District-Level Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Spotswood Public Schools	Graham Peabody	July, 2017 - June, 2018

1: Professional Learning Goals

	Goal	Identified Group	Rationale/Sources of Evidence
1	Continue to build capacity of evaluative school leaders to identify observational evidence to support summative ratings assigned to staff.	Evaluative school leaders	- The Stronge Evaluation Model requires citing of evidence to support summative ratings. - Analysis of 2016-17 observation instruments indicated evidence was often not cited in observation/summative reports. - Research supports the positive impact of effective feedback on teacher performance and student learning (Wiggins, 2012).
2	Teachers and support staff will increase knowledge of differentiated instruction and learn how to effectively implement two differentiated instructional strategies: multiple modes of learning and flexible grouping.	All district teachers and leaders	Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as "a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is . . . rather than expecting students to modify themselves for the curriculum." Further, differentiated instruction - meets the needs of diverse learners - accommodates students with learning disabilities - stimulates creativity - raises the bar for all learners; and - can motivate the unmotivated learners.
3	In an effort to improve the I&RS process, teachers and support staff	All Schoenly Staff	Branching Minds was piloted at Schoenly School for the 2016-2017 school year with limited success. Additional training and support are necessary in order for all staff to use

	will increase their knowledge and appropriate use of Branching Minds.		the application consistently and successfully in support of the I&RS process, including the evaluative survey, interventions, as well as data collection/progress monitoring.
4	Teachers and support staff will participate as active members of a Professional Learning Community (PLC) for the 2017-2018 school year--topics to be determined via staff survey.	All Schoenly Staff	Leaders in the educational community have recognized that professional learning communities (PLCs) provide schools the framework "to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning". Our goal this year will be to establish PLCs that support District and building objectives past and present (i.e., differentiation, technology, data collection/analysis, etc.).
5	In an effort to improve the I&RS process, teachers and support staff will increase their knowledge and appropriate use of Branching Minds.	All Appleby Staff	Use of Branching Minds will help to streamline the I&RS process, offer more support to our teachers, and most importantly, provide the appropriate interventions to students more quickly. Staff will be provided with Branching Minds training so that they understand the evaluative survey, interventions, as well as data collection/progress monitoring.
6	Teachers and support staff will participate as active members of a Professional Learning Community (PLC) for the 2017-2018 school year--topics to be determined via staff survey.	All Appleby Staff	Leaders in the educational community have recognized that professional learning communities (PLCs) provide schools the framework "to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning". Our goal this year will be to establish PLCs that support District and building objectives past and present (i.e., differentiation, technology, data collection/analysis, etc.).
7	Develop consistent classroom management procedures for Memorial Middle School, specifically as it pertains to handling student discipline.	All Memorial Staff	With multiple principals over the past few years in Memorial Middle School procedures for handling discipline issues with students in the classroom and through sending the student out of the classroom have been inconsistent. Developing general procedural guidelines for the teachers will help to maintain consistency throughout the school and over this school year and future school years.

8	Increase student engagement in lessons by providing students with opportunities to take responsibility for their own learning through student centered instructional strategies.	All Memorial Teachers	Research has shown that students learn best when they are actively involved in their own learning process. As part of a voluntary summer reading program teachers have been asked to read the book "Learn Like A Pirate" by Paul Solarz. The book explores strategies to increase student engagement in the learning process by providing a pathway to empower students to collaborate, lead, and succeed.
9	Increase internal professional development opportunities for staff by providing staff members with opportunities to share effective strategies and new teaching tools and practices.	All Memorial Staff	Professional development can be expensive and time consuming for a district. Oftentimes the best resource for effective professional development is our own staff members and the successful strategies and teaching tools they are already using in the classroom.
10	Teaching/professional staff will creating and maintain a classroom website.	All High School Staff	Classroom websites are powerful avenues through which information can be provided to the parents and the students about classroom activities and assignments. In addition, communication with parents is of the utmost importance. The partnership between the school and parents must be cultivated with the goal that each student reaches their maximum potential and ultimately meeting with success.
11	Teachers will input all assignments into Genesis on the day they are given to students.	All High School Teachers	Inputting assignments in Genesis as they are assigned provides many benefits including consistent communication with parents, course work expectations and deadlines, and criteria for success in the course.
12	Identified staff will learn how to apply the Sonday System and Sonday System 2, Orton-Gillingham based programs, to provide reading intervention for struggling readers.	K-5 general education teachers, K-5 special education teachers, and reading specialists	Over the last few years, the State of New Jersey has implemented requirements for schools to provide professional development regarding identifying dyslexia in students and providing instructional methods to support those students with dyslexia in the classroom. The Sonday Systems offer structured, systematic, multisensory reading intervention for beginning readers through the end of 5th grade reading level.

			Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small group settings.
13	Staff will learn to apply the Branching Minds Program to support students and staff in administration of the I&RS process.	K-5 general education teachers, K-5 special education teachers, and reading specialists	This program provides supports to students and resources to staff and administration of the I&RS process. This area was identified as an area in need of improvement in the Special Education Monitoring Report.

2: Professional Learning Activities

	Initial Activities	Follow-up Activities (as appropriate)
1	● **Stronge+ Evaluation Training/Recertification to be completed by Nancy Richmond, Stronge & Associates, on 8/15/17.**	● **Follow-up practice on citation of evidence throughout the school year during leadership meetings** ● **Summative reports will be analyzed at the end of the year to assess effectiveness of training and inform any additional professional development that might be needed.**
2	● **Inservice programming (September 6, November 8, February 16)** ● **PD Academy Programming (throughout 2017-18 school year)**	
3	**Branching Minds/I&RS:** ● **Inservice programming** ● **Staff meetings** ● **Vendor hosted professional development (Branching Minds)** ● **Identify building "expert" who can provide on-site support**	

4	**Professional Learning Communities:** ● **Communique/survey to staff members to determine areas of interest/need** ● **Create PLC groupings** ● **PLCs meet 2 times per month (in lieu of staff meetings)** ● **PLCs report progress via Google Classroom** ● **PLCs prepare/present end of year presentation**	
5	**Branching Minds/I&RS:** ● **Inservice programming** ● **Staff meetings** ● **Vendor hosted professional development (Branching Minds)** ● **Identify building "expert" who can provide on-site support**	
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7	● **Develop a classroom management team** ● **Communicate Principal expectations to the classroom management team** ● **Work collaboratively on matching Principal expectations with classroom procedures that the CM team feels will be most effective at Memorial** ● **Communicate the procedures to staff to be followed for future disciplinary issues**	

8	- Encourage teachers to read "Learn Like A Pirate" - Promote the use of student engagement strategies with the staff - Recognize staff members who have implemented successful strategies - Provide opportunities to share successful strategies with colleagues through the internalized PD building goal	
9	- Make teachers aware of the initiative in the beginning of the year - Encourage teachers to explore new teaching tools and strategies to share - Encourage teachers to share existing strategies that their colleagues could benefit from utilizing - Provide time during faculty meetings for teachers to volunteer to share some of the things that they are using in the classroom with others - Allow time for teachers to request additional support from colleagues as necessary in the implementing of strategies they have had shared with them.	
10	- Google Sites will be designated as platform for class website - Teachers will be trained during staff meetings in order to create a website	
11	Uploading of daily/weekly assignments in Genesis the day the assignment is given. While uploading assignment to Genesis is the requirement, teachers may also add the assignment to their class website.	Uploading of assignments will be monitored throughout the year by administrative staff.
12	Training will be provided to identified staff by a Sonday representative on 11/8/17.	Sonday representative will provide 3 days of follow up coaching throughout the 2017-18 school year.

13	Training will be provided to identified staff over two days in September by a Branching Minds representative.	Follow up training regarding I&RS will be provided through faculty meetings in each building throughout the 2017-18 school year.

3: PD Required by Statute or Regulation

	State-mandated PD Activities		
1	Reading Disabilities	N.J.S.A. 18A:6-131	Training to be completed through the use of the New Dyslexia Webinar on the NJ Department of Education website
2	Suicide Prevention	N.J.S.A. 18A: 6-112	Veteran staff received training during 2015-16 school year through completion of GCN module and 2 hour presentation by George Scott; new staff will complete 2 hour training at www.SafeSchools.com (Youth Suicide: Awareness & Prevention: Jason Flatt Act)
3	Harassment, Intimidation and Bullying	N.J.S.A. 18A: 37-17b and c, N.J.A.C. 6A:16-7.7	Annual policy update to be provided by district Anti-Bullying Coordinator and building-level Anti-Bullying Specialists during inservice and/or faculty meetings
4	Recognition of Substance Abuse	N.J.S.A. 18A: 40A-15, N.J.A.C. 6A: 16-3.1(a)(4)	Staff will complete module at www.SafeSchools.com (Student Drug & Alcohol Abuse)
5	School Safety	N.J.A.C. 6A: 16-5.1(d)	Training provided by District Safety Coordinator and School Resource Officer for new staff during New Teacher Orientation on 8/21/17; Review and update provided to all staff during 9/6/17 Inservice
6	Law Enforcement Operations	N.J.A.C. 6A: 16-6.2(b)12	Review and update provided to all staff during 9/6/17 Inservice
7	Mandatory Gang Awareness Training for School Administrators	N.J.S.A. 52: 17B-4.7	Training to be completed by attending seminar developed by the Office of the Attorney General and provided annually in each county.

8	Code of Student Conduct	N.J.A.C. 6A: 16-7.1(2)4	Training provided by District Safety Coordinator, School Resource Officer, and building-level principals during 9/6/17 Inservice
9	Potentially Missing/Abused Children Reporting	N.J.S.A. 18A: 36-25, N.J.A.C. 6A: 16-11	Staff will complete module at www.SafeSchools.com (Child Abuse: Identification & Intervention: Complete)
10	Electronic Violence and Vandalism Reporting System (EVVRS)	N.J.S.A. 18A: 17-46, N.J.A.C. 6A: 16-5.3(d)2	Staff will complete modules at www.SafeSchools.com (School Violence: Identifying & Addressing, Visual Weapons Screening)
11	Communicable Diseases	N.J.S.A. 18A: 40-3, N.J.A.C. 6A: 16-2.3(b)(xv)	Staff will complete modules at www.SafeSchools.com (HIV/Aids Awareness, Common Illness Prevention)
12	Asthma	N.J.S.A. 18A: 40-12.9	Staff will complete module at www.SafeSchools.com (Health Emergencies: Asthma Awareness)
13	Diabetic Student Health Plan	N.J.S.A. 18A: 40-12.13(d)	Staff will complete module at www.SafeSchools.com (Health Emergencies: Diabetes Awareness)
14	Training of Delegates for Epinephrine Administration	N.J.S.A. 18A: 40-12.6(c), N.J.A.C. 6A: 16-2.3vii(b)4	Designated staff will complete module at www.SafeSchools.com (Medication Administration: Epinephrine Auto-Injectors)
15	Bloodborne Pathogens	N.J.S.A. 34: 6A-25 et seq	Staff will complete module at www.SafeSchools.com (Bloodborne Pathogens Exposure Prevention: Complete)
16	Alcohol, Tobacco, and Other Drug Prevention and Intervention	N.J.S.A. 18A: 40A-3, 15, N.J.A.C. 6A: 16-3.1(a)4	Staff will complete module at www.SafeSchools.com (Student Drug & Alcohol Abuse)
17	Lyme Disease	N.J.S.A. 18A: 35-5.3	Training to be provided to identified staff by school nurse(s) as needed
18	Educator Evaluation	N.J.S.A. 18A: 6-123(b)(10), N.J.A.C. 6A: 10-2.2(b)(1)	Teachers will be updated on the teacher evaluation program during inservice on 9/5/17 by Director of Curriculum and Instruction

19	Educator Evaluation	N.J.A.C. 6A: 10-2.2(b)2,3	Stronge+ Evaluation Training/Recertification for evaluators to be completed by Nancy Richmond, Stronge & Associates, on 8/15/17.
20	Equity and Affirmative Action	N.J.A.C. 6A: 7-1.6	Training provided to all staff by District Affirmative Action Coordinator during 11/8/17 Inservice
21	Integrated Pest Management	N.J.A.C. 7:30-13.2(c)	Staff will complete module at www.SafeSchools.com (Integrated Pest Management)
22	Teacher Mentor Training	N.J.A.C. 6A: 9C-5.2(a)7	Training provided to all 2017-18 mentors by Director of Curriculum & Instruction during 8/23/17 New Teacher Orientation
23	Right to Know	N.J.A.C. 8:59	Training provided to identified staff by Dr. Lou Rua during 9/5/17 Inservice, if needed

4: Resources and Justification

Resources
To meet the professional learning needs of administrators, teachers and support staff in the district, $88,700 is allocated in the 2017-18 budget. This allocation covers costs for external and internal professional development providers, purchase or development of curriculum or professional development materials, technology resources, travel expenses, and conference or seminar tuition.   Tuition reimbursement for staff who complete university courses is not included in this allocation. This is a separate line allocation capped at $45,000. The cost of the Branching Minds training is $5,000 and the cost of the Sonday System training is $11,000, both of which will be funded using ESEA grant monies. Professional development costs are controlled through the use of in-district expertise and turnkey training, when possible. The school calendar includes 4 days dedicated to staff development to focus on district, building, and departmental initiatives coordinated through the office of Curriculum and Instruction and the PDAcademy.

Justification
Professional development needs for the 2017-18 school year were determined by teacher and administrator requests, leadership team meetings, assessment data analysis, teacher evaluation results, state-mandated training, and district/building goals. A high-quality, comprehensive professional development plan is established and funded to support district and building initiatives, improve teacher effectiveness, and increase student achievement.

Signature: *Graham Peabody*   **Date: 8/16/17**
                Acting Superintendent