

North Rose-Wolcott
Organizational Professional Development Plan
2021-2022

North Rose-Wolcott Professional Development Plan 2021-2022

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<p><i>It is our MISSION that</i> Each student will leave the NRW family with pride and preparedness for their future path</p> <p><i>through our VISION that</i> NRW is a community committed to fostering connections and developing experiences where individuals can engage in learning that cultivates individualized potential.</p>	<p>North Rose-Wolcott Central School District</p> <p><i>Strategic Action Plan</i></p> 
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Congar Values

We are...

- Courageous**
- Optimistic**
- Understanding**
- Grateful**
- Adaptable**
- Respectful**

Because we value...

- Perseverance**
- Relationships**
- Inquiry**
- Diversity**
- Engagement**

<p><i>Community Promises</i></p>	<p>Partnerships - We will foster collaboration and communication that connects students, families and the community by creating positive relationships.</p> <p>Equity - We will create a safe, honest, and welcoming environment that appreciates diverse backgrounds, experiences, perspectives and the unique qualities of our school community where all voices are heard.</p> <p>Social Emotional - We will cultivate authenticity and vulnerability through awareness of the social and emotional needs of ourselves and others.</p> <p>Academic - We will provide personal and professional learning opportunities for staff and students to focus on quality academic programming to measure individualized success.</p> <p>Financial - We will hold ourselves accountable for responsible management of funds that align to our priorities, as well as transparent communication about the usage of those funds.</p>
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North Rose-Wolcott Professional Development Plan 2021-2022

Introduction

This plan addresses needs based on student achievement data and ESSA subgroup measures of “1”. It supports the community promises of the District Strategic Action Plan. These are as follows:

Partnerships- We will foster collaboration and communication that connects students, families and the community by creating positive relationships.

Equity- We will create a safe, honest, and welcoming environment that appreciates diverse backgrounds, experiences, perspectives, and the unique qualities of our school community where all voices are heard.

Social Emotional- We will cultivate authenticity and vulnerability through awareness of the social and emotional needs of ourselves and others.

Academic- We will provide personal and professional learning opportunities for staff and students to focus on quality academic programming to measure individualized success

Financial- We will hold ourselves accountable for responsible management of funds that align to our priorities, as well as transparent communication about the usage of those funds.

NRW Student Achievement Data for 2020-2021:

Grade	Proficiency Rate ELA '20-21 <i>Early Literacy/Literacy</i> <u>Fall 2020</u>	Proficiency Rate ELA '20-21 <i>Early Literacy/Literacy</i> <u>Spring 2021</u>	Proficiency Rate ELA '21-22 <i>Early Literacy/Literacy</i> <u>Fall 2021</u>	Desired Results ELA '20-21 Proficiency Rate
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K	36%	48%		90%
1	14%	42%		90%
2	32%	40%		90%
3	48%	58%		90%
4	65%	78%		90%
Grade	Proficiency Rate Math '20-21 Early Numeracy/Math Fall 2020	Proficiency Rate Math '20-21 Early Numeracy/Math Spring 2021	Proficiency Rate Math '21-22 Early Numeracy/Math Fall 2021	Desired Results MATH '20-21 Proficiency Rate
K	48%	64%		90%
1	40%	63%		90%
2	49%	59%		90%
3	44%	63%		90%
4	58%	75%		90%

Grade	Proficiency Rate Aimsweb Reading '20-21 Fall 2020	Proficiency Rate Aimsweb Reading '20-21 Spring 2021	Proficiency Rate Aimsweb Reading '21-22 Fall 2021	Desired Results Aimsweb Reading '20-21 Proficiency Rate
5	61%	58%		90%
6	72%	69%		90%
7	85%	63%		90%
8	76%	60%		90%

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Grade	Proficiency Rate Aimsweb Math '20-21 <i>Fall 2020</i>	Proficiency Rate Aimsweb Math '20-21 <i>Spring 2021</i>	Proficiency Rate Aimsweb Math '21-22 <i>Fall 2021</i>	Desired Results Aimsweb MATH '20-21 Proficiency Rate
5	57%	54%		90%
6	68%	62%		90%
7	65%	65%		90%
8	78%	58%		90%

NYS Regents Exam Data for June 2021

Exam	June 2021	
	% Passing	% Mastery
Algebra I	41%	3%
Geometry Common Core	Not Offered	Not Offered
Algebra 2 Common Core	Not Offered	Not Offered
Global History & Geography	Not Offered	Not Offered
U.S. History & Government	Not Offered	Not Offered
English	83%	33%

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Living Environment	62%	2%
Earth Science	41%	4%
Chemistry	Not Offered	Not Offered
Physics	Not Offered	Not Offered

NRW High School 2020-2021 Data		
Content Area	Proficiency	Mastery
Social Studies	84%	29%
English	85%	28%
Science	94%	32%
Math	85%	33%

Professional Development Committee Membership

Name	Title
Megan Paliotti	Assistant Superintendent for Instruction and School Improvement
Mark Mathews	Middle School Principal
Brady Farnand	Middle School Assistant Principal
Scott Bradley	High School Principal
Jason Shetler	High School Assistant Principal

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Christie Graves	Elementary School Assistant Principal
Bridgette Barr	Community Schools Administrator
Laurie Elliott	Technology Integration Coordinator
Marc Blankenberg	Athletic Director
Cary Merritt	Teacher/Leadership Council Member/NRWTA President
Lucia Copeland	Teacher/Leadership Council Member
Dawn McIntyre	Teacher/Leadership Council Member
Adam Bishop	Teacher/Leadership Council Member

Meagan Pentycofe	Teacher/Leadership Council Member
Ashleigh Gerstner	Teacher/Leadership Council Member
Ben Stopka	Teacher/Leadership Council Member
Jill Ricci	Teacher/Leadership Council Member
Caitlin Wasielewski	Teacher/Leadership Council Member
Kelly Cole	Teacher/Leadership Council Member
Nick Wojieck	Teacher/Leadership Council Member
Amy Wiktorowicz	Teacher/Leadership Council Member
Adam Hawley	Teacher/Leadership Council Member

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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.

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North Rose-Wolcott Central School District, 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.

Professional Development will focus on NYS Next Generation Standards, Curriculum Writing and Alignment, Assessment of Learning, Social emotional learning, Implicit Bias, Cultural Responsiveness. These priorities were determined based on student data regarding achievement and suspension data, current education needs due to COVID-19, current equality concerns.

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 staff is tailored to the needs of the individual, district, and building. It progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

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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.

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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-Informed 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.

PD Standards

A. Professional Growth and Collaboration. Professional learning fosters a foundation of continuous professional growth characterized by collaborative relationships, reflection, respect, and commitment to student and educator learning.

B. Expanding Professional Capacity. Professional learning builds individual and collective capacity for deepening and expanding educator expertise and improving outcomes for all students.

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C. Leadership. Professional learning develops and fosters skillful leaders who cultivate vision, capacity, advocacy, communication, and support systems.

D. Professional Learning Approaches. Professional learning integrates theories, research, and models of adult learning to achieve intended outcomes.

E. Utilizing Data. Professional learning incorporates a variety of sources and types of student, educator, and system data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning. .

F. Cultural Responsiveness. Professional learning responds to a culturally and linguistically diverse population of learners and promotes academic and social-emotional growth by emphasizing and building upon their cultural strengths, knowledge, and skills.

G. Engagement Among Diverse Communities. Professional learning builds capacity for educators, families, community members, and other stakeholders for shared ownership of student and community success.

Organizational Professional Development Goals

Curriculum maps will be updated and aligned vertically in a continuous cycle.

Teachers will receive professional development in order for them to best meet their students' academic needs, no matter the format of instruction, whether in person, hybrid or virtual.

Social emotional learning will be a component in all formats of learning.

Teachers will improve their understanding of implicit bias and culturally responsive instruction, incorporating them into their practices.

Action Plans

Goal 1: New Staff Induction

- *Mentoring - Required Elements*
 - *Procedure for selection*
 - *Role of*
 - *Preparation*
 - *Mentoring activities*
 - *Time allotted to work with mentees*
- *New Teacher Orientation*

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Objective:

All new teachers at North Rose-Wolcott will complete a mentored teaching experience within their first year of employment as a teacher in the district. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers. Year 2 and 3 teachers will be provided mentorship in a step down approach to allow them to become more independent each year.

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.

Activities and Strategies:

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.

Mentors will meet with the building administrator and ASI to assign caseloads. Mentors will attend New Teacher Orientation to introduce themselves. Mentors will meet at least 3 times annually with ASI.

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.

Inputs	Evidence	Responsibility	Timeline
Assigning mentorships	Each mentee will be assigned a mentor for their first through third year of employment at NR-W	Assistant Superintendent for Instruction/Building Administrator	Prior to New Teacher Orientation
Preparation of mentors	Attendance at a mentor training	Assistant Superintendent to inform mentors of when	Prior to mentoring teachers

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		training is offered	
Identify planned mentoring activities	Meetings, phone calls, emails	Mentor	Throughout the school year
Determine how the mentoring program has been effective	Teacher retention Mentoring log	Mentor and Assistant Superintendent for Instruction/Building administrator	June of 2022

Goal 2: (ELL - Required - waiver available but goal required)

**Applying for exemption due to low enrollment*

Objective: ***Provide culturally responsive education for English Language Learners, LGBTQ+ students, diversity in race, students with disabilities, etc.***

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.

Activities and Strategies:

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- *The District will provide professional development to all instructional staff around cultural responsiveness, differentiation, alternative assessment methods, and parent engagement.*
- *ESL teachers will receive PD through RBERN, WFL BOCES, Monroe 1 and Monroe 2 BOCES that focus specifically on ELL students.*

Goal 3: School Violence Prevention and Intervention

- *Required Drills (Lockdown and Evacuation)*
- *Promoting mental health and wellness*
- *Addressing warning signs*
 - *Effective classroom management*
 - *Integration of social and problem solving for students*

**GCN & Utica National, Right to Know Stuff, DASA, Character Education,*

Objective: For all staff to understand how to keep themselves and students safe.

Activities and 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 through the Safe Schools platform*

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- *Provide intervention through MTSS system that addresses student mental health and wellness*
- *Develop and Implement a Suicide Prevention Plan*
- *Train staff and students in Teen Mental Health First Aid*
- *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*

Inputs	Evidence	Responsibility	Timeline
Right to Know/Bloodborne Pathogens		Superintendent's Office-Safe Schools Platform	Opening Day Professional Development
Dignity for All Student Act Training		Superintendent's Office-Safe Schools Platform	Opening Day Professional Development
Fire/Lockdown/Lockout/Evacuation Drill Training		Director of Facilities	Opening Day Professional Development
Wellness Committee		Athletic Director	Throughout the year
School Resource Officer Program		Assistant Superintendent for Business and Facilities	Throughout the year
Restorative Practices		Assistant Superintendent for Instruction and Curriculum	Throughout the year
School Violence Prevention		SRO	Throughout the year

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Child Abuse Recognition	Trauma Informed Care practices	Director of Special Education & PPS	Throughout the year
Addressing the needs of children with autism		Director of Special Education & PPS	Throughout the 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 CSD 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.

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

Procedure for Selecting Mentors	Tenured teachers can apply to be mentors. The principal and ASI will assign a mentor to each new teacher.
Role of the Mentors	Mentors will provide confidential guidance and support to the new teacher in all areas of their professional life.
Preparation of Mentors	Mentors will attend a mentor training that has historically been hosted by the Teacher Center. Mentors will attend in-district mentor meetings. Mentor books will be provided to staff to guide them in conversations and supporting the new teacher.
Types of Mentoring Activities	Meetings, workbook activities, phone calls, emails.
Time Allotted for Mentoring	Mentors are paid for any time they do this outside of their regular work day.

Estimated Average Number of Hours each teacher/leader is expected to participate in Professional Learning

Positions	Hours	CTLE hours / choice topics
Teachers	at least 20 hours per year to stay on track for 100 hours	Conference days, staff meetings, BOCES offerings, R-BERN offerings
Teaching Assistants		Conference days, staff meetings, BOCES offerings
Administrators		BOCES Offerings, R-BERN offerings, Other

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Support Staff		Conference days, Departmental training, Wayne County trainings
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Our professional learning is continuous and sustained.

We have teachers and administrators who teach and present at Higher Ed Institutions.

Our focus on Personalized Learning has been a multi-year focus and continues as we work to create individualized instruction for remote learning.

Our Professional Learning is based on what is needed for students, but also what teachers need. We survey teachers regarding their needs and offer multiple levels of PD to meet each teacher where they are at. At the end of each PD, we ask what the next steps are that we can provide for them to feel supported or to take their learning to the next level.

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.

Objective: 100% of staff will meet the State requirement for school violence and intervention training.

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Strategies:

- 1. 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 plans.*
- 2. At least annually the School District Resource Officer meets with each school's Building Level Safety Team to review a menu of crisis situations, "drill each scenario, and update and revise the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios.*
- 3. Each building principal ensures that annual updates are presented to students, parents and staff regarding behavioral expectations.*

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education (and ELL PD Requirements for other certificate holders)

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 will be provided with a minimum of 50 Percent of Professional Learning clock hours 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 holder's, Professional and Level III Teaching Assistants, a minimum of 15 percent of the required Professional Learning clock hours dedicated to the needs of English Language Learners including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners 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.*

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Recommended PD Provider:

Svetlana Stowell

Lordes Roa

PROFESSIONAL DEVELOPMENT PLAN STATEMENT OF CERTIFICATION

School District: _____ BEDS Code: _____

The superintendent certifies to the Commissioner that: (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan. (2) The requirements of CR 100.2 (dd) to have a professional development plan for the succeeding school year have been met. (3) The school District or BOCES has complied with the professional development plan applicable to the current school year. (4) The plan focuses on improving student performance and teacher practice as identified through data analysis. (5) The plan describes professional development that: • is aligned with state content and

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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. (6) The plan describes how the effectiveness of the professional development will be evaluated and indicates how activities will be adjusted in response to that evaluation. (7) The plan complies with CR 100.2(dd) to: • describe and implement a mentoring program for new teachers; • provide teachers holding a professional certificate with opportunities for completing 100 hours of professional development (CTLE) every five years; • ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities, • state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan; • describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources; • provide staff with training in school violence prevention and intervention; and • provide professional development to all professional and supplementary school staff who work with students with disabilities. (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: <http://www.emsc.nysed.gov/part100/pages/1002h.html>. (9)

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

Print Name of Superintendent of Schools _____

Original Signature of Superintendent of Schools _____

Date _____