



NORTH COLLINS
CENTRAL SCHOOL DISTRICT
Home of the Eagles

**NORTH COLLINS CENTRAL SCHOOL DISTRICT
PROFESSIONAL LEARNING PLAN SY 2021-22**

DISTRICT NAME: North Collins Central School District
BEDS CODE: 142201040000
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PLAN EFFECTIVE DATE: 08/31/2021
NUMBER OF BUILDINGS IN DISTRICT: TWO
NUMBER OF PROFESSIONAL DEVELOPMENT TEAMS: ONE

COMPOSITION OF 2021-22 DISTRICT PROFESSIONAL DEVELOPMENT TEAM

A Function of the District Educational Advisory Committee (EAC)

Kerry Buell, Chairperson, TOSA for Curriculum and Instruction
Scott Taylor, Superintendent
Brandon Wojcik, Jr.-Sr. High School Principal
John Cataldo, Elementary School Principal
Jinelle Burger, Director of Student Services
Scott Kaplan, TOSA – Technology Integrator
Kelli McCormack, Literacy Coach
Karlie Bley, Elementary Teacher
Robert English, Jr.-Sr. High School Counselor
Ian Calder, High School Teacher
Nicole Falkner, High School Teacher
Jennifer Bardo, School Psychologist
Kristina Miller, Parent Member (Jr/Sr High)
Jessica Horton, Parent Member (Elementary)

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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 learning plan for the 2021-22 school year. This plan was submitted to the BOE for their consideration, approval, and implementation for SY 2021-22. The PLP will be reviewed annually, up-dated, as needed, and incorporated into the Comprehensive District Education Plan (CDEP). The PLP 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).

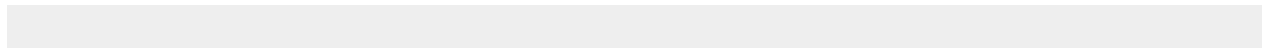
II. NEEDS ANALYSIS

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 PLP 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, parents and students came up with a School Comprehensive Education Plan. It was decided that our Professional Learning 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 priorities and goals of the District Comprehensive Improvement Plan (DCIP) are as follows:

1. We will prioritize teaching students the skills necessary to become proficient readers through teacher education and collaboration, revised curriculum design, and intentional use of data to inform reading instruction.
 - a. In striving to maximize educational opportunities for all students, we will offer support for students in reaching their potentials. Our vision statement states that we will work together as a district to help students achieve their potential.
 - b. Our state scores in ELA show that our students are not proficient in reading and writing. Due to the pandemic, this issue has become more apparent with the loss of instructional time.
 - c. Our Reading Committee focuses on the Science of Reading Research and seeks to implement evidence-based practices in the classroom through a structured literacy approach. We recognize the importance of this initiative to close the gap between research and practice, as adopted by other states.
 - d. This ties into our Special Ed District Improvement Plan along with our priority for supporting students with their social-emotional well-being. It also supports our SCEP Commitments of engaging students and providing meaningful and relevant learning experiences.

2. We will provide a respectful and inclusive environment where all students feel safe and welcomed.
 - a. The district has committed to prioritizing the social emotional needs of our students. With the impact of COVID-19 pandemic, we began a social emotional curriculum for students in pre-k - grade 6. The district would like to continue its efforts and expand this initiative to include students in grades 7-12.
 - b. Upon completion of the Equity Self-Reflection, it became apparent that students, staff and parents identified us as wanting to sustain (highest designation) our work on issues such as prioritizing social-emotional learning programs. We scored emerging in the district's ability to provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion.

- c. This theme also surfaced during our interviews with students, where some individuals shared that students hear negative talk among peers about racism and sexual orientation. Work remains to improve on the fostering of a safe environment for students to discuss cultural and interpersonal (Race and LGBTQ+) differences openly.
3. We will provide students with relevant and meaningful learning experiences.
 - a. Through the communication and collaborative efforts of our faculty, we will make real-world curricular connections to demonstrate relevance.
 - b. Throughout the past school year, faculty and students have acquired new technology skills. Continuing the use of these skills provide ongoing learning experiences that will prepare our students for college and career readiness. We learned from students that a more flexible learning environment promoted student success.
 - c. In addition, there have been strong efforts made within the district to become more data driven through lessons, assessments, and curriculum decisions. Lessons become more relevant to the students' needs, and faculty can see exactly where students may have further needs.

Goal 1 Objectives

- We made a 2 year commitment to LETRS training for all Pre-K through 8th grade teachers and special education teachers (7th, 8th grade – ELA, ELA AIS, ELA Special Ed only).
- We have a literacy coach in place to support teachers on how to improve their phonics, phonemic awareness, vocabulary and fluency and comprehension skills instruction.
- We will continue to have monthly check-ins with grade-level teams during planning periods.
- We created a universal screening calendar (BOY, MOY, EOY) for DIBELS, STAR and Decoding Surveys from Really Great Reading in order to have the data available to make informed decisions.
- The TOSA for Curriculum and Instruction and the Literacy Coach will familiarize teachers on how to interpret and utilize their student progress monitoring data.

Goal 2 Objectives

- Provide professional development to staff to increase awareness of culturally responsive teaching and inclusivity.
- Classroom teachers in ELA select culturally relevant teaching material to present to students, minimally one time per quarter.
- Expand Panorama survey to include surveying students in grades 9-12 twice a year to determine social emotional status of our high school students.
- Start the process of developing a Multi-Tiered Support System Committee. Find district-wide participants (admin, teachers, counselors, psychologist, support teachers, students, family members, community members) and determine roles on committee.
- Write a plan for coming years, get professional development for committee members and begin researching data-system management systems.

Goal 3 Objectives

- Increase teacher communication and collaboration between subject areas in grade level meetings.
- Through grade level and department chair meetings, discussions take place on how to best cross-collaborate so students can maximize the comprehension of the subject matter to make it meaningful.
- Increase relevant curricular materials related to culture and human sexuality (LGTBQ+)
- Continue discussion of the importance of using learning targets for both students and teachers in September/October department meetings.
- Staff share best practices of using and sharing learning targets in their classroom. This could include using process-based learning targets or helping students develop their own.
- Utilize technology better to transfer Tier 1 Strategies from Elementary School to Middle School transition.
 - Provide a seamless learning experience to the student
 - Proven methods for teaching a student are carried forward to all teachers

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- Digital log for students
- Continue to utilize Google Classroom for students
 - provide students with gateway to college level communication tools
 - put responsibility on students to know what work was assigned
 - coach students in planning methods to ensure greater success as they become more independent learners.

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: 2021-22 ACADEMIC YEAR

1. We will prioritize teaching students the skills necessary to become proficient readers through teacher education and collaboration, revised curriculum design, and intentional use of data to inform reading instruction.
2. We will provide a respectful and inclusive environment where all students feel safe and welcomed.
3. We will provide students with relevant and meaningful learning experiences.

PROPOSED TIMELINE of PROFESSIONAL DEVELOPMENT ACTIVITIES

Superintendent's Conference Days SY 2021-22

Date	Elementary School	Junior/Senior High School
8/31/2021	Welcome Back Faculty Meeting	Welcome Back Faculty Meeting SCEP and DCIP Introduction
9/1/2021	LETRS Training (Day 1) - Reading Instruction for all classroom and special education teachers Fundamentals of Equity - Special Area teachers, aides and assistants	Fundamentals of Equity - All teachers, aides and assistants LETRS Training (Day 1) - Reading Instruction for MS English/Sped teachers Department Meetings
11/12/2021	LETRS Training (Day 2) - Reading Instruction for all classroom and special education teachers Safe Space Training for all special area teachers, aides and assistants	LETRS Training (Day 2) - Reading Instruction for all MS English/Sped teachers Safe Space Training for all other teachers, aides and assistants
1/24/21	LETRS Training (Day 3) - Reading Instruction for all classroom and special education teachers TBD for all special area teachers, aides and assistants	LETRS Training (Day 3) - Reading Instruction for all MS English/Sped teachers TBD for all other teachers, aides and assistants
3/18/21	LETRS Training (Day 4) - Reading Instruction for all classroom and special education teachers TBD for all special area teachers, aides and assistants	LETRS Training (Day 4) - Reading Instruction for all MS English/Sped teachers TBD for all teachers, aides and assistants

Appendix A: Service Providers for SY 2020-21

Name	Contact Information	Workshop/Training
Scott Taylor	Superintendent North Collins CSD 2045 School Street North Collins, NY 14111 staylor@northcollinscsd.org	Faculty Meeting

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	(716) 337-0101 x1300	
Brandon Wojcik	Principal North Collins CSD 2045 School Street North Collins, NY 14111 bwojcik@northcollinscsd.org (716) 337-0101 x1302	School Safety Data Analysis Faculty Meetings
John Cataldo	Principal North Collins CSD 2045 School Street North Collins, NY 14111 jcataldo@northcollinscsd.org (716) 337-0101 x2150	Faculty Meetings Data Analysis
Jinelle Burger	Director of Student Services North Collins CSD 2045 School Street North Collins, NY 14111 jburger@northcollinscsd.org (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 kbuell@northcollinscsd.org (716) 337-0101	District Comprehensive Improvement Plan School Comprehensive Educational Plan Data Driven Instruction
Scott Kaplan	TOSA - Technology Integrator North Collins CSD 2045 School Street North Collins, NY 14111 skaplan@northcollinscsd.org 716-337-0101	Google Workspace for Education Training
Kelli McCormack	Teacher North Collins CSD 2045 School Street North Collins, NY 14111 kmccormack@northcollinscsd.org	Reading Instruction Training Data Driven Instruction
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 2021-22.		

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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 Learning 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 (mentee) with a professional partner (mentor). This mentoring process ensures that the mentee 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 mentee 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/mentee teacher to ensure compliance with mentor plan

The **Mentor Committee** will

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