

Forestville Central School District  
Professional Learning Plan  
2023-2024



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**Forestville Central School District**

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**BEDS Code:** 061503040000-0000

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**Years Plan is Effective:** 2023-2024

**Composition of Professional Learning Planning Committee:**

Dr. John O'Connor, Superintendent  
Mr. Daniel Grande, MS/HS Principal  
Mrs. Shauna McMahon, Elementary Principal  
Ms. Brianne Hazelton School Counselor  
Mr. Gary Worosz, Elementary Teacher  
Mrs. Michele Dolce, Elementary Teacher  
Ms. Stephanie Kubera, Special Education Teacher  
Mr. Greg Greenough, Physical Education Teacher  
Mrs. Genevieve VanZile, Parent

## **Introduction**

The Forestville Central School District is comprised of two (2) school buildings – one Elementary (PreK-6) and one Middle-High School (7-12). Each school had representation on the district professional learning team.

The district expects that on an average each teacher will participate in thirty-five (35) hours of professional learning during the 2023 – 2024 school year.

This professional learning plan for the Forestville Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This plan builds on and strengthens the successes already evident in this district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his or her practice.

The main goal of this plan is improving student learning. However, it is important to acknowledge additional benefits of this comprehensive Professional Learning Plan. They are listed as such:

- Improving job satisfaction
- Improving our ability to recruit and retain new educators
- Increasing our knowledge of innovative practices meeting the New York State Education Department requirements for professional learning planning
- Promoting shared decision-making and leadership

The scope of professional learning in Forestville will not be limited to attending a workshop or participating in a seminar with the visiting expert. Professional learning will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions.

## **New York State Education Department Regulations and Requirements**

This professional learning plan meets the requirements of the 100.2 (dd) Regulations of the state of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional learning opportunities that are aligned with the NYS common core standards.

Additionally, public school districts are required to have a professional learning plan which 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 with opportunities to maintain such certificates.

## **Needs/Data Analysis for Professional Learning Plan**

The Forestville Central School District Professional Learning Planning Team members have reviewed the many new mandates and initiatives that have been adopted this year by New York State.

Although the current Plan is for a single year, periodic review is ensconced within it that provides for updating, modifying and guaranteeing a continuum of training.

In creating the Forestville Central School District Professional Learning Plan, the committee utilized the following needs/assessment sources:

- Annual Professional Performance Review (APPR)
- Standardized and State Assessments
- State benchmarks for students
- Graduation and drop-out rates
- Student attendance rates
- School Report Cards
- BEDS Data
- Student/teacher ratios
- Teacher input

The District Plan provides for a variety of training programs to ensure that the needs of the students, teachers and district are addressed. Particular emphasis was placed upon training on APPR 3012d, state standards implementation and alignment, and SLO writing. A large portion of the planned program is aimed at increasing teacher knowledge and understanding of current initiatives in order to improve student performance.

In order to meet the District's Professional Learning Plan goals for the 2021 - 2022 school year, **the District will be using BOCES as our lead Professional Learning Provider. See attached detailed report.**

BOCES personnel have been and will continue to be utilized to provide training in all areas including instructional support and curriculum alignment.

With decreased funding from New York State and the elimination of federal stimulus (ARRA) money, it is crucial that we focus our efforts on a select number of goals.

**For 2023-2024, these areas will be:**

1. Understanding Poverty
2. Wellness
3. State Standards Planning/Implementation
4. Data Analysis
5. School Safety
6. Mentoring Program

**Goal One:** Understanding Poverty

**Objective:** Continue to educate all staff in order to increase their understanding on the issues students face with low socio-economic status and develop best practices for staff to address those issues.

**Strategy:** To create opportunities for collaboration.

**Activities:** Provide all teachers and administrators with time to collaborate in order to improve teacher effectiveness and understanding.

**Participants:** Building Administration  
BOCES Staff Developers  
All Staff

**When:** District In-Service Days and Release Time  
Elementary and Secondary Faculty Meetings

**Performance Measures:** Post-conference Reflection

**Data Source:** District Goals

**Providers:** BOCES Staff Developers  
Building Administration  
Non-District Staff Developers  
Turnkey Trainers  
Explore Grants

<b>Goal Two:</b>	Wellness
<b>Objective:</b>	Continue to develop an understanding of techniques and methods to increase staff and community wellness.
<b>Strategy:</b>	Train teachers and staff to collectively develop appropriate wellness strategies.
<b>Activities:</b>	Provide the staff with multiple opportunities to focus on physical and mental wellness. Wellness Fair Farm to School Newsletter
<b>Participants:</b>	Staff Members School Administration BOCES Staff Developers
<b>When:</b>	District Release Time After School Hours In-Service Days
<b>Performance Measures:</b>	Number of opportunities
<b>Data Source:</b>	District Goals
<b>Providers:</b>	BOCES Staff Developers Building Administration Non-District Staff Developers Wellness Committee Nutrition Education Integrator



**Goal Three:** New York State Next Generation Learning Standards Implementation (NEXT Gen.)

**Objectives:** Continue to improve student performance in the areas of ELA, Math, Science and Social Studies, Foreign Language, Technology  
To provide teachers with training in their specific subject areas that would help align their teaching with the NYS Next Generation Learning Standards, ISTE Standards

**Strategy:** To provide teachers professional learning to facilitate implementing NYS Learning Standards.  
To group teachers by discipline and have an expert in the subject area, provide examples of specific activities and ideas that would help the teachers more effectively prepare their students to meet the NYS Next Generation Learning Standards

**Activities:** Curriculum & Instructional Strategy Revisions  
Specific activities in the appropriate subject area as per presenter

**Participants:** All Teachers and Staff PreK-12  
School Administration  
BOCES Staff Developers  
Other regional and/or National trainers, as appropriate

**When:** District In-Service Days  
District Release Time  
After-School Hours  
Summer Training Opportunities

**Performance Measures:** State and local assessment data  
Teacher evaluation  
Lesson plans  
Observations

**Data Source:**

Teacher Input  
District Goals  
School Report Card  
State Reports

**Providers:**

BOCES Staff Developers  
Building Administration  
Non-District Staff Developers  
State Ed Personnel

<b>Goal Four:</b>	Data Analysis
<b>Objectives:</b>	Continue to analyze student assessments and revise instruction accordingly. To analyze local assessments for trends to provide corrective instruction.
<b>Strategy:</b>	Align curriculum to ELA, Math and other exams. Examine assessments/review data analysis in ELA and Math, specifically. Review local assessments that can be used for data analysis. Review curriculum and instructional methods and develop corrective action plans to address items that have been identified in the curriculum and instructional method review. Utilize the Regents Item Analysis Reports.
<b>Activities:</b>	Elementary grade-levels and secondary departments will collaboratively analyze benchmarks, NYS Assessments, local exams and Regents Exams.
<b>Participants:</b>	District Administration K-12 teachers BOCES Staff Developers
<b>When:</b>	District In-Service Days & Release Time After School Hours Faculty Meetings
<b>Performance Measures:</b>	Item Analysis Reports
<b>Data Source:</b>	NYS Assessment item analysis Quarterly assessment analysis STAR assessment analysis IXL assessment analysis SLO's
<b>Providers:</b>	BOCES Staff Developers Building Administration

<b>Goal Five:</b>	Non-District Staff Developers School Safety
<b>Objectives:</b>	Continue to cultivate a safe working and learning environment.
<b>Strategy:</b>	Continue to develop a sense of confidence about school safety among staff and students. Continue to develop an awareness of a building emergency management plan, violence prevention including bullying, DASA, child abuse training and Internet safety.
<b>Activities:</b>	Engage district safety team to lead our efforts and monitor/assist building safety teams. NYSED Digital literacy student training DASA training. Training of staff CASAC activities
<b>Participants:</b>	New York State Police Chautauqua County Sheriffs Local Authorities District Safety Committee School Resource Officer BOCES Safety Specialist Students
<b>When:</b>	District Release Time District In-Service Days Faculty Meeting After School Hours Embedded instructional day
<b>Performance Measures:</b>	CASAC pre and post assessment for students
<b>Data Source:</b>	District Goals
<b>Providers:</b>	BOCES Staff Developers New York State Police

Chautauqua County Sheriffs  
Local Authorities  
The Center for Missing and Exploited Children  
CASAC  
BOCES Safety Specialist  
Mentoring Program

**Goal Six:**

**Objectives:**

To facilitate new teachers' transition into the District by providing them with guidance, support, encouragement and the direction needed to reach their full potential as a professional educator in the Forestville Central School District.

**Strategy:**

Continue to orient new teachers to their new workplace and to familiarize the teachers with District and building procedures, including APPR. Continue to provide emotional assistance, support and general guidance about the District's professional culture.

Continue to assist new teachers with curricular and classroom management issues, specific in broad grade level/building goals and standards, as well as other professional areas.

Continue to help new teachers transition from preparation to practice.

Continue to increase the retention rate of new teachers.

**Activities:**

To follow the Forestville Central School District mentor program.

**Participants:**

District Administration  
BOCES Staff Developers  
Mentors/Mentees

**When:**

After School  
District Release Time  
Summer Training Opportunities  
New Teacher Orientation  
District In-Service Days

**Performance Measures:** Teacher Feedback  
Administration Feedback

**Data Source:** APPR Document  
Staff Handbook  
Orientation Packet

**Providers:** District Administration  
Mentors

## **Appendix A: Mentoring Program**

### **Introduction**

Induction of new teachers into the Forestville Central School District is an important part of their overall preparation and professional learning. This phase of a new teacher's experiences builds on teacher preparation programs, and in some cases, the experiences from teaching in other school districts. This district has relied on a mentoring program over the past several years as an essential component of a new teacher's professional learning. In compliance with the Commissioner's Regulation Parts 80-3 and 100.2 (dd), the Forestville Central School District administration and Professional Learning Team collaboratively developed this description of the school district's current mentoring program.

### **Statement of Purpose**

The purpose of the Forestville Central School District mentoring program is to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to instructional practice.

### **Intended Outcomes**

The intended outcomes of the mentoring program are twofold. First, the intention of the program is to increase the skills of new teachers in order to improve student achievement in accordance with the New York State Learning Standards. Second, as a direct result of increasing teaching skills, the District should realize an increased retention rate for new teachers over the course of their teaching service in the school district.

## **Role of the Mentor**

Given that the mentoring program is intended to assist and support new teachers to the District, the role of the mentor is primarily one of guidance. The mentor should:

- keep in mind that the mentor's role will not involve any evaluative purpose but will be limited to providing guidance and support;
- serve as an informal advisor to the new teacher. Whenever possible each mentor will have only one new teacher to advise;
- maintain confidentiality in order to foster a non-threatening atmosphere and supportive relationship;
- not use or report any information obtained through mentoring for disciplining the new teacher unless there is a perceived danger to life, health, or safety of any individual; and
- not use or report any information obtained through mentoring unless such information indicates that the new teacher has been convicted of a crime or committed an act that raises a reasonable question as to the new teacher's moral character.

## **Mentor Selection Procedure**

The mentoring program in the District is voluntary. Only teachers who volunteer to serve as mentors will be considered for selection. The building principal will be responsible for arranging for volunteer mentors for new teachers to the District.

- The principal will evaluate the new teachers' instructional assignments and perceived needs.
- Whenever possible the mentor should be a tenured, successful, experienced New York State certified teacher. The mentor does not have to be certified in the same teaching area as the new teacher.
- A mentor may be a Forestville Central School District teacher or administrator, a BOCES employee, teacher consultants, or retired teachers.
- The mentor should be willing to assist and support a new teacher.
- Grade level and/or department considerations should be taken into account when selecting a mentor.
- Mentors who are Forestville Central School District teachers will not necessarily be selected based on seniority.



## **Mentor Preparation**

The mentor's preparation needs may be widely varied depending upon background and previous mentoring experiences. Mentor preparation may include:

- the elements of a mentoring relationship;
- elements of adult learning styles and teacher development;
- a review of the District's Professional Learning Plan, which outlines five learning models;
- peer coaching techniques; and
- Time and classroom management techniques.

## **Types of Activities**

The types of mentoring activities may include:

- orienting the new teacher to the school district and culture;
- making available key information found in policies, procedures, campus handbooks, and the District Code of Conduct;
- modeling instruction for the new teacher;
- observing instruction;
- instructional planning with the new teacher;
- peer coaching; and
- team teaching.

## **Time Allotted for Mentoring**

Time allotted for mentor meetings with the new teacher may include:

- in-service days and/or superintendent's conference days;
- common planning time;
- releasing the mentor and new teacher from a portion of their instructional and/or non-instructional duties which may be used for the purposes of classroom observations, time to meet, and/or attend workshops; and
- participation in mentoring outside the regular school day or regularly scheduled school year shall be volitional for teachers.

## **Record Keeping**

The District is required by the Commissioner's Regulation section 100.2, subdivision (dd) to maintain a record of professional learning successfully completed by certificate holders who are subject to the professional learning requirement prescribed in section 80-3.6 of the regulations. Items to be recorded include:

1. new teacher's name;
2. new teacher's certificate number;
3. mentor's name;
4. mentor's certificate number;
5. type of mentoring activities; and
6. number of mentoring clock hours received.

The record shall be retained by the District for seven (7) years from the date of completion of the professional learning by the certificate holder.