



**NORTH COLLINS**  
CENTRAL SCHOOL DISTRICT  
*Home of the Eagles*

**NORTH COLLINS CENTRAL SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT PLAN SY 2020-21**

**DISTRICT NAME:** North Collins Central School District  
**BEDS CODE:** 142201040000  
**SUPERINTENDENT:** Mr. Scott Taylor  
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**PLAN EFFECTIVE DATE:** 09/01/2020  
**NUMBER OF BUILDINGS IN DISTRICT:** TWO  
**NUMBER OF PROFESSIONAL DEVELOPMENT TEAMS:** ONE

**COMPOSITION OF 2020-21 DISTRICT PROFESSIONAL DEVELOPMENT TEAM**  
*A Function of the District Educational Advisory Committee (EAC)*

Brandon Wojcik, Co-Chairperson, Jr.-Sr. High School Principal  
John Cataldo, Co-Chairperson, Elementary School Principal  
Jinelle Burger, Director of Student Services  
Kerry Buell, TOSA for Curriculum and Instruction  
Robert English, Jr.-Sr. High School Counselor  
Art Gasiewicz, Special Education Teacher  
Scott Kaplan, TOSA – Technology Integrator  
Kevin Manchester, Jr-Sr High School Teacher  
Erin Boulanger, Jr-Sr High School Teacher  
Katelyn Springer, Elementary School Teacher  
Jennifer Bardo, School Psychologist  
Kristina Miller, Parent Member  
Darlene Stefan, Parent Member  
Heather Krystofiak, Erie 2 BOCES IES

**NORTH COLLINS CENTRAL SCHOOLS  
PROFESSIONAL DEVELOPMENT PLAN SY 2020-21**

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## I. INTRODUCTION

The mission statement of the North Collins Central School District reads:

*The North Collins Central School District is a safe and supportive learning environment that strives to maximize educational opportunities for all students, faculty, staff, and community members. We nurture responsibility, creativity, energy, and open-mindedness to empower successful contributors to a global society*

In order to support this strong statement, the Education Advisory Committee has established a Professional Development Team that considers the needs of the district, based on a review of assessment/attendance/behavioral data, and recommends goals that will structure the professional development for the school year. It is the goal of the Professional Development Team to facilitate the provision of meaningful, substantial and relevant professional development opportunities to the teachers and paraprofessionals in the North Collins Central School District, based on district generated data and research based “best practices.” Ultimately, this thoughtful approach to the establishment of quality professional development will improve teaching and learning in our district, maximizing the educational opportunities for our students and nurturing lifelong learners.

Following this process, the Professional Development Team has outlined a professional development plan for the 2020-21 school year. This plan was submitted to the BOE for their consideration, approval, and implementation for SY 2020-21. The PDP will be reviewed annually, up-dated, as needed, and incorporated into the Comprehensive District Education Plan (CDEP). The PDP will assist all teachers in maintaining their professional certifications. These opportunities will be aligned with major improvement goals, collective and individual, and will be determined and compensated according to future contract negotiations.

The Board of Regents, at its March 2016 meeting adopted a new 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.

This plan exists to communicate the planning and implementation of professional development within the North Collins Central School District as a sponsor of Continuing Teacher and Leader Education (CTLE).

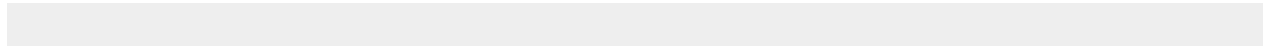
## **II. NEEDS ANALYSIS**

The Professional Development Committee, under the guidance of the District Comprehensive Improvement Plan (DCIP) considered current and historical academic and assessment data, student achievement on college readiness assessments and behavioral data in determining what professional development would best support the goals of the North Collins School District.

The committee discussed our designation as a Target District. A subset of our EAC in conjunction with an educational advisor and parents, put together a District Comprehensive Improvement Plan. It was decided that our PDP goals would come from that plan for the next three years.

We also discussed the professional development at the Junior-Senior High School which is designated a Comprehensive Support and Improvement School. A team made up of EAC members, Junior-Senior High School Staff, an outside educational consultant, parents and students came up with a School Comprehensive Education Plan. It was decided that our Professional Development Plan would encompass some of those goals as well.

These goals are derived from and linked to the District Comprehensive Improvement Plan (DCIP), and will be revised in accordance with updates and revisions to the DCIP.



### **III. GOALS & OBJECTIVES**

Professional development is a continuous process by which professional educators increase and refine their knowledge, skills, and practices to remain current and effective within all areas of education. The goals of the District Comprehensive Improvement Plan (DCIP) are as follows:

1. The district will prioritize the use of tier 1, best instructional practices to increase the achievement of all students. The use of tier 1 practices will support all students, not only students with disabilities and the economically disadvantaged. Our teachers need to use tier 1 practices more consistently to support our struggling learners. By June 2021, at least 90% of teachers will receive PD on checking for understanding and formative assessments, and at least 90% of pacing guides/curriculum maps will contain learning targets and formative assessments.
2. Using data to drive English Language Arts instruction will also be prioritized. There is currently no process in place for grades 2-8 teachers to use data to inform their instruction. Both schools in the district received a Level 1 for elementary/middle school ELA performance. District data measures (STAR) show that 65% of students are reading at or above grade-level. By June 2021, 70% of students will be at or above benchmark for STAR Data for 3rd-8th grade (40th percentile or higher).
3. Student mental health is a district priority. Classroom teachers in grades pre-k through grade 8 will implement a social emotional learning (SEL) program with students on a weekly basis. Currently, we do not have a consistent curriculum to address SEL Classroom. By June 2021, 85% of teachers include Second Step lessons in their weekly lesson plans for grades pre-K through 6 (and in one class per week in 7<sup>th</sup> and 8<sup>th</sup> grade).

#### **Goal 1 Objectives**

- Teachers will receive high-quality professional development on learning targets and student ownership of learning designed with specific Tier 1 practices
- Teachers will receive high-quality professional development on checking for understanding, formative assessments and giving feedback designed with specific Tier 1 practices
- Teachers will meet monthly in department/grade level meetings (see Priority 1) to share their implementation of Tier 1 practices
- Teachers will add learning targets and formative assessments into their curriculum maps/pacing guides

## Goal 2 Objectives

- The creation and implementation of a consistent data and planning process by all grades 2-8 ELA teachers.
- ELA department meetings (7-12) will prioritize data driven instruction, feedback and support of strategies as a matter of practice. At the elementary level, this will be the culture at grade level meetings (2-6).
- All teachers will be providing targeted support to students that is informed by data.

## Goal 3 Objectives

- Classroom teachers will receive professional development on how to use the Second Step Social Emotional Learning program in their classes.
- Classroom teachers implement SEL into their curriculum on a weekly basis.
- Teachers will have monthly multi-grade level meetings where they will discuss the SEL of their students. They will share what is working and what isn't and monitor and adjust as necessary in order to support our struggling students.

## IV. STRATEGIES

Professional development is a continuous process and should be viewed as an expanding cycle, building knowledge and skills through seminars, workshops and self-study. The six step process functions in the following manner:

1. **Identify** common district and individual needs, goals, and/or objectives,
2. **Plan** on how to address these needs, goals, and/or objectives,
3. **Implement** programs that, while providing choice, produce concrete methods of attaining the needs, goals, and/or objectives,
4. **Monitor** the program's progress by collecting faculty and/or student data,
5. **Evaluate** data collected and use it to determine subsequent professional/staff development activities,
6. **Modify, adapt, and re-identify** new/revised needs, goals, and/or objectives (e.g., return to step 1).

**AREA OF FOCUS: 2020-21 ACADEMIC YEAR**

1. The district will prioritize the use of tier 1, best instructional practices to increase the achievement of all students. Teachers will add learning targets and formative assessments to their curriculum maps as they use them in their classrooms throughout the year.
2. Using data to drive English Language Arts instruction will also be prioritized. There is currently no process in place for grades 2-8 teachers to use data to inform their instruction. Teachers will meet in grade level meetings with BOCES support staff and the TOSA to use data to drive their ELA instruction.
3. Student mental health is a district priority. Classroom teachers in grades pre-k through grade 8 will implement a social emotional learning (SEL) program with students on a weekly basis.

**PROPOSED TIMELINE of PROFESSIONAL DEVELOPMENT ACTIVITIES**

Superintendent’s Conference Days SY 2020-21

Date	Elementary School	Junior/Senior High School
9/1/2020	Welcome Back Covid-19 safety training Faculty Meeting Prioritizing Math/ELA Standards	Welcome Back Covid-19 safety training Faculty Meeting Google Classroom Remote Learning Tools – Loom, EdPuzzle, Jamboard
9/2/2020	Hybrid Model Instruction Homeroom/Remote teacher meetings Grade/Department Meetings	Live Streaming (using google meet) Getting started with a hybrid classroom Creating choice in an online environment DCIP and SCEP
9/3/2020	Learning Targets and Student Ownership of Learning training – Janet from PLC Associates Homeroom/Remote teacher meetings	Remote Learning Tools – Kami, Flipgrid Learning Targets and Student Ownership of Learning training – Janet from PLC Associates
9/4/2020	Second Step Training Grade level/Department Meetings Room Prep	Communicate with students who are remote on the first day Room Prep
1/25/2021	Checking for Understanding and Formative Assessments training	Checking for Understanding and Formative Assessments training

**North Collins Central School District Professional Development Plan SY 2020-21**

**Appendix A: Service Providers for SY 2020-21**

<b>Name</b>	<b>Contact Information</b>	<b>Workshop/Training</b>
Scott Taylor	Superintendent North Collins CSD 2045 School Street North Collins, NY 14111 <a href="mailto:staylor@northcollinscsd.org">staylor@northcollinscsd.org</a> (716) 337-0101 x1300	Faculty Meeting
Brandon Wojcik	Principal North Collins CSD 2045 School Street North Collins, NY 14111 <a href="mailto:bwojcik@northcollinscsd.org">bwojcik@northcollinscsd.org</a> (716) 337-0101 x1302	School Safety Data Analysis Faculty Meetings
John Cataldo	Principal North Collins CSD 2045 School Street North Collins, NY 14111 <a href="mailto:jcataldo@northcollinscsd.org">jcataldo@northcollinscsd.org</a> (716) 337-0101 x2150	Faculty Meetings Data Analysis
Jinelle Burger	Director of Student Services North Collins CSD 2045 School Street North Collins, NY 14111 <a href="mailto:jburger@northcollinscsd.org">jburger@northcollinscsd.org</a> (716) 337-0101 x2153	Special Education Updates Goal Setting CPI
Kerry Buell	TOSA for Curriculum and Instruction North Collins CSD 2045 School Street North Collins, NY 14111 <a href="mailto:kbuell@northcollinscsd.org">kbuell@northcollinscsd.org</a> (716) 337-0101	DCIP/SCEP Remote Learning Tools
Heather Krystofiak	Staff Development Specialist, Integrated Education Services Erie 2 - Chautauqua-Cattaraugus BOCES Wheelock Primary School 75 Chestnut Street Fredonia, NY 14063 <a href="mailto:hkrystofiak@e2ccb.org">hkrystofiak@e2ccb.org</a> 716-672-4371	Hybrid Learning Prioritizing Standards



Scott Kaplan	TOSA - Technology Integrator North Collins CSD 2045 School Street North Collins, NY 14111 <a href="mailto:skaplan@northcollinscsd.org">skaplan@northcollinscsd.org</a> 716-337-0101	G Suite Google Training Live streaming from google meet
Janet Gillmeister Greg Speranza	PLC Associates <a href="mailto:janet.gillmeister@gmail.com">janet.gillmeister@gmail.com</a> <a href="mailto:Greg_PLC@aol.com">Greg_PLC@aol.com</a>	Foundational Five – Learning Targets and student ownership of learning
Joe Bromley Erin Boulanger Katie Brown	Teachers North Collins CSD 2045 School Street North Collins, NY 14111 <a href="mailto:lbrosnick@northcollinscsd.org">lbrosnick@northcollinscsd.org</a> <a href="mailto:kbuell@northcollinscsd.org">kbuell@northcollinscsd.org</a>	Remote Learning Tools Live streaming from google meet
This plan and list of service providers will be amended and updated to the NYSED in the event additional service providers are needed to provide professional development for SY 2020-21.		

**Provisions for School Violence Prevention and Intervention**

The North Collins Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence 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.

On a periodic basis, and as part of newly required training regarding the aforementioned warning signs, the North Collins Central School District will provide refresher training and updates to faculty and staff.

## **Provisions for Mentoring Program**

The North Collins Central School District **Mentoring Program** is defined by Board of Education policy, as outlined below:

First year teachers must participate in a mentoring program as a component of the Professional Development Plan. The purpose of the mentoring program is to increase the retention of new teachers and improve their ability to assist students in attaining State learning standards. The mentor's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement.

As per the **District Mentoring Handbook**, The North Collins Central School District believes in helping new teachers make a smooth transition into teaching by supporting participation in a Mentor Program that teams a new teacher (apprentice) with a professional partner (mentor). This mentoring process ensures that the apprentice teacher's first year experience includes a variety of professional experiences and that the new teacher is orientated to both the workplace and the culture of the community through coaching and support. This mentoring experience also helps apprentice teachers understand and meet their professional leadership responsibilities for promoting student learning through planning, delivering, and evaluating quality instruction.

Basic provisions of the **Mentoring Plan** include the following roles and responsibilities:

The **Mentor Liaison** will:

- Distribute and collect mentor applications
- Communicate status of mentoring program
- Determine needs for following year
- Collect annual reviews and evaluation of the program
- Work with the mentor/apprentice teacher to ensure compliance with mentor plan

The **Mentor Committee** will

- Review mentor applications
- Make recommendations regarding mentor appointments and mentor-apprentice pairings
- Review and change mentoring assignments as necessary
- Determine the length of apprentice placement in the North Collins Central School District mentor program, based on input from the mentor, apprentice, and administration

## **Provisions for Teachers Certified in Bilingual/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.

As a District with fewer than 30 (or < 5%) enrolled English language learners, the North Collins Central School District does not employ certified Bilingual/ELL teachers.

The North Collins School District's teachers will utilize the expertise and trainings provided by the Regional Bilingual Education Resource Network to fulfill these requirements for any enrolled K-12 ELL student.