



PROFESSIONAL LEARNING PLAN

2023-2026



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MISSION & INTRODUCTION

The Red Creek Central School District will create a safe and supportive learning environment for all of our students, in order to prepare them with the fundamental skills and knowledge to successfully and responsibly contribute to society.



The Red Creek Central School District 2022-2027 Strategic Plan has identified the following three primary areas of focus. The Professional Learning Plan is developing in alignment with these priorities.



Culture & Communication

To create a positive culture and environment.



Educational Excellence

To establish a challenging and impactful educational experience that prepares all learners for success in an ever-changing world.



School Experience

To provide responsive and appropriate opportunities, resources, and systems that foster the development of well-rounded students within the school community.





As part of the ongoing professional development planning cycle, the Red Creek Central School District reviews multiple data sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

Student Achievement Data

- State benchmarks for NYS assessments for student academic performance (grade 3-8 Next Generation Learning Standards state assessments and Regents assessments)
- Disaggregated Student Achievement Data
- NYS School/District Report Card
- Report Cards
- Longitudinal data, which shows student progress over time
- Trend data
- Student attendance, dropout, and graduation rates
- Student PSAT 10, PSAT, SAT and ACT data
- DIBELS screener data
- Fastbridge diagnostic data
- iReady diagnostic and lesson data

Local Assessments:

- DIBELS Reading Assessments and classroom formative and summative assessments
- Eureka Math Unit Assessments
- Common grade level standards-based assessments of priority standards
- Student attendance reports
- Student behavioral referrals
- Academic Intervention and MTSS records
- Special Education Identifications and Annual Reviews
- College Placement Rates
- Graduation and dropout rates
- Administrative/LEAD Teacher/Department Analysis and Recommendations

Additional Data Sources:

- BEDS data
- Program evaluation: Curriculum mapping/lesson development
- Professional Performance Reviews and Observations/Evaluations
- Danielson's Framework for Teaching – identified components for professional learning: 3a, 3b, 3c, 3d, 3e.
- SED Regulations and Mandates
- Mentor Program Evaluations
- Data reports regarding program usage
- Professional development pre- and post- assessment surveys
- Program evaluation and needs assessment

Professional Learning Plan Committee Membership

Name	Title
Matthew VanOrman	Superintendent
Jennifer DeVinney	Assistant Superintendent for Curriculum & Instruction, Elementary & Secondary Parent
Julia Herbst	Director of Special Education
Dennis Taylor	Principal, M.W. Cuyler Elementary School
Brian Smiley	Principal, Red Creek Middle School
Patrick Wallace	Interim Principal, Red Creek High School
Robert Carter	Assistant Principal, Red Creek Middle School/Red Creek High School
Haley Bibee	MTSS Coordinator / Instructional Coach, Elementary Parent
Molly Smith	Instructional Coach, Secondary Parent
Pamela Cloonan	Instructional Coach
Michele McIntyre	Instructional Coach
Kristin DeFeo	WFL BOCES Instructional Coach
April Seeley	WFL BOCES Instructional Coach
Hilary Chaya	WFL BOCES Instructional Coach
Matthew Wendel	WFL BOCES Shared Data Coordinator
Melissa Uruburu	UPK LEAD Teacher, UPK Teacher
Katherine Osborne	Kindergarten LEAD Teacher, Kindergarten Special Education Teacher
Rebecca Hokanson	First Grade LEAD Teacher, First Grade Special Education Teacher
Tammy Curtis	Second Grade LEAD Teacher, Second Grade Teacher
Laura Andrus	Third Grade LEAD Teacher, Third Grade Teacher

Cheryl Howell	Fourth Grade LEAD Teacher, Fourth Grade Teacher
Emily Wilson	Fifth Grade LEAD Teacher, Fifth Grade Special Education Teacher
David Briggs	UPK-5 Special Area LEAD Teacher, Elementary Physical Education Teacher
Kelly Bushnell	UPK-5 Special Education LEAD Teacher, Third Grade Special Education Teacher
Shawna Keefe	6-8 ELA Department LEAD Teacher, Sixth Grade ELA Teacher, Secondary Parent
Rachel Malcott	6-8 Math Department LEAD Teacher, Eighth Grade Math Teacher, Elementary Parent
Joseph Bonanno	6-12 Science Department LEAD Teacher, Living Environment Teacher, RCTA Vice President
Michael Klemann	6-12 Social Studies Department LEAD Teacher, 9-12 Social Studies Teacher
Robert Keim	9-12 ELA Department LEAD Teacher, 9-12 ELA Teacher, RCTA President
Kristen Waterman	9-12 Math Department LEAD Teacher, 9-12 Math Teacher
Richard Durocher	6-12 Special Area LEAD Teacher, 7-12 Technology Teacher
Brenda McCarthy	6-12 Special Education LEAD Teacher, 6-8 Special Education Teacher
Ashlee Fairchild	Elementary MTSS Tier 1 Coach, School Psychologist
Kasey Evans	Elementary MTSS Tier 2/3 Coach, School Counselor
Oakley Wojieck	Middle School MTSS Tier 1 Coach, 7-8 Science Teacher, Secondary Parent
Jason Wanek	Middle School MTSS Tier 1 Coach, Sixth Grade Science Teacher
Matthew Strauss	Middle School MTSS Tier 2/3 Coach, UPK-12 Speech Teacher
Terry Elmer	High School MTSS Tier 1 Coach, 9-12 Science Teacher
Sharon Rosati	High School MTSS Tier 2/3 Coach, UPK-12 School Social Worker
Jacqueline Tiermini	Higher Education Representative, Finger Lakes Community College
Nichole Brown	Higher Education Representative, SUNY Oswego



NEW YORK STATE DEPARTMENT OF EDUCATION REGULATIONS AND REQUIREMENTS



This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd) that require each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers and leaders 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.

The Red Creek Central School District, Wayne-Finger Lakes (W-FL) BOCES, the Teacher Resource Center and other approved professional learning providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional learning 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 Red Creek Central School District's professional learning plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.





Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that when administrators, teachers, teaching assistants, and other instructional staff participate in professional learning, they have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students. We are committed to high-quality professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional learning in alignment with the New York State Professional Learning 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.
- 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 Learning Goals



- 1. Literacy: Teachers, administrators, and support staff will understand and implement scientifically proven strategies for literacy instruction and intervention that result in college and career ready reading levels for all graduating seniors.**
 - a. English Language Learners: Teachers will address the needs of English Language Learners through implementation of specific language acquisition strategies designed to improve the achievement of ELL students.
 - b. Culturally Responsive Curriculum: Curricula will demonstrate a cultural responsiveness to the school community. Curriculum documents will also identify key vocabulary and literacy concepts to be mastered with each unit.
- 2. Data Driven Instruction and Decision Making: Teachers, administrators, and support staff will understand, develop, and adopt a standards-based curriculum and will apply research-based high impact teaching strategies to ensure student acquisition of skills and knowledge necessary for personalized future success.**
 - a. Learning Standards: Teachers and administrators will understand instructional practices associated with the Next Generation Learning Standards and will be able to implement these standards to develop standards-aligned curriculum and lessons that support literacy acquisition in all curricular areas.
 - b. Curriculum: Teachers will review curriculum to monitor and adjust pacing to meet the needs of students as well as to vertically align curriculum to ensure a scaffolding of skills and concepts that meets the developmental needs of students. Instruction will focus on moving to mastery of curriculum. Curricula will demonstrate a cultural responsiveness to the school community, will be rigorous and standards based. Curriculum documents will also identify key vocabulary and literacy concepts to be mastered with each unit.
 - c. Instruction: Teachers will employ a variety of instructional strategies that meet the needs of all learning styles within the classroom. Professional development will include high-impact strategies focused on closing learning gaps and increasing student engagement and agency. Instructional strategies will be culturally responsive to the needs of the unique learners within each literacy-rich classroom setting. Instructional strategies will prioritize high levels of student engagement with a rigorous, standards-aligned curriculum.
 - d. Assessment: Teachers will be able to develop and analyze a variety of standards-aligned formative and summative assessments. Teachers will implement a variety of formative and summative assessments to monitor student progress and understanding. Teachers will be able to analyze assessment results to adjust instruction. Both formative and summative assessments will measure reading in the content areas, academic vocabulary and other trained literacy related strategies.
 - e. Technology: Teachers will integrate technology into regular instruction to provide students with personalized learning opportunities and to augment and redefine learning to engage students in the application of 21st century learning skills.
 - f. Differentiation: Teachers will monitor student achievement data in reading and math to be able to implement and monitor the effectiveness of intervention and enrichment activities. Curricula will include strategies and activities for differentiation and personalized learning opportunities. Interventions for struggling learners will be research-based and will be monitored for fidelity. Training for teachers will focus on highly effective interventions for closing reading gaps across all content areas.

- 3. Social-Emotional Learning: Teachers, administrators and support staff will demonstrate competence or knowledge of the social and emotional needs of others. The Red Creek Central School District will ensure that all adults and students are equipped with the skillset to cope with feelings, set goals, make decisions, and feel empathy for others. Emotional literacy development will focus on self-awareness, self-regulation, and self-care in alignment with the NYS SEL Benchmarks. Social literacy will focus on the development of respectful relationships free from bias. This development of social and emotional literacy will lead to resilience and connectedness for all members of the Red Creek school community.**
- a. Learning Standards: Teachers will understand the CASEL learning standards and will be able to integrate these into other curricular areas. Teachers will understand the SEL Benchmarks and will appropriately assess and enhance students' skills in each of the SEL competencies.
 - b. Curriculum: Teachers will review curriculum to integrate CASEL learning standards into core content areas. All teachers, administrators and support staff will be trained on a Pre-K through grade 12 SEL Curriculum to be implemented across all curricular areas.
 - c. Culturally Responsive Sustaining Education Framework: Teachers and administrators will unpack the NYS Culturally Responsive Sustaining Education Framework to identify and address areas of implicit bias. Teachers and administrators will review curriculum and district practices to ensure equitable access and representation to develop and sustain a welcoming and affirming environment for all students and staff in the Red Creek Central School District.
- 4. English Language Learners: Teachers will address the needs of English Language Learners through implementation of specific language acquisition strategies designed to improve the achievement of ELL students.**
- 5. New Staff Induction/Mentoring: During the course of their tenure period, new teachers will engage in additional professional development meant to support their induction into the teaching profession including instructional strategies, classroom management, curriculum development and culturally responsive instruction designed to support new teacher success and to increase teacher retention.**
- 6. School Violence Intervention & Prevention: Teachers will integrate social and emotional learning competencies into instruction to increase student and teacher awareness of mental health and wellness and implement trauma informed instructional practices designed to support student problem-solving and coping skills. Teachers will employ classroom management strategies that are culturally responsive and trauma-informed to support the needs of all learners.**

Action Plans



Goal 1: Literacy

Teachers, administrators, and support staff will understand and implement scientifically proven strategies for literacy instruction and intervention that result in college and career ready reading levels for all graduating seniors.

Objective:

Teachers, administrators, and support staff will understand and implement scientifically proven strategies for literacy instruction and intervention that result in college and career ready Lexile levels for all graduating seniors. Professional learning directly related to student learning outcomes, will be tailored to the NYS Professional Learning Standards and to individual educators based on personal need, content level, and grade level.

Essential Questions:

- How do we apply the science of reading to daily reading instruction?
- How do we integrate best practices for literacy instruction across all content areas?
- What instructional strategies best support literacy acquisition (including intervention and enrichment) for the diverse learners in my classroom?
- How do we create a culture of readers across the district?
- How do we engage learners in the development of their literacy skills as it relates to their personalized career path?

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
Science of Reading Training-LETRS	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • Voyager Sopris Learning through WFL BOCES as contracted by the Assistant Supt. for Curriculum and Instruction 	Ongoing for newly hired staff who have not yet completed LETRS training
University of Florida Literacy Institute (UFLI) Foundations Phonics Training	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • District Instructional Coaches 	2023-2024 School Year 2024-2025 School Year
Supporting Reading in the Content Areas	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained 	<ul style="list-style-type: none"> • District Instructional coaches 	2023-2024 School Year 2024-2025 School Year

	strategies during observations and learning walks	<ul style="list-style-type: none"> • BOCES trainers 	
Supporting Writing in the Content Areas with Writing Strategies	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • District Instructional coaches • BOCES trainers 	2024-2025 School Year 2025-2026 School Year
Prioritized Standards and Assessments	<ul style="list-style-type: none"> • Identification and unpacking of priority standards documents • Student assessments aligned with priority standards as developed by teachers 	<ul style="list-style-type: none"> • Teachers • Instructional Coaches • Building Administrators 	Standards Identification and Unpacking: 2023-2024 School Year Student Assessment Development: 2024-2025 School Year 2025-2026 School Year
Leveraging Learning Technology Resources to Support Literacy Instruction	<ul style="list-style-type: none"> • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • Instructional Coaches 	2024-2025 School Year
Developing Phonemic Awareness and Phonics Skills in Early Learners	<ul style="list-style-type: none"> • Observed integration of trained strategies during observations and learning walks • Implementation of Heggerty Phonemic Awareness Curriculum • Implementation of Really Great Reading phonics program 	<ul style="list-style-type: none"> • UPK-2 Teachers • Instructional Coaches • Building Administrators • Assistant Supt. for Curriculum and Instruction 	Ongoing for newly appointed UPK-2 teachers
Differentiated Instruction or Personalized Learning to meet the diverse needs of all learners (acceleration and intervention, ELL, special education)	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks and in lesson plans 	<ul style="list-style-type: none"> • Instructional Coaches • Principals • Assistant Supt. for Curriculum and Instruction 	2025-2026 School Year

Goal 2: Data Driven Instruction and Decision Making

Objective:

Teachers, administrators, and support staff will understand, develop, and adopt a standards-based curriculum and will apply research-based high impact teaching strategies to ensure student acquisition of skills and knowledge necessary for personalized future success.

- Focus areas as detailed on pages 9-10: Learning Standards, Curriculum, Instruction, Assessment, Technology, Differentiation

Essential Questions:

- What research-based high impact teaching strategies can be effectively applied to enhance student acquisition of essential skills and knowledge?
- What assessment tools and strategies can be employed to measure the effectiveness of standards-based curriculum implementation and research-based teaching practices?
- How can administrators foster a culture of continuous improvement in curriculum design and teaching strategies among their staff?
- In what ways can support staff contribute to the successful implementation of standards-based curriculum and research-based teaching strategies?
- What role does differentiation play in ensuring that teaching strategies address the diverse learning needs of students within a standards-based framework?
- How can educators integrate technology and innovation into the curriculum to enhance student engagement and achievement?

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
Data Analysis: What does the data tell me about the diverse learners in my class?	<ul style="list-style-type: none"> • Growth Goal Development 	<ul style="list-style-type: none"> • Teachers • Building administrators • Instructional Coaches 	October 2023 October 2024 October 2025
Unpacking Priority Standards Training	<ul style="list-style-type: none"> • Identification and unpacking of priority standards documents • Student assessments aligned with priority standards as developed by teachers 	<ul style="list-style-type: none"> • Lead Teachers • Instructional Coaches • Building Administrators • Assistant Supt. for Curriculum and Instruction 	2023-2024 School Year
Implementing a Guaranteed and Viable Curriculum Training	<ul style="list-style-type: none"> • Observed adoption and delivery of guaranteed and viable district curriculum with fidelity during observations and learning walks 	<ul style="list-style-type: none"> • Instructional Coaches • Building Administrators • Assistant Supt. for Curriculum and Instruction 	Summer 2024 2024-2025 School Year
Priority Standards in a Guaranteed and Viable Curriculum Training	<ul style="list-style-type: none"> • Observed prioritized instruction within viable district curriculum with fidelity during observations and 	<ul style="list-style-type: none"> • Instructional Coaches • Building Administrators • Assistant Supt. for 	2024-2025 School Year

	<ul style="list-style-type: none"> learning walks • Scope and sequence documents/pacing guides • Student assessment data analysis 	Curriculum and Instruction	
High Impact Teaching Strategies Training	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks and in lesson plans 	<ul style="list-style-type: none"> • Instructional Coaches • Principals • Assistant Supt. for Curriculum and Instruction 	2024-2025 School Year 2025-2026 School Year
Designing and Analyzing Formative and Summative Assessments Training	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks and in lesson plans 	<ul style="list-style-type: none"> • Instructional Coaches • Principals • Assistant Supt. for Curriculum and Instruction 	2024-2025 School Year 2025-2026 School Year
Standards-Based Assessments and Scoring Training	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks and in lesson plans 	<ul style="list-style-type: none"> • Instructional Coaches • Principals • Assistant Supt. for Curriculum and Instruction 	2024-2025 School Year 2025-2026 School Year
Using Data to Support Student Success	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks and in lesson plans 	<ul style="list-style-type: none"> • Instructional Coaches • Principals • Assistant Supt. for Curriculum and Instruction 	2023-2024 School Year 2024-2025 School Year 2025-2026 School Year
AI and Technology Tools that Augment Student Engagement and Support Teacher Workflow	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks and in lesson plans 	<ul style="list-style-type: none"> • Instructional Coaches • Principals • Assistant Supt. for Curriculum and Instruction 	2023-2024 School Year 2024-2025 School Year 2025-2026 School Year
Bringing it All Together: Designing High Impact Learning Experiences	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks and in lesson plans 	<ul style="list-style-type: none"> • Instructional Coaches • Principals • Assistant Supt. for Curriculum and Instruction 	2025-2026 School Year

Goal 3: Social-Emotional Literacy

Objective:

Teachers, administrators, and support staff will demonstrate competence or knowledge of the social and emotional needs of others. The Red Creek Central School District will ensure that all adults and students are equipped with the skillset to cope with feelings, set goals, make decisions, and feel empathy for others. Emotional literacy development will focus on self-awareness, self-regulation, and self-care. Social literacy will focus on the development of respectful relationships free from bias. This development of social and emotional literacy will lead to resilience and connectedness for all members of the Red Creek school community.

Essential Questions:

- How does poverty affect the brain and students' readiness to learn?
- What are the most effective ways to teach students from poverty?
- What are the core competencies to social and emotional literacy and how can we develop those competencies in adults and students?
- How can we develop respectful relationships with our diverse student and community population?
- How do we provide a culturally responsive curriculum for all students?
- How can we develop emotional intelligence skills in early learners?
- How can we embed the NYS SEL Benchmarks in every day practices and teaching?

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
CASEL: Core Competencies of Social and Emotional Literacy Training NYS SEL Benchmarks Training	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks • PBIS Behavior Matrices reflecting training content 	<ul style="list-style-type: none"> • WFL BOCES trainers • Instructional Coaches • Building Principals 	2023-2024 School Year 2024-2025 School Year 2025-2026 School Year
Risk Assessment Training	<ul style="list-style-type: none"> • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • Community Schools Mental Health Coordinator • Assistant Supt. for Curriculum and Instruction 	Annually in October
Just Listen Training	<ul style="list-style-type: none"> • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • Community Schools Mental Health Coordinator • Assistant Supt. for Curriculum and Instruction 	Annually in October
Schools Excelling in Emotional Development (SEED)	<ul style="list-style-type: none"> • Pre and Post Surveys of Understanding • Observed integration of trained 	<ul style="list-style-type: none"> • Primary Grade Teachers • Seed & Sew trainer as 	2023-2024 School Year- UPK Teachers

Emotional Intelligence Training	strategies during observations and learning walks	contracted by the Assistant Supt. For Curriculum and Instruction	2024-2025 School Year- Kindergarten and First Grade Teachers and Support Staff 2025-2026 School Year- New hire staff
Cultural Responsiveness Training to Include: <ul style="list-style-type: none"> • Trauma-Informed Instruction • Educating Students from Diverse Backgrounds • Supporting LGBTQ+ Students • Safe Zone Training • Unpacking and implementing practices of the CRSE Framework 	<ul style="list-style-type: none"> • Pre and Post Surveys of Understanding • Observed integration of trained strategies during observations and learning walks • Student feedback surveys • Evalumetrics Youth Survey data 	<ul style="list-style-type: none"> • Finger Lakes Resiliency Network Trainer and Peaceful Schools Trainer as contracted by the Assistant Supt. For Curriculum and Instruction 	2023-2024 School Year 2024-2025 School Year 2025-2026 School Year
PBIS, Classroom Management and MTSS Training based upon behavior data	<ul style="list-style-type: none"> • Analysis of student behavioral concerns will determine areas for additional training • Post-training analysis of behavioral data will be monitored measure effectiveness of training • Student feedback surveys • Evalumetrics Youth Survey data 	<ul style="list-style-type: none"> • MTSS Coordinator • Building Principals • WFL BOCES trainers as contracted by the Assistant Supt. For Curriculum and Instruction 	2023-2024 School Year 2024-2025 School Year 2025-2026 School Year
Facilitating Community Building Circles	<ul style="list-style-type: none"> • Pre and Post Surveys of Understanding • Observed integration of trained strategies during observations and learning walks • Student feedback surveys • Evalumetrics Youth Survey data 	<ul style="list-style-type: none"> • Sweethearts and Heroes as contracted by the Assistant Supt. For Curriculum and Instruction 	2023-2024 School Year 2024-2025 School Year 2025-2026 School Year

Goal 3: English Language Learners

<p>Objective: <i>Teachers will address the needs of English Language Learners through implementation of specific language acquisition strategies designed to improve the achievement of ELL students.</i></p>			
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can instruction be scaffolded in a way that makes content accessible for ELL students? • How can language acquisition skills be reinforced in each content area? • How can we ensure a culturally responsive curriculum? 			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Science of Reading Training-LETRS	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • Voyager Sopris Learning through WFL BOCES as contracted by the Assistant Supt. for Curriculum and Instruction 	Ongoing for newly hired staff who have not yet completed LETRS training
Supporting Reading in the Content Areas	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • District Instructional coaches • BOCES trainers 	2023-2024 School Year 2024-2025 School Year
Supporting Writing in the Content Areas with Writing Strategies	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • District Instructional coaches • BOCES trainers 	2024-2025 School Year 2025-2026 School Year
Leveraging Learning Technology Resources to Support Literacy Instruction	<ul style="list-style-type: none"> • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • Instructional Coaches 	2024-2025 School Year
Differentiated Instruction or Personalized Learning to meet the diverse needs of all learners (acceleration and intervention, ELL, special education)	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding • Observed integration of trained strategies during observations and learning walks and in lesson plans 	<ul style="list-style-type: none"> • Instructional Coaches • Principals • Assistant Supt. for Curriculum and Instruction 	2025-2026 School Year

The Red Creek Central School District teachers may utilize the expertise and training provided by the Regional Bilingual Education Resource Network or other approved partners to fulfill these requirements.

At the time of the writing of this plan, the Red Creek CSD meets the requirements for and will apply for a waiver for an exemption from the professional development requirements in language acquisition for ELLs. There are fewer than 30 English Language Learners and English Language Learners make up less than five percent of the district's total student which makes the district eligible for this exemption as established by the commissioner of education.

Goal 4: New Staff Induction/Mentoring

Objective:

During the course of their tenure period, new teachers will engage in additional professional development meant to support their induction into the teaching profession including instructional strategies, classroom management, curriculum development and culturally responsive instruction designed to support new teacher success and to increase teacher retention.

Essential Questions:

- How can we provide ongoing support to new teachers to ensure successful acquisition and development of the skills necessary to meet the unique needs of the students of the Red Creek Central School District?

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
District and Building Orientation to Handbooks, Procedures and Practices	<ul style="list-style-type: none">• Pre and Post Survey of Understanding	<ul style="list-style-type: none">• New Teacher Mentor Coordinator• Principals	August of Tenure Period or Upon Hire
Designing Coherent Instruction	<ul style="list-style-type: none">• Observed integration of trained strategies in lesson plans	<ul style="list-style-type: none">• New Teacher Mentor Coordinator• Instructional Coaches	Year 1 of Tenure Period
Classroom Management and PBIS Training	<ul style="list-style-type: none">• Observed integration of trained strategies during observations and learning walks	<ul style="list-style-type: none">• New Teacher Mentor Coordinator• Instructional Coaches	Year 1 of Tenure Period
Therapeutic Crisis Intervention (TCI) Training	<ul style="list-style-type: none">• Pre and Post Survey of Understanding• Observed integration of trained strategies during observations and learning walks	<ul style="list-style-type: none">• New Teacher Mentor Coordinator• District or BOCES TCI Trainer	Year 3 of Tenure Period
Monthly Planning and Collaboration with a mentor teacher	<ul style="list-style-type: none">• Pre and Post Survey of Needs and Understanding	<ul style="list-style-type: none">• New Teacher Mentor Coordinator• Mentor Teachers	Year 1 of Tenure Period
Differentiated Instruction or Personalized Learning to meet the diverse needs of all learners (acceleration and intervention, ELL, special education)	<ul style="list-style-type: none">• Pre and Post Survey of Understanding• Observed integration of trained strategies during observations and learning walks and in lesson plans	<ul style="list-style-type: none">• New Teacher Mentor Coordinator	Year 1 of Tenure Period Year 2 of Tenure Period

Goal 5: School Violence Intervention & Prevention

<p>Objective: Teachers will integrate social and emotional learning competencies into instruction to increase student and teacher awareness of mental health and wellness and implement trauma informed instructional practices designed to support student problem-solving and coping skills. Teachers will employ classroom management strategies that are culturally responsive and trauma-informed to support the needs of all learners.</p>			
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we employ strategies or curricula to build relationships with students that prevent school violence? • How can we prepare staff with the tools needed to safely intervene during incidences of school violence? 			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Trauma, Illness, and Grief Training	<ul style="list-style-type: none"> • Establishment of a TIG team • Observed implementation of TIG procedures during crisis response 	<ul style="list-style-type: none"> • Assistant Supt. For Curriculum and Instruction 	2023-2024 School Year Annual refresher training
Therapeutic Crisis Intervention (TCI) Training	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding 	<ul style="list-style-type: none"> • Instructional Coaches • District or BOCES TCI Trainer 	2023-2024 School Year 2024-2025 School Year 2025-2026 School Year
Classroom Management and PBIS Training	<ul style="list-style-type: none"> • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • New Teacher Mentor Coordinator • Instructional Coaches 	2023-2024 School Year 2024-2025 School Year 2025-2026 School Year
District and Building Level Safety Plan Training	<ul style="list-style-type: none"> • Pre and Post Survey of Understanding 	<ul style="list-style-type: none"> • District Safety Coordinator • School Resource Officer • Principals • District and building safety committees 	Annual Opening Faculty Meeting Annually as needed
Required Drills	<ul style="list-style-type: none"> • Observed successful completion of required drills to include fire drills, lockdown drills and evacuation drills 	<ul style="list-style-type: none"> • District Safety Coordinator • School Resource Officer • Principals • District and building safety committees 	Annually as Mandated

Restorative Practices	<ul style="list-style-type: none"> • Implementation of proactive community building circles • Implementation of restorative circles • Revisions to Code of Conduct to include opportunities for the use of restorative practices 	<ul style="list-style-type: none"> • Teachers and support staff • Principals • MTSS Coordinator • Assistant Supt. For Curriculum and Instruction 	2023-2024 School Year 2024-2025 School Year 2025-2026 School Year
Mental Health First Aid Training	<ul style="list-style-type: none"> • Pre and Post Surveys of Understanding • Observed integration of trained strategies during observations and learning walks 	<ul style="list-style-type: none"> • Teachers and support staff • Principals • MTSS Coordinator • Assistant Supt. For Curriculum and Instruction 	2023-2024 School Year 2024-2025 School Year 2025-2026 School Year
Dignity for All Students Act Training	<ul style="list-style-type: none"> • Training assessments of understanding 	<ul style="list-style-type: none"> • Teachers and staff • Utica National 	Annually in September

Provisions for Mentoring Program

The Red Creek Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at the Red Creek Central School District 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.

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

Procedure for Selecting Mentors	<p>As outlined in the Red Creek Teacher's Association Collective Bargaining Agreement:</p> <ul style="list-style-type: none">• Unit members may apply to be assigned as a mentor for the next school year by submitting a letter of interest directly to their building principal by April 30th. A mentor teacher shall be assigned to no more than two new unit members (Mentees) in any given year.• The Mentor-Mentee pairings and curriculum for the Mentor Program and the pairing of Mentors with Mentees shall be created jointly by the Administration and members selected by the RCTA ("the Steering Committee"). This curriculum will include the NYS recommended mentor program guidelines along with additional Red Creek-specific protocols. <p>Upon application or expression of interest, all mentors selected will be required to have a rating of Highly Effective composite APPR score for consideration; after that selection will be based on the observation scores with priority given to sections 2A, 2B, 3A, and 3C of the Danielson Rubric for Effective Teaching. These components were deemed critical needs for the progression of our high needs rural schools. The importance of creating relationships to further academic outcomes is well documented and aligns with our PBIS implementation. Engaging instruction, communication and questioning will remain priority focus areas for our district over the next three years.</p> <p>The posting for the mentor position will clearly describe the following skills as required:</p> <ul style="list-style-type: none">- mastery of pedagogical skills- mastery of subject matter skills- superior teacher skills- strong interpersonal relationship qualities- willingness to be a mentor <p>We will require teachers to bring evidence of their possession of these characteristics. Strong instructors will have ready access to artifacts that illustrate these qualities. Our Mentor Selection Committee will bring valuable situational perspective and will have a working knowledge of the professional and personal capacity of applicant mentors. Our selection incorporates suggestions from the NYS Mentoring Standards by including shared leadership in the selection of mentors, requiring a knowledge of research based</p>
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	<p>instructional strategies, clearly defining the roles of the mentor and organizing a stringent and transparent process for selection.</p> <p>Mentors will be assigned according to statute when possible; a variance is likely to be required as our district has a small number of teachers in any department and in our technology department for example, no teacher has been in place for a full year at this time. After accounting for certification area, the learning goals of the interns will play a key role in determining the matches. Matches will be set by the Superintendent of Schools based on the recommendations of the Mentor Selection Committee. Pairing will be done carefully, and adjustments will be made if the pairing is unsuccessful. Considerations will include the competencies of the Mentor and the goals for growth initially stated by the mentee.</p>
Role of the Mentors	<p>Our program adheres to the regulations of the Commissioner of Education [8 NYCRR 85.2 (d)]. Our cadre of mentors will engage in activities consistent with the statutory guidelines, including guiding and mentoring and coaching. Our mentors will not evaluate nor supplant the duties of an administrator nor will coaching evaluations be shared with administrative staff. As a small, high-needs, rural district we may need to request a variance for matching mentors and interns. In such shortages of qualified mentors, we will need to pair these teachers with a mentor outside of their certification area.</p>
Preparation of Mentors	<p>The Mentors will meet annually with the Mentor Steering Committee and the Assistant Superintendent for Curriculum and Instruction to assess the progress of the program activities and to align individual intern needs with district plans and professional development. Mentors will be trained through a partnership with WFL BOCES and the Teacher Resource Center in conjunction with our local instructional coaches and Mentor Steering Committee. Initial preparation will provide the foundation for mentors as they begin their mentoring assignments, and ongoing development will deepen mentors' skillfulness, knowledge, and effectiveness at providing instructional support for the new teacher. Mentor training will provide systematic application, practice, and follow-up that result in professional growth for the mentor and new teacher. The design of mentor development programs will be informed by best practices of professional development.</p>
Types of Mentoring Activities	<p>The plan for identifying and meeting the needs of mentors will be drawn from three primary sources- a) the strategic priorities of the district b) the professional development priorities of the district and c) the mentoring conversations that occur between mentors and interns. The mentoring conversations that will shape the entire experience are the critical component for situating professional development within a meaningful context that improves instruction via measurable increase in the competency of staff. Specific skills including the transformation of formative assessment data into meaningful instructional information will require the cooperative relationship between the mentor and the mentee to operatively organize district professional development as well as opportunities available through BOCES, the teacher center and new teacher orientation.</p> <p>The Mentors will be encouraged to recommend conference attendance for themselves and their mentees, review the Teacher Resource menu and BOCES menu and dialogue around district provided PD to increase the efficacy of that support.</p>

Time Allotted for Mentoring	<p>As outlined in the Red Creek Teacher's Association Collective Bargaining Agreement:</p> <ul style="list-style-type: none"> • All first year unit members (Mentees) shall have a mentor and will meet with said mentor at a mutually agreed upon time in August or as soon as practicable following the hiring of the mentee. • Mentors and Mentees should meet once per week (minimum) for the first two months of the school year and monthly thereafter, as well as on an as-needed basis. A log of meeting times and durations will be kept by the Mentor to be submitted to administration at the end of the school year.
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Provisions for School Violence Prevention and Intervention Training

The Red Creek 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 learning 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 learning 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, the Red Creek Central School District will provide refresher training on school violence prevention and intervention.

In instructional settings, the Red Creek 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.

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

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 Emergency Response 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.

The Red Creek Central School District will also provide other CTLE certificate holders, 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.

Professional Learning detailed in goal Sugge#3 above shall be focused on implementing strategies and best practices for addressing the needs of ELLs and shall be provided for and required from teachers and Level III Teaching Assistants.

The Red Creek Central School District teachers may utilize the expertise and training provided by the Regional Bilingual Education Resource Network or other approved partners to fulfill these requirements.

At the time of the writing of this plan, the Red Creek CSD meets the requirements for and will apply for a waiver for an exemption from the professional development requirements in language acquisition for ELLs. There are fewer than 30 English Language Learners and English Language Learners make up less than five percent of the district's total student which makes the district eligible for this exemption as established by the commissioner of education.

Estimated Participation

It is estimated that each teaching assistant, teacher, and leader shall participate in 40-60 hours of professional learning annually.

Positions	Hours	CTLE hours / choice topics
Teachers	40-60 Hours Annually	<ul style="list-style-type: none">• 21 Hours of Superintendent Conference Day Professional Learning Opportunities• 5 Hours of After/Before School Professional Learning Opportunities during faculty meetings• 5-40 Hours of summer professional learning opportunities• 5-20 hours of release time professional learning opportunities during the school year <p>Topics include each of the trainings listed in goals 1-6 above as well as any content specific or pedagogy enhancing professional learning opportunities offered through our BOCES.</p>
Teaching Assistants and Support Staff	30-40 Hours Annually	<ul style="list-style-type: none">• 21 Hours of Superintendent Conference Day Professional Learning Opportunities• 5 Hours of After/Before School Professional Learning Opportunities during faculty meetings• Additional hours shall be approved based on individual request and need.
Administrators	40-60 Hours Annually	<ul style="list-style-type: none">• 21 Hours of Superintendent Conference Day Professional Learning Opportunities• 5 Hours of After/Before School Professional Learning Opportunities during faculty meetings• 5-40 Hours of summer professional learning opportunities• 5-20 hours of release time professional learning opportunities during the school year <p>Topics include each of the trainings listed in goals 1-6 above as well as any content specific or pedagogy enhancing professional learning opportunities offered through our BOCES.</p>

As evidenced in the previous parts of the plan, our professional learning is continuous and sustained. Through the District's variety of grants and higher education partnerships, additional professional learning opportunities will be made available to district faculty and staff throughout the year to support regionally identified goals and needs. The Red Creek Central School District seeks to provide professional learning opportunities that invest in teachers' growth and that have the potential to effect positive, significant changes in student learning. Research has shown professional development which positively affects the learning environment for children is one that is ongoing, systematic, and within the school context (Loucks-Horsley et al, 1999; Putnam and Borko, 2000). It takes extended time for changes in practice or classroom culture to occur (Supovitz & Turner, 2000). A study by Yoon et al (2007) showed that the more time invested in professional development, the greater the outcomes for both teachers and students. Specifically, the researchers found that fewer than 30 hours yielded no significant results on student learning, while 49 hours or more seemed to be the point at which teachers' learning could be measured by student outcomes.

The District will continue to review professional learning offerings at monthly instructional council and lead teacher meetings to monitor any changing needs for professional learning and to gather feedback regarding current professional learning offerings.

PROFESSIONAL LEARNING PLAN STATEMENT OF CERTIFICATION

School District: Red Creek Central School District

BEDS Code: 651503-04-0000

The superintendent certifies to the Commissioner that: (1) The planning, implementation and evaluation of the plan were conducted by a professional learning 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 learning plan for the succeeding school year have been met. (3) The school District or BOCES has complied with the professional learning 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 learning that: • is aligned with state content and student performance standards; • is articulated within and across grade levels; • is continuous and sustained; • indicates how classroom instruction and teacher practice will be improved and assessed; • indicates how each teacher in the district will participate; and • reflects congruence between student and teacher needs and district goals and objectives. (6) The plan describes how the effectiveness of the professional learning 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 learning (CTLE) every five years; • ensure that level III teaching assistants and long-term substitute teachers participate in professional learning 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 learning 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 learning 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.

Matthew S. VanOrman, Superintendent of Schools

Date