

Waterloo Central School District
Organizational Professional
Learning Plan 2025-2026



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The Waterloo Central School District is located midway between the northern ends of Cayuga and Seneca Lakes in the Finger Lakes Region of New York State. Agriculture and tourism are major industries. The urban centers of Ithaca, Rochester, and Syracuse are within one hour's drive.

Four schools make up the Waterloo Central School District:

- Skoi-Yase Primary School (UPK-2)
- LaFayette Intermediate School (3-5)
- Waterloo Middle School (6-8)
- Waterloo High School (9-12)

Waterloo Central School District supports approximately 350 staff members and approximately 1,600 students. Many students participate in extra and co-curricular activities. The District is committed to providing a Personalized Learning Environment and integrating technology throughout the District.

The Waterloo Central School District is committed to improving the quality of education students receive through a commitment to a strong professional development program.

The **MISSION** of the Waterloo Central School District is to put kids first every day. We support each student on a personalized journey to realize their goals. Our caring community develops learners and leaders.

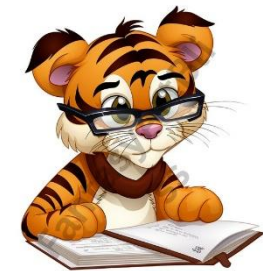
Professional Learning Vision: Waterloo CSD is committed to developing a culture of continuous learning and collaboration where all educators are empowered through professional learning to improve instructional practices, close achievement gaps, and accelerate student outcomes in Literacy, MTSS, and Personalized Learning. The Waterloo Central School District is dedicated to providing all staff members with strong, job-enhancing professional development throughout their employment in the district in order to provide knowledge, expectations, and the skills needed to positively impact the lives of students. Professional development opportunities consist of required training days, workshops and in-services; dedicated time to meet during the school week in professional learning communities (PLCs); faculty meetings; optional trainings; and attendance to external trainings including national, state and out-of-district conferences.

DCIP Actions, Supports, and Progress Indicators



District Support		
What actions will the district lead to support improving teaching practices related to these key strategies?		
Action	Person Responsible	When
Create an implementation plan to re-establish guidelines and protocols for professional learning communities (looking at data, establish WIN groupings, planning for WIN instruction, and progress monitoring)	Assistant Superintendent PLC Team	July 1, 2025 - June 30, 2026
Expand District MTSS Team to rebrand the MTSS structure with fidelity with a focus on Literacy.	Assistant Superintendent Executive Principal 6-12 MTSS Team	July 1, 2025 - June 30, 2026
Develop a district level, problem solving guiding coalition to monitor implementation of the DCIP/SCEP plans	Assistant Superintendent Guiding Coalition Team	July 1, 2025 – June 30, 2026
Utilize the Core Four Framework of Personalized Learning element <i>Reflection and Goal Setting</i> as a common approach to support staff implementation of student ownership of learning	Assistant Superintendent IT Coordinator	July , 2025 – June 30, 2026

Quantitative Data Target	Time Reference of When You Would Want to See That
<p>PLC: If we establish 100% of PreK-12 core area teachers implementing PLT procedures and protocols to analyze data and inform instruction, then we know we are making progress through these actions.</p>	March 31, 2026
<p>MTSS: If we achieve 100% of core area instructional staff being trained in Phase 1 of Panorama Education to monitor data and develop intervention plans by January 31, 2026 then we know we are making progress through these actions</p>	January 31, 2026
<p>PLC: If we implement a guiding coalition that represents 100% of our PreK-12 stakeholders by September 30, 2025 then we know we are making progress through these actions</p>	September 30, 2025
<p>Core Four Framework of Personalized Learning: If 45% of our students respond favorably to the survey question T45 'Students in this school have strategies to track their own learning' on the end-of-the-year survey, then we know we are making progress through these actions."</p>	June 1, 2026



Introduction

- **Educational Excellence:** Learners will be challenged to achieve highest academic standards in order to maximize their potential for life success.
- **Fulfillment and Wellness:** Learners will be challenged to develop their unique talents and abilities in order to maximize their potential for personal fulfillment and overall wellness.
- **Lifelong Inquiry:** Learners will commit themselves to the search for understanding, to inquire responsibly, to evaluate critically, and to respond compassionately throughout their lives.
- **Partnerships in a Global Community:** Learning will extend outside our classrooms and the walls of our schools, utilizing partnerships and cultural resources that reflect an awareness and collaboration with communities, locally and globally.
- **Empowerment to Embrace Change:** Learners will be engendered with a sense of flexibility and adaptability so that they will be empowered to create their own futures, making a difference in their lives and in the communities in which they live.
- **Social Emotional Learning:** Learners will be challenged to develop the habits of thought and actions that help people live and work together as families, friends, neighbors, and communities.

The Waterloo Central School District Professional Development Plan has been developed in coordination with the goals identified by the district administrators and teacher leaders. The teacher leaders and administrators will develop, implement, and evaluate the Professional Development Plan throughout the course of each year. The Assistant Superintendent for Curriculum and Instruction will recommend a revised PD plan to the Board of Education for yearly approval the Board of Education's Reorganizational Meeting.

Waterloo CSD Board of Education Members

- Andrea Bennett, Ashley Davoli, Chris Felice, Chersti Kuhlmann, Coreen Lowry, Kyle Percey, Pat Tellier, Barbara Westerburg, Jolynn Worden

Superintendent of Schools:

- Sarah Cupelli

Professional Development Committee Membership

Name	Title
Robin Clough	Grade Level Chair, UPK
Christal Kent	Waterloo Middle School Principal
Tracy Mann	Grade Level Chair, 1 st Grade
Maggie Bristol	Middle School Assistant Principal/Dean of Students
Karen Burcroff	Parent Representative
Jacque Hauf	Grade Level Chair, 11 th grade
Eleanor Brooks	Department Chair, Middle School English
Christine Taylor	Assistant Superintendent for Curriculum and Instruction
Tabitha Morris	High School Assistant Principal
Rebecca Gilfus	Grade Level Chair, 8 th Grade
Cindy Crook	Middle Math Teacher
Katherine Tucker	Secondary Executive Principal

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.

Additional information can be found at: [Registration:OTI:NYSED](#)

Waterloo Central School District, Waterloo Teacher Resource Center, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include participant’s name, title of the program attended, date and location of program, number of hours completed, and providing sponsor’s name.

The content of the Waterloo Central School District’s professional development plan is supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Approved Continuing Teacher and Leader Education (CTLE) Sponsors

Holders of professional classroom teaching certificates, educational leadership certificates, and Level III teaching assistant certificates who practice in a NYS School District or BOCES, must complete 100 clock hours of acceptable CTLE during their registration period.

Information regarding Registration can be found at: <http://www.highered.nysed.gov/tcert/tres/Teachers/registration.html>

NOTE: If you are a teacher of Speech and Language Disabilities for more information, please visit Approved American Speech-Language Hearing Continuing Education Providers.

The table below lists all approved CTLE sponsors. You can search the list using any search term, or sort a column alphabetically by clicking on the column title. To limit the number of search results per page, use the "Show Entries" option. Page numbers appear below the table.

Show entries

Name of Sponsor	Street Address	City	State	Zip Code	Phone	E-Mail Address
Waterloo City School District		Waterloo	NY	13165		
Waterloo Teachers Resource Center	96 Stark Street	Waterloo	NY	13165	315-539-5454	wtrc@waterloocsd.org

WATERLOO CSD ORGANIZATIONAL PROFESSIONAL DEVELOPMENT PLAN

Certificate Type	Employment Status	Registration Requirements	CTLE Requirements
Permanent Certificate Holders			
PERMANENT Classroom Teacher/School Leader ONLY	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader ONLY	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT/PROFESSIONAL Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Professional Certificate Holders			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Teaching Assistant Certificate Holders			
Level III Teaching Assistant	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
Level III Teaching Assistant	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Other Certificate Holders			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE

Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional/non-instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to 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 development in alignment with the New York State Professional Development Standards (<https://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

Waterloo CSD 2025-2026 Professional Learning Plan

Goals, Rationale, Key Actions, Progress Indicators



Goal 1: Strengthen Literacy Instruction Across All Tiers (Tier 1–3)

Rationale: Ensure horizontally and vertically aligned Tier 1 literacy practices, consistent use of Tier 2/3 interventions, and expanded access to research-based literacy materials and coaching.

Key Actions:

- Conduct building-wide literacy audits (PreK–12) to evaluate curriculum alignment and materials.
- Provide job-embedded literacy coaching (SIPPS, 95 Percent, Scholastic Literacy, etc).
- Build capacity for the use of Tier 2/3 literacy interventions and progress monitoring.
- Offer differentiated professional learning tied to teacher needs and student outcomes.

Progress Indicators:

- 100% of teachers participate in 2+ targeted literacy PD sessions.
- 90% implementation fidelity of Tier 1 literacy strategies measured via walk-throughs.
- Building-level literacy plans refined using mid-year and end-of-year data.

Goal 2: Reestablish and Embed Solution Tree PLC Protocols District-wide

Rationale: Reestablish the PLC framework using professional learning teams (PLTs) to analyze data, collaborate on interventions, and reflect on instruction.

Key Actions:

- Reintroduce PLC structures and expectations to all staff, including meeting protocols and data cycles.
- Utilize the 3-tiered Professional Learning Pathway to scaffold learning and capacity.
- Train PLC leads in using guiding coalition structures and protocols.
- Incorporate student goal setting and reflection into team data conversations.

Progress Indicators:

- 100% of core area teachers engaged in PLC meetings using district protocols by March 2026.
- 100% of PLTs complete at least 2 full data cycles tied to WIN/RTI instruction.
- Staff participation in PLC pathway training increases by 30% over the year.

Goal 3: Implement a Cohesive and Responsive MTSS Framework Across Schools

Rationale: Address inconsistent MTSS implementation and confusion about roles, expectations, and intervention decision-making.

Key Actions:

- Expand MTSS teams and clarify district-wide MTSS language and teaming structures.
- Train all instructional staff on Panorama Education for MTSS data and planning.
- Deploy student data folders and goal setting practices at every level.
- Integrate MTSS training into PLT agendas and WIN time planning.

Progress Indicators:

- 100% of instructional staff complete MTSS Phase I Panorama training by Jan 31, 2026.
- Each student maintains a data folder and sets academic goals by October 2025.
- MTSS Tier 2 interventions reviewed and adjusted quarterly using progress monitoring data.

Goal 4: Deepen Personalized Learning through Core Four and Instructional Coaching

Rationale: Enhance personalized, engaging instruction—especially Targeted Instruction and Reflection & Goal Setting.

Key Actions:

- Provide differentiated PD aligned with Core Four framework.
- Embed technology and personalized learning mentors into PLTs and faculty meetings.
- Support implementation of student-led goal setting and progress tracking.
- Offer tiered coaching aligned with the Professional Learning Pathways.

Progress Indicators:

- 75% of classrooms implement at least two strategies by Spring 2026.
- Student survey item improves to 45% favorable: 'I have strategies to track my own learning'.
- 100% of new teachers engaged in at least one coaching cycle.

Goal 5: Operational Systems

Rationale: Provide ongoing and on-demand training in management software.

Key Actions:

- Overview and revisit SchoolTool to faculty and staff (PK-12), Classroom Cloud, etc.
- Use of management system to collect, analyze, and use meaningful data
- Frontline Evaluation System
- iReady and iReady Pro for Universal Benchmarking 3X per year
- Safe Schools for Mandated Training
- District database knowledge and understanding of their purpose to effectively enable student-use in their classrooms.

Provision #1: Mentoring Program

The Waterloo Central School District’s Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Waterloo Central School District holding an initial certificate and/ or any staff that did not receive a certificate of mentorship in another district 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:

<p>Procedure for Selecting Mentors</p>	<p>Mentor applications will be available annually at the beginning of May. Mentor applications are filed annually. Required criteria to be a mentor is outlined below:</p> <ul style="list-style-type: none"> - Demonstrate mastery of pedagogical skills - Demonstrate mastery of content - Demonstrate superior teaching ability - Outstanding interpersonal skills - Positively supports district initiatives - Willing to enhance the quality of the mentoring program - Approval of the building principal
<p>Role of the Mentors</p>	<ul style="list-style-type: none"> - Assimilating new teachers to the culture of the school, district, and community - Enhancing the knowledge, skills, attitude, and values that are vital to success throughout a teacher’s career - Providing instructional and interpersonal support that will further the professional development of newly hired teachers - Increasing collegiality among new teachers and experienced colleagues - Promoting the professional and personal well-being of new teachers
<p>Preparation of Mentors</p>	<ul style="list-style-type: none"> - Mentor Program responsibilities

	<ul style="list-style-type: none"> - Workshops on adult learning and teacher development - Developing interpersonal relationships - Coaching techniques - Time management/organizational strategies
Types of Mentoring Activities	<ul style="list-style-type: none"> - Discussion on focus questions tied to district initiatives - Mentor/mentee observation and review process - Review of lesson plans- instruction and assessments - Peer observations - Attendance at professional development workshops - Informal meetings
Time Allotted for Mentoring	<ul style="list-style-type: none"> - 20 Documented Hours <ul style="list-style-type: none"> o Monthly log of topics discussed, activities participated in and time allotments o Observation forms o Evaluation form - Release time from instructional duties - Superintendent Conference Days - Before or after school hours - Summer training - New Teacher Orientation - Mentor/mentee discussion groups

Provision #2: School Violence Prevention and Intervention Training

Waterloo 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.

WATERLOO CSD ORGANIZATIONAL PROFESSIONAL DEVELOPMENT PLAN

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

In instructional settings, Waterloo 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.

Inputs	Timeline	Responsibility
Safety Plan Revision and Procedures	2025-2026	Superintendent, Safety Officer, Leadership Team, District School Resource Officer, WCSD Safety Committee
Required Safety Plan Responses	2025-2026	Superintendent, Safety Officer, Leadership Team, District School Resource Officer, WCSD Safety Committee
Frontline Evaluation System	2025-2026	Administrators
Awareness and Training in School Violence Prevention - MTSS (Multi-Tiered Systems and Supports) - PBIS (Positive Behavior Intervention Services) - Mental Health First Aid - Trauma Informed Schools - TCIS (Therapeutic Crisis Interventions and Supports) - CharacterStrong - Safe Schools - Restorative Practices	2025-2026	Superintendent, Assistant Superintendent for Curriculum and Instruction, Administration, Safety Officer, District School Resource Officer, WCSD Safety Committee, District's Mental Health Staff, Building Level PBIS/MTSS committees, Teachers PK-12,

Provision #3: Teachers Certified in Bilingual and English Language Learner (ELL) Education (*and ELL PD Requirements for other certificate holders*)

CTLE Language Acquisition Requirement

The continuing teacher and leader education (CTLE) language acquisition requirement varies by certificate holder.

- **ESOL and bilingual education teachers.** Educators who are subject to CTLE, and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their required CTLE 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 ELLs.
- **Other teachers, school building leaders, and school district leaders.** All other Professional teacher, School Building Leader, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **School district business leaders.** School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.
- **Teaching Assistants - Level III.** Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs and integrating language and content instruction for such ELLs.

Additional Information: [Registration:OTI:NYSED](#)

Exemption

School districts can seek an exemption for the CTLE language acquisition requirement if they have fewer than 30 English Language Learners (ELLs) enrolled, or ELLs comprise less than 5% of the district's total student population, as of a date established by the [Office of Bilingual Education and World Languages](#). For the exemption, the school district would complete and submit the [professional development waiver online form](#).

Educators who are subject to CTLE are exempt from the CTLE language acquisition requirement for each year they practice in an applicable school with an approved exemption for the CTLE language acquisition requirement. The school district, rather than the educator, would obtain the exemption. Educators who are employed by an applicable school with an approved CTLE language acquisition requirement exemption still must complete the CTLE requirement (e.g., 100 clock hours).

Waterloo Central School District typically meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs.

Additional Information: [Registration:OTI:NYSED](#)

2025-2026 External Providers of Professional Development include, but not limited to:

Wayne-Finger Lakes BOCES

131 Drumlin Court
Newark, NY 14513
Phone: [315-332-7400](tel:315-332-7400)

Education Elements

Education Elements
4750 Venture Dr. PMB#20
Ann Arbor, MI 48108

RBERN

Questar III • Capital District Region RBERN
10 Empire State Blvd. • Castleton, NY 12033
Tel: (518) 477-8771 • Fax: (518) 477-1335

Collaborative Classroom

1001 Marina Village Parkway, Suite 110
Alameda, CA 94501
Phone: 510.533.0213

95 Percent Group

95 Percent Group LLC
475 Half Day Road, Suite 350
Lincolnshire, IL 60069

CharacterStrong

1402 Lake Tapps PKWY SE
Ste F104 #128
Auburn, WA 98092
(253) 234-7043

Seed and Sew

Panorama Education