



William Floyd School District
Our rich history builds a promising future!

Professional Learning Plan **2026/27-2028/29**

The William Floyd School District's Professional Development Plan (PDP) serves as a strategic roadmap for continuous instructional improvement, developed bi-annually to ensure our educators remain at the forefront of pedagogical excellence. Rooted in a comprehensive needs analysis, the plan aligns our professional learning goals directly with New York State Standards and the specific academic needs identified in our district report card.

Core Objectives & Compliance

The PDP outlines a robust schedule of substantial, sustained professional learning experiences designed for all professional staff and supplementary personnel. In accordance with state regulations, the district provides a pathway for teachers and teaching assistants to fulfill their mandated **100 hours of professional development every five years**. These offerings are meticulously articulated across all grade levels and departments to ensure a cohesive educational experience for our students.

Targeted Support & Specialized Instruction

To foster an inclusive and high-achieving learning environment, our plan prioritizes:

- **Diverse Learner Support:** Specialized training for staff working with students with disabilities and English as a New Language (ENL) populations.
- **Evidence-Based Strategies:** Implementation of proven methods that directly impact student achievement and refine instructional delivery.
- **Collaborative Growth:** Opportunities for vertical and horizontal articulation to ensure instructional consistency district-wide.

Measuring Success

The district remains committed to accountability. It continuously measures the impact of our professional development through rigorous evaluation standards, analyzing both the evolution of teaching practices and measurable growth in student performance. By investing in staff, it ensures that every student in the district benefits from innovative, data-driven, and compassionate instruction.

Goal and Purpose of Professional Learning Plan:

The William Floyd School District will create a culture that will support all students to improve academically, culturally, and with social literacy.

William Floyd UFSD will improve the quality of teaching and learning by ensuring that all district stakeholders participate in substantial professional learning. This professional learning keeps our educational team current in their profession and ready to meet the needs of all of our students. These learning experiences will be provided to all teachers, administrators, and teaching assistants. This Professional Learning Plan has been designed to be part of a comprehensive district plan and focuses on learning that will support educators and make them better able to improve student performance.

Guiding Principles for the William Floyd School District's Professional Learning Plan

Our professional learning program is designed to build skills and capacities through focused and ongoing professional learning activities. Learning will include the Schools' and District's goals for improvement. Sound and practical professional learning programs are necessary tools that will allow us to improve instructional practice, enhance professional knowledge, and implement a culturally responsive curriculum.

Professional Learning will:

- Be grounded in knowledge and research
- Be culturally responsive and reflect the needs of the community
- Provide a common language around best practices
- Be accessible and inclusive to all staff
- Support local and state initiatives
- Draw on the expertise of staff and cultivate them as leaders in areas where they excel
- Take into account the differing degrees of experience of adult learners
- Increase the likelihood that students' needs are met
- Align with the District Strategic Plan and New York State Standards and Assessments

The Creation of the William Floyd School District's Professional Learning Plan:

Professional learning will provide opportunities for stakeholders to develop tools to evaluate the impact of currently implemented curricula and use them to make instructional shifts that better meet the needs of the learners they support.

A Professional Learning Team, which included members of all required stakeholder groups, created this plan. The final makeup of the team included a majority of teachers as well as district administrators, teaching assistants, parents, the Teacher Center director, and a representative from an institute of higher learning.

The professional learning team and district stakeholders analyzed data including:

- The school district report card
- Student demographic information
- Surveys of staff
- An evaluation of professional learning activities implemented in the 2024–2026 District Professional Learning Plan

Based on the analysis of data, student and teacher needs were identified. Shifts in student demographic data indicate that the subgroup identified as the majority population continues to change, a fact that needed to be considered when creating this plan. Gaps between student subgroups prompted the committee to include work that embedded information from NYSED's guidance materials on developing culturally responsive learning environments. A District goal and supporting objectives were identified. The team determined that providing stakeholders with training that allows them to better support all learners in the area of literacy would continue to be the focus of the plan. Also included in the plan are items mandated by the New York State Department of Education (NYSED).

The plan will be evaluated annually to identify the impact of professional practice and student performance. Data included in this analysis may include:

- The District Report Card
- Evaluation Trend Data
- Participant Feedback
- Survey Data from Teachers, Teaching Assistants, and Administrators

Analysis of this and other available data will determine what modifications need to be considered if goals and objectives defined by the plan have been met. Analysis of this data will be completed in multiple forums, including the planning committee, District Leadership committees, and inquiry meetings.

William Floyd School District's Professional Learning Plan to Support Teachers, Teaching Assistants, and Administrator Professional Learning Requirements (CTLE)

Maintaining Professional Certification: CTLE Requirements and District Support

The District is committed to supporting our professional staff in maintaining their New York State certifications through high-quality **Continuing Teacher and Leader Education (CTLE)**. In accordance with NYS Commissioner's Regulations, we provide robust learning opportunities designed to satisfy the registration requirements for certificate holders.

Professional Learning Standards

To ensure that educators provide the most effective instruction, CTLE offerings are research-based and focused on:

- **Content & Pedagogy:** Expanding subject-matter expertise and instructional strategies to support rigorous, age-appropriate student learning.
- **English Language Learners (ELL):** Providing the mandated specialized training to support multilingual learners.
- **Inclusive Environments:** Equipping staff with the skills to create safe, equitable, and supportive learning spaces while fostering strong partnerships with families and the community.
- **Collaboration:** Enhancing the ability of staff to work together to improve instruction in a respectful, professional environment.

Record Keeping & Compliance via Frontline

The District simplifies the certification maintenance process by managing all district offered CTLE data through the **Frontline** system. This ensures that all professional learning hours meet the strict reporting requirements set by the NYS Education Department's Office of Teaching Initiatives.

- **For Educators:** Staff can access Frontline to track their hours and print certificates that include all necessary state-mandated information (e.g., Sponsor ID, educational area, and certifying signatures). **Please note:** Educators must retain these records for at least **three years** from the end of their registration period.
- **For the District:** The District maintains comprehensive evidence of all CTLE activities—including instructor credentials, learning objectives, and attendance records—in a secure location for a minimum of **eight years** to ensure full compliance with state audits.

William Floyd School District's Professional Learning Plan to Support All Teachers, Teaching Assistants, and Administrators

Professional Learning Offerings 2026-2028

Teacher and Administrator professional learning focuses on fostering a culture of continuous improvement across the district, ensuring all educators are equipped to navigate evolving standards and curriculum. Through targeted workshops and collaborative learning sessions, the district provides comprehensive support to help staff translate pedagogical theory into effective classroom practice. These opportunities are designed to be substantial, sustained, and accessible to every educator, ensuring that professional growth is a shared and supported journey.

Strategies for Success

- **Curricular Adaptation:** Design and facilitate workshops that empower all teachers to analyze, adapt, and implement curriculum that meets the needs of modern learners.
- **Data-Driven Instruction:** Provide professional learning that enables educators to utilize real-time student data to make informed instructional decisions.
- **Peer Collaboration:** Cultivate an environment where educators work synchronously to share best practices, ensuring that professional development is grounded in the reality of the classroom.
- **Systemic Support:** Maintain a robust infrastructure of professional learning opportunities for both elementary and secondary staff to ensure the long-term success of both teachers and the students they serve.

Activities:

Elementary Professional Learning Offerings		
Professional Learning Opportunities	Audience	CTLE Focus
Professional Learning experiences focused on the Next Generation Learning Standards (ELA), with an emphasis on MTSS-aligned literacy instruction	Classroom Teachers and Literacy Support Staff	Content
Professional Learning experiences focused on the Next Generation Learning Standards (Math)	Classroom Teachers and Mathematics Support Staff	Content
Professional Learning experiences focused on numeracy development and instructional practices aligned to NYSED guidance	Classroom Teachers and Mathematics Support Staff	Pedagogy
Professional Learning experiences focusing on utilizing Culturally Responsive Practices	All Teachers and Teaching Assistants, Administrators	Pedagogy
Professional Learning experiences focused on implementing the Computer Science and Digital Fluency Learning Standards	All Teachers and Teaching Assistants, Administrators	Pedagogy
Professional Learning experiences focused on supporting English Language Learners by creating bridges to content	All Teachers and Teaching Assistants, Administrators	ENL
Professional learning on using reading assessments to drive instruction within a Multi-Tiered System of Supports (MTSS)	All Teachers and Teaching Assistants, Administrators	Pedagogy
Professional learning on embedding the Standards for Mathematical Practice into instruction	All Teachers and Teaching Assistants, Administrators	Pedagogy
Professional Learning experiences focused on the implementation of a new Elementary Social Studies curriculum	Classroom Teachers and Administrators	Content
Professional Learning experiences focused on integrating Financial Literacy standards into elementary instruction	Classroom Teachers and Administrators	Content

Secondary Professional Learning Offerings		
Professional Learning Opportunities	Audience	CTLE Focus
Professional Learning experiences focused on the Next Generation Learning Standards (ELA)	Secondary and Grade 6 ELA Teachers	Content
Professional Learning experiences focused on the Next Generation Learning Standards (Math)	Secondary and Grade 6 Math Teachers	Content
Professional Learning experiences focused on the Next Generation Science Standards	Secondary and Grade 6 Science Teachers	Content

Secondary Professional Learning Offerings		
Professional Learning experiences focusing on utilizing Culturally Responsive Practices	Secondary Teachers and Teaching Assistants, Administrators	Pedagogy
Professional Learning experiences focused on implementing the Computer Science and Digital Fluency Learning Standards	Secondary and Grade 6 Teachers	Pedagogy
Professional Learning experiences focused on utilizing Artificial Intelligence (AI) in Education	Secondary and Grade 6 Teachers	Pedagogy
Professional Learning experiences focused on supporting English Language Learners by creating bridges to content.	Secondary and Grade 6 Teachers	ENL
Professional Learning experiences focused on supporting co-teaching models of instruction for our Special Education and ENL students.	Secondary and Grade 6 Teachers	Pedagogy and ENL
Professional Learning experiences focused on using data to identify learning gaps that need to be addressed in the classroom	Secondary and Grade 6 Teachers	Pedagogy
Professional Learning experiences focused on collaborative discussions about current curriculum being used in order to make sure we are meeting the needs of all students.	Secondary and Grade 6 Teachers	Content

To measure the efficacy of our professional learning initiatives and ensure they translate into classroom success, the district will employ a multi-faceted evaluation strategy:

- Student Achievement Data: Systematic analysis of assessment data to determine how professional learning decisions and curricular adaptations have directly influenced student outcomes.
- Instructional Practice Surveys: Feedback gathered from educators to assess the practical application of workshop strategies and their perceived impact on daily instructional delivery.
- Collaborative Work Analysis: Ongoing review of student work samples by program participants to gauge the immediate effectiveness of new teaching methodologies.
- Self-Reflection and Feedback: Periodic surveys distributed to facilitators and participants to evaluate the quality of the learning experiences and the overall impact on professional growth.
- Strategic Review Committee: A comprehensive audit of performance data and evaluation results conducted by a review committee. This group will identify high-impact programs and determine which professional learning activities require modification or removal to better serve district goals.

Teaching Assistant Professional Learning

Beginning in 2026, all Teaching Assistants will participate in targeted professional learning designed to deepen their understanding of our diverse student body and enhance their classroom support capabilities.

Key Strategies

- **Learner-Group Expertise:** Equipping assistants with specific insights into different learner profiles to foster more effective interactions with students and staff.
- **Instructional Alignment:** Providing training on modern classroom techniques to ensure assistants can seamlessly reinforce and strengthen the teacher's instructional goals.
- **Mandatory Targeted Growth:** Implementing district-identified professional learning to ensure every assistant possesses the essential skills required to directly impact student performance and academic growth.

Activities:

Teaching Assistant Professional Learning Offerings		
Professional Learning Opportunities	Audience	CTLE Area of Focus
Workshops focused on using technology in the classroom.	Teaching Assistants	Pedagogy
Workshops focused on behavior management of students with disabilities.	Teaching Assistants	Pedagogy
Workshops focused on supporting literacy instruction in the classroom.	Teaching Assistants	Pedagogy
Workshops focused on supporting English Language Learners and addressing students' multicultural and linguistic needs in the classroom.	Teaching Assistants	Pedagogy

Evaluation: Teaching Assistant Professional Learning

To ensure that professional development for Teaching Assistants is both effective and actionable, the district utilizes a structured feedback and review process:

- **Immediate Impact Assessment:** Teaching Assistants complete exit tickets at the conclusion of each session. These assessments capture key takeaways and document how the participants intend to apply new strategies within their specific classroom settings.
- **Performance Metric Correlation:** A dedicated review committee analyzes the relationship between training data and official District Report Card results. This helps identify direct links between specific training modules and student performance trends.
- **Program Optimization:** Evaluation data is used to conduct a rigorous audit of mandatory training sessions. Programs that demonstrate high impact are sustained, while those falling short of performance goals are modified or removed to ensure all professional learning time is high-value.

William Floyd School District's Professional Learning Plan to Support Part 154 Legislation Requiring Training to Support English Language Learners

In accordance with NYS Part 154 regulations and the Blueprint for ELL Success, the District provides mandated professional learning to ensure that language acquisition and academic support for English Language Learners are integrated into every classroom. This training is not optional; it is a regulatory requirement designed to ensure all educators can effectively support multilingual learners.

Mandated CTLE Requirements

To maintain professional certification, New York State requires that a specific portion of Continuing Teacher and Leader Education (CTLE) hours be dedicated to language acquisition and ELL instructional strategies:

- All Teachers, Administrators, and Level III Teaching Assistants: Must dedicate a minimum of 15% of their total professional learning hours to ELL-specific topics, such as co-teaching strategies and integrating language with core content.
- ENL and Bilingual Educators: Must dedicate a minimum of 50% of their professional learning hours to these specialized areas, ensuring alignment with core content instruction.

Strategic Support (2026-2028)

For the 2026-2028 school years, our professional learning focuses on moving from theory to practice by providing all staff with the tools necessary to foster student success.

- Inclusive Instructional Design: Every training session (including those on general standards or curriculum) will explicitly address how to adapt instruction for ELLs to promote both language skills and academic progress.
- Collaborative Practice: Specialized workshops will support Integrated ENL models, focusing on co-teaching and collaborative practices between content teachers and ENL specialists.
- Participation: * Required: All Teachers, Level III Teaching Assistants, and Administrators.
 - Optional: All other Teaching Assistants and support staff are invited and encouraged to participate.

Activities:

English as a New Language Offerings		
Professional Learning Opportunities	Audience	CTLE Area of Focus
Workshops focusing on working with students acquiring English as a New Language prepares them to meet the needs of English Language Learners.	Teachers and Administrators	ENL
Targeted workshops for Teaching Assistants to increase their skills in supporting ELL students.	Teaching Assistants	ENL
Targeted workshops to build the capacity of English as a New Language Teachers.	ENL Teachers	ENL

Evaluation:

The district is committed to a rigorous, data-informed evaluation of all professional learning initiatives, ensuring they meet the diverse needs of our educators and students. Central to this mission is the integration of specialized support for English as a New Language (ENL) instruction, ensuring all staff are equipped to foster success for multilingual learners.

Strategic Evaluation Framework

- **Instructional Impact & Feedback:** We utilize participant exit tickets and educator surveys to capture immediate reflections on learning quality and the intended application of new strategies—specifically focusing on the efficacy of ENL scaffolding and differentiated instruction.
- **Evidence-Based Outcomes:** A systematic review of student assessment data, including NYSESLAT growth and classroom work samples, provides objective evidence of how professional learning translates into measurable student progress and improved language acquisition.
- **Strategic Program Audit:** A specialized review committee conducts ongoing analysis of District Report Card results and performance metrics. This oversight ensures that professional learning offerings, particularly those focused on ENL compliance and integrated co-teaching models, remain high-impact and culturally responsive.

District Support Systems: Mentorship & Safety Training

(Required Learning: Not CTLE Eligible)

The William Floyd School District is dedicated to fostering a supportive professional environment through comprehensive mentorship for new educators and essential safety training for all staff.

Teacher Mentorship Program

In accordance with NYSED mandates, the district provides a robust mentorship program for all first-year teachers, including long-term substitutes. This program is designed to ease the transition from preparation to practice, increasing teacher retention and enhancing student achievement.

- **The Mentor's Role:** Mentors serve as non-evaluative “critical friends,” acting as advocates, subject experts, and reflective partners. To encourage honesty and professional risk-taking, all interactions between mentors and mentees are strictly confidential.
- **Mentor Preparation:** Mentors undergo specialized training focused on relationship building, the observation process, and providing constructive feedback and resources.
- **Collaborative Activities:** Mentoring includes a variety of practical supports, such as instructional modeling, collaborative lesson planning, peer coaching, team teaching, and orientation to school culture.
- **Program Evaluation:** The program's success is continuously monitored through feedback from participants and administrators, as well as teacher retention data. A dedicated planning team reviews this information annually to refine and improve the support provided.

School Violence Prevention & Safety Training

To ensure a secure learning environment, the district provides annual mandatory training in school violence prevention and intervention for all certified and licensed employees, as required by Project SAVE and New York State Education Law.

- **Compliance & Deadline:** All staff must complete mandatory on-demand learning modules by **September 15** of each year. These modules include critical components related to school safety and mental health.
- **Core Training Areas:** The curriculum covers vital topics, including:
 - Recognizing warning signs and troubling behaviors in a social context.
 - Effective classroom management and academic support that promote a non-violent climate.
 - Crisis intervention techniques and participation in school/community referral processes.
 - Integration of social problem-solving skills within the regular curriculum.
 - Mental health awareness and training.
- **Certification:** Upon successful completion of the two-hour training course, the district provides employees with a certificate of completion as required by regulation.

In 2026-2028, the work will be available to the following groups:

- All Teachers
- All Level Teaching Assistants
- All Administrators
- All other staff are not required but are invited to attend.

Submission of Plan and Planning Team

A team designated to develop the 2026-2028 Professional Learning Plan began their work in October of 2025. They were given seven months to develop a draft plan. The plan was ready for submission to the William Floyd School District Board of Education by May of 2026 for review, so that modifications made by the Board of Education could be considered. A finalized plan was prepared, submitted, and approved by the required June 1st deadline.

Members of the 2026-2028 Professional Learning Planning Team:

<i>Beth Allo</i> Teacher: <i>Tangier Smith Elementary School</i>	<i>Jennifer Berg</i> Teacher: <i>William Floyd Elementary School</i>	<i>Jacque Brayer</i> Teaching Assistant: <i>Tangier Smith Elementary School</i>
<i>Shari Costello</i> AIS Interventionist: <i>Tangier Smith Elementary School</i>	<i>Kristine Dunne</i> Teacher: <i>Tangier Smith Elementary School</i>	<i>Kristine Dunscombe</i> Parent: <i>John S. Hobart Elementary School</i>
<i>Madison Gunderson</i> Teacher: <i>Moriches Elementary School</i>	<i>Diane Impanglazzio:</i> Institute of Higher Education: <i>Stony Brook University</i>	<i>Janet Kaszeta</i> Teaching Assistant: <i>William Floyd Elementary School</i>
<i>Kimberly McGovern</i> Teacher: <i>Tangier Smith Elementary School</i>	<i>John Melandro</i> Administrative Intern <i>Stony Brook University</i>	<i>Renee Miller</i> Teacher: <i>Nathaniel Woodhull Elementary School</i>
<i>Kelly Nelmes</i> Teacher: <i>William Floyd Elementary School</i>	<i>Leah Olivo</i> Professional Learning Specialist: <i>William Floyd Teacher Center</i>	<i>Kathleen Pantaleo</i> Teacher: <i>William Floyd High School</i>
<i>Christine Rosado</i> Administrator: <i>William Floyd UFSD</i>	<i>Jennifer Schildkraut</i> Parent: <i>William Floyd High School</i>	<i>Maryann Siano</i> Administrator: <i>William Floyd UFSD</i>