

Letchworth Central School District

Professional Development Plan (Professional Learning Plan)

2023-2025

NOTATION: All references to Superintendent's Conference Days for the 23-24 school year should be considered as August 29 and 31; October 6; November 21; January 26 and March 8. Faculty meetings are held monthly at each building level.

NOTATION: Related to ALL professional development opportunities: LCS utilizes FRONTLINE for tracking all professional development opportunities and hours for administrative, faculty and support staff. The secretary to the Director of Curriculum and Instruction is responsible for the oversight of and logging of all PD hours. The Director of Curriculum and Instruction, Building Level Principals and the Superintendent may assign and approve additional PD hours outside of the district plan when deemed appropriate; and verify hours of attendance. CTLE sponsors are required to provide proof of attendance for hours logged outside of district-provided PD and shall maintain records of attendance for a minimum of 8 years.

NOTATION: Our Mentor program has been approved by GV BOCES. Monthly meetings are scheduled for professional development and dialogue and are logged by the secretary to the Director of Curriculum and Instruction. Additional hours are tracked by mentors/mentees and are approved by administrators in FRONTLINE. Mentors may log and be approved for up to 30 hours in a five-year period.

NOTATION: Teachers acting as approved mentors to teacher candidates may log up to 25 hours in a 5 year period with the approval of the Director of Curriculum and Instruction.

NOTATION: LCS will collect CTLE verification from approved sponsors of CTLE and will log such approved hours in FRONTLINE.

NOTATION: All PD hours will be verified, credited and logged in FRONTLINE and will be available for verification for a minimum of 8 years beyond the date of provision of PD.

NOTATION: A certificate of completion is available for all approved PD opportunities through FRONTLINE. See attached.

NOTATION: External providers may include but are not limited to: BERI (Bureau for Educational Research Institute), RBERN, GV BOCES, GV-WFL BOCES, SUMMIT CONSULTANTS, AIMSweb, LETRS/LEXIA, MASTER TEACHER, Houghton Mifflin, ENVISION (Mathematics), IXL on-line digital support, GENERATION GENIUS, NYSED CURRICULUM SUPPORT.

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NOTATION: Administrators, Teachers, and Teacher Assistants are responsible for maintaining their certification and ensure that they meet the requirements for Professional Development hours. The District will provide ample Professional Development opportunities to meet these requirements every 5 years.

NOTATION: Evaluators/Supervisors (administrators) participate in annual training in Educational Evaluation using the Danielson Rubric by staff developers at GV BOCES.

Goal 1: Promote and create professional development opportunities for instructional staff and support personnel focused on improving student learning outcomes and student achievement results in a supportive environment for all learners.

Objective 1.1: Train instructional leaders and PK - 12 instructional staff in research-based methods for differentiating instruction and inclusion practices to meet the academic and social needs of all students, including those with disabilities and English Language Learners (waiver of language acquisition requirements has been granted by NYSED).

Essential Question(s): How can we better understand, effectively collect data and create positive learning experiences for all students?

Strategies & Activities

- ▶ Provide multiple trainings regarding disabilities, data-driven instruction and other related topics for instructional leaders and staff
- ▶ Develop processes to ensure instructional decisions are made based on accurate and appropriate data collection and interpretation
- ▶ Assist with and/or facilitate team training on targeted interventions (including enrichment opportunities)

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appropriate to students' needs, strengths and developmental levels

Action Plan

Inputs	Evidence	Responsibility	Timeline
<p>LETRS professional training will be provided to all teachers in grades Prek-6, all special education teachers and Title I reading teachers 7-12.</p>	<p>Training Rosters, evidence from the observation/evaluation process.</p>	<p>Director of Curriculum and Instruction, Building Principals, Director of Pupil Personnel and LEXIA trainers</p>	<p>This is a two-year commitment beginning with a kick-off professional development day in August of 2023 and continuing training on each Superintendent's Conference Day throughout 23-24 and 24-25 with continuous support for teachers on an ongoing basis.</p>
<p>Kick-off for the year f- Brain Research/SEL and Lesson plan implementation/ Instructional Strategies to support all learners (Melissa Hughes)</p>	<p>Training Rosters, evidence in tracking a piece of instructional data/ and Using Faculty Mtgs and walk-thrus to maintain focus (data in Danielson Rubric domains 2 and 3)</p>	<p>Director of Curriculum and Instruction, Building Principals, Director of Pupil Personnel and LEXIA trainers</p>	<p>August 29, 2023 kick-off, ongoing discussions in faculty meetings and follow up in all observation/evaluation meetings.</p>

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<p>*Provide multiple trainings to include: CO-TEACHING model PD, Understanding Disabilities, Group Curriculum Development, Discrete Trials, Data-Based Decision-Making, etc. with the support of our school psychologists, members of the MTSS team and Cherie Wilkolaski, Director of Pupil Personnel (former Professional Development specialist at Erie I BOCES) and targeted specific and personalized *ONLINE PD programming through <u>the Master Teacher, Paraeducator Training</u></p>	<p>Attendance sign-ins and claim forms for summer trainings</p> <p>Superintendent's Conference Day agendas Observation/Evaluation data.</p> <p>Attendance Rosters For Special Education Dept. Meetings</p> <p>Faculty meeting minutes</p> <p>Team Meeting minutes</p> <p>*Online certification forms of completion</p>	<p>Director of Pupil Personnel, Cherie Wilkolaski</p> <p>School Psychologists Dr. Pamela Wilkie Mrs. Heidi Stroud</p> <p>*May be assigned by the support staff member's direct supervisor, the Director of Pupil Personnel or Director of Curriculum and Instruction or the Superintendent. These may also be accessed by the individual at their discretion at any time.</p>	<p>Summer 2023 training in Co-teaching ongoing trainings throughout the 23-24 and 24-25 school years during summer PD days, Superintendent's Days and faculty meetings.</p>
<p>*(Grades 7-12 administrators, general education teachers and</p>	<p>*Rosters Certificates of Attendance Frontline registrations</p>	<p>Director of Curriculum and Instruction and Teacher Coach follow up for all</p>	<p>Ongoing throughout the 23-24 and 24-25 school years during summer PD</p>

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<p>support staff) Provide initial training in Differentiated Instructional Strategies to Meet the Needs of All Learners in a Block Schedule (initial 5 hour training through BERI in October of 2022 with follow up throughout 23-24 and 24-25 in faculty and department meetings) with a focus on increasing purposeful reading and writing across all curricular areas.</p> <p>*(Grades K-6 administrators, general education teachers and support staff) Provide initial training in the use of Daily 5 to increase the amount of time students spend in purposeful reading and writing across all curricular areas. Providing opportunities for professional dialogue and to create templates for “menus” appropriate to each</p>	<p>*Same as above</p> <p>* Rosters for Superintendent’s Days and Faculty Meetings with supported agendas documenting the times for book study and discussion</p>	<p>observations in 2023-24</p> <p>Director of Curriculum and Instruction, Teacher Coach/Evaluator and Elementary Principal provide training with use of materials from <u>The Daily 5</u>. And follow up via observations and walkthroughs during the 23-24 and 24-25 school years.</p> <p>Director of Curriculum and Instruction Building Level Principals</p>	<p>days, Superintendent’s Days and faculty meetings.</p> <p>The project of curriculum review and updating of maps to reflect effective differentiation strategies and Daily 5 strategies will continue during the 23-24 and 24-25 school years (dates to be determined when the school calendar is established).</p>
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<p>grade level.</p> <p>*(Grades 7-12) Following the initial training, a professional book study will continue in monthly faculty meetings for teachers in grades 7-12 using <u>Differentiated Instructional Strategies for the Block Schedule</u> (Gayle Gregory).</p> <p>*(Grades K-6) Following the initial training a book study, using <u>The Daily 5</u>, will continue throughout the 23-24 and 24-25 school years on subsequent Superintendent's Days and in monthly faculty meetings.</p> <p>*In tandem with the initial training and book study, all teachers (K-12) will be updating their curriculum maps to reflect increased emphasis in reading and writing (with purpose) in all curricular areas.</p>	<p>* Rosters for Superintendent's Days and Faculty Meetings with supported agendas documenting the times for book study and discussion</p> <p>*Rosters for Superintendent;s Day and Faculty and Department meetings documenting times for Curriculum Mapping - updated curriculum maps.</p>	<p>*Director of Curriculum and Instruction Building Level Principals</p> <p>*Director of Curriculum and Instruction Building Level Principals Grade Level Representatives and Dept. Chairs.</p>	
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Facilitate professional learning experiences for support staff to further develop data collection and case book strategies and skills	Superintendent's Conference Day agendas Attendance Rosters	District Administrators	Bi-monthly meetings throughout 23-24 and 24-25
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NYS PD Standards Addressed:

Standard 1 - Designing Professional Development
Standard 2 - Content Knowledge & Quality Teaching
Standard 3 - Research-based Professional Learning
Standard 4 - Collaboration
Standard 5 - Diverse Learning
Standard 8 - Data-driven Professional Practice

Objective 1.2: Train instructional leaders and PK-12 instructional staff on research-based processes for prioritizing academic interventions as a means to support diverse learning needs and meet deficiencies in mathematics and ELA across all grade levels and buildings.

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Essential Question(s): What systems and resources are available that, used with integrity and consistency, will best support academic intervention for all students?

Strategies & Activities

- ▶ Audit the current intervention programs for usage, effectiveness and research to determine renewal/new subscriptions for the 2023-25 school years and beyond
- ▶ Collaborate across grade-level teams to evaluate student achievement data and make determinations about necessary interventions and academic goals
- ▶ Develop an effective and appropriate data collection tool that is consistent across grade levels/buildings to support long-term progress monitoring of student achievement

Action Plan

Inputs	Evidence	Responsibility	Timeline
A structured review of resources and systems at grade levels/building levels utilized for academic intervention services which began in the summer of 2022 and will be continued throughout 2023-2024; programs which are deemed as effective interventions	MTSS Plan will be implemented to reflect the use of effective resources and systems.	MTSS team and MTSS coordinators (Director of Curriculum and Instruction), Dr. Pam Wilkie and Mrs. Heidi Stroud Building Level Principals AIS providers Grade Level Team Leaders	Fall 2023 - June 2025 A finalized MTSS plan will be implemented in the fall of 2023. Continuing Data Dashboard Training for administrators, guidance counselors and

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<p>will be continued for the 2023-24 school year; those that are deemed to no longer be effective or necessary will be terminated for the 2023-24 school year. Training for use in any new programs will be scheduled ASAP as they are purchased.</p> <p>DSS Data Dashboard initial training through GV-WFL BOCES was conducted in the summer of 2022; subsequent initial training for first-line users was held in Sept of 2022; additional training for using the Dashboard to analyze and collect data for use in</p>	<p>Data housed in the Dashboard will be reflected in Student Intervention Planning Sheets.</p>	<p>and Dept. Chairs</p> <p>MTSS Team Director of Curriculum and Instruction Building Principals Grade Level Representatives Guidance Counselors AIS providers</p>	<p>MTSS members will occur for the 23-24 school year for all new staff. At the end of the 10 week marking period, additional training will occur and we will begin to use data housed in the program to identify students who may be in need of Academic Intervention Services in the areas of attendance, progress as reflected in their grades, behavior, etc... This will be ongoing throughout the 2023-25 school years.</p> <p>Superintendent's Conference Days 23-24 and 24-25 and monthly during MTSS meetings.</p>
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<p>developing and monitoring Individualized Academic Intervention Plans will occur in 23-24</p>			
<p>Provide training to instructional leaders/staff for effective Tier I intervention in multiple classroom settings.</p> <ol style="list-style-type: none"> 1. Adoption of EnVision Math for grades 5-6. Training for adoption 2. NEX Gen Standards (Science) Training and Generation Genius Training (digital Science and Math resource for teachers - purchased for 2022-24 for Prek -12 teachers use). 3. IXL training for all teachers K-12 and admin for new licenses including Interventions/Acceleration/Diagnostic Components 	<p>Superintendent's Conference Day agendas Grade Level Team minutes Online professional learning presentations</p> <ol style="list-style-type: none"> 1. Rosters 2. Rosters 3. Rosters and reflection of the use of IXL in lesson plans and for student AIS plans. 	<ol style="list-style-type: none"> 1. Ongoing training for teachers, principals and any new teachers or interested parties by EnVision Professional Developers. 2. Training for K-8 teachers by Kelly Daly, K-4 Curriculum Coordinator and Marsha Mistretta, 5-8 Curriculum Coordinator 3. IXL online trainer, Director of Curriculum 4. Director of Curriculum and Instruction, Science and Math building level coordinators - Training through 	<p>Summer PD days, Superintendent's Conference Days and faculty meetings throughout 23-24 and 24-25 school years.</p>

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<p>4. Provide time for grade levels K-8 to develop curriculum maps reflecting Nex Gen Science and Math Standards, train and prepare for the required “explorations” for NYS Grade 5 and 8 Science assessments.</p> <p>5. Training for Prek 3-4 teachers and support staff in ELA and Math Standards for Pre K 4; local development of Step Down Standards for Pre k 3 aligned with Nex Gen ELA and Mathematics Standards. Develop or Revise current theme plans to reflect the standards in Play Based Experiences for the youngest learners.</p>	<p>4. Curriculum Maps, lesson plans and observation evidence of use of Nex Gen Science and Math Standards.</p> <p>5. Reflection of Nex Gen preschool and “Step Down” standards reflected in theme and lesson plans and as observed in classrooms by evaluators.</p>	<p>BOCES coser 526 as appropriate</p> <p>5. Director of Curriculum and Instruction and Director of Pupil Personnel</p> <p>District Administration Teacher Leaders/Grade Level Reps</p> <p>Collaborators from Midwest RBERN (ESL)</p>	
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<p>Professional learning opportunities for instructional leaders and instructional staff (including Teacher Assistants) regarding the effective use of multiple adults in a classroom.</p> <p><u>The Master Teacher Paraeducator Training</u></p>	<p>Professional reading distribution lists</p> <p>Online (<u>Master Teacher</u>) and district PD discussion board and presentations</p> <p>Grade Level/Building Team/Conference Day agendas</p>	<p>District Administration</p> <p>Cherie Wilkolaski - PPD and former Professional Development Specialist Erie I BOCES</p> <p>Teacher Leaders/Grade Level Reps</p> <p>Paraprofessional Reps</p>	<p>Summer PD days, Superintendent's Conference Days and faculty meetings.</p> <p>Master Teacher Paraeducator Training is also open to our Support Staff, Teachers and Admin in an on-demand format.</p>

NYS PD Standards Addressed:

- Standard 1 - Designing Professional Development
- Standard 2 - Content Knowledge & Quality Teaching
- Standard 3 - Research-based Professional Learning
- Standard 4 - Collaboration
- Standard 5 - Diverse Learning
- Standard 6 - Student Learning Environments
- Standard 8 - Data-driven Professional Practice
- Standard 10 - Evaluation

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Goal 2: Assist in, lead and/or facilitate the alignment of core academic courses and NYS Standards for Mathematics, English Language Arts, Science and Social Studies with course offerings in STEM fields of study in an effort to provide students with accredited CTE graduation pathways.

Objective 2.1: Identify opportunities for Core-CTE partnerships and train 7-12 instructional staff to “crosswalk” prioritized standards in order to create and implement a high quality, collaborative curriculum and assessment system.

Essential Question(s): What professional development, implementation and evaluation strategies will instructional staff need in order to create a viable and accredited CTE course?

Strategies & Activities

- ▶ Provide multiple trainings regarding the prioritization of NYS Standards for instructional leaders and staff
- ▶ Create professional learning opportunities for instructional leaders and staff to explore various co-teaching models, develop appropriate curriculum for blended courses, and assist with evaluation and feedback procedures for before and after implementation

Action Plan

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Inputs	Evidence	Responsibility	Timeline
<p>Professional learning opportunities for instructional leaders and staff regarding the research support and practical process for prioritizing and unpacking standards across multiple settings</p>	<p>Superintendent's Conference Day agendas</p> <p>Presentations and professional reading during faculty, building team and grade level meetings</p> <p>Reflection of Nex Gen Standards in lesson plans/unit plans and as observed by supervisors and evaluators during formal and informal observations.</p>	<p>District Administration</p> <p>Kelly Daly - Science curriculum coordinator K-4 and Marsha Mistretta - Science curriculum coordinator 5-8</p> <p>Curriculum Coordinators to provide training on Superintendents Days in building level meetings to encourage cross-curricular work. Dept heads to work collaboratively under the direction of the Director of Curriculum and Building Principals to hold K-12 meetings to encourage vertical alignment of curriculum.</p> <p>GVEPSIT (ELA, Math, Social Studies & Science cohorts)</p>	<p>Initial training K-6 Next Gen Science Standards applications was provided in 2022-23 with summer curriculum writing in 2023 and will be followed by ongoing training during Superintendents Days in 2023-24</p>
<p>Facilitating professional</p>	<p>Superintendent's</p>	<p>Cherie Wilkolaski PPD</p>	<p>Fall 2023 - June 2024</p>

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<p>learning specific to various co-teaching models appropriate for 9-12 CTE curriculum with multiple disciplines represented in content and assessment</p>	<p>Conference Day agendas</p> <p>Presentations and professional reading during faculty, building team and grade level meetings</p> <p>Out-of-district PD offerings as needed</p> <p>Reflected in unit and lesson plans and observed by evaluators and supervisors.</p>	<p>Director of Curriculum and Instruction</p> <p>District Administration</p> <p>Teacher Leaders</p>	<p>Provide ongoing opportunities for co-taught course development in both CTE and in other course areas - effective use of two or more adults working in effective alignment.</p> <p>Summer PD days and Superintendents Days 2023-25</p>
<p>Collaborative professional learning opportunities regarding curriculum evaluation methods, feedback and action plans as related to differentiation strategies in the block schedule and in K-6 as related to Daily 5 strategies to increase students' time in purposeful reading and writing; tracking time being utilized and making improvements over time to increase student capacity to</p>	<p>Rosters for PD days</p> <p>Reflection in unit and lesson plans and as observed by supervisors and evaluators during observations.</p> <p>Presentations and professional reading during faculty, building team and grade level meetings</p> <p>Out-of-district PD offerings as needed</p>	<p>Initial trainings - BERI Differentiated Instructional Strategies in the Block Schedule AND Daily Cafe - in house trainers were provided in 2022-23 and are continuing as foci in 23-24 and 24-25</p> <p>Cherie Wilkolaski PPD Director of Curriculum and Instruction</p> <p>District Administration</p> <p>Teacher Leaders</p>	<p>Initial Training October 7, 2022 with continued focus for summer PD days, Superintendents Days and faculty meetings in 2023-25</p>

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<p>work independently across all content areas.</p>			
<p>Collaborative professional learning opportunities regarding curriculum evaluation methods, feedback and action plans</p> <ol style="list-style-type: none"> 1. SEE TIER I PD offerings above 2. Tech, Art, Chorus, Band Teachers K-12 Art and Tech/Music and Tech <u>GV BOCES</u> full day training for development of cross curricular projects. Provide opportunities for development of cross curricular projects during Superintendent's Conference Days 2023-25 and during summer curriculum development days. 3. CTE training 	<ol style="list-style-type: none"> 1. SEE TIER I PD 2. Reflection of project based cross curricular projects in unit and lesson plans 3. Reflection of training in unit and lesson plans. 4. Reflection in course development, unit or lesson plans. 	<ol style="list-style-type: none"> 1. SEE TIER I PD 2. <u>GV BOCES Regional Training</u> - on going turnkey training - Tech and Fine Arts Teachers and Director of Curriculum and Instruction 3. Director of Curriculum and Instruction and Alfred State Instructors 4. Director of Curriculum and Instruction, and FLCC representatives. 	<ol style="list-style-type: none"> 1. SEE TIER I PD summer curriculum writing 2024 and Superintendents Days 2023-24 2. Superintendent's Conference Days 23-24 and 24-25

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<p>opportunity @ Alfred State - small/large engines for Agriculture Teachers</p> <p>4. Fine Arts K-12 and admin to attend Finger Lakes Community College's Fine Arts program and Drama Center to visit the facility (in preparation of our new digital light and sound board in our auditorium). To ascertain any alterations to our Fine Arts or Drama Program to prepare students for entrance to FLCC's program.</p>			
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NYS PD Standards Addressed:

Standard 1 - Designing Professional Development
Standard 2 - Content Knowledge & Quality Teaching

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Standard 3 - Research-based Professional Learning

Standard 4 - Collaboration

Standard 5 - Diverse Learning

Standard 6 - Student Learning Environments

Standard 8 - Data-driven Professional Practice

Standard 9 - Technology

Standard 10 - Evaluation

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SAMPLE Certificate of completion of PD hours:

Letchworth Central School District
5550 School Road
Gainesville, NY 14066
Phone: 585-493-5450
Email: *@letchworth.k12.ny.us

(Authorized Provider #: 543)

This certifies that "NAME"
(DOB: mm/dd/yyyy, SSN:####) has
successfully completed the following course/activity:

"COURSE"

This started on mm/dd/yyyy and was completed on mm/dd/yyyy

6 Hours - Required District Training

Category - Content

Signature of Authorized Certifying Officer

Printed on 8/23/2023
