***Provide culturally responsive education for English Language Learners***
Objective: North Rose Wolcott CSD will build staff capacity in order to provide instruction that is culturally responsive, accounts for individual student needs (differentiation), and increases parent engagement for parents of English Language Learners.

Strategies:

- *The District will provide professional development on opening day for all instructional staff around cultural responsiveness, differentiation, alternative assessment methods, and parent engagement. The presenter was Alicia VanBorssum from the University of Rochester. Presenter did a simulated ELL classroom experience for all participants.*
- *ESL teachers will receive PD through RBERN, WFL BOCES, Monroe 1 and Monroe 2 BOCES. Presenter will be Lourdes Roa from RBERN.*
- *The District will implement the District Comprehensive Improvement Plan which targets the Hispanic subgroup through tiered intervention, differentiation, and parent engagement.*
- *NRW ESL teachers will collaborate with area districts through Title III grant*

Goal 3: ***Comply with all state and federal regulations as they pertain to school violence prevention and intervention***
Objective: 100% of staff will meet the State requirement for school violence and intervention training.

Strategies:

- *A district-wide safety team representing all stakeholders meets quarterly to review and revise the following district documents: student code of conduct, district attendance policy administration procedures, district-wide safety plan, and building level safety plan*
- *Schedule, communicate, and execute required Drills (Lockdown and Evacuation) as outlined in the District Safety Plan*
- *Provide required staff development regarding the Right to Know, DASA, violence prevention, and mental health*
- *Provide intervention through MTSS system that addresses student mental health and wellness*
- *Utilize School Resource Officer as a preventative measure whereby positive relationships are established between SRO, students, and staff*
- *Utilize SRO to provide instruction for students around the Student Code of Conduct and appropriate internet use.*
- *Increase teacher capacity in the areas of:*
    - *Effective classroom management*
    - *Integration of social and problem solving for students*

Goal 4: ***Increase instructional staff capacity as it relates to Pedagogy, Curriculum, Assessment, and Content knowledge.***
Objective: North Rose-Wolcott CSD will provide staff development to increase teacher capacity to provide effective instruction as evidenced by district interim assessments and NYS test results.

Strategies:

- *Strategic Planning*
    - *Implementation of District Strategic Plan*

- *Personalized Learning, specifically data-driven decision-making*
    - *Teachers will receive training regarding personalized learning*
    - *Teachers will receive training around the SBIP process with a focus on formative assessment*
    - *Superintendent's conference days will be dedicated to personalized learning*
    - *Teachers will analyze interim assessment results using the SBIP process*

- *Implement new math series K-8*
    - *All K-8 staff who teach math will receive training regarding the Math Expressions program an GoMath*
    - *Follow-up monitoring sessions with BOCES coach will occur*

- *Leverage Leadership*
    - *Principals will go in each teacher's class a minimum of once every 3 weeks for a classroom visit and will follow up with a conversation within 24 hours*
    - *Instructional strategies will be recommended that teachers will implement, as the administrator will follow up on recommendations during the following visit*
    - *Data collected through LL visits will be shared with the School Leadership Team monthly and SLT will determine next steps*

- *Common Core Learning Standards (Student Achievement)*
    - *Adaptation of CCLS ELA modules*
    - *Review of grade/teacher level gap analysis for 3-8 ELA and Math results and target areas incorporated into curriculum maps and pacing guides*

- *Assessment of Learning & For Learning (Student Achievement)*
    - *Continue Creation and implementation of interim assessments in all core areas 3-12*
    - *Use of LinkIt! assessment platform for analysis of assessments*
    - *Data dialogue protocol*

- *PBIS (Student Management)*
    - *Continued training for staff around explicit instruction for students about district-initiated positive character traits (e.g. bus driver training)*
    - *Bucket Filler program at elementary level, Cougar Pride at MS level, Speak Out at HS level (peer recognition)*

- *Special Education (Student Achievement)*
    - *Training for staff around Consultant Teacher Model*
    - *Training for staff around IEP-writing that is in compliance with NYS regulations*
    - *Differentiation strategies for struggling learners*
    - *Related service providers will continue content specific development required for licensure & effective service provision*

- *MTSS (multi-tiered systems of support)*
    - *Develop District Handbook for MTSS*
    - *Provide training around differentiation and meeting students' academic, and social/emotional/behavioral needs*

- *Guided Reading*
    - *Provide training for staff around what constitutes an effective guided reading lesson*
    - *Provide training for staff around administering the Fountas & Pinnell benchmark assessment*
    - *Focus on guided reading during Leverage Leadership visits*

- *Therapeutic Crisis Intervention*
    - *Continue to train in-district TCIS trainers*
    - *Continue to provide TCIS training opportunities for staff throughout the course of the school year*

Provisions for Mentoring Program

The North Rose-Wolcott Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at North Rose-Wolcott holding an initial certificate will complete a mentored teaching experience within their first 3 years 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:

Procedure for Selecting Mentors	Assistant Superintendent for Instruction selects mentors based on interested participants
Role of the Mentors	The role of the mentor is: to provide instructional and personal support for the new teacher; facilitate th growth and development of the new teacher; and share ideas, problem-solve, promote reflective pract

	and model collegiality.
Preparation of Mentors	Mentors will meet with ASI to assign caseload and plan new teacher orientation. Mentors will attend New Teacher Orientation to introduce themselves. Mentors will meet at least 3 times annually with ASI.
Types of Mentoring Activities	Mentoring activities include, but will not be limited to: developing instructional plans; peer observations role-playing of parent conferences; peer coaching; assisting with administrative requirements; examini student work together; and engaging the new teacher in reflective conversations.
Time Allotted for Mentoring	Mentors meet with their new teacher(s) a minimum of one time per week on a scheduled basis. Mento submit a log to the Office of Curriculum and Instruction that will be a record of meetings and the topics concerns, questions, and goals that have been the focus of their meetings.

Provisions for School Violence Prevention and Intervention Training

North Rose-Wolcott 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, North Rose-Wolcott will provide refreshers on school violence prevention and intervention.

In instructional settings, North Rose-Wolcott 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.

Districts will also provide other CTLE certificate holders, Professional and Level III Teaching Assistants, a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition unless the District meets exemption.

North Rose-Wolcott teachers may utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network or other approved sponsors to fulfill these requirements.

North Rose Wolcott meets (and will apply for an) exemption from the professional development 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 North Rose-Wolcott total student population as of such date as established by the commissioner.*

Recommended PD Provider:

Alicia Van Borssum, EdD
Coordinator, Project CELLS: Western NY Collaboration for English Language Learner Success
Warner Graduate School of Education
University of Rochester
Office: 585-276-4779
Mobile: 585-261-7460

Statement of Assurances

The Superintendent certifies that:

- Planning, implementation and evaluation of the professional development plans were conducted by a professional development team that included teachers, administrators, and others identified in the plan.

- The plan focuses on improving student performance and teacher practice as identified through data analysis.

- The plan describes professional development that:

  -Is aligned with state content and student performance standards;
  -Is articulated within and across grade levels; is continuous and sustained;
  -Indicates how classroom instruction and teacher practice will be improved and assessed;
  -Indicates how each teacher in the district will participate; and
  -Reflects congruence between student and teacher needs and district goals and objectives

- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.

- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

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Signature (Superintendent of Schools)

_____

Date