

West Irondequoit Central School District Organizational Professional Learning Plan 2023-24 through 2025-26

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West Irondequoit Central School District Organizational Professional Learning Plan

1. Vision

The West Irondequoit Central School District partners with our community in providing a comprehensive educational experience that balances high expectations, diverse opportunities, intellectual growth, and personal responsibility. Our community welcomes each child, nurtures each mind, and inspires each other to peak performance.

Core Commitments:

We are committed to partnering with our community to:

- Provide challenging curricula and embrace authentic experiences that complement the academic achievement of each student.
- Foster the emotional and physical wellness of all students.
- Encourage students to embrace creativity, welcome challenges, learn from setbacks, and develop resilience as integral parts of lifelong learning.
- Maintain a working environment that draws and retains knowledgeable, creative, dedicated, and caring professionals.
- Balances resources and educational needs to promote a fiscally sound and financially stable educational program.
- Provide students opportunities to explore possible careers, develop future paths, and hone 21st century skills for global citizenship.

2. Introduction

The purpose of the West Irondequoit Central School District's Professional Learning Plan is to improve the quality of teaching and learning through close alignment to the district's Strategic Plan. The four main components of the strategic plan are curriculum, instruction, implementation systems and well-being of self and community.

Curriculum and Instruction

The West Irondequoit Central School District embraces its primary role of ensuring that all students reach their highest levels of academic learning and achievement. We support each student reaching these levels by extending his/her thinking and the acquisition of skills through applied learning opportunities within and beyond the classroom.

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Implementation Systems

Our work regarding implementation systems will be to ensure alignment of diversity, equity, and inclusion across all West Irondequoit Systems. These systems include professional learning, Social-Emotional Learning, data, and supervision.

Well-being of Self and Community

We are committed to providing professional learning which creates a welcoming and inclusive community where everyone is valued and wellness is at the forefront. This will include work regarding Restorative Practices and Social-Emotional Learning curriculum to support our students, staff, and community.

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3. Professional learning Committee Membership

List must contain membership of 50% teachers. The board of education or BOCES shall permit the professional learning team a period of at least 180 days to develop its recommended professional learning plan and shall convene such team on or before October 1 of the year preceding the school year for which the plan will be adopted.

Such team shall submit to the board of education or to the BOCES a recommended professional [development] learning plan by a date specified by the board of education or BOCES. The board of education or BOCES may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education or BOCES shall be returned to the team for further consideration. Any subsequent modification in the professional [development] learning team's recommendation to the board of education or BOCES shall be presented to the board of education or BOCES on or before June 1st, and the board of education or BOCES shall act on the plan by June 30th. The final determination on the content of the professional [development] learning plan shall be the determination of the board of education or BOCES.]

The professional [development] learning plan shall be adopted or, in the case of multi-year plans, re-adopted by the board of education or BOCES at a public meeting. Each year, the board of education or BOCES shall evaluate the effectiveness of the plan. The board of education or BOCES may adopt a multi-year plan or an annual plan, provided that in the case of a multi-year plan the professional [development] learning team shall be required to review the plan on an annual basis and submit to the board of education or BOCES recommended revisions, if necessary. The board of education or BOCES shall determine whether to approve the recommended revisions according to the process and timeline described in clause (d) of this subparagraph.

Name	Title
Christina Miga	Assistant Superintendent for Instruction
Brenna Farrell	Briarwood/Colebrook Principal; WIAA member
Becky Farrell-Ferringo	Parent (at least one; appointed by the established parent group or, in their absence, by the superintendent)

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Casey Wagner	Director of Technology; Curriculum Specialist
Jim Czadzeck	Teacher on Special Assignment, K-12 Tech
Maureen Keller	Teacher, Brookview/Seneca
Jennifer Bonfanti	Teacher, Colebrook/Briarwood
Marissa Harris	Teacher, Dake School
Laura Reeves	Teacher, Dake School
Trista Nicolo	Teacher, District-wide
Caitlin Farrell	Teacher, Rogers School
Cecilia Young	Teacher, TLC
Lindsay Lennertz	Teacher, Rogers School
Stacey Borchers	Teacher, Rogers School
Stephen Johnson	Teacher, Irondequoit High School
Josh Desilet	Teacher Assistant, District-wide
Orlando Marrero	STEAM Director/Higher Education Representative; University of Rochester
Kim Cristal	Humanities Director

Meeting Dates/Times of the Professional learning Committee: March 22, 2023, and April 26, 2023

Board Adoption Date: July 11, 2023

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4. CTLE 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 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.

West Irondequoit Central School District and Monroe BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program. All educators that have successfully completed CTLE hours may individually access their awarded CTLE certificates at any time within our electronic registration system. Electronic certificates are printable from Frontline Professional Growth and include all of the information as noted on the NYSED approved CTLE hours certificate (see example at end of plan). In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language Acquisition, unless the BOCES or District has a waiver. Anyone who holds an English to Speakers of Other Languages professional or a Bilingual Extension must complete a minimum of 50% of their CTLE hours in language acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours.

West Irondequoit Central School District professional learning plan describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional learning opportunities and how it will provide its professional certificate holders opportunities to maintain such certificates in good standing based upon the successful completion of 100 hours of professional learning for teachers and Level III teaching assistants, every five years. As of July 1, 2017 the law requires NYSED to approve all CTLE sponsors. The content of the West Irondequoit Central School District's professional learning plan is being supported in part by BOCES (Mid-West JMT), RBERN, RSE-TASC, Teacher Centers and their approved vendors.

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5. Philosophy

Professional learning at West Irondequoit Central School District is a vital component of our commitment to serving our educators in our district. We are committed to high-quality, research-based professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional learning in alignment with the New York State Professional learning Standards (<http://www.nysed.gov/educator-quality/professional-learning-and-growth>):

1. **Designing Professional Learning:** Professional learning design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional learning is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

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6. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

All faculty, department/grade level, and leadership meetings are devoted to ongoing professional learning. Meeting topics and goals are aligned to District Focus Areas, School Based Planning Team Goals and Department Instructional Focus Areas. For example, during the 2022-23 school year all faculty meetings were focused on either the K-12 Instructional Model or Restorative Practices, grade level meetings were focused on implementation and learning of science-based reading practices and humanities curriculum, and department meetings were primarily focused on common formative assessments, standards-based grading, and standards-aligned curriculum and instruction. As such, all faculty, department, and grade level meetings will include CTLE activities, in alignment to the list of acceptable CTLE activities provided by NYSED. If a meeting does not provide an activity aligned to the approved CTLE list, it will not be counted towards CTLE credit.

The West Irondequoit CSD supports job-embedded professional learning through planned release days for discipline specific teams or grade level groups to further the curriculum development process. During the school year, substitutes are utilized to provide teams the opportunity to analyze data in relation to essential standards for instructional planning and to craft

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assessments. Release days are aligned to identified priority areas indicated in the District's Instructional Blueprint and Areas of Focus. This professional learning plan will also drive release days and conferences/workshop attendance moving forward. Faculty and staff are provided opportunities to seek professional learning experiences outside of the district through local BOCES, Institutions of Higher Education, Professional Associations and Professional learning providers. Participants complete a summary form upon return, indicating how the professional learning will be shared, and what categories the professional learning were targeted. Participants indicate whether the sessions attended involved Instructional Strategies, Content-Specific Pedagogy; Health, Wellness and Fitness; or Educational Philosophy, Collegiality and Professionalism.

West Irondequoit has been using the results of educational research to identify trends in the data to assist with professional learning for staff. Some examples of where this is occurring include:

Curriculum Review and Revision Committees	Each committee prepared for curriculum writing by collecting and synthesizing research about the content, context, and pedagogy of their field.
Leadership Retreat	The Leadership Staff continued their study of the district focus area of Learning and Achievement, focused specifically on K-12 instructional model and culturally responsive curriculum. They are studying best practices and models in regards to Response to Intervention, with a specific focus on formative assessment and problem-solving processes through IST and PST.
Internal Structures (IST/PST, Staffing, Grade Level)	Teachers use research-tested methods of analyzing data at the grade level and for individual students and apply this knowledge to classroom instruction. Teachers also focus on collaborative inquiry, which consists of school teams constructing meaning of student learning problems and brainstorming solutions together through rigorous use of data, research and reflective dialogue.
New York State Teacher Standards- (NYSTS)	All faculty and leadership are implementing the West Irondequoit NYSTS, which is based on extensive research concerning what teachers need to know and be able to do throughout their careers. The NYSTS implementation process is a professional learning structure to support improved teacher practice and student learning. To this end, all teachers identify data and collect evidence which both informs and refines goal formation. The West Irondequoit NYSTS

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	and associated rubric support the goal setting process, observation, multiple sources of data, feedback and student growth.
Superintendent Conference Days	All staff participates in a district-wide professional learning where research-based sessions in best practices are developed and provided based on the Strategic Plan, Professional Learning Plan, and K-12 Instructional Model. Teacher leaders are utilized to provide the professional learning sessions, as well as local consultants in the field.
Release Days Professional learning	Faculty and staff participate in a variety of release days throughout the school year in which professional learning is delivered on the following topics: co-teaching, assessment development, unit planning and best practices to support all students.

The West Irondequoit Teaching Learning Center continues to reach out to over one thousand individual faculty, staff and community members through the professional learning library, workshops, courses, one on one support provided by the director and informational newsletters.

WICSD List of Contracted Entities or Individuals that will Provide CTLE:

- Monroe 1 BOCES
- Monroe 2 BOCES
- Dr. Jevon Hunter, SUNY Buffalo State College
- PiRI (Partners in Restorative Initiatives)

6. Provisions for School Violence Prevention and Intervention Training, Child Abuse Recognition, the Needs of Children with Autism, and Dignity for All Students Act

West Irondequoit Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention.

West Irondequoit faculty and staff are engaged in varied professional learning opportunities to satisfy the SAVE legislation requirements. Examples of professional learning include the following:

- Overview of SAVE legislation regulations including distribution of WICSD Code of Conduct at initial faculty meeting
- New Teacher Seminar Series includes sessions on classroom management, planning instruction to preclude management issues, instructional strategies for hard to reach learners
- Strategic Plan Focus Areas include Well-being of Self and Community as a goal for district-wide planning purposes
- Each school planning team includes goals and action strategies for strengthening the Well-being of Self and Community in each school. Specific school-wide programs and activities to teach pro-social behavior and respect/responsibility and student leadership are present in each plan.
- New paraprofessionals receive SAVE legislation information through a before-school training session at the TLC and through video streaming.
 - o All paraprofessionals and lunchroom monitors are trained by the TLC and the Department of Student Services in the conflict cycle, pro-social skills, and intervention strategies to use with students.
 - o Implementation of provisions for DASA legislation.

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

In instructional settings, West Irondequoit CSD will also utilize the interpersonal violence prevention education package provided by the State Education Department as appropriate.

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7. Provisions for Mentoring Program

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

All new teachers at West Irondequoit CSD 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 in the classroom teaching service and new school leaders to ease the transition from teacher/leader preparation to practice, thereby increasing retention of teachers/leaders, and to increase the skills of new teachers/leaders in order to improve student achievement.

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 the CTLE Regulations (2019), educators acting as a mentor to a new classroom teacher as part of the West Irondequoit mentoring program may receive credit of up to 30 hours of such time towards their CTLE requirement in each 5-year registration period. This must be documented via Frontline Professional Growth in conjunction with District administration. Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards CTLE requirement in each registration period.

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

Role of school leaders in supporting effective mentoring practices	
Role of the mentors	Mentor Program Goals: <ul style="list-style-type: none">o To develop and advance a new teacher's capacity as defined in the New York State Teaching Standardso To direct support toward improving student learning and achievemento To model and

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	<p>encourage ongoing self-assessment and reflection</p> <ul style="list-style-type: none"> o To foster collaboration and leadership among teachers o To increase the retention of promising beginning teachers o To support professional collegiality, inquiry, and reflection <p>Mentor Qualifications</p> <p>A mentor:</p> <ul style="list-style-type: none"> o Is a tenured member of the WICSD staff o Demonstrates mastery of instructional, assessment, and subject matter skills in content area o Possesses strong interpersonal and communication skills o Demonstrates outstanding skills in collaborating with colleagues, parents and community members o Demonstrates curiosity and eagerness to learn and grow professionally, respect for multiple perspectives and a capacity for ongoing professional reflection o Is a positive role model, student centered, and committed to continuous improvement <p>Mentor Selection</p> <p>A mentor is selected by the principal or primary supervisor. Whenever possible, a mentor is selected to support a new teacher in the same content area or grade level or building. Whenever possible, teachers selected to serve as mentors by the principal or primary supervisor will be notified prior to the New Teacher Orientation Program that is held in August. Mentors are expected to provide mentoring support for the duration of a school calendar year, commencing at the New Teacher Orientation.</p>
Preparation of mentors	<p>Mentors attend a 1 day mentor professional learning session scheduled during the August New Teacher Orientation. Mentor training consists of, but is not limited to, the following professional learning opportunities:</p> <ul style="list-style-type: none"> • Understanding the stages of new teacher development • Peer Coaching and Conferencing Strategies • Techniques for promoting reflection

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	<ul style="list-style-type: none"> • SBE planning process • Supporting teacher development of NYSTS • Strategies to avoid conflict in the classroom • Providing effective feedback • Other PD needs designed by district <p>During the school year, a mentor will attend two after school district sponsored new teacher seminars with the new teacher, or mentors will attend two after school district sponsored mentoring support sessions. Mentor support seminar sessions will provide mentors the opportunity to share accomplishments with colleagues, as well as collaborate amongst each other, to ensure continued success with their new teachers. To meet this requirement of three after school professional learning sessions, a mentor may combine the type of sessions.</p>
Types of mentoring activities	<p>The mentor will meet with the new teacher for at least 5 hours per month (at least one hour weekly when practicable and appropriate), to engage in sessions that provide collaborative support to the new teacher. The time spent and activities will be reported on a District form monthly. The range and type of activities may include but are not limited to:</p> <ul style="list-style-type: none"> • collaborative lesson and unit planning • examination and analysis of student work • assessment development and progress monitoring • procedures • problem solving, time management and organization • differentiated instruction, assessment and planning • communication practices: reporting, conferencing, parent meetings • grading procedures and processes • discussion of classroom management strategies • district, building and administrative procedures • district curriculum initiatives

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	<ul style="list-style-type: none">• integrating technology into instruction• collaborative planning for monthly, annual and triennial reviews
Time allotted for mentoring	<p>Mentors will spend a day with their new teacher, scheduled during the New Teacher Orientation.</p> <p>The mentor will conduct at least 3 observations of the new teacher (with at least one in each semester) and provide written coaching feedback after the observations. In addition, the new teacher will observe his/her mentor at least once each semester.</p> <p>Mentors will be allowed one release day (in not less than two half-day segments) to be utilized for new teacher support (observations, collaborative planning/problem solving, coaching/reflecting conferences, providing feedback resulting from a new teacher observation of the mentor, etc.) with the date and proposed activities to be approved by the building principal.</p>
Assessment of mentoring program	<p>The mentor will complete a program evaluation survey following the completion of the mentor relationship. The purpose of the survey is not for individual evaluation but for providing program information that may influence future aspects of program development.</p>

8. 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.

West Irondequoit Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements, as well as training and professional learning through department meetings or release time. During the 2022-23 school year, K-12 ENL staff will continue to receive LETRS professional learning to meet this requirement.

For all other faculty and staff, WICSD meets and will apply for an exemption from the professional learning requirements in language acquisition for ELLs. The district, on an annual basis, has consistently fewer than 30 ELL students enrolled or the ELL population with the district is less than five percent of the total student population.

9. Organizational Professional learning Goals

2023-24 YEAR 1 GOAL: Using the instructional model as an anchor, develop strong systems and structures to ensure high expectations and access for all through an inclusive community.

2024-25 YEAR 2 GOAL: Using the instructional model as an anchor, broaden capacity and refine systems to ensure high expectations and access for all through an inclusive community.

2025-26 YEAR 3 GOAL: Using the instructional model as an anchor, proficiently implement and refine systems and structures to ensure college and career ready students.

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10. Action Plan

Year 1 Goal: *Using the instructional model as an anchor, develop strong systems and structures to ensure high expectations and access for all through an inclusive community.*

Objective: Curriculum - Develop understanding, awareness, and implement newly revised process of Curriculum Review and Revision to increase efficacy of curriculum creation and implementation, as well as build understanding of Culturally Responsive Curriculum.			
Needs Analysis: TLC Needs Assessment Annual district and state data Instructional Functional Review Curriculum Audit			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Ongoing support for teams that are in the middle of curriculum writing, including teams implementing new programs (e.g. CKLA, Humanities curriculum, STEAM, New Math Program, etc)	-completed curriculum maps (and associated professional learning to ensure staff has the training and alignment to implement effectively) -student work that reflects learning through performance tasks and/or other assessment structures -students are able to articulate intended or make connections	Directors of Instruction	Ongoing, 23-24

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	to essential understandings and concepts reflected in the		
Engaging teachers and staff in learning rationale behind common assessments, how they are aligned to standards and outcomes, and how to use to inform instruction	<ul style="list-style-type: none"> -horizontally and vertically aligned assessments implemented with fidelity (including CFAs and formative assessments) -improvements in student data based on assessment implementation, review, and reflection -grade level teams are engaging in regular data analysis to effectively adapt instruction (which could include lesson plans, etc.) 	Directors of Instruction Director of Data, Assessment, and Intervention Building Leadership	Ongoing, 23-24
Use the single point rubric to organize training in Culturally Responsive Practices for staff through Grade Level and Department Meetings.	<ul style="list-style-type: none"> -teachers engage in ongoing collaboration to bring the core philosophy of the single point rubric (reflected in guidance document for instructional model), which can be seen within instruction -student work reflects their engagement in using their agency and voice to show their learning and understanding 	Directors of Instruction Building Leadership Instructional Coaches	Ongoing, 23-24

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Update curriculum portion of staff onboarding to ensure familiarity with curricular expectations.	-new teachers are successful in applying the curriculum within their planning and instruction, as evidenced through classroom observations and the post-observation conference forms.	Director of TLC ASI of Instruction Directors of Instruction Director of Data, Assessment, and Interventions Building Leadership	Ongoing, 23-24
Utilization of Data Wise Process for analysis by the School Based Planning Teams	-school based planning goals are aligned by the Data Wise process. -members of the school-based planning team can successfully implement the Data Wise process through Intervention reviews, team planning, and other collaborative opportunities.	Director of Data, Assessment, and Interventions Building Principals	Summer 2023, Fall 2023, Winter 2024
<p>Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.</p>			

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Objective: Instruction- Develop a consistent understanding across K-12 of the West Irondequoit Instructional Model so the model can be used as an anchor for professional learning.			
Needs Analysis: Curriculum audit results Annual district and state data Department Survey Feedback			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Provide professional learning on how to implement the instructional model as a structure for lesson planning with fidelity	-teacher observations (post-observation conference forms) across the district show consistent Implementation of the instructional model when planning.	K-12 Leadership	Ongoing throughout the school year, 23-24
Use the model to integrate culturally responsive practices into instruction	-student work that is centered on their voice and perspectives, as well as provides students with ongoing opportunities to engage in multiple perspectives.	K-12 Leadership	Ongoing throughout the school year, 23-24
Calibrate and develop standards-based scoring expectations	-initial guidelines and approved recommendations from the K-4 Report Card	Directors of Instruction Building Leadership	Ongoing, 23-24

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	<ul style="list-style-type: none"> committee - rubrics and other scoring tools that reflect standards-based assessments and other grading models 	Contact Teachers/Teacher Leaders	
Address learning needs at the Tier 1 level through use of instructional model	<ul style="list-style-type: none"> -consistent use of formative assessments to inform teacher of student learning needs both for remediation and enrichment -trend analysis of student growth using formative and summative assessment data to inform instruction -lesson plans that reflect differentiated learning experiences and small group instruction. 	<ul style="list-style-type: none"> Intervention teachers Classroom Teachers K-12 Leadership 	Ongoing, 23-24
Build awareness of the Computer Science and Digital Fluency Standards and consider impact on classroom practices	<ul style="list-style-type: none"> -committee established to develop awareness and understanding of the CSDF standards -model lessons that exemplify these principles 	<ul style="list-style-type: none"> Director of Technology K-12 Technology TOSA 	Ongoing, 23-24
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

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Objective: **Implementation Systems**- Provide common professional learning for IST/PST and CSE procedures and processes for alignment K-12

Needs Analysis:
 Functional Review
 Strategic Plan Data
 Special Education Analysis
 Student Services Taskforce
 Student Services Professional Learning Needs Assessment

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
Provide professional learning on Function of Behaviors and Function Based Thinking	-decreased student behavioral referrals which could be in number and/or level of severity -increase in restorative practices and interventions as documented	Student Services	By Sept 2023 and ongoing
Develop understanding of revised IST/PST processes utilizing District Handbooks, including newly created documents by Student	-decrease in CSE referrals because of the implementation of interventions.	Director of Data, Assessments, and Interventions	2023-24 School Year

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Services	<ul style="list-style-type: none"> -use of research-based interventions to address social emotional, academic, and behavioral progress/growth -increase in parent/family involvement 		
Build repertoire of staff Tier 1 strategies to address social, emotional, and behavioral needs.	<ul style="list-style-type: none"> -decrease in behavioral referrals, IST/PST referrals, and SES -in IST/PST documents, you will see specific common and strategies identified 	Student Services	2023-24 School Year
Provide Student Services staff professional learning on IEP writing to increase alignment to the updated continuum and compliance.	-alignment across IEP both horizontally and vertically.	Student Services	2023-24 School Year
<p>Evaluation:</p> <p>PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.</p>			

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Objective: Implementation Systems - Identify professional learning needs for new K-12 faculty and staff and implement a plan for onboarding.			
Needs Analysis: Staff Surveys			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Revise New Teacher/Staff Orientation to reflect current practices (Instructional Model/DEI/planning)	-in the supervision cycle you will see the current practices reflected.	ASI and ASHR	July 2023 and ongoing
Create professional learning experience for staff who enter WI after the beginning of the year (asynchronous courses dependent on role, ie teacher, clerical, etc)	-in the supervision cycle you will see the current practices reflected.	ASI and ASHR	July 2023 and ongoing
Develop professional learning for administrators and teacher leaders to help provide onboarding support throughout the year	-in the supervision cycle you will see the current practices reflected. -staff retention that provides consistent relationships with students and colleagues.	ASI and ASHR	July 2023 and ongoing
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

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Objective: Well-Being of Self and Community - Increase implementation of social-emotional practices and supports (Tier 1 Restorative Practices and Therapeutic Crisis Intervention for Schools) and increase foundational understanding of Tier 2/3 Restorative Practices.			
Needs Analysis: TLC Needs Assessment Discipline Data Youth Risk Behavior Survey			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Increase professional learning on Tier 1 Restorative Practices (Community Building) for staff.	-increased number of training/learning opportunities as evidenced by sign-in sheets/Frontline registrations -increased access to circles and relationship-building opportunities for students as evidenced by formal/informal observations & walk-throughs -reduction in referral/suspension numbers for repeated behaviors/offenses	Student Services Building Principals Team of Restorative Trainers	Ongoing
Provide foundational professional learning to all	-meeting agendas (e.g., Faculty Mtgs, Dept Mtgs) that	Student Services Building Principals	Ongoing

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staff on Tier 2/3 including Peace Circles/Harm Circles.	reflect/include learning on Tier 2/3 practices, including Peace/Harm Circles Frontline record/registration that reflects Restorative Team's turnkey training -reduction in referral/suspension numbers for repeated behaviors/offenses -decrease in Tier 2 & 3 SES supports -develop a progress monitoring system on the impact of Circles for reengagement and recidivism.	Team of Restorative Trainers	
Provide professional learning to targeted staff on Tier 2/3 Restorative Practices	-meeting agendas (e.g., Faculty Mtgs, Dept Mtgs) that reflect/include learning on Tier 2/3 practices, including Peace/Harm Circles Frontline record/registration that reflects Restorative team's turnkey training -reduction in referral/suspension numbers for repeated behaviors/offenses	Student Services Building Principals	Ongoing

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	-decrease in Tier 2 & 3 SES supports		
Provide TCIS training to staff to ensure at least 2 people at each building are trained in TCIS, including physical intervention.	-updated TCIS Training spreadsheet to reflect the training of (at least) 2 people per building	Student Services Building Principals Team of TCIS Trainers	<ul style="list-style-type: none"> Ongoing
Restructure TCIS refresher trainings to ensure all trained staff stay current.	-updated TCIS Training spreadsheet to reflect refresher trainings	Student Services Building Principals Team of TCIS Trainers	<ul style="list-style-type: none"> Ongoing
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

Objective: **Well-Being of Self and Community**- Expand the K-12 SEL Curriculum pilot to ensure district alignment of social-emotional learning.

Needs Analysis:

TLC Needs Assessment

Discipline Data

Youth Risk Behavior Survey

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
Gather feedback on round 1 of SEL curriculum pilot and analyze.	-staff responds to survey gathering targeted feedback	Assistant Director of Counseling, Student Equity, and Wellness	By fall 2023

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	-7-12 students will respond to survey gathering targeted feedback	K-6 and 7-12 Directors of Student Services	
Expand SEL Curriculum pilot to include full implementation K-6 and expanded implementation 7-12.	-clearly articulated plan that outlines SEL curriculum rollout for 23-24 based on feedback data (including specific areas for implementation 7-12) -schedule of pilot checkpoints	Assistant Director of Counseling, Student Equity, and Wellness K-6 and 7-12 Directors of Student Services Building principals and Assistant principals	2023-2024 school year
Provide guidance and establish consistency for community building activities K-12.	-completed guidance document	Assistant Director of Counseling, Student Equity, and Wellness K-6 and 7-12 Directors of Student Services Building principals and Assistant principals	Semester 1 of 2023-2024
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

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Year 2 Goal: *Using the instructional model as an anchor, broaden capacity and refine systems to ensure high expectations and access for all through an inclusive community.*

Objective: Curriculum - Curriculum is implemented with fidelity and through a culturally responsive lens based on the learning from Goal 1, Year 1.			
Needs Analysis: Curriculum audit results Annual district and state data			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Develop system and expectations for monitoring implementation of newly written or revised curriculum	-written plan and documents tracking phases of implementation	Directors of Instruction DCC Members Teachers	Fall, 2024
Use single point rubric to support resource curation and curricular revisions	-completed rubrics along with planned next steps as part of evaluation process -post-observation forms consistently reflect teachers' ability to explain how the resources used in lesson adhere to the single point rubric	Directors of Instruction Teachers	Ongoing, 24-25

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Utilization of Data Wise Process for analysis by teachers/staff teams	-data analysis and performance tracking documents identifying problem of practice, selected intervention and plans. -walk through notes and post-observation forms reflect implementation of these data-informed plans.	Directors of Instruction Director of Data, Assessment, and Intervention Principals	Ongoing, 24-25
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Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.

Objective: **Instruction-** Use the Instructional Model as an anchor for professional learning which addresses specific curricular and district initiative needs.

Needs Analysis:
Curriculum audit results
Annual district and state data

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
Collaboration and coaching to support implementation of the	-post-observation forms show feedback provided to teacher	Supervising admin Directors of Instruction	Ongoing, 24-25

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instructional model	<ul style="list-style-type: none"> that references the instructional model -lesson plans align with expectations set forth in the instructional model -samples of student work demonstrating targeted areas of focus from instructional model 		
Integrate culturally responsive practices into instruction consistently using instructional model guidance document to support planning	<ul style="list-style-type: none"> -stage 3 documents. -samples of student work demonstrating culturally responsive practices by teacher -lesson plans clearly articulating CRE dimensions applied 	Directors of Instruction Building Leadership	Ongoing, 24-25
Implement standards-based scoring expectations	<ul style="list-style-type: none"> -written assessments with identified standards and defined performance levels -scored assignments aligned to assessed standards -gradebook exemplars that reflect standards-based grading 	Directors of Instruction Director of Data, Assessment, and Intervention Building Leadership	Winter, 2025

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Address learning needs through use of instructional model, exploring Tier 2/3 practices	<ul style="list-style-type: none"> -lesson plan exemplars reflect interventions for students with tier 2 and 3 instructional needs. -post-observation forms reflect alignment between tier 1 instruction and student intervention plans. 	Director of Data, Assessment, and Intervention Supervisors	Ongoing, 24-25
Deepen and expand staff understanding of Computer Science and Digital Fluency Standards, and the plan for implementation.	<ul style="list-style-type: none"> -inventory of existing lessons and curriculum where standards are currently integrated. -student work samples from developed and implemented lessons. -implementation plan for CSDF standards. 	Technology TOSA Director of Technology	Spring, 2025
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

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Objective: **Implementation Systems**- Continue to provide professional learning to refine IST/PST and CSE processes through the data collection systems lens. Particularly, paying close attention to how to incorporate and build capacity in data analysis to support students' needs.

Needs Analysis:
 Functional Review
 Strategic Plan Data
 Special Education Analysis
 Student Services Taskforce
 Student Services Professional Learning Needs Assessment

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
Provide professional learning on IEP goal writing and data collection to increase alignment and compliance.	-students declassification rate increases or moves to a less restrictive LRE.	Student Services	September 2024 and ongoing
Utilize data analysis to determine the effectiveness of interventions created through the IST and PST process.	-decrease in student CSE referrals, and increase in students engaging in Tier 1 instruction at high level.	Director of Data, Assessment, and Interventions	September 2024 and ongoing
Leverage Data Wise, process to inform IST, PST and CSE decision making, paying particular attention to the	-increase in student achievement and decrease in students accessing special education	Director of Data, Assessment, and Interventions Student Services	September 2024 and ongoing

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effectiveness of year 1 PL for function based planning			
Utilize data from buildings to inform professional learning needs to improve IST/PST	-increase in student achievement		September 2024 and ongoing
Evaluation: Students' academic, behavioral, attendance, and social emotional data points will be in the average to above average range.			

Objective: **Implementation Systems**- Based on new and existing staff feedback, refine professional learning plans for all K-12 staff, including those onboarding.

Needs Analysis:
Curriculum audit results
Annual district and state data
Survey staff to gather feedback of Professional Learning for new staff

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
Ensure all professional learning is aligned to supporting implementation of instructional model	-professional learning experiences includes learning targets that are aligned to the instructional model -through the supervision	ASI and ASHR	September 2024 and ongoing

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	process, lessons are well-aligned to the instructional model and student academic data increases as a result		
Refine new staff training based on feedback	<ul style="list-style-type: none"> -new professional learning experiences have refinement and changes based on staff feedback -staff retention improves as a result of reach buy-in and increased professional learning resulting in more positive relationships between students and staff 	ASI and ASHR	September 2024 and ongoing
Expand opportunities for peer collaboration and instructional coaching	<ul style="list-style-type: none"> -increase in staff participation in different experiences leading to peer collaboration and coaching. -through the supervision process, lessons are well-aligned to the instructional model and student academic data increases as a result. 	ASI and ASHR	September 2024 and ongoing
Evaluation: Staff surveys after professional learning experiences along with student achievement increasing due to high levels of teaching and learning in every classroom.			

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Objective: Well-Being of Self and Community - Increase implementation of social-emotional practices and supports (Tier 2/3 Restorative Practices and Therapeutic Crisis Intervention for Schools).			
Needs Analysis: Curriculum audit results Annual district and state data			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Provide professional learning that expands on initial Tier 1 community building and Restorative Practices.	-increased number of training/learning opportunities as evidenced by sign-in sheets/Frontline registrations -increased access to circles and relationship-building opportunities for students as evidenced by formal/informal observations & walk-throughs -reduction in referral/suspension numbers for repeated behaviors/offenses	<ul style="list-style-type: none"> • Principals • Student Services • Restorative Training Team 	<ul style="list-style-type: none"> • Ongoing
Increase professional learning on Tier 2/3 Restorative Practices.	-meeting agendas (e.g., Faculty Mtgs, Dept Mtgs) that reflect/include learning on Tier 2/3 Restorative Practices -Frontline record/registration that reflects Restorative Team's turnkey training -reduction in referral/suspension numbers for repeated behaviors/offenses -decrease in Tier 2 & 3 SES supports		<ul style="list-style-type: none"> • Ongoing

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Continue to expand TCIS training to include a broader network of roles within the district.	-updated TCIS Training spreadsheet to reflect the training of related service providers and special area teachers	<ul style="list-style-type: none"> • Student Services • Building Principals • Team of TCIS Trainers 	<ul style="list-style-type: none"> • Ongoing
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

Objective: **Well-Being of Self and Community**- Full implementation of SEL curriculum K-12 and to ensure district alignment of social-emotional learning.

Needs Analysis:
TLC Needs Assessment
Discipline Data
Youth Risk Behavior Survey

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
Gather feedback on Year 1 of K-6 implementation of SEL curriculum pilot and analyze. Gather feedback on 7-12 continued pilot and analyze.	-internal staff and student survey results	Assistant Director of Counseling, Student Equity, and Wellness K-6 and 7-12 Directors of Student Services	Fall 2024

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Provide professional learning on aligning SEL curriculum to individual classroom/student needs.	<p>-meeting attendance sheets or record sheets of individual/small group professional learning support</p> <p>-key areas of need from staff and student surveys are identified and used to develop professional learning</p>	<p>Assistant Director of Counseling, Student Equity, and Wellness</p> <p>K-6 and 7-12 Directors of Student Services</p> <p>Building principals and assistant principals</p> <p>Lead teachers</p>	2024-2025
Integrate use of Panorama data with SEL curriculum and intervention as a progress monitoring tool.	-Youth Risk Behavior Survey Results	<p>Assistant Director of Counseling, Student Equity, and Wellness</p> <p>K-6 and 7-12 Directors of Student Services</p> <p>Building principals and assistant principals</p> <p>Lead teachers</p>	2024-2025
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

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Year 3 Goal: *Using the instructional model as an anchor, proficiently implement and refine systems and structures to ensure college and career ready students.*

Objective: Curriculum - Examine and evaluate curriculum through the lenses of college and career readiness and the Computer Science and Digital Fluency Standards.			
Needs Analysis: State Guidance on Computer Science and Digital Fluency Standards Results of Implementation Monitoring <ul style="list-style-type: none"> - Student Feedback - Teacher Feedback - Common Assessments 			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Application of learning and research regarding college and career readiness to curriculum work	-BOE reports -curriculum review and revision	Assistant Superintendent for Instruction Directors of Instruction Building Leadership	Ongoing, 25-26
Application of learning and research regarding Computer Science and Digital Fluency to curriculum work.	-student work from lessons designed to address standards -curriculum maps across K-12 content areas reflect documentation of CSDF standards	Director of Technology Directors of Instruction Technology TOSA	Ongoing, 25-26

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Ongoing learning on assessments aligned to curriculum, including possible revision of assessments.	<ul style="list-style-type: none"> -eDoctrina reports and documentation reflecting assignment alignment to curriculum and state standards -meeting agendas that reflect time for teams to analyze reports by standard and identify instructional next steps for students -assessments written with specific standards identified and samples of student work 	Directors of Instruction Director of Data, Assessment, and Intervention Building Leadership	Ongoing, 25-26
Provide professional learning around culturally responsive education in the curriculum and instruction rocks, build a system and structure for accountability in the classroom and additional learning.	<ul style="list-style-type: none"> -supervision documents reflect use of CRE Look fors and post conference prompts. -professional learning sessions and meeting agendas that reflect this priority for administration and instructional staff. 	ASI of Human Resources ASI of Instruction Directors of Instruction	Ongoing 25-26
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

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Objective: Instruction- Implement the Instructional Model with fidelity.			
Needs Analysis: Curriculum audit results Annual district and state data			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Refine implementation of instructional model with fidelity	-supervision documents and walk through notes reflect consistent application of the instructional model in planning across K-12 classrooms	Administrative Staff	Ongoing, 25-26
Address sensitive content in the classroom using vetted resources	-guidance documents to provide instructional staff with clarity regarding expectations for addressing sensitive content in K-12 classrooms	Directors of Instruction ASI of Instruction	Fall, 2025
Refine standards-based scoring expectations	-written assessments with identified standards and defined performance levels -scored assignments aligned to assessed standards -exemplars of student report cards across K-12 that reflect	Director of Data, Assessment, and Intervention Directors of Instruction Building Principals	Ongoing, 25-26

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	standards-based grading expectations.		
Address learning gaps through use of instructional model, at the Tier 1, 2, and 3 level to promote gradual release to independence	<ul style="list-style-type: none"> - Series of lesson exemplars that reflect process of gradual release to independence for students at all learning levels. - Post-observation forms reflect feedback and support that promote application of gradual release for students at all learning levels. 	Administrative Staff	Ongoing, 25-26
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

Objective: **Implementation Systems**- Evaluate needs and build in professional learning to continue to refine the IST/PST and CSE systems and structures through a data lens.

Needs Analysis:
Functional Review
Strategic Plan Data

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Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Provide professional learning to student services staff on specially designed instruction.	-students with disabilities meeting and exceeding IEP goals	Student Services	September 2025 and ongoing
Evaluate continued alignment of IST/PST practices between buildings and teams	-student academic, behavioral, attendance, and social emotional data improving	Director of Data, Assessment and Interventions	September 2025 and ongoing
Continue to refine Data Wise process to inform IST, PST and CSE decision making	-consistent use of Data Wise process across problem solving meetings leading to increased student growth -fewer students being referred to CSE	Director of Data, Assessment and Interventions Student Services	September 2025 and ongoing
Leverage data to drive professional learning needs to continue to strengthen IST/PST processes, specifically around behavioral interventions using function-based thinking.	-students behavioral interventions showing effectiveness to the point where it is dismissed -students are able to engage with classroom instruction at higher levels resulting in higher academic data	Director of Data, Assessment and Interventions Student Services	September 2025 and ongoing
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

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Objective: Well-Being of Self and Community - Deepen understanding and refine practice of social-emotional practices and supports (Tier 1, 2, and 3 Restorative Practices and Therapeutic Crisis Intervention for Schools).			
Needs Analysis: Curriculum audit results Annual district and state data			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Update Community Building Circles professional learning as part of onboarding new staff.	-new teacher orientation agenda and sign in -ongoing new teacher seminars -goal setting and supervision	TLC Director Assistant Superintendent for Instruction	Summer/Fall 2025
Provide professional learning that increases understanding of alignment between Restorative Practices and TCIS.	-meeting agendas -increased practices observed in Tier 1 instruction	Student Services	On-going
Provide increased professional learning on TCIS Life Space Interviews to increase staff comfort and skillful utilization.	-meeting agendas -observed application on TCIS Life Space interviews to IST/PST process	Student Services	On-going
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

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Objective: Well-Being of Self and Community- Assess fidelity and impact of implementation of SEL curriculum K-12.			
Needs Analysis: TLC Needs Assessment Discipline Data Youth Risk Behavior Survey			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Include professional learning on SEL curriculum as part of onboarding new staff.	Meeting agendas/attendance sheets Video training modules	Assistant Director of Counseling, Student Equity, and Wellness K-6 and 7-12 Directors of Student Services Building principals and assistant principals	Summer/Fall 2025
Gather feedback on Year 1 of full 7-12 implementation of SEL curriculum and analyze.	Staff and student survey data	Assistant Director of Counseling, Student Equity, and Wellness K-6 and 7-12 Directors of Student Services	Fall 2025

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		Building principals and assistant principals	
Monitor implementation of SEL curriculum and provide targeted staff support where needed.	Video training modules Log of targeted support	Assistant Director of Counseling, Student Equity, and Wellness K-6 and 7-12 Directors of Student Services Building principals and assistant principals	2025-2026
Integrate use of Panorama SEL data into our tiered model of support and provide professional learning for SEL staff related to data driven SEL support.	Attendance logs	Assistant Director of Counseling, Student Equity, and Wellness K-6 and 7-12 Directors of Student Services Building principals and assistant principals	2025-2026
Evaluation: PDP Committee will engage in an additional meeting each year for the review and analysis of the professional learning plan and whether or not the stated goals and objectives have been met.			

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Example of Professional Learning Certificate from Frontline

West Irondequoit Central School District

Email _____, NY Phone: _____
-district admin e-mail

(Authorized Provider #) _____ *← TBD*

This certifies that _____
(DOB: _____, SSN: _____) has
↑ PII *↑ PII* *← Participant name*

successfully completed the following course/activity:

Mentor Seminar Series: Effective Observation & Communication Strategies for Mentoring

This started on 10/13/2022 and was completed on 10/13/2022

1.5 Hr / 1.5 Cr - Level 3: PD outside contract time CTLE approved (e

Category - Pedagogy

I certify that the individual listed completed the
CTLE cited pursuant to Subpart 80-6 of the
Regulations of the commissioner of Education

← district admin signature

← district admin name & title

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