

# **Lake Shore Central School District (Evans-Brant)**



**Organizational Professional Learning Plan  
July 1, 2021 - June 30, 2026**

### **Professional Learning Committee Membership**

<b>LSCTA</b>	<b>Building</b>	<b>Other</b>	<b>Representing</b>
Danielle Arnone	Lake Shore High School	Melissa Bergler, Administrator	District Office
Devon Asboth	Lake Shore High School	Kathleen Chiavetta	Board of Education
Jessica Dosser	John T. Waugh	Arlene DeJoy-Meckes	Board of Education
Abigail Easton	Anthony J. Schmidt	Jill Clark, Administrator	Anthony J. Schmidt
Kelly Jones	William G. Houston Middle School	Katy Berner-Wallen	Lake Shore High School
Sarah Kauzala	Anthony J. Schmidt	Mary Morrison	Educational Consultant
Shannon Muldowney	William G. Houston Middle School	Dr. Chris Shively	Buffalo State College
Val Smith	William G. Houston Middle School	*Christine Starks, Administrator	William T. Hoag
Izabella Ventresca	Anthony J. Schmidt		

\*Christine Starks is the lead facilitator for the Professional Learning Plan.

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

The purpose of the Professional Learning Plan shall be to improve the quality of teaching and learning by ensuring that when teachers and leaders participate in substantial professional learning they have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students. These plans provide an opportunity for schools, school districts and BOCES to articulate how they will provide substantial need-based professional development opportunities for their educators, the expectation for educators' participation in the professional development, the alignment of the offered professional development to State standards, student needs, principles of effective professional development, and how the schools, school districts or BOCES will measure the impact of the offered professional development. New York State Professional Development Standards have been developed to further assist schools, school districts and BOCES with their Professional Learning Plans.

This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders. Certificate holders need to keep records of workshops, training and other professional learning opportunities including participant's name, date of workshop, number of hours, topic and type of activity or program.

### **Description of Needs Analysis Utilized**

The process for determining what professional learning is planned and provided begins with educator input. This includes:

- A Needs Assessment created by a slice group of our PLP committee
- Department Chair input based on department need and review of data
- Elementary Core Leaders input based on needs and review of data

This information is used for the purpose of planning Conference Days and other professional learning opportunities for the school year.

Implementation:

- The Needs Analysis survey will be provided via email to all educators each year in May.
- Survey recipients will have two school weeks to complete the survey.
- The PLP committee will review the results each June and create goals for the school year. These goals will align with the Board of Education/District Goals and will be used to craft staff learning opportunities and priorities for the following school year to the extent practicable.
- PLP teacher representatives will share the results and goals at a fall faculty meeting.

**Culturally Responsive Professional Practice**

Culturally responsive practice is a student-focused approach. It identifies the differences among students and the unique strengths of each child to encourage their academic achievement and a sense of belonging in the classroom. The PLP committee has placed a priority on this work to align with our Board of Education goal. Many of the professional learning opportunities that will be planned and provided will entail a deeper understanding of culturally responsive practice.

School Community Need

Lake Shore's Demographics are as follows (February 2021)

Total Students PreK-12	2,434	Percent (rounded)
White	1876	77%
Hispanic	78	3%
Asian	10	<1%
Black	20	<1%
Native American	385	16%
Mixed Race	64	3%

The Lake Shore School District prioritizes a full collaboration with our Seneca Nation of Indians. The district has formed a positive and productive collaboration with the SNI Education Department and our school district representatives participate fully in regional forums: Native Voices (Seneca Nation Education Department, Gowanda, Silver Creek and Salamanca) and Native American Regional Forum (Seneca Nation Education Department, Gowanda, Silver Creek, Salamanca, Niagara Wheatfield and Akron). Lake Shore has staff in our buildings to support all Seneca students academically and culturally (Johnson O'Malley staff, Seneca Nation Language teachers, and consultants).

Lake Shore Central School District has been identified as a Target District for our multi-racial subgroup and Lake Shore Middle School has been identified as a possible target for the 21-22 school year. The district has formed a School Improvement Grant (SIG) Committee to examine data. This committee includes teachers of grades 3-12 with emphasis on middle school data collection, analysis and intervention.

Lake Shore plans to prioritize and deepen understanding of Culturally Responsive Practices by:

- Continuing current initiative with Trauma Informed/Sensitive Teaching with building teams meeting to discuss best practices and current experiences.
- Continuing current initiative with Early Literacy by using culturally diverse materials and discussing with children how important it is to be respectful to everyone and honor the ideas of others.
- Using self-reflective survey tools to encourage staff to see how their own bias may impact others. For example: [Implicit Association Test from Project Implicit](#) and the [Lake Shore PLP-created document](#)
- Creating small professional learning groups to participate in book studies Possible titles for Book Study/Professional Learning Communities include:
  - Culturally Responsive Teaching and the Brain; Zaretta Hammond
  - Culturally and Linguistically Responsive Teaching and Learning; Geneva Gay
  - Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy; Adeyemi Stenbridge
- Hosting keynote speakers and/or presenters for subgroups to allow for critical reflection and an analysis of our current practices
- Sustained conversations and follow-up to further thinking and to deepen our understanding of information shared at trainings or presentations

Small, meaningful steps will be taken to increase understanding, shift mindset and improve practices that are culturally responsive. Time for discussion surrounding culturally responsive practices can be included at faculty meetings, Superintendent Conference Days, departmental meetings and other professional learning opportunities.

**Learning Opportunities/Priorities/Professional Learning Across Grade Levels/  
Continuous and Sustained Professional Learning Priorities**

While this plan is developed for educators, we prioritize all staff in our initiatives and include other school community members in workshops/activities when it is for the betterment of our children in the Lake Shore District.

<b><u>Initiative</u></b>	<b><u>State PL Standard</u></b>	<b><u>Student Needs</u></b>	<b><u>Offered PL</u></b>	<b><u>Principles of Effective PL/Adult Learning</u></b>	<b><u>Demonstrated Impact</u></b>
Crisis Prevention Intervention (CPI)	4-Collaboration 5-Diverse Learning 6-Student Learning Environments	Safe management to prevent and defuse disruptive and risk behavior	Training Workshops	building-based, collaborative, extended learning to support implementation, AL3, AL6	Reduction in the number of disruptive, escalated, and unsafe behaviors
Culturally Responsive Practice	5a, 5c - Diverse Learning	Deeper understanding of culturally responsive teaching and learning	~Workshops ~Professional Learning Communities ~Book studies	Building-based, peer-led, participant-driven, collaborative, real-time, extended learning to support implementation	Embedded classroom practice  Panorama Survey (student self-assessment) Improved student self-regulation

					Increased sense of belonging
Google for Education	9a, 9b, 9f - Technology	Encourages educators to engage with students in using available technology as it relates to curricular activities, to assist students in using technology in innovative ways, and to provide an equitable learning environment	Workshops ~Best practices in instruction	Peer-led, collaborative, choice, Adult Learning 1,3,4,7 (see below)	Google Certified educators in each building  Google Classrooms K-12  Best practices in technology
K-8 Literacy	2 - Content Knowledge and Quality Teaching	Builds best practice literacy routines including small group differentiated instruction	Workshops ~Guided Reading ~Benchmarking ~Interactive Read Aloud ~Shared Reading ~Units, tools and methods for the middle school reader and writer ~Phonics	Peer-led, ongoing learning to support implementation	Continuity of classroom instruction  Guaranteed Tier I instruction  Increased reading comprehension
Seal of Biliteracy (LOTE)	5a, 5b, 5c - Diverse Learning	Deeper understanding and implementation of	~Independent Study ~Collaboration with regional partners and	Building-based, peer-led, participant-driven, collaborative, real-time,	Implementation 21-22

		<a href="#">NYSED Seal of Biliteracy</a>	NYSED ~Internal workshops	extended learning to support implementation	Seals of Biliteracy awarded at graduation
Seal of Civic Readiness	2a - Content Knowledge	Deeper understanding and implementation of <a href="#">NYSED Seal of Civic Readiness</a>	~Independent Study ~Collaboration with regional partners and NYSED ~Internal workshops	Building-based, peer-led, participant-driven, collaborative, real-time, extended learning to support implementation	Seals of Biliteracy awarded at graduation 22-23
Trauma Informed Communities	6a - Student Learning Environments	Supports the creation of safe, secure, supportive, & equitable environment for all students	~Workshops ~Professional Learning Communities ~Book studies	Building-based, peer-led, participant-driven, collaborative, real-time, extended learning to support implementation	Embedded classroom practice  Panorama Survey (student self-assessment)  Improved student self-regulation



### **Professional Learning Opportunities Related to Student Learning**

The Lake Shore Central Teacher Association (LSCTA) and all Lake Shore educators have multiple opportunities to choose professional learning that apply directly to their work.

1. Superintendent Conference Days include specific opportunities for departments, grade levels or teams.
2. Members can request to attend a conference off-site or submit pre-approval to attend a professional learning opportunity outside of the school day. Professional learning requests are reviewed and approved as they connect to classroom needs or identified goals.
3. Internal professional learning happens each year by department and grade level.
4. Each year the district requires several training sessions to meet legislative requirements.

### **Alignment of Professional Learning:**

Professional learning will be provided in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>).

### **Measurement of Impact of Professional Learning**

The impact of professional learning is measured in a variety of ways.

- Increased student achievement (classroom grades, state assessments, STAR, progress monitoring, DIBELS)
- Increased student attendance
- Panorama results (measurement of social emotional learning and use of actionable data reports)
- Anecdotal evidence that showcases classroom and building practices
- Teacher retention
- Graduation rates
- Needs assessment survey responses

## **Staff Participation in Professional Learning**

Lake Shore Central School District:

- hosts five Superintendent Conference Days (CTLE credit is awarded for approved activities).
- requires 9 hours of additional professional learning for LSCTA members who do not hold a professional certificate, outside of the school day.
- has Conference/Workshop Request Forms available for all staff to participate in conferences/workshops that deepen understanding of our teaching practice and elevate the level of classroom instruction.
- hosts internal workshops that support learning initiatives or current NYSED expectations.

## **Staff Participation in CTLE**

Participants are able to print CTLE certificates from our management system, WinCapWeb, by clicking the icon for completed activities. When a specific activity is completed during a meeting or conference, a CTLE certificate will be provided for that specific activity.

### **Adult learning principles:**

- Adults have a higher sense of self-direction and motivation
- Adults use their life experience to facilitate learning
- Adults are focused on achieving goals
- Adults need to know how the information is relevant
- Adults are practical
- Adults are looking for help and mentorship
- Adults are open for modern ways of learning
- Adults want to choose how they learn

A list of historical and anticipated workshop topics, training, and consultants to be offered and/or utilized and available across the Lake Shore Central School District where CTLE credit will be awarded is available on our website. (CTLE credit can only be granted by the District or an NYSED approved provider.) For a current listing, go to <http://www.lakeshorecsd.org/Page/3297>

### **Effective Delivery of Professional Learning**

1. Participant choice
2. Educational partnerships - Buffalo State College and Seneca Nation of Indians Education Department
3. Surveys or roundtable reflection
4. Adult learning principles - <https://www.valamis.com/hub/adult-learning-principles>
5. Learning Forward's standards for professional learning (<https://learningforward.org/standards/>)

### **Professional Learning for ESOL Teachers/Professional Learning to Address Needs of ELL**

Lake Shore Central School District teachers will utilize ELL strategies and best practices from training provided by the Regional Bilingual Education- Resource Network to fulfill these requirements. ESOL teacher(s) also embed into classrooms and collaborate with teachers. For all other faculty and staff, Lake Shore Central School District meets and will apply for an exemption from the professional learning requirements in language acquisition for ELLs.

*\*There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Lake Shore Central School District total student population as of such date as established by the commissioner.*

### **Other Opportunities for Professional Learning**

Professional Learning (PD) and CTLE credits are separate. The following Professional Learning opportunities are requirements for LSCTA members who DO NOT hold a professional certificate. Non-Professional Certificate holders are to complete 9 hours of professional learning outside the work day. Professional Learning as accepted by the district for contractual purposes is not the same as CTLE for NYS certification purposes.

*LSCTA members that do not have a professional certificate have a contractual requirement of nine hours of professional learning each year.* Those that complete more than nine hours before June 1 in a given school year may carry over up to nine hours to be credited to the following school year. Professional development hours for the *contractual obligation* can only be credited for activities outside of the workday. For those teachers who are prorated, the teacher may carry over the equivalent of hours that they are required to get through the school year. Only Non-Professional Certificate holders may carry over hours for the contractual requirement. CTLE credits may not be carried forward from one Registration Period to the next.

- .2 FTE = 1 hour
- .3 FTE = 2 hours
- .4 FTE = 3 hours

- .5 FTE = 4 hours
- .6 FTE = 5 hours
- .7 FTE = 6 hours
- .8 FTE = 7 hours
- .9 FTE = 8 hours
- 1.0 FTE = 9 hours

The following chart can serve as a guide to help LSCTA Members meet the contractual requirements as applicable to them. These activities are not specific to the CTLE requirement for Professional Certificate holders.

<b>Activities</b>	<b>Definitions</b>	<b>Methods of Availability</b>	<b>Form Needed/ Approvals</b>
Conferences	Participation in local, state and national conferences with prior approval and pending budget allocations.	After school Weekends July and August	*Conference Request *Proof of attendance and report
Delivering professional learning	An example includes conducting workshops at the Teacher Resource Center, BOCES or LSCSD	Outside of the school day After school Weekends July and August	Course Approval
Grade level, interdisciplinary, or subject area teamwork	This work is focused on NYSED standards and curriculum alignment.	After school Weekends July and August	Curriculum Project
New Teacher Induction	Training is provided for teachers new to Lake Shore.	August	Sign in sheet
Service on a committee	This would include approved District and School Committees.	After school Weekends July and August	Sign in sheet
Service on statewide, regional and local committees and organizations as presenter or officer	This would include, but is not limited to, Statewide curriculum and item writing.	After school Weekends July and August	As per Supervisor
Staff Development	Participation in professional learning activities (9 hours per school year). Maximum	Offerings during Summer/Fall and Winter/Spring catalogs.	Sign in sheet

	of 9 hours may be carried over.		
Workshops	Workshops are provided by the District, through BOCES, by local districts, CTLE-approved vendors and other reputable educational organizations.	After school Weekends July and August	*All programs MUST BE <u>PRE-APPROVED</u> by the District *Proof of Attendance
Assessment Scoring and/or Training	Teachers who score NYS assessments	Required by NYSED before scoring exams After school July and August	As approved by Administrator
Workshops/Attendance at tours, learning sessions and presentations	Provided by the District, by local districts, and other reputable educational organizations	After school Weekends Summer Website	*Must be PRE APPROVED by the District *Proof of attendance or evidence of completion (summary/report/ reflection)
Community Communication	Communications with families in order to improve student achievement (Phone calls/logs Emails Newsletters Website development Learning stations at parent nights Use of Apps for communication)	After school Weekends Summer	*Must be PRE APPROVED by the District *Evidence of completion (summary/report/ reflection/logs)

In the event that the District requires participation in mandated training with courses through Utica National or another vendor, any LSCTA member who completes this training prior to the designated Superintendent's Conference Day, according to the instructions, shall receive the equivalent of undesignated time on such Superintendent's Conference Day as indicated in the Safe Schools letter.

### **Professional Learning Required by Legislation:**

Lake Shore Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to: study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

An ongoing training program for all current and new school employees will be implemented to enable staff to carry out their reporting responsibilities. Yearly employees will be provided with information to promote a supportive school environment that is free from discrimination, intimidation, taunting, harassment, and bullying, and to discourage and respond to incidents of harassment, bullying, and discrimination.

Upon request or determination of necessity, Lake Shore Central School District will provide refreshers on school violence prevention and intervention.

Regionally, Erie 2 BOCES provides regularly scheduled and advertised training for teachers in SAVE Legislation for certification purposes, Child Abuse & Reporting and a 6-hour DASA course to meet certification requirements. These requirements for certification are not eligible for CTLE. Lake Shore is committed to support those seeking [SOCE\(Statement of Continued Eligibility \(SOCE\) for Teachers of Students with Disabilities Who Teach a Special Class in Grades 7-12\)](#) and [SOCE for Computer Science](#).

## Mentoring Requirements:

The Lake Shore Central School District [Mentor Teacher Internship Program](#) is defined by Board of Education policy, as outlined below:

*All new teachers at Lake Shore Central School District holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.*

*The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.*

*In accordance with Commissioner's Regulations, the elements of the mentoring program include:*

Procedure for Selecting Mentors	The Mentor Steering Committee will select mentors from the professionals who will be in the pool of potential mentors. These potential mentors will have completed the Application for Mentoring. Applicants will have a minimum of 5 years of teaching experience. Their last three Annual Professional Performance Review reports must have included an overall rating of “effective” or “highly effective”. Each applicant will list 3 references, committee work and agree to complete the required training.
Role of the Mentors	Mentors will provide interns with guidance to promote understanding of the following: <ul style="list-style-type: none"><li>·Lesson planning and record keeping (Planning and Preparation)</li><li>·Classroom management and communication skills (The Classroom Environment)</li><li>·Pedagogical skills (Instruction)</li><li>·NYS Educational Law including APPR requirements</li><li>·NYS Learning Standards and State assessments</li><li>·The intricacies of the school and community organization</li><li>·Professional opportunities and responsibilities</li></ul>
Preparation of Mentors	Assigned mentors will receive professional learning throughout the school year.



	<p>Topics include:</p> <ul style="list-style-type: none"> <li>·Charlotte Danielson's Framework for Teaching (Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities)</li> <li>·Review of guidelines of confidentiality, the MTIP grant process, the use of the Mentoring Log and the importance of goal setting</li> <li>·Cognitive Coaching Skills and Practice and the use of the Mentor Skills Rubric</li> <li>·Review of the MTIP expectations</li> </ul> <p>NYS Learning Standards professional learning as applicable and needed, dependent on previous training</p> <ul style="list-style-type: none"> <li>·Data-Driven Instruction (district review of data, data collection by building, RtI teams, SLO growth-setting process)</li> <li>·Tools and techniques for observing: including evidence-based observation, pre-observation tools and templates for planning with an intern, and data collection during an observation</li> <li>·Best practices for mentoring, including a review of the MTIP website and the Mentoring Library</li> <li>·Reflection</li> <li>·Networking</li> </ul>
Types of Mentoring Activities	observing, joint planning, reflecting, coaching, collaborating, and consulting
Time Allotted for Mentoring	average of 6 hours per month
CTLE Credit for Mentoring	Mentors to a new classroom teacher may receive CTLE credit for activities connected to the Mentoring Program up to 30 hours in each five year registration period. Time credited will be documented with logs and sign in sheets for mentoring activities. This

	does not apply for supervising student teachers.
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**Record Keeping for CTLE Activities:**

Professional Certificate Holders are responsible for keeping their own records of CTLE activities for at least three years after their Registration Period ends. The District will make CTLE certificates available for each eligible activity and maintain records for at least eight years. These records include sign in sheets, rosters, CTLE certificates from other approved providers or other appropriate evidence of completion.