

# **Forestville Central School District**

## **Professional Learning Plan**

**2025-2026**



September 2025

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**Forestville Central School District**

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**Years Plan is Effective: 2025-2028**

**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

## **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 2025 – 2026 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.

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. 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 2025 - 2026 school year, the District will be using BOCES as our lead Professional Learning Provider.

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

For 2025-2026, these areas will be:

1. Social Emotional Health
2. Formative Assessments
3. Grading Procedures
4. School Safety

## **Goal #1: Social-Emotional Health of Students**

### **Objective:**

To foster a safe, supportive, and inclusive learning environment that prioritizes the social-emotional well-being of all students, enabling them to develop self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

### **Strategy:**

Implement a district-wide, evidence-based social-emotional learning (SEL) framework aligned with New York State SEL Benchmarks. Provide professional development to staff on trauma-informed practices, restorative approaches, and proactive classroom strategies that strengthen student resilience and engagement.

### **Activities:**

#### **1. Professional Development & Training**

- Provide annual SEL-focused professional development for teachers, counselors, and support staff, including training in trauma-informed practices, culturally responsive teaching, and strategies for building positive classroom climate.
- Offer workshops on integrating SEL into academic instruction across subject areas.

#### **2. Student Support & Engagement**

- Expand use of Tier 1 SEL curriculum (e.g., Panorama) at all grade levels.
- Create opportunities for students to practice SEL skills through advisory periods, peer mentoring, and service-learning projects.

#### **3. Family & Community Partnerships**

- Provide parent information sessions to support SEL skill development at home.
- Collaborate with community agencies to provide mental health supports, workshops, and student wellness initiatives.

#### **4. Monitoring & Continuous Improvement**

- Collect and review data on attendance, discipline referrals, school climate surveys, and student self-assessments to evaluate impact.
- Use feedback from students, families, and staff to adjust practices and strengthen SEL programming.

#### **Goal #2: Formative Assessment**

##### **Objective:**

To strengthen instructional practices by ensuring that teachers consistently use formative assessments to monitor student progress, provide timely feedback, and adjust instruction to meet diverse learner needs.

##### **Strategy:**

Implement district-wide professional learning focused on effective formative assessment design and use. Provide teachers with tools, models, and collaborative opportunities to integrate formative assessment into daily practice in order to improve student learning outcomes.

##### **Activities:**

##### **1. Professional Development & Training**

- Provide workshops on designing high-quality formative assessments aligned to state standards and district curriculum.
- Train staff on using assessment data to guide instructional decisions and differentiate instruction.
- Highlight strategies such as exit tickets, think-pair-share, learning checks, and digital tools for immediate feedback.

##### **2. Collaborative Professional Learning Communities (PLCs)**

- Facilitate teacher teams to share formative assessment practices, review student work, and analyze assessment data.



- Develop common formative assessments within grade levels or subject areas to ensure consistency and support equity in instruction.

### **3. Student Engagement in the Assessment Process**

- Encourage student self-assessment and peer feedback as part of classroom routines.
- Provide professional learning for teachers on strategies that build student ownership of learning, such as goal setting, reflection, and progress tracking.

### **4. Monitoring & Continuous Improvement**

- Collect evidence of formative assessment practices through lesson plans, classroom walkthroughs, and teacher reflections.
- Use student performance data and teacher feedback to refine training and support.
- Incorporate formative assessment practices into the district's instructional coaching cycle.

## **Goal #3: Grading Procedures**

### **Objective:**

To establish grading practices that are fair, consistent, transparent, and aligned with student learning outcomes, ensuring that grades accurately reflect student mastery of content and skills rather than compliance or non-academic factors.

### **Strategy:**

Provide professional learning for teachers on research-based grading practices that promote equity, consistency, and clear communication of student progress. Align district grading procedures to support instructional goals and student growth.

**Activities:****1. Professional Development & Training**

- Offer workshops on best practices in grading, including standards-based grading, weighting, late work policies, and separating academic achievement from behaviors.
- Train staff on using rubrics and performance descriptors to ensure clarity and consistency in grading across classrooms.

**2. Collaborative Professional Learning Communities (PLCs)**

- Engage teacher teams in reviewing grading policies and practices to ensure alignment with district expectations.
- Develop shared understandings of gradebook setup, reporting practices, and how formative and summative assessments are reflected in final grades.

**3. Student & Family Communication**

- Support teachers in communicating grading policies clearly to students and parents at the start of each course.
- Provide resources for families to understand how grades connect to learning standards and progress toward mastery.

**4. Monitoring & Continuous Improvement**

- Conduct regular reviews of grading practices through teacher surveys, student feedback, and administrative walkthroughs.
- Use report card and progress report audits to ensure consistency across classrooms and grade levels.
- Adjust district guidelines based on feedback, research, and student performance data.

## **Goal #4: School Safety**

### **Objective:**

To provide a safe and secure learning environment for all students and staff by implementing proactive measures that prevent incidents, promote positive behavior, and ensure readiness in the event of emergencies.

### **Strategy:**

Strengthen district-wide safety protocols through professional learning, consistent training, and collaboration with staff, students, families, and community partners. Emphasize prevention, preparedness, and positive school climate as core components of safety.

### **Activities:**

#### **1. Professional Development & Training**

- Provide staff with annual training on safety protocols, including emergency response procedures, de-escalation strategies, and trauma-informed practices.
- Offer student-focused safety education, including digital citizenship, bullying prevention, and conflict resolution.

#### **2. Emergency Preparedness**

- Conduct regular drills (fire, lockdown, evacuation, shelter-in-place) to ensure student and staff readiness.
- Collaborate with local law enforcement, fire departments, and emergency management agencies to update and refine district safety plans.

#### **3. School Climate & Prevention**

- Implement programs that support positive school culture, such as PBIS (Positive Behavioral Interventions and Supports) or restorative practices.
- Expand mental health supports through counseling services, early intervention, and partnerships with community agencies.

#### **4. Monitoring & Continuous Improvement**

- Review incident reports, safety audit findings, and climate survey results to assess effectiveness of safety measures.
- Involve staff, students, and families in ongoing feedback and improvement of school safety practices.
- Update policies and protocols annually to reflect emerging best practices and compliance with state requirements.