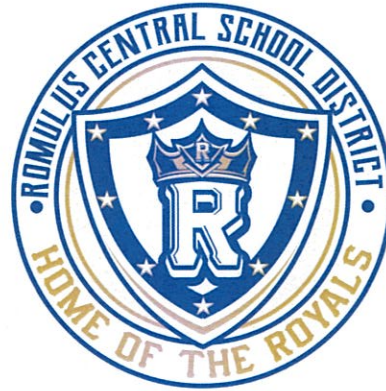

Organizational Professional Learning Plan 2026-2027



ROMULUS CSD

Organizational Professional Learning Plan 2026-2027

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Vision

Inspiring learners to positively impact our ever-changing world.

Introduction

The Romulus Central School District's Professional Learning Plan is designed to ensure that every educator has the tools, knowledge, and support necessary to help all students thrive. Rooted in our 2025–2030 Strategic Action Plan, this plan is a direct extension of the collaborative work of students, staff, families, board members, and community stakeholders who helped define our mission, vision, and priorities for the future.

This plan begins with a comprehensive needs analysis that draws from both quantitative and qualitative data as discovered during the Strategic Planning process.. Quantitative measures include student achievement results on state and local assessments, graduation rates, college and career readiness indicators, and progress monitoring data across grade levels. Qualitative insights were gathered through focus groups, staff and family surveys, and feedback sessions that highlighted strengths in instructional practice as well as areas where additional support is needed. Together, these data points identified clear trends: the need for stronger alignment to next-generation standards, targeted intervention supports for struggling learners, ongoing coaching and collaboration for teachers, and leadership development opportunities to ensure consistent implementation across the district.

Through the strategic planning process, our community affirmed four district priorities—**Academic Excellence, Achievement and Ongoing Growth, Supportive Community, and Student-Focused Experience**. The Professional Learning Plan is intentionally tied to each of these priorities. For example, professional development in evidence-based literacy and numeracy practices advances Academic Excellence, while training in MTSS and trauma-informed practices supports both Achievement and a Supportive Community. Likewise, ongoing leadership learning ensures that principals, assistant principals, and teacher leaders are empowered to model and sustain best practices that elevate the student experience.

This plan is not a one-time initiative, but rather a **living framework** that evolves with ongoing data analysis, reflection, and stakeholder input. By aligning professional learning directly to the needs of our educators and the aspirations of our students, we ensure that every

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investment of time and resources strengthens teaching practice, improves student outcomes, and advances our shared vision of inspiring learners to positively impact an ever-changing world.

Romulus CSD Board of Education Members

Tenneille Brewer, John Fowler, Caroline Hamlin, Eric Karlsen, Linda Mastellar, Tom Wilson, Kimberly Wolverton

Superintendent of Schools:

Jennifer Hayden

Professional Learning Plan Committee Membership

Name	Title
Jennifer Bartlett-Prati	Asst. Superintendent for Curriculum and Instruction
Kathy Stuck	Teacher/ Chair for CSE, CPSE, 504s
Carlene Augustine	Teacher
Cristi Pesco	Secondary Principal
Stephanie Moll	Elementary Principal
Kerilynn Wasney	Parent/Guardian

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New York State Department Regulations and Requirements

This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd) that requires 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.

ROMULUS CENTRAL SCHOOL DISTRICT, Wayne-Finger Lakes (W-FL) BOCES, 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 ROMULUS 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.

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Philosophy

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.

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Organizational Professional Learning Goals

Adapted from the work of Mike Mattos, Anthony Muhammad, and Richard & Rebecca DuFour (2019–2022).

1. **Ensure Essential Learning for All**

Identify and teach essential standards so all students receive equitable access to high-quality instruction.

2. **Strengthen Collaborative Teams (PLCs)**

Use structured collaboration to focus on learning, results, and collective responsibility through the four essential PLC questions.

3. **Implement a Proactive MTSS**

Provide timely, targeted, and systematic supports for students' academic and behavioral needs.

4. **Build Collective Efficacy and Ownership**

Foster a shared belief that all staff can positively impact student learning through collaboration and accountability.

5. **Use Data to Drive Growth**

Analyze academic and Well-being and belonging data to inform instruction, interventions, and professional learning.

6. **Design for Equity**

Identify and remove systemic barriers to ensure every student has access to opportunity and success.

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Action Plan

Summary of Initiatives

Romulus Central School District Strategic Initiatives Summary (2025–2030)

Academic Excellence

What do we need to do?

Deliver rigorous, high-quality teaching and learning experiences through aligned curriculum, effective instruction, and access to robust resources that prepare students for future success.

How:

- Implement a rotating curriculum review cycle to ensure coherence and alignment with state standards.
- Integrate researched-based instructional strategies, such as The Science of Reading for all subject areas
- Design learning around students' strengths, interests, and learning profiles.
- Use integrated instructional strategies and co-teaching models to support all learners.
- Ensure students can articulate learning goals and show understanding in multiple ways.
- Secure and allocate grant funding to enhance instructional programming and materials.

How will we know if we made a difference?

District-Level

- Curriculum maps and pacing guides updated according to established revision cycle
- Grant-funded instructional programs and materials implemented and evaluated for impact
- District-wide instructional walkthrough data shows use of research-based strategies
- Annual review of curriculum and instructional resource inventory

Elementary-Level

- Evidence of Science of Reading-aligned instruction in all ELA classrooms
- Student work samples show differentiated tasks and varied formats for demonstrating understanding
- Students can articulate learning goals during classroom observations

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- Co-teaching models implemented in inclusion classrooms with feedback loops

✓ Secondary-Level

- Content-area curriculum aligned to standards and cross-curricular skills
- Instructional plans reflect personalization based on student interests and profiles
- Students participate in goal setting and use rubrics/checklists for self-assessment
- Lesson plans and walkthroughs show integration of co-teaching and inclusive strategies

✓ Overall Monitoring

- District Instructional Leadership Team reviews quarterly reports on curriculum implementation, instructional strategy usage, and student engagement
- Graduation rate is 100%
- Benchmark assessment data and student performance tasks used to evaluate instructional effectiveness

Achievement and Ongoing Growth

What do we need to do?

Create a culture of continuous improvement where data is used to monitor growth and guide decisions that support student achievement and staff development.

How:

- Conduct regular MTSS meetings focused on student learning and progress.
- Use academic, behavioral, and Well-being and belonging data to inform instructional and intervention decisions.
- Monitor the effectiveness of Tier 2 and Tier 3 interventions using progress monitoring tools.
- Implement the Early Warning System to proactively identify and support students.
- Hold quarterly or trimester aligned data day check-ins to review student growth and intervention needs.
- Align professional learning to data and instructional goals.

How will we know our efforts made a difference?

✓ District-Level

- MTSS meeting documentation shows regular review of Tier 2/3 data and decisions
- Professional learning plans aligned with data trends and feedback
- Early Warning System reports show timely identification and support actions

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- Quarterly data summaries shared with leadership team and board

✓ Elementary-Level

- Intervention logs and progress monitoring data show growth in targeted students
- Academic and Well-being and belonging data reviewed during monthly data team meetings
- Evidence of adjusted instruction based on student needs from assessment cycles
- Attendance and behavior trends improve among at-risk students

✓ Secondary-Level

- Use of data walls or digital dashboards to track student progress toward graduation
- Progress monitoring for academic, Well-being and belonging, and behavioral interventions shows effectiveness
- Teacher team minutes reflect use of data to adjust instruction and groupings
- Chronic absenteeism rates monitored and addressed through MTSS supports

✓ Overall Monitoring

- District-wide data days (3x/year or 4x/year) review achievement trends and equity gaps
- Administrator calibration protocols ensure consistency in interpreting student data
- Staff surveys show increased confidence in using data to inform instruction
- Annual district report includes performance growth and goal-setting outcomes

Supportive Community

What do we need to do?

Build a safe, inclusive, and supportive school environment through strong partnerships with families, staff, and the broader community.

How:

- Define and model welcoming, affirming environments throughout the district.
- Provide instruction and systems that promote physical and well-being and belonging.
- Offer professional learning for staff, families, and partners on inclusive practices and shared expectations.
- Re-anchor and train Threat Assessment Teams in alignment with district safety goals.
- Recognize and celebrate contributions from staff, families, and community members.
- Build partnerships with local organizations to support mentorship, volunteering, and student showcase opportunities.

How will we know our efforts made a difference?

✓ District-Level

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- Family engagement metrics tracked (event attendance, involvement levels)
- Completion of staff and family PD sessions on belonging, inclusivity, school safety, and restorative practices
- Community partnership log includes number of collaborations and student impact
- Safety audit reports and Threat Assessment Team reviews completed annually

✓ Elementary-Level

- Well-being and belonging programs implemented with fidelity; tracked via student reflection and observation tools
- Increased family attendance at school events and parent-teacher conferences
- Monthly recognition of student and staff contributions to a positive school climate
- Student survey responses show increased sense of belonging and feeling safe

✓ Secondary-Level

- Restorative practices tracked through discipline data and re-entry meeting logs
- Increased number of student-led events or peer mentoring opportunities
- Volunteer participation and community member engagement in student presentations
- Threat assessment protocols followed and reviewed after incidents

✓ Overall Monitoring

- Researched-based annual climate survey (students, families) shows growth in belonging and safety metrics
- Building leadership teams review family engagement data and community feedback
- Reports on school-based partnerships and contributions to student well-being presented annually to board

Student Focused Experience

What do we need to do?

Design personalized and engaging learning experiences that reflect students' strengths, interests, and goals, preparing them to thrive in learning and in life.

How:

- Expand Extra-Curricular programs with academic and offerings that encompass well-being and belonging.
- Provide access to a variety of extracurricular activities, including athletics, music, clubs, and NYS Seals.
- Personalize instruction with multiple entry points and differentiated learning pathways.
- Support students in goal setting, progress monitoring, and reflection.
- Integrate real-world learning experiences such as internships, CTE, dual enrollment, and mentorships.

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- Align behavior supports with restorative, trauma-informed approaches.

How will we know our efforts made a difference?

✓ District-Level

- Expanded program offerings across academics, arts, athletics, and career pathways
- Course enrollment and participation data shows growth in choice and personalization
- Student goal setting and reflection structures built into instructional planning across grade levels
- Student showcase events highlight personalized projects and experiences

✓ Elementary-Level

- Student interest surveys used to inform clubs and academic offerings
- Classroom activities include choice boards, project-based learning, and student-led learning moments
- Behavior data shows increased student engagement and fewer office referrals
- Well-being and belonging and goal-setting check-ins conducted regularly by classroom teachers

✓ Secondary-Level

- Enrollment in electives, NYS Seals, FLTCC, dual enrollment, and CTE pathways increase
- Students complete career plans, goal-setting journals, or portfolios
- Internship and mentorship participation tracked and evaluated for satisfaction and impact
- Student voice incorporated into course planning and extracurricular offerings

✓ Overall Monitoring

- Student engagement survey (grades 3–12) administered annually
- Quarterly student focus groups or roundtables provide qualitative feedback
- Increased proficiency rates on grades 3-8 NYS ELA, Math, and Science Testing
- Graduation rate, Regents completion, and post-secondary plans monitored for personalization impact
- Monthly dashboard includes updates on participation, engagement, and voice in programming

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Action Plans

Provision #1: Mentoring Program

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

All new teachers at Romulus 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:

Procedure for Selecting Mentors	Mentor applications will be available annually at the beginning of May. A mentoring pool will be created when applications are filed annually. Required criteria to be a mentor are outlined below: - 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
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Role of the Mentors	● 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
Preparation of Mentors	● Mentor Program responsibilities ● Workshops on adult learning and teacher development ● Developing interpersonal relationships ● Coaching techniques ● Time management/organizational strategies
Types of Mentoring Activities	● 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	● 15 Documented Hours ○ Monthly log of topics discussed, activities participated in and time allotments ○ Observation forms ○ Evaluation form ● Release time from instructional duties ● Superintendent Conference Days ● Before or after school hours ● Summer training ● New Teacher Orientation ● Mentor/mentee discussion groups

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Provision #2: School Violence Prevention and Intervention Training

Romulus 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.

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

In instructional settings, Romulus 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 PK through 12.

Inputs	Timeline	Responsibility
Safety Plan Revision and Procedures	2026-2027	Superintendent, Safety Officer, Leadership Team, District School, Resource Officer, RCSD Safety Committee
Review Required Safety Plan Responses	2026-2027	Superintendent, Safety Officer, Leadership Team, District School Resource Officer, CSD Safety Committee
Frontline Evaluation System	2026-2027	Administrators

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Specific Activities • Awareness and Training in School Violence Prevention • MTSS (Multi-Tiered Systems and Supports) • PBIS (Positive Behavior Intervention Services) Coaching • Mental Health First Aid • Trauma Informed Schools • TCIS (Therapeutic Crisis Interventions and Supports) • Sources of Strength • Safe Schools Training provided by NYSIR • Restorative Practices	2026-2027	Superintendent, Assistant Superintendent for Curriculum and Instruction, Administration, District School Resource Officer, RCSD Safety Committee, District's Mental Health Staff, Building Level PBIS/MTSS committees, Teachers PK-12
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Provision #3: Teachers Certified in Bilingual and English Language Learner (ELL) Education (*and ELL PD Requirements for other certificate holders*)- see next page

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.

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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).

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

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

Recommended PD Provider:
Alicia Van Borssum, EdD
Coordinator, Project CELLS:
Western NY Collaboration for English Language Learner Success
Warner Graduate School of Education
University of Rochester
Office: 585-276-4779
Mobile: 585-261-7460

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2026-2027 External Providers of Professional Development include, but not limited to:

Wayne-Fingerlakes BOCES

Monroe 1 BOCES

Monroe 2 BOCES

RBERN

NYSCOSS

NYSED OEL

University of Rochester

Fastbridge

Frontline

American Reading Company-ARC CORE

UFLI

BOCES4SCIENCE

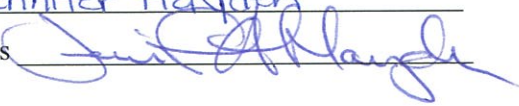
Organizational Professional Learning Plan 2026-2027
PROFESSIONAL LEARNING PLAN STATEMENT OF CERTIFICATION

School District: _____ BEDS Code: _____

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. August 10, 2026

Print Name of Superintendent of Schools Jennifer Hayden

Original Signature of Superintendent of Schools 

Date 8/12/26