

PROFESSIONAL LEARNING PLAN
SAGAPONACK COMMON SCHOOL DISTRICT
2020-2022

Approved by the BOT: April 19, 2021

**SAGAPONACK COMMON SCHOOL DISTRICT
PROFESSIONAL LEARNING PLAN
(Effective 2020-22)**

I. Composition of Professional Learning Plan Committee

- A. Alan Van Cott, Superintendent of Schools
- B. Terry Scammell, Lead Teacher
- C. Katherine Lombardo, Teacher
- D. Alden Fenwick, Parent
- E. Kelly Ocampo, Parent
- F. Elizabeth Barton, Community Member

II. District Goals for Professional Learning

A. Staff Learning will:

- 1. Improve student achievement.
- 2. Prepare teachers to successfully meet the challenges of the New York State Next Generation Learning Standards and assessments.
- 3. Prepare faculty to successfully meet the academic, behavioral and social needs of diverse learners using differentiated instructional strategies.
- 4. Encourage faculty to share and adopt "best instructional practices" as found in operating one-room schoolhouses.
- 5. Promote collegiality, collaboration and synergism among all members of the Sagaponack School community.
- 6. Encourage personal and professional renewal.
- 7. Prepare faculty to integrate the teaching of reading and writing across multiple curriculum and grade level areas.
- 8. Prepare faculty to effectively integrate technology into daily lesson planning.

III. Objectives (Identification of Best Instructional Strategies suggested by NYS Next Generation Learning Standards across multiple curriculum and grade level areas)

- A. Teachers will encourage student participation in performance-based activities such as oral reports, role plays, model construction, discovery-based lab activities, multi-media presentations, debates.
- B. Teachers will require students to engage in research-based activities such as use of accessible media, study of sources to distinguish between valid and invalid information, generation of original research documents and use of the internet and other electronic research technologies
- C. Teachers will encourage students to use a variety of intellectual skills, which demonstrate understanding of major ideas by using graphic organizers (i.e. Venn Diagrams, semantic maps, K=what I know, W= what I want to know, L= what I learned, etc.).

- D. Teachers will use community resources as they invite community presenters to classes, plan field trips into the community, encourage students to interview community members and participate in service-learning projects.
- E. Teachers will use evaluative tools such as rubrics, portfolios and benchmarks to accurately evaluate students and their own professional performance.
- F. Teachers will develop a humanistic classroom environment by building student skills of cooperation and collaboration; by developing an understanding of cultural differences and similarities; and by nurturing acceptance of the ideas of others.

IV. Needs Assessment

- A. Student Needs - Student achievement and performance are assessed by analyzing student attendance rates and student Performance on state and locally developed assessments, AIMSweb Plus and the RtI Process.
- B. Teacher Needs - Teacher needs are assessed to identify areas of interest, as well as, areas to improve.
- C. Targeted areas of growth-
 - 1. Implement new strategies and programs that will positively impact student achievement and mastery of New York State's Next Generation Learning Standards.
 - 2. Continue to develop opportunities for collegial and reflective practices leading to improved instruction and teacher self-assessment. Will use the results of the Annual Professional Performance Review (APPR) (observation/evaluation of staff) to identify specific instructional topics to focus on.

V. Strategies, Activities and Opportunities Provided for Continuous and Sustained Professional Learning Directly Related to Student Learning Needs

- A. The Peconic Teacher Center of Southampton has provided and will continue to provide training in the following:
 - Computers and other technologies
 - Curriculum alignment
 - Early literacy
 - Differentiated instruction
 - Essential elements of instruction
 - Content courses applicable to district needs as determined by state and local mandates.
 - Reading and writing across the content areas
 - New York State Next Generation Learning Standards

- B. Peer Coaching is a non-evaluative confidential relationship through which peers collaborate, in and out of the classroom, with a focus on developing skills that will increase student learning.
- C. Superintendent's Conference Days (up to three per year) will address K-3 grade level articulation issues and technology integration initiatives.
- D. Professional conferences that address district goals are approved on an as needed basis.
- D. Teachers have common planning time which serves as a professional learning opportunity.
- F. A mentoring program is in place for all new staff members and delivered through the regular program of supervision.

VI. District Resources: District Financial Commitment to Professional Learning

- A. Professional Conferences - Our faculty attends professional conferences each year. Conference funds are allocated every year in the school budget.
- B. Superintendent's Conference Days - Up to three conferences are planned on an annual basis. When necessary and/or appropriate, funding is allocated for presenters.
- C. Consultants - Outside consultants are invited to our district to work with our faculty and staff on an as needed basis. Once again, when necessary and/or appropriate, funding is allocated for consultants.
- D. Mentoring - New staff members receive guidance and support through the regular program of supervision.
- E. Job embedded professional learning - The district provides release time and substitutes for curriculum alignment projects and other professional learning initiatives.

VII. Expected Teacher Participation

All teachers will have opportunities to participate in staff learning offered by the district. The district's staff learning plan will provide ample opportunity for newly certified teachers to meet the recently established Continuing Teacher and Lead Teacher (CTLE) requirements.

VIII. Evaluation Plan

Our evaluation plan will include the following student and program components:

- A. Student achievement and performance will be assessed by analyzing attendance rates and student performance on state and locally developed assessments, AIMSweb Plus and the RtI process.
- B. Sagaponack teachers will provide formal feedback to the Superintendent by the close of every school year relative to the quality of the district's professional learning program.
- C. This Professional Learning Plan is respectfully submitted by the Professional Learning Committee to the Board of Trustees. The committee will review this plan and provide the Board with updates as requested.