

Waterville Central School District
Organizational Professional Development
Plan 2024-2025



VISION

Imagining, designing, and creating best futures

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MISSION

The Waterville Central School District, a partnership of students, staff, families and community, is dedicated to educating the whole-child for personalized success.

We Believe

We believe in high expectations and learning by all.

- **Commitment:** *All students and staff will be supported through personalized growth and agency to be their best while held to rigorous educational standards and high achievement.*

We believe in wellness.

- **Commitment:** *All students, staff and families will be engaged in an environment that values equity and diversity, and promotes social/emotional/physical wellness, citizenship and safety.*

We believe in future-ready knowledge and skills.

- **Commitment:** *All students will be prepared for post-secondary success and nurtured to become intellectually curious and creative critical thinkers, who are effective communicators and collaborators.*

We believe in the efficiency of resources.

- **Commitment:** *The Waterville CSD will innovate to maximize resources and partnerships to meet program objectives and the needs of all students.*

Introduction

The New York State Education Department has mandated that each public school district in the state have a Professional Development plan to ensure that all teachers have substantial opportunity for professional development so that they remain current with the profession and meet the learning needs of students. The Waterville Central School District's Professional Development Plan was developed in a collaborative manner, with input from teachers and administrators. In developing this plan, committee members considered data related to student performance. Committee members also identified long and short term needs.

Professional Development Committee Membership

Required by NYSED Regulation 100.2 dd

Membership of the professional development team must be at least 50% teachers

Team Members

Dr. Jennifer Spring, Superintendent, Director of Special Programs and Services, Katie Hansen, Dr. Steve Grimm, Interim Secondary Principal, Mrs. Kathy Zangrilli, Elementary Principal, Mrs. Debbie Nicotera, SPED Teacher Leader and SPED teacher, Mrs. Elizabeth Brennan, English Teacher Leader and K-12 Library Media Specialist, Mrs. McKinley Zalewski, Primary Teacher Leader and First Grade Teacher, Mrs. Lisa Ferrucci, Intermediate Teacher Leader and Math Intervention Specialist, Jon Krawiec, Science Teacher Leader and Secondary Science Teacher, Roseanne Kantor, Math Teacher Leader, Holly McNamara, Social Studies Teacher Leader

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.

Waterville Central School District and ONEIDA-HERKIMER-MADISON BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, training, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

Philosophy

Professional development at Waterville Central School District is a vital component of our commitment to serving our teachers, students, and community. We are committed to high-quality, research-based 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 our employees is tailored to the needs of the individual school, 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.

Integrated Organizational Professional Development Goals

Waterville Central School District will provide professional development to support the Board of Education's identified priorities and strategic framework for success:

Priority #1: *We will address instructional learning gaps and focus on increasing academic achievement for all students*

WCSD Belief: We believe in high expectations and learning by all.

WCSD Commitment: All students and staff will be supported through personalized growth and agency to be their best while held to rigorous educational standards and high achievement.

Strategies	Time line	Person (s) Responsible	Indicators of Accomplishment
Implement a distraction-free environment Pre-K-12 through a revised Mobile Device Policy (#5304) and the implementation of the Yondr pouches in grades 6-12.	2024-25 School Year	Admins, Staff Pre-K 12	Discipline referrals, staff feedback
Review and analyze AP, Regents, NYS 3-8 Assessments and K-12 local assessment data by academic team. Identify learning gaps and deficits by standard. Realign curriculum (including vertical alignment) to meet established learning targets/outcomes.	2024-25 School Year	Admin Team, District Data Coordinator, Teacher Leaders, K-12 Teachers	Team Action Plans, Progress Monitoring Data, historical and current assessment data

<p><i>Engage staff in Professional Development to support identified academic team goals:</i></p> <ul style="list-style-type: none"> • <i>K-12 Science - Storylines, Project Based Learning and Investigations</i> • <i>Pre-K-6: Science of Reading: Reading League training and Reading Coach</i> • <i>English: Continuation of Tovani instructional practices</i> • <i>SPED: Least Restrictive Environment, Wilson Reading, CPI, Inclusion and Belonging</i> • <i>K-12 Math: NYSED Resource: First In Math Online Program as a resource to support STEM readiness for students, graphing calculator training</i> • <i>Music/Art: Successful plan for All County on 3/14-3/15, Exploration of offering The Individual Arts Assessment Pathway</i> • <i>Library: Explore AI in the Classroom</i> 	2024-25 School Year	Admin Team, Teacher Leaders, K-12 Teachers	Individual Team Action Plans and progress notes
<p>Build classroom student ratio/engagement through 10 pre-selected high leverage learning techniques from Teach Like a Champion (Doug Lemov)</p> <ul style="list-style-type: none"> • Focus on one technique per month to be presented at monthly faculty meetings and highlighted throughout the month. 	2024-25 School Year	Admin Team, Teacher Leaders, K-12 Teachers	<ul style="list-style-type: none"> • Participation in faculty meetings. Each department/area picks a month and presents a technique. • Admin Observations
<p>Continue to analyze current and historical data</p> <ul style="list-style-type: none"> • Share data dashboard to analyze year to year data trends: academics, chronic absenteeism and discipline • Cultivate a culture of data analysis for continuous school improvement • Educate staff on how to analyze and use multiple measures of data to inform instruction and student performance • Provide PD, Data Walks and collaboration time to identify patterns and trends 	2024-25 School Year	Admin Team, District Data Coordinator, Teacher Leaders, Teachers K-12	<ul style="list-style-type: none"> • District outcomes improve as measured by data points

<p>June 5th Celebration: Recognizing Graduating Seniors and Academic Awards for students in grades 7-11.</p> <ul style="list-style-type: none"> • The class Valedictorian and Salutatorian and Top Ten of the Class of 2025 will be announced (based on the interim report of the 4th marking period) and the Seniors who achieved Highest Honors, High Honors and Honors recognitions. • Celebrate student success by recognizing students in grades 7-11 for achievement throughout the curriculum including students who exemplify “Greatest Growth.” 	2024-25 School Year	Jr/Sr High Admins, Counseling Office, 7-12 staff	Successful event, well attended
<p>Continue Atlas Curriculum Mapping and Alignment with Next Gen Standards for all courses according to the following:</p> <ul style="list-style-type: none"> ○ Standards ○ Content ○ Skills ○ EQs/I Can ○ Learning Activities ○ Key Vocabulary ○ Assessments 	2024-25 School Year	Admin Team, Teacher Leaders, Teachers K-12	Admin and Teacher Leader review of Atlas activity reports

Priority #2: We will implement strategies/programs/services to enhance the social/emotional/physical wellness of both students and staff.

WCSD Beliefs: We Believe in wellness

WCSD Commitment:

All students, staff and families will be engaged in an environment that values equity and diversity, and promotes social/emotional/physical wellness, citizenship and safety.

Action Steps	Timeline	Person (s) Responsible	Indicators of Accomplishment
<p>Develop district's Multi-Tiered System of Support to prioritize the needs of the whole child focusing on social-emotional, behavioral and academic growth. The plan will include:</p> <ul style="list-style-type: none">• Screening process to identify students who may be at risk for poor learning outcomes (attendance, behavior, academic, social emotional), school completion, or college and career readiness.<ul style="list-style-type: none">◦ Universal screening◦ Data used to screen students for mastery of math and reading• Progress monitoring• Data-Based Decision-Making• Multi-level prevention system: Tier 1, 2,3 to provide increasingly intensive levels of instruction/support to address student need.• <i>Prevent, Teach, Reinforce</i> Individualized positive behavior support. Managing challenging behaviors across the school environment.• Implement Building-level strategies to address bullying	2024-25 School Year	Admin Team, District Data Coordinator, Teacher Leaders, Teachers K-12	Completed plan, follow up training to staff, plan implementation, monitor academic, discipline and attendance data

<p>Reduce student chronic absenteeism</p> <ul style="list-style-type: none"> • Administer district-wide screening tool to identify student needs • Conduct weekly/monthly building/team meetings to review data • Meet with parents/guardians via Parent-Teacher Conferences • Connect students with an adult mentor • Connect students with counseling • Continue to enroll students in SBHC and dental services • Involve Connected Community School site coordinator to provide support and outreach to the student and family 	<p>Sept - June 2024-2025</p>	<p>Admin Team, LINKS's team, Social Workers/ Counselors,, K-12 teachers</p>	<p>MPS Daily Monitoring LINK Referral IRT Weekly LINKS meeting MTSS</p> <p>Jr./Sr. High Daily monitoring Monthly PPS Meetings LINK Referral Weekly LINKS meeting IRT Pre-PINS/PINS MTSS</p>
<p>Evaluate effectiveness of current SEL and wellness initiatives: Positivity Project, Connected Community Schools</p>	<p>Sept - June 2024-2025</p>	<p>Admin team, CCS</p>	<p>Data</p>

Priority #3: We will enhance connections with and opportunities for post secondary success

WCSD Belief: We Believe in future-ready knowledge and skills

WCSD Commitment: All students will be prepared for post-secondary success and nurtured to become intellectually curious and creative critical thinkers, who are effective communicators and collaborators.

Action Steps	Timeline	Person (s) Responsible	Indicators of Accomplishment
Hold “Senior Day” on June 16th to provide graduating seniors with “life after high school” sessions. Topics to include: financial literacy, a panel of graduates from the Class of 2024, campus life, how to be a successful employee etc. A barbeque lunch will be provided along with the showing of the senior class video.	2024-25 School Year	Admins, Counseling Department, 7-12 staff, Student Council	Student attendance and positive feedback
Continue to work on district/classroom Grading Practices: <ul style="list-style-type: none">● Implement new grading policy and recognition of graduating seniors;● Continue to develop Grading for Growth framework and ensure student grades are accurate, bias-resistant and motivational● Teams should be in agreement on acceptance of late work, Reteach/Retake, Gradebook categories and percentages, extra credit, and moving average to account for student growth● Continue to discuss use of o’s● Develop pre-K-12 Habits for Learning● Review Blue Ribbon Commission’s Profile of a NYS Graduate and establish a Profile of a Waterville Graduate	2024-25 School Year	Superintendent, Admin Team, Teacher Leaders, K-12 Teachers	Teacher Leader Team reports Board presentation on Habits for Learning and Profile of a Waterville Graduate

Action Steps	Timeline	Person (s) Responsible	Indicators of Accomplishment
Strengthen K-12 STEAM, agriculture, and pre-engineering curriculum, offerings and career connections	2024-25 School Year	Principals, Teacher Leaders, K-12 Teachers, School Counselors	<ul style="list-style-type: none"> • New electives • Shows/exhibits • Science investigations • FFA participation • Participation of Seal of Civic Readiness criteria • Enrollment in STEAM, music and Advanced Science/Math classes
Increase the number of students in AP, dual-credit and honors courses	2024-25 School Year	Principal, school counselors, Jr/Sr High teachers	Track year-to-year AP, dual-credit and honors' courses enrollment.

Priority #4: *We will enhance communication with and outreach to our families and the community.*

WCSD Belief: We Believe in the efficiency of resources

WCSD Commitment: The WCSD will innovate to maximize resources and partnerships to meet program objectives and needs of all students.

Action Steps	Timeline	Person (s) Responsible	Indicators of Accomplishment
Strengthen District Communications and Public Relations <ul style="list-style-type: none">• Inform stakeholders of Mobile Device policy updates regarding Yondr.• Inform stakeholders of Capital Project scope, cost and vote date.• Build a more consistent social media presence.	2024-2025 School Year	Superintendent, Principals, Public Information Specialist	Use of Website, social media, ParentSquare, and increasing effectiveness of communication
Continue support and outreach to students/families through Connected Community Schools onsite coordinator, school-based health center and mental health counselor through Neighborhood Center	2024-2025 School Year	Superintendent, Admins, Counselors, partners	Monitor referral and participation statistics and report out to Health and Wellness Committee

Priority #5: *We will continue to support, monitor, and analyze the effectiveness of current financial strategies*

WCSD Belief: We Believe in the efficiency of resources

WCSD Commitment: The WCSD will innovate to maximize resources and partnerships to meet program objectives and needs of all students.

Action Steps	Timeline	Person (s) Responsible	Indicators of Accomplishment
Establish an APPR committee to review Ed-Law 3012-e and negotiate a new plan to better support teaching and learning.	2024-2025 School Year	SuperintendentAdmi ns, WTA	Plan or specific elements of the plan submitted in the NYSED portal by March 1, 2025
Establish WTA Negotiations approach in preparation for the contract expiration date of 6/30/2025. <ul style="list-style-type: none">Explore Facilitated Intensive Negotiations - Service offered by PERB, requires consent of employer and WTA, 3 consecutive days of bargaining, 5 proposals (other than salary and insurance), data compiled and exchanged in advance, extremely high success rate for reaching a Tentative Agreement by the end of day 3)Conduct staff climate survey to identify reasons that contribute to staff attrition and ways to reduce it.	2024-2025 School Year	Board of Education, SuperintendentAdmi ns, WTA	Tentative Agreement and Board of Education approval
Capital Project 2025 <ul style="list-style-type: none">Finalize project scope and financing. Prepare for community referendum in February 2025	2024-2025 School Year	Board of Education, Superintendent, District Treasurer, Capital Project Committee	Approval of referendum on February 11

Fund balance and Reserve plan <ul style="list-style-type: none"> Review and manage reserves Maintain fund balance at 8% 	June 30	School Business Manager, Superintendent	Review with Board of Education Provide recommendations to BOE
Smart Schools Bond monies <ul style="list-style-type: none"> Update plan, receive SED approvals 	2024-2025 School Year	Superintendent Treasurer	Equipment deployed in our schools

Action Plan

Priority #1: We will address instructional learning gaps and focus on increasing academic achievement for all students

Strategic Action Planning Steps:

- Continue to align curriculum and instructional practices with Science of Reading
- Continue to update curriculum to align with NYS Learning Standards
- Continue to analyze data to identify gaps in student learning and curriculum.
- Align & implement a consistent and sequential curriculum — Pre-K to 12th Grade as recorded through the Atlas curriculum planning software platform
- Teacher Leaders will lead their academic teams in their monthly meetings in completing action plans on how they will address learning gaps, analyze data, progress monitor and increase academic achievement in their respective areas. The Teacher Leaders will be reviewing their data monthly with their teams and making adjustments throughout the school year.

Essential Question(s): What is the data telling us about the instructional learning gaps in our areas, including the performance of our subgroups. What are our team's plans for addressing these learning gaps?

Activities	Evidence	Responsibility	Timeline	Funding Source
Gap Analysis: Review of Student Performance Data	Summative Assessment Data (3-8 Exams, NYS Regents, Grade 5 & 8 Science Tests, iReady, DIBELS, PAST)	All District Teacher Leaders and their teams will collaboratively review their data	July 1, 2024-June 30, 2025	General Fund
Reading League: Science of Reading Training	Oral Language Development to Boost Comprehension and	For all MPS Teachers	September 25 Early Release	Pandemic Relief Funds

	Composition, by Katie Sojiewicz.			
Reading League: Science of Reading Support for Teachers: Reading Coach, The Reading Coach provides expert guidance on evidence-based practices, supporting teachers with the 6-step lesson plan, and through targeted instruction aligned with research on phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Improved Reading Proficiency for all students	Reading Coach: Saychel Patel	July 1, 2024-June 30, 2025	BOCES Coser
Training in Wilson Reading for select SPED Teachers to benefit struggling readers district-wide	Increased reading proficiency for identified students	For select SPED teachers	July 1, 2024-August 3, 2025	Pandemic Relief Funds

Priority #2: We will implement strategies/programs/services to enhance the social/emotional/physical wellness of both students and staff.

Strategic Action Planning Steps: <ul style="list-style-type: none"> Continue to train teachers in P2. Train all staff in CPI. Continue to develop, refine, implement and train staff on the district's MTSS plan. 				
Essential Questions: How do we support the SEL and wellness of our students?				
Activities	Evidence	Responsibility	Timeline	Funding Source
Positivity Project: Continue to provide a pervasive approach to teaching character education. Continue to provide support to staff in how to teach the lessons with their students.	Number of students "Caught Being Good"	P2 Coordinator: Jody Thomas	July 1, 2024-June 30, 2025	Title IV
Train all staff in Crisis Prevention (CPI): Equip all teachers, educators and school staff, from the leadership team through to classroom and support staff with evidence-based methods for de-escalation and crisis prevention, with a focus on Care, Welfare,	The number of staff who received the training.	Debbie Nicotera, District CPI Trainer	July 1, 2024-June 30, 2025	General Fund

Safety and Security.				
Continue to develop, refine and implement the district's MTSS plan. Provide training to teachers.	Consistent understanding and usage of the tiered interventions. Reduction in SPED referrals. An increase in the number of FBAs and BIPs used to mitigate student behaviors.	Katie Hansen, Director of Special Programs, Behavior Intervention Specialist	July 1, 2024-June 30, 2025	BOCES Coser Gen Fund

Priority #3: *We will enhance connections with and opportunities for post secondary success*

Strategic Action Planning Steps: <ul style="list-style-type: none">• Train school counselors on how to utilize Naviance and promote with our students.• Provide elementary staff with training in science and how to promote curiosity in the classroom.				
Essential Question(s): How will we support our students and prepare them for success in careers and postsecondary success?				
Activities	Evidence	Responsibility	Timeline	Funding Source
Samantha Streiff from OHM BOCES- 3D science, science assessments, and important instructional concepts	Elementary Science curriculum aligned with new state standards	MPS Staff	February 5, 2025 Early Release Day	BOCES Coser
Naviance Training	Greater usage of Naviance by students.	School Counselors	July 1, 2024-June 30, 2025	BOCES Coser
Preparing for the new science curriculum by having science teachers attend workshops at the OCM BOCES	Updated curriculum	District Science Teachers	July 1, 2024-June 30, 2025	BOCES Coser

Priority #4: *We will enhance communication with and outreach to our families and the community..*

Strategic Action Planning:

- Train teachers on how these partners support our students and how to make a referral.

Essential Question(s): How will we mitigate barriers to school success?

Activities	Evidence	Responsibility	Timeline	Funding Source
Connected Community Schools Programs	Number of Resolved Referrals	Administration and Connected Community Schools Personnel	July 1, 2024-June 30, 2025	BOCES Coser
School-Based Health Center Usage	Number of students registered	School-Based Health Center staff	July 1, 2024-June 30, 2025	Pandemic relief monies

Priority #5: *We will continue to support, monitor, and analyze the effectiveness of current financial strategies*

Strategic Action Planning Steps: <ul style="list-style-type: none">Engage teachers in their teams to conduct a Needs Assessment to identify the priorities in their areas and the required corresponding resources to fund student success.				
Essential Question(s): How do we ensure that our school budget effectively supports the needs of our students and staff?				
Activities	Evidence	Responsibility	Timeline	Funding Source
Teacher Leaders will lead their teams in conducting a Needs Assessment to align priorities with resources and available funding.	Completed Needs Assessments	Teacher Leaders and their teams to be reviewed with district administration to review and recommend	December, 2024-March 2025	Various sources

Provisions for Mentoring Program

Required Element from Part 100 of the NYSED Commissioner's Regulations

All teachers new to the district at Waterville Central School District will complete a supervised 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 teachers new to the district.

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:

This chart is a required element from Part 100 of the NYSED Commissioner's Regulations

Procedure for Selecting Mentors	Outlined in Waterville Central School New Professional's Academy Plan
Role of the Mentors	Outlined in Waterville Central School New Professional's Academy Plan
Preparation of Mentors	Outlined in Waterville Central School New Professional's Academy Plan
Types of Mentoring Activities	Outlined in Waterville Central School New Professional's Academy Plan
Time Allotted for Mentoring	Outlined in Waterville Central School New Professional's Academy Plan

Mission Statement

The Waterville Central School District is a partnership of students, staff, families and the community, dedicated to educating the whole child for personalized success.

Goals

The goals of the New Professionals Academy are to:

- Support new professionals and welcome them as they transition to the district;
- Communicate the district's culture and what it means to be a Waterville professional;
- Assist new professionals in becoming knowledgeable of the programs, services, partnerships, practices and protocols of the WCSD;
- Encourage collaborative professional growth and reflective practices;
- Build positive collegial relationships;
- Improve teacher effectiveness;
- Retain highly qualified teachers.

Superintendent and Administrative Team Commitment

The superintendent, in collaboration with district administrators, will plan, and coordinate the district's New Professional Academy. This will include monthly meetings and support for the mentoring partnerships. Additionally, the superintendent will maintain the documentation and records for at least 7 years and update TEACH.

How Mentors Are Chosen

The Superintendent, Principals and President of the WTA will jointly select the mentors. The superintendent will recommend mentors for approval by the Waterville Board of Education.

Each first year teacher in the district will be paired with a mentor. When possible, the following will be taken into consideration:

- Mentors will be chosen as close as possible to the same grade level and/or subject area of the mentee.

- One mentor will be assigned to one mentee, when possible.

Long-Term Substitute Positions

Substitutes filling in for long-term leaves, will be welcomed to participate in the monthly meetings of the New Professionals Academy and may be assigned a mentor, depending on the duration of their appointment.

Mentee Commitment

- Attend 2 day orientation program (see Appendix A)
- Attend 10 monthly New Professional Academy meetings (1 hour each) (see Appendix B)
- Coordinate at least four reciprocal classroom peer coaching sessions between mentor and mentee. These are confidential and informal and are not a part of APPR.
- Prepare 10 monthly reflective journal entries to be shared with your mentor and discussed at monthly meetings.(see Appendix D).
- Complete 20 mentoring logs to record mentor-mentee meetings in Google Classroom (see Appendix C).

Mentor Commitment

Congratulations on being selected as a WCSD Mentor! You were chosen because you:

- Are an outstanding educator who is committed to professional growth and the teaching profession;
- Exhibit enthusiasm for teaching and learning;
- Contribute to a positive school culture and are a role model for colleagues and students;
- Are highly knowledgeable of NYSED standards, the WCSD curriculum and effective instructional delivery practices;
- Are a reflective practitioner;
- Have outstanding communication skills and are a good listener.

Expectations

- Maintain confidentiality;

- Establish a trusting relationship
- Are available;
- Offer feedback in a constructive manner;
- Share knowledge skills and information with mentee on matters related to curriculum, assessment, data, school/district culture, technology platforms;
 - Meet regularly with mentee
 - Review suggested monthly topics (Appendix E) with mentee
 - Coordinate at least four reciprocal peer coaching sessions between mentor and mentee. These sessions are confidential and informal and are not a part of APPR. Debrief/discuss.
 - Familiarize the mentee with school policies, procedures, district events and culture.
 - Attend 2 day orientation program (see Appendix A)
 - Review and discuss monthly reflective journal entries. Prompts are included in Appendix D.

Provisions for School Violence Prevention and Intervention Training

Required Element from Part 100 of the NYSED Commissioner's Regulations

Waterville Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. Additionally, the district participates in Vector Training through the OHM BOCES to ensure all staff complete their annual required trainings.

Upon request or determination of necessity, Waterville Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Waterville Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education Required Element from Part 100 of the NYSED Commissioner's Regulations

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. Waterville Central School District teachers will utilize the expertise and training provided by the Regional Bilingual Education- Resource Network to fulfill these requirements. Additionally, the district will utilize time during faculty meetings, early release days and superintendent conference days to provide the required training to staff.

District Professional Learning Plan for Educators of English Language Learners (ELLs)

The district's **Professional Learning Plan (PLP)** ensures compliance with **CR Part 154-2.3(k)** and addresses the professional development (PD) needs of personnel who deliver instruction and services to ELLs.

1. Identification of Topics

PD topics are informed through regional efforts as well as district-specific needs:

- **Student Performance Data:** Trends from NYSESLAT, classroom assessments, and content-area performance.
- **Teacher Needs Assessments:** Surveys and feedback from educators about areas requiring additional support.
- **State Mandates and Research:** Alignment with best practices in second language acquisition and culturally responsive pedagogy.

Core Topics:

1. Fundamentals of Second Language Acquisition
2. Strategies for Scaffolding Content for ELLs
3. Effective Sheltered Instruction Observation Protocol (SIOP) Practices
4. Understanding and Supporting Students with Interrupted Formal Education (SIFE)
5. Cultural Competency and Appreciation of Home Languages

6. Integrating Technology to Enhance ELL Instruction

2. Targeted Professional Development Opportunities Through My Learning Plan and District-Provided PD

- **General Education Teachers:** 15% of required PD focuses on second language acquisition to support mainstream classroom instruction.
- **ESOL Certified Teachers:** 50% of required Continuing Teacher and Leader Education (CTLE) hours target ENL education practices.
- **Special Education Teachers:** Training to support ELLs with IEPs or 504 plans.
- **School Counselors and Support Staff:** Workshops on fostering social-emotional well-being and engaging ELL families.

3. Use of Title III Funds

Title III funding is coordinated through the Consortium administered through the OCM BOCES.

5. Expected Outcomes for Each Event

Each session is designed to achieve measurable outcomes, such as:

- Improved teacher capacity to scaffold instruction for ELLs.
- Increased cultural competency among staff.
- Higher student engagement and academic performance for ELLs.
- Enhanced family engagement and communication in students' home language

6. Evidence of Impact

The district uses the following metrics to assess the effectiveness of its PD offerings:

- **Teacher Feedback Surveys:** Post-session evaluations to refine future sessions.
- **Student Performance Data:** Growth in NYSESLAT and classroom achievement for ELLs.
- **Classroom Observations:** Use of ELL strategies during instructional walkthroughs.
- **Family Surveys:** Increased satisfaction with school communication and support for ELLs

There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Waterville Central School District total student population as of such date as established by the commissioner.