

District Mission Statement: The mission of Letchworth Central School is to prepare each student for the challenges of his or her own distinct future in a democratic pluralistic society. Each pupil will acquire the life skills, moral values and information processing capabilities to become successful, fulfilled adults. The school community will develop and maintain high staff and student morale and encourage the love of learning as a lifelong process. This is best achieved by bringing the world to our students through the cooperative effort and common goals of staff, students, and the community.

Committee's Mission Statement: The Legends Leadership Committee exists to advance educator effectiveness and student success through thoughtfully designed and consistently delivered professional development.

- We will create a positive teaching and learning environment for all.
- We will model lifelong learnership as educators.
- We will acknowledge valuable time and talents of the staff while offering transparent & practical PD that considers the true needs of students and teachers.
- We will align evidence based practices to create a paradigm shift by developing a culture of life-long learners.
- We will develop a program to support and prepare teachers in fostering excitement for life-long learning.
- We will collect & analyze data to clearly identify the evolving needs of both the teachers & students ensuring the professional development efforts remain focused, relevant, and impactful.
- We will develop professional development opportunities that are forward thinking; teaching flexibility and adaptive skills for our students to use beyond school.

Foundations for Professional Development:

To be effective, professional development must be built on the following pieces from the initial planning stages to implementation and follow-through.

- **Impact on Student Learning** – In what ways will this new learning enhance student outcomes?
- **Instructional Practices** – Are we implementing proven, research-based strategies?
- **Organizational Alignment** – Is this new learning broadly applicable and recognized as a genuine need, or does it serve only a limited audience?

- **Educator Knowledge and Skills** – Can we clearly define what we expect teachers to learn, understand, and be able to apply in practice?
- **Learning Design** – What types of learning experiences will most effectively help participants gain the necessary knowledge and skills, and are we ensuring those opportunities are in place?

Professional Growth Committee Responsibilities

- To foster open communication among staff, administration, the Board of Education, and the community.
- To analyze data in order to prioritize student learning needs.
- To analyze data to identify and develop necessary and appropriately aligned learning experiences for all staff members.
- To update and assess progress at department and building team meetings
- To develop, implement, monitor, and evaluate continuing programs of professional growth based upon input and feedback from all concerned.
- To explore available research to ensure professional development opportunities reflect current research-based best practices in education.

Needs Analysis

The following sources have been referred to in the development of the Professional Learning Plan (PLP). Annual review of this data ensures the plan is aligned to NYS learning standards and assessments and specific student needs. The data analysis will also ensure that the plan includes substantive content for all grade levels and instructional areas.

- School Report Card
- NYS 3-8 Assessment Data
- Regents Exam Data
- AP Assessment Data
- Local Benchmark Assessments
- Aimsweb Benchmarking Data
- Department and Grade Level Goals
- Discipline Data
- Staff Surveys

DEVELOPMENT & ADMINISTRATION OF THE PROFESSIONAL DEVELOPMENT PLAN:

Legends Leadership Committee:

The Legends Leadership Team is a committee of multidisciplinary staff (grade level representative, building team leaders, department leaders, curriculum coordinators, and LCS administrative team) who work together to analyze student data, prioritize needs, and identify and develop professional learning opportunities to support annual growth. The team will be responsible for developing the plan to be submitted to the Superintendent and the Board of Education for final approval.

Planning Timeline:

Action Step	Time Frame:	Responsible Parties:
Surveys Distributed to Staff	• April/May	• Legends Leadership Team
Legends Leadership Planning: • Needs Assessment • Data Analysis • Goal Development aligned with commitments & priorities • Conference Day Planning	• June/July	• Legends Leadership Team
Building Planning/Department Meetings: • Pre-Conference Day Meeting to review agenda • Send out conference day surveys • Post-Conference Day meeting to review survey feedback	• October • November • January • March	• Legends Leadership Team

Overarching District Goal

GOAL: During the 2025–2026 school year, our district will collaborate with GV BOCES to develop our district's <i>Pathway for Growth</i> .					
Objectives:	Strategies & Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness	Date Completed
Conduct a comprehensive needs assessment.	Design and implement a districtwide needs assessment process across instructional and operational domains.	District Leadership, Team, GV BOCES facilitators	Fall 2025	Completed surveys, focus group notes, and compiled data summary	
Revise district mission/vision statement and align it with the needs assessment findings, district priorities, and the NY Inspires Plan.	Facilitate a collaborative review and revision process of the district's mission/vision statements using stakeholder input and BOE approval.	GV BOCES facilitators, BOE, District Leadership, Stakeholder Groups	TBD	Finalized and BOE-approved mission/vision statement; evidence of broad stakeholder input	
Integrate the NY Inspires Plan into district planning.	-Map district curriculum and programs to the NYS Inspires competencies to ensure alignment. -Review credit opportunities, courses, and pathways. -Embed NY Inspires guidance into professional development and planning conversations.	District Leadership, GV BOCES School Improvement Team, Teachers	Spring 2026	Updated curriculum maps, draft transition plan for single diploma, pathway opportunities, meeting minutes	
Embed the principles of learnership into the district's Pathway for Growth to strengthen both educator and student capacity to be adaptive, reflective, and resilient learners.	-Embed the language and habits of Learnership into classroom and team practices. -Facilitate professional learning focused on developing growth mindsets and learner agency.	District Leadership, Staff, Teacher Center	Fall 2025 introduction; reinforced throughout 2025–26 PD cycle	-Teacher/Student Surveys -Observation of use in classrooms -Classroom Tools	

Build capacity and readiness.	Provide regular updates to the Board of Education and stakeholder groups to share progress and gather input throughout the process.	District Leadership, Legends Leadership Team	Quarterly	Meeting Agendas Meeting Minutes	
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Systems of Supports and Student Success: Develop and sustain a comprehensive system of academic and social-emotional supports to meet the diverse needs of all students.

Focus Goal 1: Cultivate a culture of social and emotional support to identify and improve student behavior and attendance concerns.						
Objectives:	Strategies & Action Steps	Who is Responsible?	Resources Needed	Target Date or Timeline	Evidence of Effectiveness	Date Completed
Distribute surveys to gather data about teacher/student connections.	Review & develop targets for improved connections	Building Principals	Surveys, Chromebooks	Distribute surveys at 5, 15, 25, & 35 weeks	Improved student feedback	
Use attendance and behavior data to identify students in need of connection.	Review student data, implement interventions	Principals Mental Health Staff Teachers	Survey Data, Attendance Data, Behavior Data, Discipline Data	Faculty Meeting discussion @ 5, 15, 25, & 35 weeks	Sustained individual attendance rates Improved frequencies of disciplinary referrals	
Facilitate a support system for students in need.	Implement Interventions/ strategies	All Staff	Track interventions using LinkIt	Faculty Meeting discussion @ 5, 15, 25, & 35 weeks	LinkIt Data	

Student Learning through Professional Collaboration: Foster a collaborative culture that leverages data and shared instructional goals to improve student learning outcomes.

Focus Goal 1: Strengthen professional collaboration structures that promote the use of data to improve instructional practices and enhance student achievement.					
Objectives:	Strategies & Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness	Date Completed
Strengthen teacher capacity in data-driven instruction.	Provide guidance, presence, and facilitation during data meetings to support meaningful conversations and planning.	Teacher Leaders, Teachers, Related Service Providers, Administration	Weekly, monthly data meetings, Conference Days	Increased teacher participation, evidence of changes to instruction, improved PLC documentation (meeting agendas)	
Increase student achievement by using both short-term (formative) and long-term (summative) data.	Use LinkIt dashboards and reports to review department/team student data (benchmarks, unit tests, state assessments)	Teachers, Related Service Providers	Ongoing	LinkIt! reports; student growth data; instructional adjustments	
Provide early, structured, and targeted support for all students.	Implement LinkIt for Tier 1 checklists, request for assistance forms, interventions, and progress monitoring	Teachers, Related Service Providers, Support Staff	Ongoing	Evidence of LinkIt usage, student data	

Instructional Planning & Resources: Enhance instructional effectiveness through intentional planning, aligned curriculum, and innovative pedagogical strategies.

Focus Goal 1: Ensure implementation of instructional frameworks through standards prioritization and aligned curriculum across all grade levels.					
Objectives:	Strategies & Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness	Date Completed
Conduct curriculum audit to ensure alignment with standards and embedded instructional practices.	Using NYS frameworks (NY Inspires Plan, Literacy & Math briefs)	Curriculum Coordinators, Teachers District Administrators	Spring 2026	Meeting agendas/notes, curriculum documents	
Ensure vertical & horizontal alignment across content areas by collaborating with the grade level above/below to prioritize standards, analyze progression, identify overlaps and close instructional gaps.	Collaboratively develop curriculum maps across grade levels.	PK-12 Teachers, Service Providers Building, and District Administrators	Spring 2026	Completed curriculum maps Student progress data (formative & summative assessments)	
Review and adjust curriculum maps throughout the year to maintain alignment and responsiveness.	Facilitate ongoing collaboration between departments and grade-level teams.	Teachers, Service Providers, Building and District Administrators	3x year	Curriculum Maps uploaded into folders	

Focus Goal 2: The district will implement a grade-level digital literacy skills checklist for students in grades PreK–12 to increase student proficiency.

Objectives:	Strategies & Action Steps	Who is Responsible ?	Target Date or Timeline	Evidence of Effectiveness	Date Completed
Develop and implement a comprehensive district-wide digital literacy skills checklist.	Establish a district-wide digital checklist for each building level (PreK–2, 3–5, 6–8, 9–12). Engage staff in review and feedback before final adoption.	Teachers, administrators	December 2025	Finalized checklist documents approved and shared; staff feedback collected	
Ensure grade-level ownership and focus (including CBT readiness).	Grade level will prioritize 2–3 checklist skills to focus on, teach, and assess. At least one of the prioritized skills should directly support NYS Computer-Based Assessment readiness (e.g., typing fluency, drag-and-drop, highlighting, using online tools). Provide students with practice opportunities in Typing.com, LinkIt! or state practice platforms.	Teachers, Administrators	June 2026	Documentation of selected skills, lesson plans, grade-level assessment results	
Monitor and evaluate student proficiency in digital literacy skills.	Teachers use classroom-based evaluations and digital task checklists to assess student proficiency in prioritized skills.	Teachers	Ongoing 2025–26; final report by June 2026	Pre-Post Assessment data	
Build teacher capacity in emerging technologies.	Teachers explore AI integration strategies (lesson applications, student tools, instructional support) and present feedback findings at staff meetings or PD.	Teachers Administrators	Ongoing 2025–26	Teacher presentations, shared resources, evidence of classroom AI integration.	
Revise and refine digital literacy checklist annually.	Use data, teacher feedback, and student performance to update and improve the checklist for future years.	Teachers, Administrators	Ongoing 2025-26	Revised checklist, teacher feedback summaries, reflection reports	

Instructional Planning and Resources

Focus Goal 3: Teachers will design and implement research based instructional practices to improve student outcomes or performance in reading and writing on grade level appropriate assessments.

Objectives:	Strategies & Action Steps	Who is Responsible?	Target Date or Timeline	Evidence of Effectiveness	Date Completed
Build teacher knowledge and practice in literacy instruction.	Provide teachers with “turnkey” literacy strategies and tools (LETRS, SOR) Align curriculum & instruction with NYS Literacy Briefs	Literacy Team, Curriculum Coordinators, Administrators	Begin Fall 2025; ongoing PD throughout school year	PD attendance records, teacher implementation logs, classroom observations	
Strengthen professional reflection and collaboration.	Facilitate collaborative reflection sessions (PLCs, department/grade-level meetings) to review literacy strategies in use, share successes, and problem-solve challenges.	Building administrators, literacy coaches, teacher leaders	Monthly or bi-monthly during 2025–26	Meeting notes, teacher feedback, documentation of refinements to practice	
Develop a shared Pre-K–12 literacy framework to ensure consistency.	Work collaboratively across grade levels to design a district-wide literacy framework that defines core practices, assessment points, and progression of skills.	Curriculum committee, teacher representatives from all levels, administration	Draft by Spring 2026; finalized by June 2026	Finalized framework, alignment documents, and shared district literacy plan	