

Professional Learning Plan



Williamson Central School District 2025-2026

Stakeholder Forum (ES): September 19, 2025

Stakeholder Forum (MS/HS): September 19, 2025

BOE Approval:

“Doing what’s right for children.”

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Williamson Central School District

Professional Learning Plan

District Name: Williamson Central School District
BEDS Code: 651402040000
Superintendent: Elizabeth Bridget Ashton
Address: 4184 Miller St. Williamson, NY 14589
Phone: 315-589-9661
Plan Year: September 2025- June 2026

Mission

Our mission is to provide a learning community that inspires character, service, knowledge, and wisdom.

Vision

Active learning in a supportive and respectful environment.

Beliefs

We believe...

- All children can learn.
- All children will reach their highest potential.
- We must educate the whole child.
- Communication is the single most important skill.
- The education of a child requires the active involvement of the entire community.
- All members of our community serve as role models for our children.
- All community members have a voice in decision-making.
- Our buildings belong to the community and will serve as places for lifelong learning in supporting each other.
- Laughter and joy are a part of learning.

Professional Learning Planning Team

Bridget Ashton, Superintendent	Mikala Smolinski, Coordinator of Network and Technology Services
Rachel Liberatore, Assistant Superintendent for Student and Family Support	Lauren Szklany, Elementary Interventionist, Instructional Coach and Content Area Leader
Robert Snyder, High School Principal	Mary Lyons, Elementary Interventionist, Instructional Coach
Chelsea Northrop, High School Assistant Principal	Christie Baglio, Elementary Teacher, Content Area Leader
Kathryn Taylor, Middle School Principal	Erina Guilfoil, Elementary Teacher, Content Area Leader
Bryon Rockow, Middle School Assistant Principal	Dylan France, Elementary Teacher, Content Area Leader
Scott Drechsler, Elementary School Principal	Shannon Cornell, Elementary Special Education Teacher, Instructional Coach and Content Area Leader
Jessica Craft, Elementary School Assistant Principal	Stephanie Bodak, Elementary Teacher and Instructional Coach
Karen Hoody, Director of Instruction, Innovation and Intervention	Stacy Newmyer, Elementary Library Teacher and Instructional Coach
Kari Miller, Secondary Special Education Teacher and Instructional Coach	Rebecca Oliver, Elementary Teacher and Instructional Coach
Mark Blair, Secondary English Teacher, Instructional Coach and Content Area Leader	Julie DeLyser, Secondary Special Education Teacher and Instructional Coach
Danielle Murphy, Secondary Science Teacher and Content Area Leader	Nancy Miller, Secondary Special Education Teacher and Instructional Coach
Jodi Bodak, Secondary Math Teacher and Content Area Leader	Ginny Kuryla, Secondary Math Teacher and Content Area Leader
Laura Robinson, Secondary Special Education Teacher and Instructional Coach	Janice Raspudic, Secondary Science Teacher and Content Area Leader
Nicole Cole, Secondary Social Studies Teacher and Content Area Leader	Ben Colak, Secondary Social Studies Teacher and Content Area Leader
Kat Baldwin, Visual Arts Teacher and Content Area Leader	Christy Bills, Secondary English and Content Area Leader
Christian DeGrave, Band Teacher and Content Area Leader	Steve Farrington, Secondary Foreign Language Teacher and Content Area Leader
Kayla Yarrow, Physical Education Teacher and Content Area Leader	Sean Spooner, Elementary Counselor
Cathie Abdunnasir, Secondary Teacher Assistant	Kristen Collins, Secondary Counselor

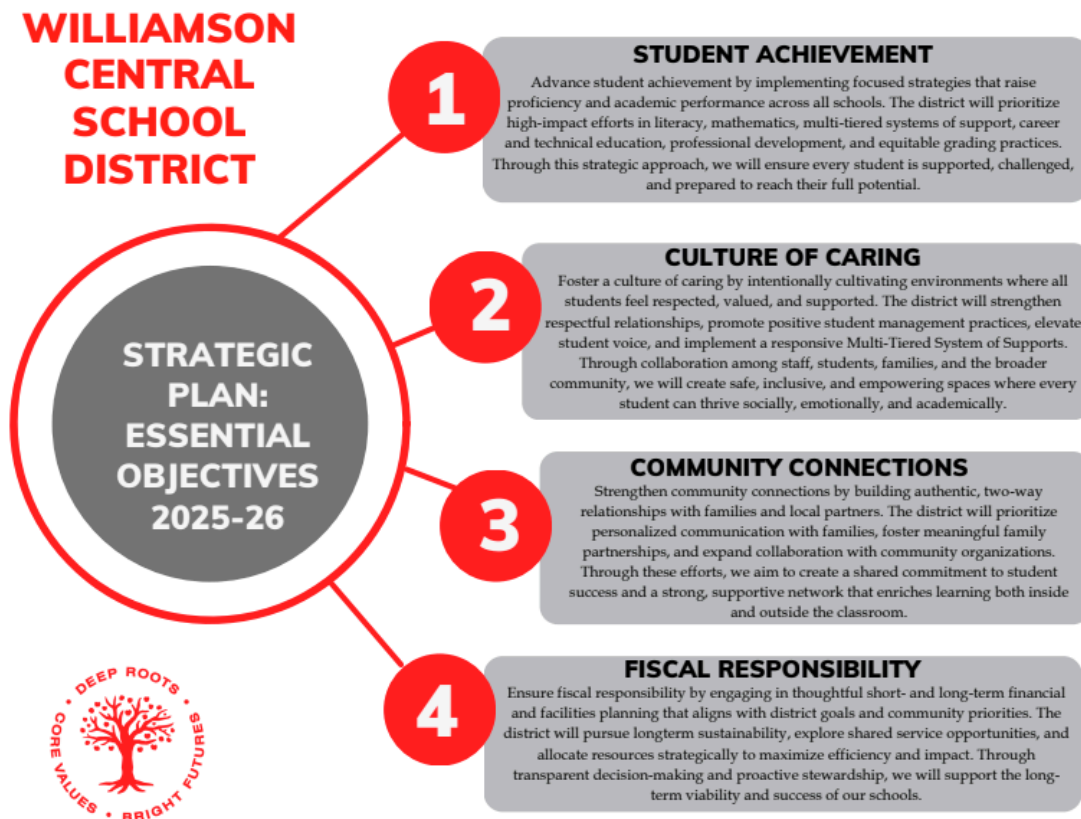
Williamson Central School District Professional Development Plan

Introduction

In accordance with Section 110.2 (dd) of the Commissioner’s Regulations, the Professional Learning Plan (PLP) is designed to strengthen the quality of teaching and learning by ensuring that all certified educators engage in meaningful professional learning. This ongoing development enables staff to remain current in their practice and effectively meet the diverse learning needs of students. The PLP is aligned with the New York State Learning Standards and Assessments, and it is responsive to the linguistic, cultural, and special needs of students while addressing the varied capacities of educators.

At Williamson Central School District, our mission is to educate the whole child by providing rigorous and relevant academic opportunities, fostering character development, and supporting positive, learner-centered behavioral practices. Students remain at the heart of every decision we make.

Our strategic plan is guided by objectives established by the Board of Education through careful data review and analysis. We are committed to continuous improvement through intentional goal setting, professional learning, data collection, reflection, and actionable steps aligned with these strategic priorities.





New York State Department Regulations and Requirements

This Professional Learning Plan complies with Commissioner’s Regulations 100.2 (dd), which require each district and BOCES to collaboratively develop professional learning plans that are reviewed on an annual basis. The professional learning opportunities outlined in this plan also support educators in meeting the Continuing Teacher and Leader Education (CTLE) requirements established by the Board of Regents under Subpart 80-6 of the Commissioner’s Regulations, as part of Chapter 56 of the Laws of 2015. These regulations apply to all individuals holding classroom teaching, school leadership, and teaching assistant certificates that are valid for life (Permanent, Professional, and Level III Teaching Assistant) and establish CTLE requirements for Professional and Level III Teaching Assistant certificate holders. Specifically, certificate holders must complete 100 hours of approved CTLE every five years in the areas of content, pedagogy, and language acquisition.

Williamson Central School District, in partnership with Wayne-Finger Lakes (W-FL) BOCES and other approved professional learning providers, will ensure that Professional Certificate holders receive physical or electronic documentation verifying the completion of qualifying workshops, trainings, and professional learning activities. Educators are responsible for maintaining their own CTLE records and documentation for a minimum of three years following the end of the registration period in which the CTLE hours were completed.

The implementation of Williamson Central School District’s Professional Learning Plan is supported by multiple partners, including BOCES, the Regional Bilingual Education Resource Network (RBERN), the Regional Special Education Technical Assistance Support Center (RSE-TASC), Teacher Centers, Regional Information Centers, and other approved districts and vendors.

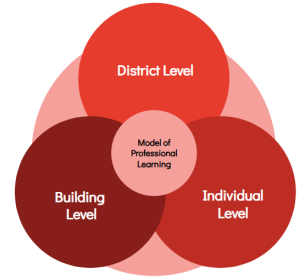
Philosophy

The purpose of this plan is to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in high quality professional learning activities in order to remain current with their profession and effectively meet the needs of students. As a district we are committed to supporting learning experiences and growth within our organization.

Our Focus	By Definition
Designing Professional Learning Opportunities	Professional learning is designed based on data, shaped by participant needs and expertise, reflects best practices in sustained, job-embedded learning, and incorporates adult learning theory.
Content Knowledge and Quality Teaching	Instructional practice is supported through the Danielson Framework, which guides observations and reflective conversations. Teachers are observed twice annually and encouraged to reflect and pursue continuous growth.
Research-Based Professional Learning	Opportunities are grounded in research and provide educators with structured ways to analyze, apply, and engage in evidence-based practices.
Collaboration	Collaboration is fostered through Building Planning Teams, the Instructional Council, and committee work that includes staff, parents, and community members.
Diverse Learners	The district implements plans to meet the needs of all students, including students with disabilities and English Language Learners, ensuring equitable access to high-quality instruction.
Parent, Family, and Community Engagement	Professional learning equips educators with skills to collaborate and communicate effectively with parents and guardians to support student achievement.
Data-Driven Professional Practice	Professional learning decisions are guided by data including state assessments, benchmarks, report cards, teacher-collected evidence, surveys, attendance, and behavioral data.
Utilizing Technology	The district ensures students have meaningful opportunities to use technology to enhance learning. Professional learning supports educators in effective integration of instructional technology.
Professional Evaluation	Professional learning is evaluated using multiple measures to assess its effectiveness in strengthening instructional practice and improving student outcomes.

Professional Learning Model

The district provides professional learning opportunities at the district, building, and individual levels to support continuous growth. These offerings ensure alignment with district goals while also addressing specific school needs and individual professional goals. This approach ensures that professional learning is relevant, meaningful, and directly connected to the daily work of educators.



District Level Professional Learning

District-wide professional learning is aligned to the district's vision, mission, and goals. Core opportunities include:

- New Teacher Induction: Orientation and support for new teachers.
- Superintendent Conference Days: Staff orientation, curriculum development, and in-service professional learning for all teachers, long-term substitutes, and teaching assistants.
- Committees: After-school groups (e.g., Multi-Tiered Systems of Support) addressing national, state, and district initiatives and best practices.
- Safety, Security, and Wellness: Required training (i.e. School Violence Prevention, DASA) for all professional and support staff.
- Additional Opportunities: Voluntary sessions offered before/during/after school, summer, or through coaching, targeting district, state, and national priorities.

Building Level Professional Learning

Building Level professional learning aligns district and building vision, mission and goals. Core opportunities include:

- Faculty Meetings: Held at least monthly, with participation required for all teachers, long-term substitutes, and teaching assistants.
- Department/Grade-Level Meetings: Held at least monthly, with required participation for all teachers, long-term substitutes, and teaching assistants.
- Turnkey Training: Content specialists and grade-level chairs provide training and resources to their teams as appropriate on an ongoing basis.

Individual Level Professional Learning

All educators, including but not limited to teachers, long-term substitutes, and teaching assistants, have access to individual and differentiated professional learning opportunities that align with district, building-wide, and personal development goals. Core opportunities include:

- Peer-to-peer observation; Mentoring
- Access to instructional coaches (i.e. co-planning, co-teaching, learning walk opportunities)

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- “Pop Up” professional development based on immediate needs
- Blending and/or asynchronous learning opportunities
- Self-assessment and reflection opportunities
- Data analysis of student benchmark assessments and exams

Needs Analysis for Professional Learning Plan

A comprehensive review process was conducted using multiple data sources, including NYS Assessments, local benchmarks, ESSA Accountability data, graduation rates, district report cards, student performance metrics, teacher surveys, and instructional observations. This analysis involved a diverse group of participants such as district leadership, building teams, instructional coaches, teacher representatives, and support staff. Key findings from this process highlighted several areas for improvement and growth including:

- Strengthening Tier 1 literacy and reading instruction to align with the Science of Reading
- Improving Tier 1 math instruction to support proficiency on state and local assessments
- Researching diverse academic opportunities for students
- Increasing use of Universal Design for Learning and Personalized Learning models to enhance student engagement and equity
- Continue refining Multi-Tiered Systems of Support (MTSS) for academic and social-emotional needs
- Investigate and improve access to academic intervention services and/or specialized instructional models
- Refine grading practices to create consistent, equitable reporting for students and families

Goals & Objectives

Based on the comprehensive needs assessment the following goals and objectives have been identified to guide district improvement efforts:

1. Improve student achievement through stronger Tier 1 instruction in literacy and math.
2. Explore expanded learning opportunities for students to increase student engagement and opportunity.
3. Conduct a needs assessment of our Multi-Tiered Systems of Support (MTSS), to address both academic and social-emotional needs at a tier 1-3 level.
4. Strengthen specialized instructional opportunities, addressing both academic and social-emotional needs, as part of special education programs.
5. Refine mentoring, induction, and continuous professional growth opportunities for all educators to increase engagement and attendance.
6. Refine grading practices to create consistent, equitable reporting for students and families.

Evaluation

Evaluation is vital to assess the level of effectiveness of a professional learning plan. The culture of evaluation must be safe for teachers and drive decision making in the design of future professional learning for the district. Professional learning must be evaluated from four, scaffolded frames:

- Frame 1 - Is content focused with clear and concise goals?
- Frame 2 - What is the defined time frame(s)?
- Frame 3 - How can we measure growth in teachers’ knowledge, skills, and changes in attitudes and beliefs?
- Frame 4 - How can we evaluate the impact on student achievement?

Professional learning activities and opportunities will be adjusted in real time or for the following school year in response to evaluation.

Professional Learning Planner Aligned to District Essential Objectives

Student Achievement	
Focus Area Statement	Activities
<p>The Williamson Central School District will focus on tier 1 Literacy/Reading instruction to ensure that more students achieve high levels of proficiency on state and local assessments.</p>	<ol style="list-style-type: none"> 7. Align K–12 curriculum, instruction, and assessments with New York State and Next Generation Standards, incorporating best practices outlined in the NYSED Literacy Briefs with Content Area Specialists. 8. Utilize Science of Reading, UDL/Personalized Learning and Technology Integration Coaches to meet the professional development needs of staff and academic needs of students. 9. Develop a scaffolded plan to promote a holistic and integrated model of literacy (listening, speaking, reading and writing) in content area subjects in grades 5-12. 10. Dedicated PD offered to support the newly updated ELA curriculum in Grades K-4. 11. Begin process of exploring curriculum opportunities for grades 5-8 in ELA. 12. Regular data review, informal (teacher driven) and formal (through MTSS) to support effective learning.

Student Achievement	
Focus Area Statement	Activities
<p>The Williamson Central School District will focus on tier 1 Math instruction to ensure that more students achieve high levels of proficiency on state and local assessments.</p>	<ol style="list-style-type: none"> 1. Align K–12 curriculum, instruction, and assessments with New York State and Next Generation Standards, incorporating best practices outlined in the NYSED Numeracy Briefs with Content Area Specialists. 2. Utilize Math, UDL/Personalized Learning and Technology Integration Coaches to meet the professional development needs of staff and academic needs of students. 3. Dedicated PD offered to support the newly adopted Math curriculum in grades K-5. 4. Begin process of exploring curriculum opportunities for grades 6-8 in Math. 5. Regular data review, informal (teacher driven) and formal (through MTSS) to support effective learning.
<p>The Williamson Central School will explore expanded learning opportunities for students to increase student engagement and expand CTE experiences to students.</p>	<ol style="list-style-type: none"> 1. Compile current expanded learning opportunities available to students. 2. Explore counselor’s role in this work; Review of Comprehensive School Counseling Plan. 3. Pilot new programs to support the implementation of expanded learning opportunities informed by, but not limited to, the following focus areas: <ul style="list-style-type: none"> ● Portrait of Graduate Competencies ● Continuing Teacher and Leader Education (CTLE) opportunities ● Distance and asynchronous learning options
<p>The Williamson Central School District will refine grading practices to create consistent, equitable reporting of student performance levels to all stakeholders.</p>	<ol style="list-style-type: none"> 1. Ongoing professional collaboration around grading practices and equity through district and building round table meetings. 2. Refine communication of grading practices between all stakeholders.
<p>The Williamson Central School District will explore the alignment between the Portrait of a Graduate and Instructional Programming.</p>	<ol style="list-style-type: none"> 1. Ongoing professional development for staff around the components outlined in the Portrait of a Graduate; Conduct a strengths and needs assessment to our current program. 2. Communication with all stakeholders on the components of and timeline of the Portrait of Graduate roll out.

Culture of Care	
Focus Area Statement	Activities
The Williamson Central School will strengthen specialized instructional opportunities, addressing both academic and social-emotional needs, as part of a well developed school education program.	<ol style="list-style-type: none"> 3. Assess the current offerings in special education to assure we have a leveled and strategic approach to special education programming and support.
The Williamson Central School will conduct a needs assessment of our Multi-Tiered Systems of Support (MTSS), to address both academic and social-emotional needs at a tier 1-3 level. We will refine as needed.	<ol style="list-style-type: none"> 1. Develop and implement Tier 1 core learning for social emotional development and/or executive functioning skill development as needed. 2. Conduct a review of the MTSS program in Williamson CSD (including a state-of-the-state update, needs assessment, research and development, final recommendations). 3. Develop an academic intervention lesson template to best meet the needs of the student (reteach and remediate). 4. Continued work on data collection, progress monitoring and flexible grouping. 5. Professional Development opportunities to meet the tier 2 and 3 social emotional needs of students (i.e. work with behavior specialist(s), TCIS, Teen/Youth MHFA).
The Williamson Central School will offer professional development opportunities for staff members in an effort to better support student emotional and behavioral needs.	<ol style="list-style-type: none"> 1. Ongoing TCIS training for staff across all departments. 2. Opportunities Youth Mental Health First Aid Training. 3. Professional development opportunities for staff around functions of behavior, student and classroom management and mindset.
The Williamson Central School refine mentoring, induction, and continuous professional growth opportunities for all educators to increase engagement and attendance.	<ol style="list-style-type: none"> 1. Refine and implement updated New Teacher Orientation. 2. Provide regular PD around high impact strategies for new teachers. 3. Promote mentor/mentee collaboration through after school PD opportunities around <ul style="list-style-type: none"> ● Parent/Student Communication ● Classroom and Student Management ● MTSS and Special Education ● Reflection Around Practice ● TBD 4. Explore new ways to offer PD to staff (i.e. Pop-Up PD, asynchronous/blended learning opportunities)

Annual Professional Performance Review Plan (APPR)

Professional growth hinges upon expanding educators' content knowledge and the knowledge and skills necessary to honor the District's mission, which is to provide a learning community that inspires character, service, knowledge, and wisdom. Coaching and evaluation are supported by proven research practices on effective feedback, which is at the core of an effective evaluation system. Teacher development is directly linked to APPR with a focus on deconstructing highly effective teaching practices under the lens of the NYS teaching standards and teacher performance rubric.

Provisions for New Teacher Development - The Induction Program:

The Williamson Central School District's Induction Program is defined by Board of Education policy as outlined below:

All new teachers at Williamson 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 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:

Purpose:

The Teacher Mentor Program is a collaborative initiative between the Williamson Central School District and the Williamson Faculty Association. It has been established to assist new teachers in making a successful transition to the District and assist teachers identified who are in need of instructional assistance. The intent is to promote excellence in education by maintaining the high quality of instruction delivered in our schools. The district must maintain documentation of mentoring activities. Items to be recorded: names and teacher certificate numbers of mentors and teachers served, type of mentoring activities, and the number of clock hours of mentoring provided to each new teacher.

Goals:

- To promote professional support and cooperation
- To provide training that leads to effective instructional and classroom management techniques
- To instill values, expectations, traditions and regulations of the organizations
- To reduce staff attrition in Williamson Central School and the profession by increasing effectiveness and commitment of new teachers

Beliefs:

- New teachers must be supported in order to meet the new standards and the high expectations of the Williamson Central School District
- Improving teacher performance is a joint task of the Administration and the WFA
- A firm foundation leads to future success
- We will be able to achieve the new standards if we have a program that fosters professional growth and development

Rationale:

- The number of new teachers will increase
- The standards and expectations for teachers and students will increase
- The desire to maintain a competitive edge in attracting highly qualified candidates
- The desire to maintain quality teachers within the District after the initial investment

Activities:

- The district will provide New Teacher Orientation
- The district will provide New Teacher Workshops throughout the year
- New teachers will engage in non-evaluative observations with their mentor teacher
- The district will provide New Teacher Rounds, which is an opportunity for new teachers to observe and learn from colleagues
- New teachers will participate in Fall and Spring check-in meetings with building administration. The Spring meeting will include goal setting for the following year
- New teachers will participate in a three week coaching cycle with either the social-emotional coach or the instruction coach

Organizational Structure:

A Selection Committee is responsible for assigning mentors to mentees. The committee meets in July to determine assignments for new teachers and reconvenes as needed throughout the year. Membership includes both building-level and district-level administrators. In making assignments, the committee considers the needs of the new teacher as well as the qualifications of the mentor to ensure the best possible match.

Mentor applications available to teachers	May/June
Applications returned	EOY June
Selecting/Matching	Ongoing throughout July/August; Finalized mid August for New Teacher Orientation
Workshop/Training for Mentors	August
Mentors meet Mentees	August
New Teacher Orientation	August
Ongoing New Teacher/Mentor Professional Development	October December January March
Formative Assessment of Program	June

Definition of Mentor:

A mentor is a tenured, experienced educator who provides guidance, support, and encouragement to new teachers as they transition into the Williamson Central School District, as well as to identified teachers seeking to strengthen their instructional practice. Mentors foster professional growth by sharing knowledge of curriculum, instruction, classroom management, and school culture. They serve in a collaborative, non-evaluative, and advisory role, with the goal to assist—not assess—colleagues in their professional journey.

Responsibilities of the Teacher Mentor:

1. Assisting new teachers and identified teachers in strengthening instructional practice and making a successful transition into the district.
2. Meeting a minimum of two times per month with the mentee to provide guidance, encouragement, and professional support.
3. Observing the mentee a minimum of four (4) times per year, with opportunities for additional video-based observations followed by constructive feedback to improve effectiveness.
4. Meeting with the larger mentor/mentee group throughout the year, including participation in five scheduled after-school workshops.
Participating in New Teacher Orientation and mentor training to remain current in best mentoring practices.
5. Modeling professionalism, collegiality, and effective communication within the school community.
6. Facilitating the growth and development of the mentee by sharing knowledge of curriculum, instruction, classroom management, and school culture.
7. Collaborating with mentees to share ideas, problem solve, and promote effective teaching practices.
8. Attending check-in meetings with the new teacher and building administration to ensure consistent support and alignment as needed.

Criteria for Selecting Mentor Teachers:

Mentor teachers are selected based on their professional expertise, commitment to continuous learning, and ability to foster positive relationships that support teacher growth. Selection criteria include:

- Professional Qualifications
 - Tenured and permanently certified teacher.
 - Demonstrates instructional excellence and effectiveness as a resource for new and identified teachers.
 - Engages in and shows evidence of continued professional development.
 - Knowledgeable about district and building-level systems, policies, and procedures.
- Professional Standing
 - Holds credible standing and respect among colleagues.
 - Models professionalism, collaboration, and commitment to the school community.
- Personal Qualities
 - Open-minded, positive, and optimistic.
 - Reflective practitioner with a growth mindset.
 - Able to establish supportive networks and professional relationships.
 - Approachable, collegial, and able to balance seriousness with a sense of humor.

Together, these criteria ensure that mentors are not only skilled educators but also trusted colleagues who can guide, support, and inspire mentees in their professional journey.

Length of Service:

- Mentor/New Teacher relationship will be for one (1) year.
- Mentors may serve for two (2) years. Mentor's name will remain in the pool unless the Steering Committee or mentor decides otherwise.
- The District Office will maintain a file of mentors. Each spring the Selection Committee will reaffirm the availability of mentors and their willingness to participate as a mentor.
- Mentors will work with a maximum of two (2) new teachers (if possible).

Guidelines:

- Mentors will be advisors *not* evaluators.
- Mentors will be full time teachers.

CTLE Credit for Mentors:

- Teachers acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.
- Teachers acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

Evaluation of Induction Program:

- The district will administer a needs assessment annually to solicit feedback from new teachers and mentors.
- The needs assessment will align to the NYS mentor standards.
- The district will analyze the feedback provided to make appropriate adjustments to the induction program.

Timelines and Record Keeping:

The mentoring year starts with an initial induction session for all new hires and mentors. This session sets the stage for the year by outlining the purpose of the mentoring program, the overall timeline, and what's expected when it comes to documentation. Throughout the year, both mentors and mentees will keep track of their meetings and professional learning using a reflection tool of their choice. Mentors should make sure reflections are up to date, accurate, and show meaningful collaboration tied to professional goals. Mentees should keep their own records current and share documentation for review when requested. The district will help guide and support the mentoring process, making sure it follows professional learning guidelines and that all documentation is accurate and complete. At the end of the year, the district will confirm that all requirements have been met and recognize successful completion of the mentoring program.

New Teacher Learning Plan

New teachers are expected to follow a prescribed learning path for four years.

Year 1: Connections

FOCUS: Make connections with your mentor and your colleagues. Be thinking about how to want to contribute to the school community.

- A minimum of 3_observations with your mentor
 - Observe your mentor. Meet with your mentor to discuss your observations.
 - Have your mentor observe you. Meet to discuss their observations.
 - You and your mentor observe a teacher together (TBD with building admin). Meet with your mentor and the teacher to discuss observations.
- Participate in a Fall and Spring check-in meeting with mentor and building administrator(s). Spring meetings should include goal setting for the following year around collaboration and professional growth.
- Participate in 5 workshops: Topics and dates will be shared with new teachers at the beginning of the year.

Year 2: Collaboration

FOCUS: To continue to connect with your colleagues to enhance your instructional practices.

- Participate in a Fall and Spring check-in meeting with the building administrator. Spring meeting should include goal setting for the following year around collaboration, professional growth and involvement within the school (i.e. club advisor, health and wellness committee).
- Participate in a “Highlights and Horizons” meeting with Karen Hoody.
- Attend at least one professional learning session/series to inform your instructional and/or social emotional practices.

Year 3: Contribution

FOCUS: Expand on ways to contribute to the overall school community - extracurricular activities, district/building committees, etc.

- Participate in a Fall and Spring check-in meeting with a building administrator. Spring meetings should include goal setting for following year around collaboration - professional growth and involvement within the school (i.e. club advisor, health and wellness committee).
- Attend at least one professional learning session/series to inform your instructional and/or social emotional practices.

Year 4: Commitment

FOCUS: Reflect on how your contributions will signal your long term commitment to the district.

- Participate in a Fall and Spring check-in meeting with the building administrator.
- Attend at least one professional learning session/series to inform your instructional and social emotional practices.
- Pay it Forward - You may be asked to support a new teacher through informal mentoring or lesson sharing.

Provisions for School Violence Prevention and Intervention Training:

The Williamson 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.

In instructional settings, the Williamson 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 Belonging: Diversity, Equity and Inclusiveness:

We live in a rapidly changing and interconnected world, a global community whose multiple parts are recognized as a whole. Students are expected to interact and collaborate routinely and effectively with people from across the planet, where different values shape culture and where language shapes human expression. When designing professional development opportunities, the Williamson Central School District recognizes the need to offer multiple perspectives, central to the development of what we teach and the instructional strategies applied to subject matter. Today's classrooms are centers of cultural and linguistic diversity where global perspectives rein instructional design. Belonging is a central theme.

Provisions for Continuing Teacher and Leader Education CTLE

Note: This section doesn't apply to teachers who hold permanent certification.

Teachers with Professional Certificates must complete 100 hours of professional learning/CTLE every five (5) years in order to continue to hold certification and teach in New York state. Per SED "Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance."

Allowable Activities: All activities must be approved by the Williamson Central School District and be delivered by a NYS approved provider. All professional learning provided by the Williamson Central School District may count toward required CTLE hours.

Tracking Hours: Per SED, "CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English Language Learners, the

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sponsor's name, and any identifying number, attendance verification, and the date and location of the program."

CTLE documentation must be retained for a minimum of three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. CTLE certificates should not be submitted to the NYSED Office of Teaching Initiatives unless requested.

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education:

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

The Williamson Central School District's teachers may utilize the expertise and training provided by the Regional Bilingual Education – Resource Network or other approved sponsors to fulfill these requirements.

The Williamson Central School District meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs. Should a waiver not be granted, all educators will be informed of the CTLE Language Acquisition Addressing the Needs of English Language Learners requirements (see chart).

Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements		
Certificate Type	% of 100 Clock Hour CTLE Requirement Devoted to Language Acquisition	Can Exemption* from the Language Acquisition Requirement Apply?
Professional Classroom Teacher other than English to Speakers of Other Languages	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional Bilingual Extension Annotation	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Permanent Classroom Teacher other than English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent School Leader	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Extension Annotation	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Pupil Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Education (PPS/Admin) Extension	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
*Exemption: A NYS school district or BOCES may be granted a waiver from providing Bilingual Education Programs in languages other than Spanish and Chinese. For additional information, please see the English Language Learner and Multilingual Learner Regulations & Compliance webpage .		

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School District: Williamson Central School District

BEDS Code: 651402040000

The superintendent certifies to the Commissioner that:

(1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included teachers, one or more administrator(s), curriculum specialist(s), parent(s), and others identified in the plan.

(2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.

(3) The school District or BOCES has complied with the professional development 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 development that:

- is aligned with state content and student performance standards;
- is aligned with New York State Professional Development Standards at:
<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>;
- 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 development 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 development every five years;
- ensure that level III teaching assistants and long-term substitute teachers participate in professional development 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 development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
- provide staff with training in school violence prevention and intervention;

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- and provide professional development 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.p12.nysed.gov/part100/pages/1002.html>.)

(9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Print Name of Superintendent of Schools: _____

Original Signature of Superintendent of Schools: _____

Date: _____

Adopted by the Board of Education on Date: _____

Student Achievement		
Focus Area Statement	Activities	Outcomes
<p>The Williamson Central School District will focus on tier 1 Literacy/Reading instruction to ensure that more students achieve high levels of proficiency on state and local assessments.</p>	<ol style="list-style-type: none"> 1. Align K-12 curriculum, instruction, and assessments with New York State and Next Generation Standards, incorporating best practices outlined in the NYSED Literacy Briefs with Content Area Specialists. 2. Utilize Science of Reading, UDL/Personalized Learning and Technology Integration Coaches to meet the professional development needs of staff and academic needs of students. 3. Develop a scaffolded plan to promote a holistic and integrated model of literacy (listening, speaking, reading and writing) in content area subjects in grades 5-12. 4. Dedicated PD offered to support the newly updated ELA curriculum in Grades K-4. 5. Begin process of exploring curriculum opportunities for grades 5-8 in ELA. 6. Regular data review, informal (teacher driven) and formal (through MTSS) to support effective learning. 	

Student Achievement		
Focus Area Statement	Activities	Outcomes
<p>The Williamson Central School District will focus on tier 1 Math instruction to ensure that more students achieve high levels of proficiency on state and local assessments.</p>	<ol style="list-style-type: none"> 1. Align K-12 curriculum, instruction, and assessments with New York State and Next Generation Standards, incorporating best practices outlined in the NYSED Numeracy Briefs with Content Area Specialists. 2. Utilize Math, UDL/Personalized Learning and Technology Integration Coaches to meet the professional development needs of staff and academic needs of students. 3. Dedicated PD offered to support the newly adopted Math curriculum in grades K-5. 4. Begin process of exploring curriculum opportunities for grades 6-8 in Math. 5. Regular data review, informal (teacher driven) and formal (through MTSS) to support effective learning. 	
<p>The Williamson Central School will explore expanded learning opportunities for students to increase student engagement and expand CTE experiences to students.</p>	<ol style="list-style-type: none"> 1. Compile current expanded learning opportunities available to students. 2. Explore counselor’s role in this work; Review of Comprehensive School Counseling Plan. 3. Pilot new programs to support the implementation of expanded learning opportunities informed by, but not limited to, the following focus areas: <ul style="list-style-type: none"> ● Portrait of Graduate Competencies ● Continuing Teacher and Leader Education (CTLE) opportunities ● Distance and asynchronous learning options 	

Student Achievement		
Focus Area Statement	Activities	Outcomes
The Williamson Central School District will refine grading practices to create consistent, equitable reporting of student performance levels to all stakeholders.	<ol style="list-style-type: none"> 3. Ongoing professional collaboration around grading practices and equity through district and building round table meetings. 4. Refine communication of grading practices between all stakeholders. 	
The Williamson Central School District will explore the alignment between the Portrait of a Graduate and Instructional Programming.	<ol style="list-style-type: none"> 1. Ongoing professional development for staff around the components outlined in the Portrait of a Graduate; Conduct a strengths and needs assessment to our current program. 2. Communication with all stakeholders on the components of and timeline of the Portrait of Graduate roll out. 	

Culture of Care		
Focus Area Statement	Activities	Outcomes
The Williamson Central School will strengthen specialized instructional opportunities, addressing both academic and social-emotional needs, as part of a well developed school education program.	<ol style="list-style-type: none"> 1. Assess the current offerings in special education to assure we have a leveled and strategic approach to special education programming and support. 	
The Williamson Central School will conduct a needs assessment of our Multi-Tiered Systems of Support (MTSS), to address both academic and social-emotional	<ol style="list-style-type: none"> 1. Develop and implement Tier 1 core learning for social emotional development and/or executive functioning skill development as needed. 2. Conduct a review of the MTSS program in Williamson CSD (including a state-of-the-state 	

<p>needs at a tier 1-3 level. We will refine as needed.</p>	<p>update, needs assessment, research and development, final recommendations).</p> <ol style="list-style-type: none"> 3. Develop an academic intervention lesson template to best meet the needs of the student (reteach and remediate). 4. Continued work on data collection, progress monitoring and flexible grouping. 5. Professional Development opportunities to meet the tier 2 and 3 social emotional needs of students (i.e. work with behavior specialist(s), TCIS, Teen/Youth MHFA). 	
<p>The Williamson Central School will offer professional development opportunities for staff members in an effort to better support student emotional and behavioral needs.</p>	<ol style="list-style-type: none"> 1. Ongoing TCIS training for staff across all departments. 2. Opportunities Youth Mental Health First Aid Training. 3. Professional development opportunities for staff around functions of behavior, student and classroom management and mindset. 	
<p>The Williamson Central School refine mentoring, induction, and continuous professional growth opportunities for all educators to increase engagement and attendance.</p>	<ol style="list-style-type: none"> 1. Refine and implement updated New Teacher Orientation. 2. Provide regular PD around high impact strategies for new teachers. 3. Promote mentor/mentee collaboration through after school PD opportunities around <ul style="list-style-type: none"> ● Parent/Student Communication ● Classroom and Student Management ● MTSS and Special Education ● Reflection Around Practice ● TBD 4. Explore new ways to offer PD to staff (i.e. Pop-Up PD, asynchronous/blended learning opportunities) 	