

LANCASTER CENTRAL SCHOOL DISTRICT

Professional Learning Plan 2022-2023

The Lancaster Central School District (LCSD) Professional Learning Plan is designed to provide ongoing opportunities for faculty, staff, and administration to grow as educators within the framework of professional and student performance standards. It is aligned with NYS Professional Development Program Standards, addressing the following content: content knowledge and quality teaching; research-based professional learning; collaboration; diverse learning; student learning environments; parent, family and community; engagement; data-driven professional practice; technology; and evaluation (assessment of effectiveness).

LCSD Comprehensive District Education Plan (CDEP)

The District's Comprehensive District Education Plan (CDEP) was designed by a group of stakeholders to reflect the areas of focus for a five year span (2022-2027). In our CDEP, the stakeholders outlined eight district wide goals as well as five underlying themes that provide a foundation to support students from both the academic and social-emotional learning perspectives.

Multiple data collection tools were utilized to conduct a formal needs assessment to determine the goals and underlying themes. The formal tools included a survey of all faculty members, focus groups at each school, and a CDEP core team that met multiple times throughout the process to craft the CDEP.

Underlying Themes

The Underlying Themes form the foundation of the LCSD CDEP. These themes were identified through the focus group process and refined by the CDEP core team as five most critical aspects that underpin our CDEP goals while serving as a basis for expectations and support to help our students attain the achievement goals. The themes will not only serve as guiding principles for goal attainment through the development of action plans, but the themes will provide direction for additional professional learning opportunities.



College, Career, & Civic Readiness
All students, PK-12, have access to curriculum, instruction, programming, and real-world experiences, at their developmental level that works to prepare them for the skills necessary to succeed in life after Lancaster in college and/or the workforce.



Curriculum, Instruction, & Assessment
Teachers at the same grade level/content area will collaborate to write curriculum maps and pacing guides to keep classrooms working on the same instructional standards simultaneously.



Professional Learning Communities
An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. This is the way we will do business.



Social & Emotional Learning
Students will be educated in an environment where both academic and social-emotional needs are understood, valued, and met. Students will be able to understand and develop the skills needed to advocate for themselves and others and express their feelings in a productive manner.



Culture, Climate, & Inclusivity
Students of different backgrounds have access to an education that supports their ability to succeed at high levels. All students feel comfortable expressing themselves and feel a valued part of the school community.

LCSD CDEP Goals

As an educational organization, whether a classroom or school district, the development, articulation, and measurement of goals along with a strong commitment to the attainment of goals are significant influencers on the success of the organization in meeting the goals.

The various stakeholders involved in the CDEP development process provided feedback with regard to the goals as well as the connectivity of the goals to each other. For example, literacy is at the center of all student learning and, therefore, is a component of each of the subsequent goals. Each goal from there supports higher levels of success to form a continuum from literacy through our college credit goal that also reflects our underlying theme of college, career and civic readiness.

As plans of actions are developed and revised, a major component in helping our students achieve the CDEP goals will be the support provided to our faculty, staff, and administration through the identified professional learning opportunities.



Literacy
Increase the percentage of students who are reading within the appropriate grade level band to 100% by 2027.



Writing
Students in grades K-12 will maintain a writing portfolio to illustrate the attainment of grade-level writing benchmarks.



Algebra I
Increase the number of students of a given cohort earning proficiency in Algebra I in 8th grade to 85% by 2027.



College Credit
Increase the number of students of a given cohort to 85% who successfully completed at least three dual enrollment college courses and two AP courses during their four years at LHS by 2027.



Multi-Tiered Systems of Support
Update and improve our district wide Multi-Tiered Systems of Support (MTSS) procedures.



Grade 3 ELA
100% of all eligible students in a given cohort will take and earn a score of Level 3 on the NYS Tests in ELA by 2027.



College Credit Math
Increase the number of students of a given cohort earning college credit in mathematics through a dual enrollment or AP course to 80% by 2027.



Science
Increase the number of students of a given cohort earning proficiency in Living Environment in 8th grade to 100% by 2026. Increase the number of students of a given cohort earning proficiency in at least one physical science Regents course to 100% by 2027.

The District's philosophy is that of sustained professional development, with training that, year after year, reinforces the CDEP goals and underlying themes. Our professional development initiatives and activities reflect alignment with our CDEP goals and/or underlying themes. For example, the District believes cooperative learning provides a vehicle for not only student engagement from an academic perspective, but also supports the social emotional needs of our students thus creating an inclusive climate for all students. Therefore, we have placed a heavy emphasis on training and supporting our faculty and administrators in Kagan Cooperative Learning.

All faculty members have also been trained in Kagan Cooperative Learning (Days 1 & 2) by Kagan representatives. During the coming year, we continue to provide new faculty members with training while supporting veteran faculty members and administrators beyond the initial two days of training. Additionally, our teacher leaders have been trained in instructional coaching techniques and have conducted turnkey training for their departments as well as pushed-in to classrooms providing support for the integration of the cooperative learning structures into curriculum, instruction and assessment. The District believes that consistency in this initiative, and those similar, builds a common language of instruction and practice for our faculty, staff, administration, and, most importantly, our students.

The CDEP is a dynamic plan that is articulated throughout the organization. Furthermore, our core work is aligned with the CDEP to ensure goals remain a focus while supporting through our underlying themes. Annual department, grade level, and building goals are designed to address goals of the plan including the alignment of professional learning opportunities provided by the District. This practice engages both teachers and administrators in the planning of professional learning as needs are articulated through various methods of gathering input as stated above. The 2022-2023 Professional Learning Plan reflects input of teachers, administrators, and students throughout the District.

The LCSD Professional Learning Plan outlines activities which:

- Will expand educators' content knowledge and the knowledge and skills necessary to provide rigorous, developmentally appropriate instructional strategies and assesses student progress;
- Are research-based and provides educators with opportunities to analyze, apply, and engage in research;
- Include the necessary opportunities for professionals to obtain CTLE to meet the English language learner provisions;
- Are designed to ensure that educators:
    1. Have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment;
    2. Have the knowledge and skill to meet the diverse needs of all students;
    3. Have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students;
    4. Have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;
    5. Use disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth;
    6. Promote technological literacy and facilitates the effective use of all appropriate technology; and
    7. Evaluate using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Please note: The following section of the LCSD Professional Learning Plan is divided into smaller components for efficiency purposes; however, we recognize that all the work we do impacts curriculum, instruction, and assessment, which is the heart of our work as educators and one of our underlying themes.

Goal(s)/Underlying Theme(s)	Professional Learning Opportunities*			
	Provider	Staff Development Opportunity	Content/Skills Presented	Target Audience
Algebra I / College Credit Math	Erie 1 BOCES: Tricia Husul	Vertical/Horizontal Curriculum Alignment	• Curriculum mapping • Assessment design • Data collection	Math teachers (Grades K-12)
	Erie 1 BOCES: Tricia Husul	Instructional Coaching	• Demonstrate new instructional practices • Instruct teachers on how to use new resources/ technology	Math teachers (Grades K-12)
Literacy • K-3 • 3-8 • Writing	Erie 1 BOCES: Katie Augustine	Vertical/Horizontal Curriculum Alignment	• Curriculum mapping • Assessment design • Data collection	ELA teachers (Grades K-6)
	Erie 1 BOCES: Katie Augustine	Science of Reading	• Purposeful and integrated teaching of the subcomponents of word recognition and language comprehension.	ELA teachers (Grades K-6)
	Lancaster Teachers - Book studies	Instructional Design • *The Six Shifts* • *The Reading Strategies Book* • *The Writing Strategies Book*	• Review of updated brain research around how children learn to read and write	ELA teachers (Grades K-3)
	Erie 1 BOCES: Mary Jo Casilio Katie Augustine	Vertical/Horizontal Curriculum Alignment	• Curriculum mapping • Assessment design • Data collection	ELA teachers (Grades K-12)

Goal(s)/Underlying Theme(s)	Professional Learning Opportunities*			
	Provider	Staff Development Opportunity	Content/Skills Presented	Target Audience
	SAVVAS	Instructional, programming, and assessment	• Program and instruction design • Data collection	ELA teachers (Grades 4-6)
Science	Erie 1 BOCES Deanna Welch Renee Sossong-Brady	Vertical and horizontal alignment	• Curriculum mapping • Assessment design • Data collection	Science Teachers (Grades K-12)
	Lancaster Teachers	STEAM integration	• Design process • Principles of engineering	Science Teachers (Grades K-12)
	Buffalo State College - Master Teacher Program	Science investigations	• Hands-on science experimentation • Use of experiment data in assessments	Science Teachers (Grades 3-8)
Social Studies	Erie 1 BOCES: Jessica Karnes and Andrew Wheelock	Vertical/Horizontal Curriculum Alignment	• Curriculum mapping • Inquiry based instruction	Social studies teachers (Grades K-12)
	Erie 1 BOCES: Jessica Karnes	NYSED Seal of Civic Readiness	• Training to develop the process for Seal Achievement for our HS students.	Social studies teachers (Grades 7-12)
College Credit	College Board	AP Mentoring Program PreAP Workshops	• Mentoring new AP teachers with veteran AP teachers to provide alignment, and assessment support throughout the	Advanced Placement and PreAP Teachers

Goal(s)/Underlying Theme(s)	Professional Learning Opportunities*			
	Provider	Staff Development Opportunity	Content/Skills Presented	Target Audience
			school year. • Workshops around curriculum, instruction and assessment for PreAP Teachers	Administrators
	Erie 1 BOCES	Summer Institutes	• Summer institutes provide week-long training for new or experienced AP teachers to calibrate or recalibrate teaching a particular AP course.	AP Teachers Administrators
	Local Colleges	Dual Enrollment Collaboration Sessions	• Teachers who teach dual enrollment courses have opportunities to reach out and collaborate with their collegiate counterparts on curriculum, instruction and assessment.	Dual Enrollment Teachers
Multi-Tiered Systems of Support (MTSS)	Crisis Prevention Institute	Non-violence crisis prevention and interventions	• De-escalation strategies • Behavioral interventions	All Teachers (Grades K-12) Administrators
	Erie 1 BOCES: Tricia Husul Katie Augustine	Tier 1 Interventions	• Tier 1 classroom interventions to support students/teachers in the regular classroom setting.	All Math Teachers (Grades K-12) ELA teachers (Grades K-6)
	Orton-Gillingham	Reading Instruction & Interventions	• Tier 1/2 reading interventions to provide to students who are struggling with reading.	K-1 General and Special Education Teachers

Goal(s)/Underlying Theme(s)	Professional Learning Opportunities*			
	Provider	Staff Development Opportunity	Content/Skills Presented	Target Audience
Student Engagement/Social Emotional Learning/Culture, Climate, Inclusivity	University at Buffalo	Trauma Informed Instruction / Practices	• Provide workshops around best practices working with students who have experienced trauma.	Alternative Program Staff
	Kagan Cooperative Learning	Staff development training minimally in Days 1-4 along with additional opportunities as needed/ requested.	• Introduction / reinforcement of cooperative structures for student engagement • Social Emotional (SEL) learning supports.	All teachers (Grades K-12) Administrators
	Erie 1 BOCES: Mary Jo Casilio	New Teacher Orientation	• Training on Danielson's Framework for Teaching rubric • Classroom management • Data and planning • Language Acquisition • Diverse Learning • Family & Community Engagement	New Teachers (Grades K-12)
	Lancaster Teachers	New Teacher and experienced teacher mini courses Legendary Day of Learning	• Classroom management • Data and planning • Language Acquisition • Diverse Learning • Family & Community Engagement	All Teachers (Grades K-12) Administrators
	Erie 1 BOCES: Jessica Karches	Lead Evaluator Training	• NYSED DEI Framework • Culturally Responsive-Sustaining Teaching	Administrators

Goal(s)/Underlying Theme(s)	Professional Learning Opportunities*			
	Provider	Staff Development Opportunity	Content/Skills Presented	Target Audience
	Erie 1 BOCES: Katie Augusitine	Curriculum development	• Using text to give children mirrors, windows, and sliding glass doors	LCSD Administration (Building & District) K-6 ELA Teachers
Technology	Technology Mentors Lancaster Teachers eDoctrina Superusers eSchool Teacher leaders	Courses: • Summer • Afterschool • Mini-Sessions • Synchronous • Asynchronous	• Using technology to enhance the educational experience • Technology opportunities that expand the reach of the physical classroom • Student Learning Platform to gather and evaluate comparable and reportable data throughout the district • Student Management System navigation and resources	All Teachers (K-12) Administrators
Professional Learning Communities	Lancaster District Level Administrators	Professional Learning Communities book study (*Learning by Doing*)	• Facilitated several workshop meetings around the book *Learning by Doing*. • Teams developed outlines to demonstrate understanding of the concepts. • Tools were developed to be used in various meetings with teachers and staff members.	Building & district level administrators

Goal(s)/Underlying Theme(s)	Professional Learning Opportunities*			
	Provider	Staff Development Opportunity	Content/Skills Presented	Target Audience
	Lancaster Teacher Leaders	Instructional Coaching & Classroom Support Structure-a-Month (SAM) Club opportunities	• Model Kagan Cooperative Learning structures for teachers • Provide in-class coaching/support for teachers around cooperative structures • Student engagement and establishing learning environments	All teachers (Grades K-12)
	Lancaster Data Coaches	Data meeting facilitation	• Provide student performance to data to teachers around formative and summative assessments • Facilitate discussions around instructional practices based on the data	All teachers (Grades K-12)

* The following professional learning opportunities (listed above) are all ongoing activities and will continue throughout the duration of the plan (2022-2027). As the action plans to support student attainment of goals evolve and the needs of the educators become more clear, so, too, will the professional learning plans to accommodate the support.