

Professional Learning Plan

2017 – 2018 School Year



Harrison Township School District

15-2070

Gloucester County

Mullica Hill, New Jersey

PREFACE

HARRISON TOWNSHIP BOARD OF EDUCATION

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Mullica Hill, NJ 08062
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Dr. Missy Peretti
Superintendent

Robert E. Scharlé
Business Administrator/Board Sec.

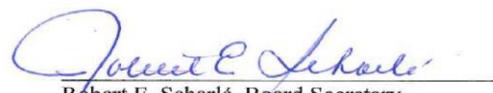
Certification of Minutes

May 23, 2017

State of New Jersey
County of Gloucester

I, Robert E. Scharlé, Secretary of the Board of Education of the Township of Harrison in the County of Gloucester, State of New Jersey, hereby certify that the foregoing extract is from the Minutes of the Meeting of the Township of Harrison Board of Education held on May 22, 2017.




Robert E. Scharlé, Board Secretary

Seal of the Township of Harrison
Board of Education

Motion: Approval of the 2017-18 Professional Development Plan.

Motion: Ms. Clark	2 nd : Mrs. Williams
Vote: Roll Call (8-0-1)	Carried: Yes
Absent: Mrs. DeSimone	

Board Approval Documentation

LOCAL PROFESSIONAL LEARNING PLAN CHECKLIST <i>Check to be certain that all sections of the plan are included.</i>		Included √
Title Page (include district names)		√
Section 1: School Profile		
<ul style="list-style-type: none"> • District Profile Sheet 		√
<ul style="list-style-type: none"> • District Committee Sheet 		√
Section 2: Local Professional Learning Plan		
A: Reflection on Previous PD Opportunities		
<ul style="list-style-type: none"> • Summary of positive aspects and connections to student learning of previous professional Learning opportunities 		√
<ul style="list-style-type: none"> • Identification of challenges 		√
B: Needs Assessment		
<ul style="list-style-type: none"> • Identification of assessments used to develop the focus of the School Professional Learning Plan 		√
<ul style="list-style-type: none"> • List of professional Learning needs 		√
C: Professional Learning Goals		
<ul style="list-style-type: none"> • List of student learning goals and professional learning goals 		√
D: Professional Learning Opportunities		
<ul style="list-style-type: none"> • List of sustained professional learning opportunities 		√
<ul style="list-style-type: none"> • Evidence of support for the learning of collaborative learning 		√
<ul style="list-style-type: none"> • Connection to Professional Learning Standards (content, context and process) 		√
E: Professional Learning Resources		
<ul style="list-style-type: none"> • Identification of professional learning resources 		√
F: Ongoing Assessment and Evaluation of the Professional Learning Plan		
<ul style="list-style-type: none"> • List of evaluation procedures and tools used to assess the School Professional Learning Plan 		√
<ul style="list-style-type: none"> • Analysis of the impact of the School Professional Learning Plan on student learning 		√
G: Summaries of School Professional Learning Plans		

**Harrison Township School District
Professional Learning Plan**

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District Professional Learning Committee Profile and Sign-Off Sheet

SECTION DISTRICT PROFILE

1

Name of District: Harrison Township School District

District Code: 2070 County Code: 15

District Address: 120 N. Main Street, Mullica Hill, New Jersey 08062 County: Gloucester

District Factor Group:

Chief School Administrator: Dr. Margaret Peretti, Superintendent

Type of District (check one): Top of Form

K-5 K-6 K-12 7-12 9-12 other (specify):

Please provide the following information:

List the names of the school building, grades, current student enrollment and number of professional staff members (who hold instructional or educational services licenses):

NAME OF BUILDING	SCHOOL CODE	GRADES	STUDENT ENROLLMENT	STAFF MEMBERS
Harrison Township School	050	Pre-K – 3	807	76
Pleasant Valley School	080	4 – 6	639	56



*Harrison Township School District * 2016-17 Professional Learning Committee(s)*

School Improvement Panel	
Superintendent	<i>Margaret Peretti</i>
Chief Academic Officer	<i>Andrew P. Davis</i>
BOE Member	<i>Christie Clark</i>
Assistant Principal of HTS	<i>Valerie Cline</i>
Enrichment Math	<i>Diane Eisenhart</i>
Academic Innovations & STEM Coordinator	<i>Chad Flexon</i>
Supervisor of Curriculum	<i>Jennifer Hackett-Slimm</i>
Principal of PVS	<i>Lisa Heenan</i>
Supervisor of Student Services	<i>Lori Hynes</i>
Principal of HTS	<i>Renee Ingiosi</i>
Library Media Specialist	<i>Kathy Lewin</i>
Teacher of Visual & Performing Arts	<i>Nancy Moran</i>
ELA Coordinator	<i>Annalisa Rodano</i>
BOE Member	<i>Shannon Williams</i>

Board of Education Curriculum Committee	
Superintendent	<i>Margaret Peretti</i>
Chief Academic Officer	<i>Andrew P. Davis</i>
BOE President	<i>Barbara Beske</i>
BOE NJQSAC Representative	<i>Stacey Muscarella</i>
BOE Member	<i>Shannon Whalen</i>
BOE Member	<i>Christie Clark</i>

District Professional Learning Committee			
Harrison Township Elementary School		Pleasant Valley Elementary School	
HTS Principal	<i>Renee Ingiosi</i>	PVS Principal	<i>Lisa Heenan</i>
HTS Assistant Principal	<i>Valerie Cline</i>	Supervisor of Curriculum	<i>Jenifer Hackett-Slimm</i>
Academic Innovations & Stem Coordinator English Language Arts Coordinator		<i>Chad Flexon</i> <i>AnnaLisa Rodano</i>	
Faculty & Staff		<i>Opinions Captured</i> <i>Via Survey</i>	

Harrison Township School District

Mullica Hill, New Jersey

DISTRICT GOALS

To improve student achievement at all grade levels
and close the achievement gaps where they exist

To challenge each student to meet his/her full potential

To support the implementation of an integrated curriculum, instruction,
assessment and professional learning framework that will assure continuous
student progress in an aligned instructional program

To maintain a safe, secure and positive learning environment for all students
enabling them to meet their individual potential

SECTION II:

DISTRICT PROFESSIONAL LEARNING PLAN

SECTION II:

PART A

Reflection

District Professional Learning Plan 2017 - 2018

SECTION BUILDING A DISTRICT PROFESSIONAL LEARNING PLAN:

2

A: Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional learning opportunities in your district that you want to retain and replicate? What challenges emerged that required attention?

Summary of Positive Aspects of 2016 – 2017’s plan

The professional learning activities, which were completed during the 2016-2017 school year, were designed to support the implementation of the New Jersey Student Learning Standards. Due to the strong correlation between the staff learning initiatives and student learning, many of our students have demonstrated growth in both mathematics and literacy as measured by the Partnership for Assessment of readiness for College and Careers (Grades 3 through 6 in ELA and Mathematics) and the New Jersey Assessment of Skills and Knowledge (Grade 4) Science state assessments. PARCC results for 2015-16 are part of the shared data below.

The district personnel also utilize the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress™ (MAP) to measure student’s strengths, weaknesses, and patterns of academic growth in mathematics and language arts literacy (reading). The district moved to the CCSS version of MAP and began tests all students in grades K through 6. All students participated in district-wide testing in the fall and winter/spring. Even with the shortened time span for learning, our students continue to excel when compared to national norms.



The 2017-18 Professional Learning Plan includes the release of PARCC Annual Performance target data. The committee considered in-house measures, MAP, and preliminary PARCC data when setting the district professional learning goals.

MAP Reading Results for 2016-2017 for Total Grade Level Population:

Grade Level	Mean District Reading RIT	N.W.E.A. End-of-Year Mean	Change from 2008-2009
Kindergarten	158.8	156.0	N/A
First	186.5	176.9	N/A
Second	193.7	189.6	+ 4.2
Third	205.4	199.2	+ 3.9
Fourth	215.0	206.7	+ 4.3
Fifth	218.4	212.3	+ 2.7
Sixth	223.7	216.4	+ 2.5



PARCC English Language Arts Results for 2015-2016 by Grade Level:

ELA	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Total Proficiency Level 4 + 5
Grade 3 PARCC	19.0	18.0	23.0	36.0	4.0	40.0
Grade 3 New Jersey	13.5	16.0	23.0	41.3	6.2	47.5
Grade 3 HTS 14-15	6.1	9.8	28.5	49.5	6.1	55.6
Grade 3 HTS 15-16	2.8 (5)	10.1 (18)	19.1 (34)	61.8 (110)	6.2 (11)	68.4 (121/178)

PARCC English Language Arts Results for 2015-2016 by Grade Level:

ELA	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Total Proficiency Level 4 + 5
Grade 4 PARCC	12.0	18.0	27.0	35.0	9.0	44.0
Grade 4 New Jersey	8.2	13.5	24.8	40.8	12.7	53.5
Grade 4 PVS 14-15	3.3	12.1	24.8	47.7	12.1	59.8
Grade 4 PVS 15-16	3.3 (7)	8.4 (18)	23.7 (51)	48.8 (105)	15.8 (34)	64.7 (139/215)

ELA	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Total Proficiency Level 4 + 5
Grade 5 PARCC	11.0	20.0	27.0	38.0	4.0	42.0
Grade 5 New Jersey	6.7	14.7	25.3	46.4	6.9	53.3
Grade 5 PVS 14-15	0	7.3	27.5	58.7	6.4	65.1
Grade 5 PVS 15-16	2.8 (6)	9.9 (21)	22.1 (47)	60.1 (128)	5.2 (11)	65.3 (139/213)

ELA	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Total Proficiency Level 4 + 5
Grade 6 PARCC	11.0	20.0	27.0	38.0	4.0	42.0
Grade 6 New Jersey	6.7	14.7	25.3	46.4	6.9	53.3
Grade 6 PVS 14-15	2.0	5.5	31.7	54.3	6.5	60.8
Grade 6 PVS 15-16	1.4 (3)	7.1 (15)	28.2 (60)	52.1 (110)	11.3 (24)	63.4 (135/213)

The assessment results demonstrate that there are consistently strong levels of proficiency achieved across the represented grade levels based on the ELA PARCC scores. These strong scores are also reflected in the grade level mean RIT scores on NWEA MAP reading assessment. All grade levels had a mean score above the NWEA end-of-year RIT goal and all five grade levels previously assessed showed growth in comparison to the 2008-09 means. It is important to note that the district assesses the students in late winter – early spring.

MAP Math Results for 2016-2017 for Total Grade Level Population:

Grade Level	Mean District Math RIT	N.W.E.A. End-of-Year Mean	Change from 2008-2009
Kindergarten	159.0	156.1	N/A
First	185.2	179.0	N/A
Second	192.6	191.3	- 1.3
Third	205.5	203.1	- 1.9
Fourth	219.5	212.5	+ 3.5
Fifth	227.9	221.5	+ 1.6
Sixth	232.3	225.6	- 1.3



PARCC Mathematics Results for 2015-2016 by Grade Level:

MATH	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Total Proficiency Level 4 + 5
Grade 3 PARCC	12.0	19.0	25.0	34.0	10.0	44.0
Grade 3 New Jersey	8.1	15.9	24.3	39.0	12.7	51.7
Grade 3 HTS 14-15	3.3	11.3	26.8	46.5	12.2	58.7
Grade 3 HTS 15-16	1.7 (3)	6.2 (11)	15.2 (27)	50.6 (90)	26.4 (47)	77.0 (137/178)

PARCC Mathematics Language Arts Results for 2015-2016 by Grade Level:

MATH	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Total Proficiency Level 4 + 5
Grade 4 PARCC	13.0	23.0	26.0	33.0	4.0	37.0
Grade 4 New Jersey	8.0	18.6	26.8	41.2	5.4	46.6
Grade 4 PVS 14-15	4.2	12.7	39.2	39.6	4.2	43.8
Grade 4 PVS 15-16	2.8 (6)	13.6 (29)	26.8 (57)	49.8 (106)	7.0 (15)	56.8 (121/213)

MATH	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Total Proficiency Level 4 + 5
Grade 5 PARCC	11.0	23.0	28.0	32.0	6.0	38.0
Grade 5 New Jersey	6.2	18.3	28.2	38.4	8.8	47.2
Grade 5 PVS 14-15	1.4	12.4	33.0	42.2	11.0	53.2
Grade 5 PVS 15-16	0.9 (2)	11.8 (25)	26.4 (56)	48.6 (103)	12.3 (26)	60.8 (129/212)

MATH	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Total Proficiency Level 4 + 5
Grade 6 PARCC	13.0	24.0	29.0	29.0	5.0	34.0
Grade 6 New Jersey	8.9	19.1	29.1	35.6	7.3	42.9
Grade 6 PVS 14-15	2.5	10.1	23.6	48.2	15.6	63.8
Grade 6 PVS 15-16	2.8 (6)	10.4 (22)	29.4 (62)	37.4 (79)	19.9 (42)	57.3 (121/211)

The assessment results demonstrate that there are consistently strong levels of proficiency achieved across the represented grade levels (3, 4, 5, and 6) based on the PARCC Math scores. These strong scores are also reflected in the grade level mean RIT scores on NWEA MAP mathematics assessment. All grade levels had a mean score above the NWEA end-of-year RIT goal and two of the five grade levels previously assessed showed growth in comparison to the 2008-09 means; one grade level increased while another decreased.

ASK Science Results for 2015-2016 for Total Grade Level Population:

ASK 4 Science	Partially Proficient 0 - 199	Proficient 200 - 249	Advanced Proficient 250 - 300	Total Percent Proficient 200 - 300
2015-16	4.1 (9)	34.0 (73)	61.9 (133)	95.9 (206/215)

As we move forward with the review and refinement of the *Next Generation Science Standards*, it will be important to consider our students achievement on the NJ ASK 4 Science assessment.



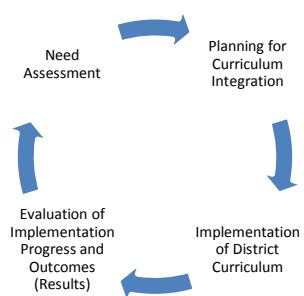
How Professional Learning Met Learning Needs & What to Retain and Replicate

During the 2016-2017 school year, a variety of professional learning opportunities were offered to the staff (See Appendix A for detailed listings of in-service days). Many of the opportunities that were offered supported the professional staff members' individual Professional Improvement Plan (PIP). The PIP plans are supported through overall professional learning topics defined in this plan and are supported by the members of the PD, ScIP, and DEAC committee decisions. These opportunities addressed previous identified needs and supported staff growth and learning. Key areas of focus included English Language Arts (guided writing), the delivery of the NJSLS math standards via Math Expressions, technology training (GoogleED), Wilson ® FUNdations ©, Wilson ® Level I Certification, and Pearson Sheltered Instruction Observation Protocol (SiOP) for ESL students.

Positive aspects of the trainings included resources for integrating technology across the curriculum; the district is in its third year of a one-to-one initiative. All special area teachers met with the guidance counselors to review and discuss 504 plans and IEPs for the new school year. The discussion of proactive interventions and strategies helped guide instruction for students with these plans. Continued time for data analysis has provided teachers with the opportunity to guide instruction based on formative and summative assessment results.

Harrison Township School District continues to be committed to professional learning for all professional staff members, which has proven over the years to result in improving the academic achievement of our students. This commitment was evident in the total budget that was expended for professional learning during the current school year (2016-2017) which exceeded \$72,000; this amount included staff (\$8,924) and administration (\$6,045) compensation for out-of-district workshops curriculum writing, revisions, presentations (\$11,817), and trainings (\$27,344 – Includes NCLB Title I and III trainings) aligned to the New Jersey Student Learning Standards. The district supported certificated teaching staff graduate course requirements anticipated to total \$18,198 for the 2016-2017 school year.

A CONTINUOUS REVIEW PROCESS



Challenges Faced in Implementing 2016-2017 Plan:

Some of the challenges that this district faced in adhering to the implementation of the Professional Learning Plan for 2016-2017 included the following:

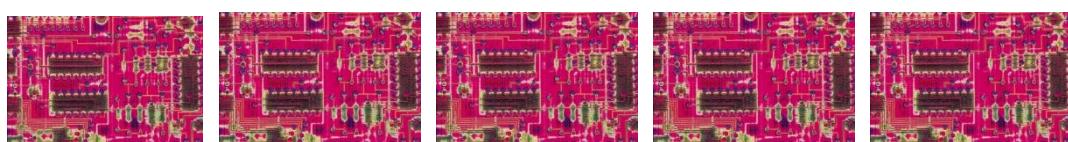
- a. **The area of technology continues to advance and therefore, is an area in which it is difficult to stay abreast, in regards to purchasing hardware, maintaining software, and then providing professional learning to the district's staff, who themselves have a wide range of needs.**

Web 2.0 (e.g. Google ED, APPs, hyper-documents, coding) continues to be an area for learning. Technology will always be an area to support as district personnel discover appropriate means to utilize Web 2.0 to enhance instruction and support learning in an elementary setting. It is a challenge to find the experts in these fields who can effectively train the staff of an elementary district. After forming a relationship with Keane University and EdTech for Google ED training, we have fostered the learning of in-house trainers. We are proud to be announced as Google for Education Reference District; we house one (1) Google certified trainer and four (4) level one certified staff members. The district also makes considerations for some of the staff still needs professional training in the areas of Web 1.0 (Google Suite for Educators and Microsoft platforms). We continue to consider after-school sessions for professional learning through Active Participants Professionally Learning Essential Skills – APPLES.

This all occurs while budgeting for hardware and software (to support technological advances) remains a challenge. Currently our ELA (Reading Street), mathematics (Math Expressions), Reflex Math, Social Studies (TCI Social Studies Alive), and keyboarding (Keyboarding Without Tears and QWERTY Town) curriculum resources are delivered through web-based portals. The student management system (RealTime) and website (BlackBoard - EdLine) are also web-based. Google ED accounts were maintained and for all faculty and students and the Kahn suite was opened to all students for the start of the 2016-17 school year.

We are currently delving into a one-to-one Chrome Book initiative in grades 2 through 6. In order to eliminate density issues, access points have been placed in all classrooms extending to Grade 1 in 2017-18. The cost of these types of hardware is high and therefore continuing to purchase and support the training of our teachers in the area of technology will always be a challenge.

The PARCC requirements continue to be at the forefront of new technology purchases.



- b. **There is a continued need to provide professional learning for new staff and long-term substitutes who are hired to replace the staff members who are on maternity leave.** Due to the complexity of the research-based curriculum, sustained professional learning is needed for those who are new to the district and/or filling maternity leaves so that parents of this community are assured that there is equitable access to a standards and research-based curriculum for their children, no matter the room in which students are assigned. The professional learning workshops that were provided during the school year (as well as in the summer) are of a significant size due to the large number of the district's young staff requesting maternity leave each year. The mentoring plan will be updated to reflect the recent changes under the charge of Achieve New Jersey formerly known as EE4NJ; these updates will be in place for the 2017-18 school year (September).
- c. **Differentiating professional learning opportunities continues to be a challenge for this district.** Our district faces the challenge of providing ongoing professional learning to all teachers so that they are able to keep abreast of research-based practices. Within our district's teaching staff, there is a wide range of expertise and therefore this district continues to strive to provide a wide range of workshops during in-service days so that many of the goals of individual staff member's Professional Improvement Plans are met. The Gloucester County Curriculum Consortium is looking for interesting ways in which to assist one another as we all align our instruction to the New Jersey Student Learning Standards; this support is not limited to ELA and Mathematics but also includes special area instruction (Art, Guidance, Library Media Science, Music, Physical Education & Health, Speech, Technology, etc.). Harrison Township is looking forward to reviewing the professional learning offered through the Google ED and Safe Schools portals. County content area committees founded in 2014-15 continue to meet regularly.
- d. **Staying current while aligning our district curriculum with the New Jersey Student Learning Standards in ELA continues to be a challenge for the district.** The faculty, staff, students, and families enjoyed a year of growth as we reinforced the Reading Street resources in third through sixth grade with 'expert packs.''. The ELA committee continues to be involved in defining the scope and sequence of all reading and writing skills and developing the spectrum of skills into a user-friendly curriculum. A new sub-committee of eager curriculum developers was created at the end of the 2014-15 school year to continue the work of our grade 4 team; the grade 4 team worked with members of Achieve the Core (Student Achievement partners) to review Close reading and the Basal Alignment Project in order to create and deliver Expert Packs and Text Sets. Increased rigor and student independence, multiple and varied assessments with clear expectations, cross-curricular connections, and increased parent involvement continue to guide curriculum learning. This process will continue into the 2017-2018 school year and beyond as new discoveries are made by the committee and the EP's become Hyper Documents. Turn-keying these new discoveries in a manner in which teachers can implement the new skills and integrate these new lesson plan formats and resources in their classroom has been challenging. An additional goal includes increasing parent involvement through formal trainings, newsletters, student exemplars, and homework extensions.

e. **Staying current while aligning our district curriculum with the New Jersey Student Learning Standards in Math continues to be a challenge for the district.** During the past school year, the Chief Academic Officer and Academic Innovations and STEM coordinator and a committee of teachers continued to be involved in defining a scope and sequence of math learning expectations and summative unit assessments. The focus revolved around designing a myriad of learning assessments for our students that include varied means, levels of content and skills, and length of assessments delivered over a consistent time period within grade levels. The past work with PMI and Engage NY continues to be helpful as we delve further into the online Math Expressions resource. The formal process of curriculum writing will continue into 2017-2018 school year as new discoveries are made by the committee and as the school community delves into aligning our current instruction to the NJSLS. The NJSLS support pieces including the documents from PARCC, Smarter Balanced, the University of Arizona, and the University of Texas. Our formal math enrichment curriculum in grade 4 and 5 will also be refined over the 2017-18 school year and include accessible curriculum for all community members. Turn-keying these new discoveries so that the faculty can make relevant connections within their 21st Century classrooms has been challenging. PLC time for 2017-2018 will include math discussions. An additional goal includes increasing parent involvement through formal trainings, newsletters, student exemplars, and homework extensions. The new web-site will be helpful as well.

All of the above efforts contribute to a more collaborative professional learning model.

We continue to utilize the resources of our district in a consistent manner while still differentiating instruction to meet the myriad of needs of our students and classrooms. The Professional Learning Plan will continue to be modified based on the feedback that the Professional Learning Committee, ScIP and DEAC receive.



2. Through previous evaluations of your professional learning program have you been able to document how professional learning is improving teacher practices and student learning? If yes, describe how you have accomplished this task.

Harrison Township School District's plan, for the remainder of this school year as well as for next year, continues to build upon the goals of previous years' plans so that the district offers a collaborative professional learning environment. The professional learning committee is collaborating with all stakeholders (e.g. teachers, administrators, parents, students, and community members) so the district continues to thrive and excel. By building on initiatives from the past, the district is ensuring that the goals of this plan will directly result in sustained student learning and achievement. English Language Arts (Reading, Writing, Spelling/Word Study and Grammar), Mathematics, Science, Social Studies, Physical Education/Health, Art, Spanish, Music, Guidance, and Technology will continue to be areas of study for this year and into next. The curriculum is aligned to the most recent New Jersey Student Learning Standards (NJSLS) and emphasizes the use of various technology tools to enhance both teacher and student learning.

The NJCSLS were infused into our in-house surveys and were part of overall needs assessment and formal (student) assessment review. The district administered the NJ Trax survey to all stakeholders; please refer to the 2017-2020 Technology Plan for additional information. The NJSLS are driving our upcoming curriculum revisions as well as our professional learning initiatives. As a district, we reassessed our previous goals and integrated key initiatives. The work of Grant Wiggins and Jay McTighe, Enduring Understandings, essential questions, and backward unit designs, are helping to define our assessments and curriculum. The faculty is investigating and infusing effective testing and assessment techniques throughout the curriculum (e.g. tests, quizzes, exit slips, class work, homework, projects, etc.) via rubrics, check lists, and/or percentages; Universal Design for Learning and purposeful differentiated instruction drive our curriculum planning, design, and delivery. We are also capitalizing on the trainings and resources of Jim Wright (Response to Interventions) as targeted and tiered instruction and interventions are being supported throughout the upcoming calendar years.

In English Language Arts we are focusing on an integrated approach to language learning that includes a balance between reading and writing and includes specific interventions such as fluency practice and targeted word study. Through the formal adoption of the Reading Street series, the faculty is using what they know from our past resources as well as their knowledge of the NJSLS to deliver a rigorous ELA curriculum. Our work with Student Achievement Partners has invigorated our teachers of ELA. Our faculty, staff, and students are enjoying the Expert Packs and Text Sets! We are also looking forward to our hyper-document work. The writing curriculum is under review and the committee is working to infuse the *Writing With Spice* techniques into our 6-Traits writing program. Writing will be a balance of guided writing and writer's workshop. Writing in response to text in the form of short and extended (speculative, explanatory, and persuasive) constructed response will be included throughout the grade levels. Manual writing will be balanced with computer-based word processing in order to prepare for the 2018 PARCC assessment. Further work for delivering a comprehensive ELA scope & sequence will be supported through the work of our ELA Coordinator and the tenets of the Daily FIVE. We also incorporate the data from benchmark and skill assessments to optimize and individualize our instruction in ELA; Reading Street offers many methods of formative and summative assessments.

In mathematics we continue to refine the workshop model keeping in mind that some lessons are better suited for whole-class delivery. We will make full use of our math curriculum's online resources and also work to strengthen our students' Extended Constructed Responses (E.C.R.s) in preparation for State testing. Student flexibility in math strategies will be improved through an increased emphasis on skill (basic facts) and problem strategy learning. We continue to look for problems based on Constructivists Theory that are student driven and inquiry-based that can be inductively presented. Focus, coherence, and rigor as defined by the New Jersey Student Learning Standards are our mantra:

- FOCUS strongly where the Standards focus
- COHERENCE: THINK across grades, and link to major topics within grades
- RIGOR: In major topics, pursue conceptual understanding, procedural skill and fluency, and application.



The science and social studies curriculum integrate skills and content learning to prepare our students for 21st Century Literacy demands. The Next Generation Science Standards will be prepared for full implementation by the 2017-18 school year. New science resources include Activate Learning in grades three through 5 and IQWST in grade 6. Our Academic Innovations and STEM Coordinator and his teacher leader team are looking forward to offering courses to our students and staff through our Design Studios and formal trainings (e.g. hyper-documents, Google ED, etc.). Technology will continue to be incorporated into our curriculum via interactive writing and composing on the computer. The model of technology curriculum delivery that is classroom based and instructed by the homeroom teacher embraces the NJSLS for Technology – Standards 8.1 and 8.2. Our district staff will further their knowledge of Assistive Technology and continue to utilize interactive white boards in both small and whole group instruction. Our teachers will continue to enhance their own knowledge about technology resources and continue to incorporate them into their “global” classrooms. Our Positive Behavioral Support (PBS) model continues to evolve and to be refined.

The district philosophy and practice are integrated into and supported by our guidance curriculum which encourages positive behavior and interactions among our students. Just as we differentiate our needs for our students, we assess and address the needs of our overall school community (administration, faculty, parents, and staff). Digital Citizenship was just formerly added to our Code of Excellence and STAR expectations.

The changes to these goals were added in direct response to the request of many of our staff members, as is indicated in the *Needs Assessment* that was conducted over the course of the 2017-18 school year. Additional consideration was given to the staff responses during various committee and

informal meetings (e.g. RtI, I & RS, CST, WIN, grade level, content area, etc.) The Administration identifies these requests as strong indicators of the ownership that teachers have taken for the achievement of all of those students including those who demonstrate learning inconsistencies, disabilities and/or strengths.

3. How have you ensured that professional learning is addressing student needs and is aligned to the district and school priorities and key initiatives and programs?

The five goals of this professional learning plan are attainable action steps, which have and will continue to lead our students to achieve and excel on the learning objectives set by the New Jersey Student Learning Standards. Our goals offer opportunities to embrace and utilize the professional expertise within our faculty and staff in order to further enrich our curriculum and to differentiate instruction. It is important to note the overarching theme of a larger learning community and our objective to meet the needs of all stakeholders in order to benefit our students and the global community.

Our goals are to:

Goal I: Broaden effective teaching strategies and delivery models in the area of English Language Arts.

Goal II: Broaden effective teaching strategies and delivery models in the area of Mathematics.

Goal III: Pursue opportunities to enhance our curriculum through PLC's, articulation within and across grade levels, content areas, specialties, and districts.

Goal IV: Maintain effective social and interpersonal strategies to be used by students and by all certified and non-certified staff members when interacting with students (STARS).

Goal V: Continue to use backward design philosophy and research in order to impact our practice for formative and summative assessments throughout the content areas.

SECTION II:

PART B

Needs Assessment

District Professional Learning Plan 2017 - 2018

SECTION BUILDING A DISTRICT PROFESSIONAL LEARNING PLAN:

2

B: Needs Assessment

Provide the definition for question (1) and then provide responses to the remaining questions:

Needs Assessment Process

As a result of the many changes in staff evaluation and professional learning over the last three years, the Harrison Township School District continued a more informal review process over the course of the 2016-17 school year. The administrative team reviewed all in-service surveys (in-house and out-of-district), reviewed all professional learning community notes, and conducted an informal inquiry regarding staffing needs. Additional training needs were also gleaned from DEAC and ScIP meeting minutes. It is important to note that informal surveys were also conducted at the conclusion of parent trainings, e.g. NCLB, ESL, guidance, CST. The district also administered the NJ Trax survey to all stakeholders.

1. Each district has developed an initial definition of student achievement. What commonalities do you notice in the definitions? What student learning priorities are highlighted in the definitions? How will the local professional learning committee (LPDC) support these definitions as they develop the local plan?

The mission of the Harrison Township School District, in partnership with the home and community, is to provide all children with the opportunity to develop their intellectual, physical, emotional and social potential, and to become confident, capable, life-long learners.

Commonalities we find when reviewing other district's definitions of student achievement include effective use of classroom technology, lifelong learning, acknowledging the many aspects that impact and represent the learning of a child, learning of good character, improvement of writing skills, and improvement of test scores for all students, especially those in subgroups.

The two schools within the Harrison Township School District, Harrison Township School and Pleasant Valley School, share the same vision. Harrison Township School District understands that there are many factors that make-up and impact a child's growth and learning. In the Harrison Township School District, student achievement includes academic, artistic, social/emotional, and athletic factors.

Through ongoing assessment of student growth and achievement, with focused attention on improving the performance of all subgroups (e.g. special education, free and reduced lunch, and race), the LPDC will provide district staff with training and support to best meet the needs of its student body.



2. How did the district committee communicate student learning priorities for professional learning? Summarize the formal or informal needs assessments that were conducted to identify adult learning priorities focused on student learning gaps?

Harrison Township School District communicated student learning priorities to the schools by providing all faculty members a voice through a district needs assessment in 2011-12 and the NJ Trax survey in 2016-17. After every in-service and out-of-district workshop, staff members are asked to complete surveys to provide feedback regarding the relevance and effectiveness of the professional learning opportunity. Survey Monkey is used to collect data and analyze responses. Additional data was provided by the NJ School Improvement Status Summary, School Performance Reports, and other in-house assessments (e.g. MAP, DIBELS, and Reading Street assessments). Based on the results of these surveys, future staff training is planned to address ongoing needs.

3. Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.

Below is a description of the key data that were used to provide evidence of adult learning based on student needs:

- An analysis of the feedback from staff after their attendance at all workshops held both in and out-of-district. All evaluation forms from district workshops can be found in the Appendices (F – September, G – October, H – November, and I – February). We have not included the individual Workshop Reflection responses required for all staff members that attend trainings out-of-district but have included the form (see Appendix J for the template).

- Surveys of our district's professional learning needs were conducted within each building and data was compiled in February 2012 via Survey Monkey. A formal review of technology and Future Ready status was completed via the NJ Trax survey over the course of the 2016-17 school year.
- Specific student data pieces are continually monitored and reviewed throughout the school year
 - Data pieces include, but are not limited to:
 - PARCC (District Profile and NJ School Performance Reports)
 - NJ ASK (District Profile and NJ School Performance Reports)
 - MAP
 - DIBELS
 - Reading Street Assessments
 - Math Expressions Assessments
 - Student Writing Samples



- These collaborations include, but are not limited to, Administrative, I & RS, PBS, RtI, WIN, grade-level, and individual teacher meetings.
- Feedback from parents on current district initiatives was discussed during the Harrison Township Education Association Superintendent's Advisory Council (SAC), Community SAC meetings and (Appendix K) and after several parent workshops (Appendix L). Stakeholder discussions include the Advisory committee for the *No Child Left Behind Entitlement Grant: Title I and III*.
- A review of the objectives of the Tri-District Instructional Council that enhances the K to 12 articulations between Harrison, Mantua and Clearview School Districts.
- Informal discussions that included parent groups such as the PTA and PANTHERS as well as students (e.g. Code of Conduct and Technology Survey).

4. What did the final analysis of the needs assessment show to be district priorities?

- ❖ Ensure time is provided for updating knowledge, reflection, collaboration and implementation of alignment of NJSLS with HTSD current curriculum, specifically ongoing summative and formative assessments
- ❖ Better define and improve our understanding of Response to Intervention and Intervention and Referral Services as well as WIN.
- ❖ Integrate focused reading and writing skills into social studies and science
- ❖ Review and refine delivery of ELA and Math curricula via various teaching strategies to meet the needs of all learners effectively; parent training as needed (i.e. Math Expressions)
- ❖ Continue effective integration of technology in the classroom while looking for the ‘best’ tools for classroom use and PARCC preparation; define Technology content and skills and scope and sequence for students
- ❖ Train the full faculty and staff in 21st Century Career and Life Skills (Google ED, Hyper-documents) and include parent trainings as needed
- ❖ Focus on preparation for state assessments by raising the rigor of ELA and Mathematics through the learning of grade level assessments
- ❖ Refine and define expectations of the Professional Learning Communities
- ❖ Refine and define the use of Ed Camp periods and the Design Studios
- ❖ Maintain and infuse effective social and interpersonal strategies by students and all stakeholders when interacting with students using the STARS program

SECTION II:

PART C

Professional Learning Goals

District Professional Learning Plan 2017 - 2018

SECTION BUILDING A DISTRICT PROFESSIONAL LEARNING PLAN:

2

C: Professional Learning Goals for the District

Provide your responses to the following questions:

1. List the district's established student learning goals and other learning needs. These should: be based on an overview of the school's goals; an analysis of the needs assessment data; be directly tied to enhanced student learning; and be measurable and attainable.

District Professional Learning Goals

Our Vision Statement

The Harrison Township Professional Learning Committee and ScIP, representing the teaching staff and the administration, is dedicated to providing all staff with the professional opportunities to ensure that each member is equipped to enhance the learning of all children in our district as they work toward meeting the New Jersey Student Learning Standards. It is also the vision of these groups of educators to develop the students' intellectual, physical, emotional and social potential, in order that they become confident, capable, life-long learners.

Plan Alignment to the: New Jersey Student Learning Standards (NJSLS)

The professional learning activities that have been included in this plan all reference student learning, are research-validated practices, are aligned with the N.J.C.S.L.S, the State assessment (Partnership for Assessment of Readiness for College and Career (PARCC) 3, 4, 5, and 6), and our district curriculum, and match the content that is being instructed. This plan is aligned to the following New Jersey Student Learning Standards: Science, Social Studies, Visual and Performing Arts, Health and Physical Education, Workplace Readiness Standards, and Technology and the Common Core State Standards: English Language Arts and Mathematics. Since subject matter mastery for all teachers is a top priority, the reader of this plan will notice that all of the goals address major subject matters of an elementary curriculum. As was cited previously, this plan continues to provide focused, intensive and sustained professional learning. Areas for professional learning are derived from achievement data that is gathered and then analyzed on an on-going basis.

This plan includes goals for improving instructional and assessment strategies in the attempt to continue to align our instructional program to the standards. This plan, in its on-going attempt to offer appropriate interventions for all students addresses the New Jersey Student Learning Standards for Students with Severe Disabilities.

ESSA Connection

Harrison Township School District faculty and staff are dedicated to fulfilling the district's mission by providing varied professional opportunities and resources, as reflected in the definition of Professional Learning from the **Every Student Succeeds Act**. The activities listed in our action plan:

- Improve and increase teachers' knowledge of the academic subjects they teach and enable them to become highly qualified;
- Are an integral part of our district-wide educational improvement plan;
- Give our staff the knowledge and skills to provide our students with the opportunity to meet the state standards;
- Support the recruiting, hiring and training of *highly-qualified teachers*;
- Provide a deeper understanding of effective instructional strategies that are based on scientifically based research;
- Have been developed with input from teachers, principals, parents and administrators;
- Provide training in technology;
- Provide instruction in methods of teaching children with special needs; and
- Enable paraprofessionals to obtain the education necessary to be qualified to support instruction successfully.

2. The SMART professional learning goals for the district:

- a. Specific: Be specific about what is to be accomplished
- b. Measurable: Identify how the goal will be measured
- c. Attainable: Ensure the capacity exists to accomplish the goal
- d. Results Based: Identify the benchmarks and outcomes for the goal
- e. Time-bound: Set a specific timeframe for completing the goal

Specific	Measurable	Attainable	Results Based	Time-Bound
Broaden effective teaching strategies and delivery models in ELA	Implementation of delivery models that balance whole group and small group according to student needs Learning and revision of assessment tools such as guided writing prompts and consistent comprehension checks	In-service workshops Professional Learning Committees Site visits Out-of-district workshops Team meetings	PARCC MAP District formative and summative assessments (e.g. DIBELS, Reading Street assessments, writing exemplars, State curriculum, etc.)	Ongoing with Intermittent Checks

Specific	Measurable	Attainable	Results Based	Time-Bound
Broaden effective teaching strategies and delivery models in Math	Implementation of delivery models that balance whole group and small group according to student needs Learning and revision of assessment tools such as math fact fluency and formative and summative unit assessments based on the CCSS	In-service workshops (Dyscalculia) Professional Learning Communities Site visits Out-of-district workshops Team meetings	PARCC MAP District formative and summative assessments (e.g. Reflex math data, Mad Minutes, Math Expressions, and Connected Math unit assessments, State curriculum, etc.)	Ongoing with Intermittent Checks
Pursue opportunities to enhance our curriculum through PLCs, articulation within and across grade levels, content areas, specialties and districts.	Establish structure, norms, and topics of discussion and study for PLCs Designate in-service time to meet within and across grade levels	Common team meeting time In-service Faculty meetings	Meeting agendas and minutes Analysis of student achievement related to PLC goals Feedback from PLC members	Meetings and Revisions – Ongoing with Intermittent Checks
Maintain effective social and interpersonal strategies to be used by students and all certified and non-certified members when interacting with students (STARS). Addition of Global Citizenship	Count of discipline referrals Count of student STARS slips	STARS expectations taught/reviewed in September and throughout the year Principal-led STARS assembly PTA STARS assembly Monthly PBS meetings	Student attainment of trimester goal to earn incentive	Ongoing with Intermittent Checks

Specific	Measurable	Attainable	Results Based	Time-Bound
Continue to use backward design philosophy and research in order to impact our practice for formative and summative assessments throughout the content areas.	<p>Reviewing, analyzing, refining and redefining assessments to the 2016 NJSLS</p> <p>Use of assessments to drive delivery models that balance whole group and small group according to student needs</p>	<p>In-service workshops</p> <p>Professional Learning Communities</p> <p>Site visits</p> <p>Out-of-district workshops</p> <p>Team meetings</p> <p>Faculty meetings</p>	<p>District formative and summative assessments (e.g. State curriculum, guided writing prompts, open-ended writing assessments in content areas, etc.)</p> <p>Attainment of AYP by general population and all sub-groups</p>	Ongoing with Intermittent Checks



Professional Learning Action Plan

Goal Ia: To broaden effective teaching strategies in the area of *English Language Arts: Reading*.

Professional Opportunities	Objectives	Participants	Resources	Timeline
<ul style="list-style-type: none"> • Professional Learning Community • Team Meetings • In- Service Days • Peer Observations • Viewing videotapes • Study Groups • Out-of-District Workshops • Articulation across grades • Reading Curriculum meetings • Google ED training • APPLES 	<ul style="list-style-type: none"> • Balance targeted whole group and small group instruction to enhance student achievement • Integrate comprehension strategies across the content areas • Continue to grow in the understanding and refinement of strategies/interventions to differentiate instruction • Investigate, review, and implement the NJSLS • Use data to inform instruction and/or set individual goals (i.e. MAP and Reading Street assessment) • Develop consistency in the measurement of students' growth and pacing of levels/administration of benchmark assessments and the application • Continue to strive to provide direct instruction to all students on a daily basis • Emphasize the importance of writing in response to text (e.g. <i>Writing With Spice</i>, Blogging) • Continue to pursue ways of collaboration between the classroom teacher, specialists and all support staff • The Daily Five 	Pre-School to Grade 6 staff including General Education, Specialist, Special Education and BSI staff, (teachers and Instructional Assistants)	<ul style="list-style-type: none"> • Turn-key Trainers • Expert Pack Trainers • Out-of-District presenters • Administrative Training Staff • LAL Coordinator • Local Funds I.D.E.I.A./NCLB, Title I, Title II, and Title III funds if available • Interventionists and Instructional Aides 	7/17 to 7/18

Professional Learning Action Plan

Goal Ib: To broaden effective teaching strategies in the area of *English Language Arts: Writing*.

Professional Opportunities	Objectives	Participants	Resources	Timeline
<ul style="list-style-type: none"> • Professional Learning Community • Team Meetings • In- Service Days • Peer Observations • Viewing videotapes • Study Groups • Out-of-District Workshops • Articulation across grades • Reading Curriculum meetings • Google ED Training • APPLES 	<ul style="list-style-type: none"> • Infuse Writing With Spice strategies (Writer's Workshop, Reading Responses, Blogging, Cross Curricular Connections) to infuse and enhance teachers' applications of all six traits of writing to enhance student achievement • Investigate, review, and implement the NJSLS • Develop an understanding of how to effectively teach a variety of grade appropriate writing genres including speculative, explanatory, persuasive (as per new state assessments) • Infuse the administration of Short Constructed Responses (SCR) and Extended Constructed Responses (ECR) via writing prompts and analysis through rubrics and checklists • Develop consistency when using the analytical writing rubric through the use of benchmark papers • Implement and strengthen the guidelines for the Writing Portfolios (Best Works Portfolio) • Train all new staff members in the writers' workshop format and guided writing • The Daily Five 	Pre-School to Grade 6 staff including General Education, Specialist, Special Education and BSI staff, (teachers and Instructional Assistants)	<ul style="list-style-type: none"> • Turn-key Trainers • Expert Pack Trainers • Out-of-District presenters • Administrative Training Staff • LAL Coordinator • Behavioral Consultants • Local Funds I.D.E.I.A./NCLB, Title I, Title II, and Title III funds if available • Interventionists and Instructional Aides 	7/17 to 7/18

Professional Learning Action Plan

Goal Ic: To broaden effective teaching strategies in the area of *English Language Arts: Spelling/Word Study*.

Professional Opportunities	Objectives	Participants	Resources	Timeline
<ul style="list-style-type: none"> • Professional Learning Community • Team Meetings • In- Service Days • Peer Observations • Viewing videotapes • Study Groups • Out-of-District Workshops • Articulation across grades • Reading Curriculum meetings • Fundations K-2 • Fundations 3 (18-19) 	<ul style="list-style-type: none"> • Balance targeted whole group and small group instruction to enhance student achievement • Investigate effective testing and assessment techniques throughout the curriculum (e.g. tests, quizzes, exit slips, classwork, homework, projects, etc.) via rubrics, checklists, and/or percentages Universal Design for Learning • Explore and infuse cross-curricular connections in the instruction of spelling and vocabulary skills • Investigate, review, and implement the NJSLS • Use data to inform instruction and/or set individual goals (i.e. MAP, DiBELS, Reading Street) • Continue to strive to provide direct instruction to all students on a daily basis • Emphasize the importance of writing in response to text (e.g. <i>Writing With Spice</i>, Blogging) • Continue to pursue ways of collaboration between the classroom teacher, specialists and all support staff • Fundations 	Pre-School to Grade 6 staff including General Education, Specialist, Special Education and BSI staff, (teachers and Instructional Assistants)	<ul style="list-style-type: none"> • Turn-key Trainers • Out-of-District presenters • Administrative Training Staff • LAL Coordinator • Local Funds I.D.E.I.A./NCLB, Title I, Title II, and Title III funds if available • Laptop and Desktop Computers • Spelling Texts • Fundations 	7/17 to 7/18

Professional Learning Action Plan

Goal II: To broaden effective teaching strategies in the area of *Mathematics*.

Professional Opportunities	Objectives	Participants	Resources	Timeline
<ul style="list-style-type: none"> • Professional Learning Community • Team Meetings • In- Service Days • Peer Observations/ Peer Coaching • Viewing videotapes • Study Groups • Out-of-District Workshops • Articulation across grades • Math Committee meetings • TBD – Grade 6 	<ul style="list-style-type: none"> • Investigate, review, and implement the adopted K-5 (Math Expressions) 6 (CMP III) curriculum to enhance student achievement • Balance targeted whole group and small group instruction • Continue to grow in the understanding and refinement of strategies/interventions to differentiate instruction • Investigate, review, and implement the NJSLS • Maximize the proper use of multiple resources to maximize student achievement • Infuse problem solving techniques throughout the school year • Reinforce basic facts through daily practice and student record keeping and frequent parent notification (Reflex Math and Mad Minutes) • Enhance teachers' understanding of higher-level math concepts and purposeful use of Math vocabulary to improve student learning • Continue to set goals for individual students based on MAP & PARCC data • Investigate effective testing and assessment technique throughout the curriculum (e.g. tests, quizzes, exit slips, classwork, homework, projects, etc.) via rubric, checklists, and/or percentages- Universal Design for Learning 	Pre-School to Grade 6 staff including General Education, Specialist, Special Education and BSI staff, (teachers and Instructional Assistants)	<ul style="list-style-type: none"> • Turn-key Trainers • Out-of-District Presenters • Mathematics for All (Dyscalculia), Mahesh C. Sharma • Administrative Training Staff • AI & STEM Coordinator • Local Funds I.D.E.I.A./NC LB, Title I, Title II, and Title III funds if available • Interventionists and Instructional Aides 	7/15 to 7/16

3. Provide an explanation of how the district professional learning goals align with the district priorities goals and the systemic goals of the district.

This Professional Learning Plan is aligned to the **New Jersey Professional Learning Standards for Teachers** in the following ways. It:

- ✓ Enhances knowledge of subject content
- ✓ Improves understanding of the learner and addresses the utilization of appropriate teaching skills and styles
- ✓ Reflects best practices and the current research
- ✓ Encourages a variety of assessment skills
- ✓ Provides for integration of new learning into the classroom
- ✓ Is based on knowledge of adult learning
- ✓ Is assessed routinely to show its impact on student learning
- ✓ Results from strategic planning
- ✓ Develops a school culture that fosters continuous improvement
- ✓ Is supported by a financial commitment from our district
- ✓ Is supported by a sufficient amount of time allotted for professional learning
- ✓ Empowers educators to work with parent and community partners



This plan reflects the **Eight Key Elements of High Quality Professional Learning for Teachers** from the Every Student Succeeds Act (formerly **No Child Left Behind**) because:

- ✓ All professional learning activities are referenced to student learning.
- ✓ Our district uses data to make decision about the content and type of activities that constitute professional learning.
- ✓ Professional Learning activities are based on research-based practices.
- ✓ Subject matter mastery for all teachers is a top priority in our district.
- ✓ There is a long-term plan that provides focused and ongoing professional learning with time well allocated, as we have described in this document.
- ✓ Professional Learning activities match the content that is being instructed.
- ✓ All professional learning activities listed in this plan and in previous years' plans are fully evaluated.
- ✓ Professional learning is aligned with the New Jersey State Standards, with our State assessments and with our district's curricula.



Plan Alignment to the New Jersey Professional Standards for Teachers And District Professional Learning Goals:

Harrison Township School District is at the point in school reform that continued emphasis in the following areas is the most advantageous for students and staff, alike. The nine areas of need previously-listed become the goals of this plan and are attainable action steps, which will lead our students to achieve the proficiency level in meeting the New Jersey Student Learning Standards. Please note that behind each goal is listed (in parenthesis) the alignment to the New Jersey Professional Standards for Teachers.

Our Goals Are To:

- Broaden effective teaching strategies and delivery models in ELA (Professional Standards for Teachers 1, 3, 4, 5, 6, 7, 8, 10 & 11).
- Broaden effective teaching strategies and delivery models in Math (Professional Standards for Teachers 1, 3, 4, 5, 6, 7, 8, 10 & 11).
- Pursue opportunities to enhance our curriculum through PLCs, articulation within and across grade levels, content areas, specialties and districts. (Professional Standards for Teachers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11).
- Maintain effective social and interpersonal strategies to be used by students and all certified and non-certified members when interacting with students (STARS). (Professional Standards for Teachers 2, 6, 8, 9, 10, 11 & 12).
- Continue to use backward design philosophy and research in order to impact our practice for formative and summative assessments throughout the content areas. (Professional Standards for Teachers 1, 3, 4, 5, 6, 7, 8, 10, & 11).

SECTION II:

PART D

**District Professional
Learning Opportunities**

District Professional Learning Plan 2017 - 2018

SECTION BUILDING A DISTRICT PROFESSIONAL LEARNING PLAN:

2

D: District Professional Learning Opportunities

Provide your responses to the following questions:

1. Describe the professional learning structures and processes that will be used in the district. For instance, will professional learning opportunities be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in schools? Will district offerings provide sustained support for implementation of new skills? How will consultants, institutes, and conferences support district professional learning goals? In this section describe the varieties of contexts in which professional learning will be offered rather than a listing of trainings or a catalog of events.

The professional learning structures and designs in the district include workshops, online learning, curriculum committee meetings (i.e., writing committee), turn-key trainings, faculty meetings, county workshops, and other outside workshops. Our district collaborates with Harvard University, Seton Hall University, Rowan University via EIRC, Rutgers University, Keane University and Arcadia University, and receive teacher training from Reading Assist Institute (Wilson ©). Individual teachers are currently enrolled in classes offered by various colleges and universities.

Professional learning opportunities can include grade level teams, subject-specific teams (e.g., math teachers), team teachers of inclusion classrooms, self-contained special education teachers, reading interventionists, math interventionists, and instructional assistants. During professional learning, teams will collaborate and share ideas about student work samples to evaluate needs and assessments. Release time is also given to team members to observe best practices in other classrooms within our district, as well as classrooms in other districts.



Professional Learning Opportunities are provided to our teaching staff to meet the needs of all learners, address our specific learning expectations, and to enhance student achievement. Continued growth in the understanding and refinement of strategies will maintain the consistency of differentiated instruction in all curricular areas.

Below are the **professional learning opportunities** offered to our staff:

- ELA, Mathematics, Science, Social Studies, Technology, and Special Area (e.g. Physical Education/Health, Art, Music, World Language (Spanish), Library, Guidance) curriculum committee meetings
- Active Participants Professionally Learning Essential Skills (APPLES)
- Peer observation and peer coaching (in-and out-of-district)
- Walk-throughs by administration
- Digital Media (VHS, DVD, streaming video, webinar, blogs, online learning community (NING) etc.)
- Professional Learning Communities
- Curriculum meetings (e.g. content areas, grade level, specialty areas, Board of Education, and community-based)
- Articulation and observations with tri-district classrooms (Harrison Twp., Mantua, and Clearview Middle School)
- In-service days (both in-house, tri-district, and countywide)
- Articulation within/across grade levels and special areas (e.g. team meetings, grade level meetings)
- After and before school, short targeted meetings
- Parent/teacher evening meetings
- Data-based discussions (e.g. I & RS, RtI, MAP, DIBELS, ASK, county-based (EIRC))
- ELL training provided by a professor from Arcadia University
- Outside consultants for curriculum support (e.g. EdTech, Reading Assist, DIR (Learningal, Individual Difference, Relationship-based (*DIR®/Floortime™*), *DIBELS*))
- Book Studies:
 - The Hyper Doc Handbook: Digital Lesson Design Using Google Apps, by Lisa Highfill, Kelly Hilton, and Sarah Landis
 - Making Content Comprehensible for Elementary English Learners: The SIOP Model, by Jana Echevarria, MaryEllen Vogt, and Deborah J. Short
 - Mindsets: The New Psychology of Success, by Carol S. Dweck
 - The Basal Alignment Project, SAP Achieve the Core
 - The Daily Five by Gail Boushey and Joan Moser
 - Café in the Classroom by Gail Boushey and Joan Moser
 - Reading Street a Pearson Publication
 - Teaching Writing With Spice by Mike Devono
 - Math Expressions by Houghton Mifflin Harcourt

- On-going meetings to support new curriculum materials (e.g. Math Expressions, Reading Street, Writing with SPICE, etc.)
- Turn-key training for many of the aforementioned activities in the spirit of professional learning communities
- Graduate courses

The key New Jersey Student Learning Standards in which our district will focus are ELA, mathematics, science, and technology. Our district will continue to grow in the understanding and refinement of strategies/interventions to differentiate instruction in all of these areas.

In ELA, our focus is multifaceted. Our overall ELA model is being influenced by The Daily Five. For writing, areas of focus include: infusing *Writing with Spice* strategies into all areas of the curriculum, reading responses, blogging, cross curricular connections, using strategies for prompt writing and writing in response to literature and non-fiction text; developing and enhancing the understanding of the six-traits of writing and how to infuse them into genre studies.

The New Jersey Student Learning Standards shifts for ELA/Literacy include; 1) building knowledge through content-rich non-fiction; 2) reading, writing, and speaking grounded in evidence from text, with literacy and informational; and 3) regular practice with complex text and its academic language. (achievethecore.org). This initiative is being supported through our work with Expert Packs, Text Sets, and Hyper-documents.

Our mathematics focus is to refine lesson structure and pacing as defined by the New Jersey Student Learning Standards, infuse problem solving techniques throughout the classroom, reinforce basic math facts through daily practice, enhance higher level math concepts and vocabulary, set individual goals using MAP and PARCC data, and improve use of higher order questioning techniques. We have moved to the Math Expressions resources and will be infusing the Engage NY, PMI and other NJSLS aligned resources to be sure we teach to the rigor of PARCC. The NJSLS shifts for mathematics include: 1) focus strongly where the standards focus, 2) coherence: think across grades, and link major topics within grades, and 3) rigor: in major topics, pursue conceptual understanding, procedural skill and fluency, and applications (achievethecore.org).

Our focus in science and social studies will be on enduring understandings, essential questions, and backward unit design as we implement the revised and adopted K-6 science curriculum and NJSLS in both subjects. We will also be exploring and infusing cross-curricular connections across all grade levels and investigating effective assessment tools and techniques. The science committee has already begun investigating the Next Generation science standards and will be piloting resources over the course of the 2017-18 school year. The committee members are eager to explore the Activate Learning and IQWST resources.

Our technology goals center on classroom integration as our district has Smart Boards in all classrooms, Document Cameras and use of assistive technology to enhance learning in inclusive classrooms, and use of digital media and SMART © technologies, composing on computers, blogging to support literacy, and use of technology to gather, analyze, and present data. The resources offered through Google ED will be a focus for 2017 and beyond. The district staff are receiving training and support to truly understand and embrace the Future Ready standards and skills.

All aforementioned initiatives for student learning include enhancing our current curriculum through articulation within and across grade levels, content areas, interventionists, specialties, and districts. Fostering parent/teacher communication continues to be a priority for our district. Addressing the needs of diverse learners will be met through a number of objectives including how to implement 504 plans and IEPs within a general education classroom, understanding various styles of learning (e.g. visual learners, culturally diverse learners, etc.), and learning about specific syndromes or disabilities (e.g. Autism Spectrum Disorder, Tourette's Syndrome, etc.).

The professional learning activities that have been included in this plan all reference students learning, are research-validated practices, are aligned with the NJSLS, the State assessment (PARCC 3, 4, 5, and 6) and our district curriculum, and match the content that is being instructed. This plan is aligned to the following New Jersey Student Learning Standards: Science, Social Studies, Visual and Performing Arts, Health and Physical Education, Workplace Readiness Standards, and Technology and the Common Core State Standards: English Language Arts and Mathematics. Since subject matter mastery for all teachers is a top priority, the reader of this plan will notice that all of the goals address major subject matters of an elementary curriculum. As was cited previously, this plan continues to provide focused, intensive and sustained professional learning. Areas for professional learning are derived from achievement data that is gathered and then analyzed on an on-going basis.

2. What are some of the key core curriculum content standard areas on which your district will focus the professional learning? What other district initiatives will be targeted for intensive learning?

Due to the adoption of the New Jersey Student Learning Standards of 2016, our district will focus professional learning in all subject areas with an emphasis on ELA and Mathematics. With the adoption of the Reading Street resource, staff will re-define reading, writing, and spelling/word study curriculum. Our mathematic trainings will focus on alignment to the core through pacing and strong assessments via Math Expressions, EngageNY and PARCC. Ongoing professional learning will focus on infusing technology and literacy throughout the curriculum – Google ED. Targeted district initiative include reviewing and redefining ELA and Math delivery models to meet the needs of diverse learners, raising rigor in reading and writing through learning of reading assessments and guided writing prompts, and formulating Professional Learning Communities.

3. How will the district support groups of schools whose professional learning goals are closely aligned? How will the district support the diversity of school professional learning goals?

The schools within the Harrison Township School District have goals that are closely aligned. Through collaboration on committees and during workshops, the two schools in Harrison Township School District continually work to maintain and refine a consistent and rigorous scope and sequence. Throughout professional learning, staff members routinely work within various group structures (e.g., grade level, across grades, interventionists, etc.) to support the diversity of school professional learning goals. Transitions from grades K to 1 and 3 to 4 continue to be strengthened.

4. How will the district address professional learning gaps not addressed in schools?

Staff members are provided the opportunity to attend out-of-district workshops and conferences to address any professional learning gaps not addressed in the district. The Gloucester County Curriculum Consortium is currently working on ways to better collaborate, e.g. the cloud, wikis, combined in-services, video casting, etc.



5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?

Teachers and administrators are supported in developing productive team structures and protocols that focus on results for students in several ways. We are continuing our relationships with Jim Wright (RTI) through his digital resources. Common planning time is used for teachers to discuss curriculum goals in all subject areas. Our full administration team meets weekly. Administrators conduct RTI conferences with teachers to discuss goals and plan for instruction. In addition, MAP data and ASK results are analyzed by classroom teachers and instruction is planned based on student needs in ELA and Math. Student progress is monitored through ongoing formative and summative assessments (e.g. Reading Street, Math Expressions, Engage NY, DIBELS, MAP, in-house, etc.).

6. How will the district plan be communicated to all stakeholders?

The district plan will be communicated to all stakeholders through a myriad of ways to meet with, gather and disseminate information. This includes but is not limited to:

- Opening in-service (district staff)
- Open House (parents)
- Superintendent's Advisory Committee (community-based)
- Crisis Team meetings (includes local police)
- NCLB Grant Committee
- Tri-district Instructional Council
- District Website

7. Summarize the connection between student learning goals and the professional learning opportunities.

Professional learning opportunities are offered to all staff members to meet the district learning goals. Learning goals and professional learning opportunities are interconnected. Student performance and growth on formal and informal assessments drives instruction and thus, the training of teachers.

SECTION II:

PART E

Professional Learning
Resources

District Professional Learning Plan 2017 - 2018

SECTION **BUILDING A DISTRICT PROFESSIONAL LEARNING PLAN:**

2

E: Professional Learning Resources

Provide your answers to the following questions:

1. Include a description of time allocation and supporting resources needed to meet the professional learning goals. You can indicate the kinds of time opportunities you are creating in the district. For instance, are you offering learning opportunities in which teachers are encouraged to network within and across schools? What district policies are in place to provide time for collaborative professional learning? Are staff meetings and district-wide convocations and institutes focused on student learning? How has the district identified expertise internal and external that will support professional learning priorities?

Time and resources have been allocated to meet professional learning goals in the following ways:

- ❖ Grade level/team meetings during common prep times
- ❖ Workshops during in-service days
- ❖ School-day workshops (RTI and I&RS)
- ❖ Out-of-district workshops
- ❖ Release time for site observations to schools within our district factor group and/or using similar curriculum
- ❖ Consultants from EdTech, Writing with Spice, and Harassment, Intimidation and Bullying (HIB) training
- ❖ University support
- ❖ ELL training provided by a professor from Arcadia University
- ❖ APPLES

2. Identify the resources and structures in place in the district that demonstrate that the district community values and nurtures quality professional learning for adult learners. These might include dedicated professional learning days, summer academies, coaching and mentoring or after school learning opportunities. Identify the resources that will support educators in improving practices, such as research, professional periodicals, consultants, and conferences linked to the needs of district and school staff.

The resources and structures in place include workshops during in-service days, online learning, curriculum committee meetings (i.e., writing committee), turn-key trainings, faculty meetings, grade level/team meetings, county workshops, other outside workshops, professional learning communities (book clubs), and release time during the school day.

Professional Learning Activities Accomplished for the 2016-2017 School Year

The commitment to professional learning continues in the 2015-2016 school year and was exemplified by the district's wide range of workshops that were offered in-house for all faculty and staff (Appendix A). Total monies expended for professional learning from July 2016 to June 2017 exceeded \$72,000. These funds supported in- and out-of-district trainers, out-of-district workshops, etc. for our certificated and non-certificated staff (See Appendix B for a detailed listing of out-of-district trainings; see Appendix D for a detailed listing of graduate coursework).

SEPTEMBER

We began the 2016-2017 school year with one formal in-service days prior to student arrival. All faculty and staff participated in an opening address presented by the Chief Academic Officer which included New Jersey state performance data (PARCC and NJ ASK), NJ Achieve, and report card and grading review. Teachers were instructed in the administration and review of NWEA MAP for grades 1 through 6. An additional training was help to support specific special education staff in VB-MAPP. The teachers also had time to meet with the guidance counselors, CST team, and nursing staff to review student IEPs, 504s, and medical plans. The principals ran their opening meeting which included information regarding NJ Achieve, blood borne pathogens, asthma, etc.

OCTOBER

In October the full staff reviewed the NJ Achieve updates and had time to work on their SGOs. The district also secured an nationally recognized keynote and small session speaker on Dyscalculia – Dr. Mahesh Sharma; outside districts were invited to participate as well. These trainings carried over to the classrooms with students in attendance the next two days. The ELA committee went further into the creation and delivery of Expert Packs and began to tackle the next unit through hyper-documents. The faculty members were re-trained on ED Line; they had additional time to update their district web-site page(s). Teachers that were new to Chrome and Google Classroom had sessions at various levels offered to them. Instructional aides were provided time to work with Smart © and Google as well. The ELA and AI & STEM Coordinators were available to assist staff with WIN menu options. The district AED teams met to review protocols and procedures; a formal AED drill was held in both buildings. The teachers of Special Education and the SE Aides attended FERPA, PECS, and Realtime IEP sessions; additional staff were trained in handle With Care. The staff could also attend to their mandatory Safe School trainings during the in-service day.

NOVEMBER

The November in-service included two key trainings delivered by our administrative team – Depth of Knowledge and Mathematics for All. Staff members were provided time and guidance to review their fall MAP scores in reading and mathematics; focus revolved around individual and small group instruction and student goal setting. Individual staff explorations included DLM, ED Camp, Library 2.0, and hyper-documents. The Supervisor of Student Services delivered small group sessions on the pre-school curriculum and test plan format. Staff members were also provided with time to complete Safe Schools.

FEBRUARY

February 2016 welcomed staff generated/suggested trainings. These trainings included Kid Friendly Standards, PARCC test item review, and Visualizing and Verbalizing. The teachers of grade 2 had training in FUNdations from our Wilson ® representative. The Schools to Watch committee met to review our submission documents; we are pleased to announce that Pleasant Valley School was selected a NJ Schools to Watch for 2017-2020. The staff also had time to review their student data and/or SGO goals and objectives and work on Safe Schools.

APRIL

Negotiated out of the contract.



3. How does leadership engage all stakeholders in making the change needed to support collaborative professional learning?

Administration provides faculty meetings, in-services, common planning time among teachers, grade-level specific trainings (i.e., Kindergarten conference in Atlantic City), and curriculum committees. Additional data is collected using anonymous surveys.

Parents are also part of this collaborative professional learning. They are invited to parent workshops to learn how to enhance their child's learning in mathematics, reading, writing, and guidance. Parents of our students who require Basic Skills reading/math instruction and enrichment math have been invited to workshops that focus on more targeted interventions to be used at home. Parents of children entering kindergarten are also invited to an informative Open House before the beginning of the school year (June and August). Transitional parent meetings are consistently held for grades 3 and 5. Technology and Cyber Safety presentations for grades K-6 have also been offered to the community.

Leadership at all levels will advocate for relevant and targeted professional learning that will improve student learning. The district plan will be communicated to all stakeholders through a myriad of opportunities to meet with and gather and disseminate information. This includes but is not limited to:

- Opening in-service (district staff)
- Open House (parents)
- Superintendent's Advisory Committee (community-based)
- Crisis Team Meetings (includes local police)
- NCLB Grant Committee
- Tri-district Instructional Council
- District Website



SECTION II:

PART F

**Ongoing Assessment
and Evaluation**

District Professional Learning Plan 2017 - 2018

SECTION **BUILDING A DISTRICT PROFESSIONAL LEARNING PLAN:**

2

F: Ongoing Assessment and Evaluation of the School Professional Learning Plan

Provide your responses to the following questions:

1. What knowledge, skills or behaviors will educators learn as a result of the District Professional Learning Plan and what evidence will you have to indicate staff has learned new skills?

Educators will learn new knowledge and skills in the following areas:

- Effectively balancing whole group and small group instruction in ELA and Math;
- Fostering independent learning skills in all students;
- Google ED; and
- Revising curriculum for ELA (Reading and Writing), Math, Visual and Performing Arts, Health and PE, Science, Social Studies, World Language, Library Media Sciences, and Guidance.

Evidence that will indicate that staff has accomplished these objectives will come in the form of:

- Evaluations to be completed by the staff at the conclusion of all workshops, both in-district and out-of-district. These measure the impact of the workshops on teachers' content knowledge and classroom practice;
- Ongoing review of student test data (specifics listed in question 2 below);
- Testimony regarding professional learning from team minutes of grade group meetings;
- Observations, both formal and informal, conducted by the administration, to measure the impact that professional learning has had on classroom practice; and
- Observations during learning walks, when administrators visit targeted classrooms as an administrative team, to gather data on learning and to witness the implementation of the professional learning plan's initiatives.
- Formal curriculum



2. What student data will be used to determine how these knowledge, skills or behaviors impact student learning?

Ongoing review of the following student test data will be used to determine how these skills impact learning:

- PARCC (Grade 3-6 English Language Arts and Grade 3-6 Math and Grade 4 NJ ASK Science);
- Northwest Evaluation Association- Measures of Academic Progress (Math and Reading results from tests taken in the fall and winter/spring);
- Writing Prompts (K-6);
- Formal and informal assessments;
- Reading Street Benchmarks;
- Dynamic Indicators of Basic Early Literacy Skills (K-6);
- Math Fact Fluency
- Keyboarding Skills; and
- Classroom Formative and Summative Evaluations.

3. What additional data is needed to support the program evaluation process?

Additional data used to evaluate the effectiveness of our program design and delivery will be ongoing review of identified (basic skills reading and/or math) student test data, in the form of:

- After-school Tutoring
 - Fall Math and/or Reading (Grades 4-6)
 - Review Attendance Patterns and RIT Growth from Fall to Winter/Spring
 - Spring Math and/or Reading (Grades 4-6)
 - Review Attendance Patterns and RIT Growth from Fall to Winter/Spring
- Summer School (Grades 1-6)
 - Math- Review of Spring to Fall MAP Scores
 - Reading- Review of Spring to Fall MAP Scores and review first trimester DIBELS scores

4. How will the district Professional Learning Plan encourage job-embedded collaboration and what is the evidence to support this?

In addition to team/grade level meetings, faculty meetings, in- services, and resources saved to our district share drive, we will be refining our Professional Learning Communities to encourage job-embedded collaboration. Minutes and staff evaluation results from these collaborative opportunities will serve as our evidence.

5. What data are needed to answer the evaluation questions? For instance, the Local Professional Learning Committee might consider the following questions:

- *How might you consider holding district-wide focus groups or conduct surveys to get feedback on district professional learning offerings?*

The district receives feedback about professional learning opportunities through surveys following each in-service, questionnaires after out-of-district learning opportunities, and follow-up discussions after site visits to other schools.

- *How might you use school level program evaluation data to provide more input on the district professional learning plan?*

Both schools in our district work collaboratively to use the aforementioned tools to provide input on the district professional learning plan. This collaboration directly impacts our plan.

- *How might you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?*

Evaluation forms from district and out-of-district professional learning opportunities are evaluated to determine usefulness of the workshop. Learning opportunities that receive positive feedback are repeated and shared with other staff members.



SECTION III:
PLAN SUMMARY
for
DISTRICT PLAN

Harrison Township School Professional Learning Plan 2017-2018

Section

SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

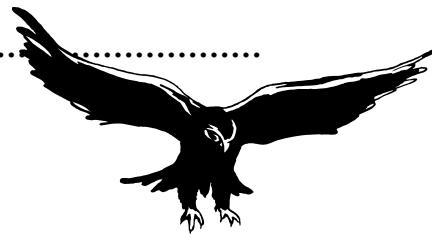
1. Reflection: Identify key elements of previous professional learning you will leverage in the new plan.

Key elements of professional learning that we will leverage in the new plan are addressing the needs of subgroups, ELA and Math delivery, integration of technology, meeting the needs of diverse learners, and learning and implementation of formative and summative assessments in all curriculum areas.

2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.

The two schools within the Harrison Township School District, Harrison Township School and Pleasant Valley School, share the same vision in regards to student achievement. Together, the strong academic and the positive behavior programs have developed a strong foundation for student achievement in this district. Key findings from the needs assessment are:

- ❖ Ensure time is provided for updating knowledge, reflection, collaboration and implementation of alignment of NJSLS with HTSD current curriculum, specifically ongoing summative and formative assessments
- ❖ Review and refine delivery of ELA and Math curricula via various teaching strategies to meet the needs of all learners effectively
- ❖ Continue effective integration of technology in the classroom while looking for the ‘best’ tools for classroom use and PARCC preparation; Google ED and Hyper-document training
- ❖ Focus on preparation for state assessments by raising the rigor of ELA and Mathematics through the learning of grade level assessments; keyboarding too
- ❖ Refine and define expectations of the Professional Learning Communities



- ❖ Refine and define the use of ED Camps and the Design Studios
 - ❖ Maintain and infuse effective social and interpersonal strategies by students and all stakeholders when interacting with students using the STARS program
3. Professional Learning Goals: Identify the professional learning goals connected to the student learning goals for the school/district.

Our professional learning goals are directly connected to the student learning goals.

District Professional Learning Goals:

- a. Broaden effective teaching strategies and delivery models in ELA;
 - b. Broaden effective teaching strategies and delivery models in Mathematics;
 - c. Pursue opportunities to enhance our curriculum through PLCs, articulation within and across grade levels, content areas, specialties and districts;
 - d. Maintain effective social and interpersonal strategies to be used by students and all certified and non-certified members when interacting with students (STARS); and
 - e. Continue to use backward design philosophy and research in order to impact our practice for formative and summative assessments throughout the content areas.
4. Professional Learning Opportunities: Identify the process and structures the school will use to provide professional learning opportunities.

The structures in place include workshops during in-service days, online learning, curriculum committee meetings (i.e., writing committee), turn-key trainings, faculty meetings, grade level/team meetings, county workshops, other outside workshops, professional learning communities (book clubs), and release time during the school day.

5. Professional Learning Resources: Identify the resources that will ensure professional learning is ongoing.

Time and resources are allocated to ensure professional learning is on-going through grade level/team meetings during common prep times, workshops during in-service days, out-of-district workshops, release time for site observations to schools within in our district factor group, technology consultants, Writing with Spice, and Harassment, Intimidation and Bullying (HIB) training, and local university support.

6. Evaluation: Identify your goals for evaluation of your professional learning in the first year.

Goals for evaluation of the professional learning plan include surveys/questionnaires from district and out-of-district professional learning opportunities, analysis of student data, and needs of individual educators through Professional Improvement Plans.



Pleasant Valley School Professional Learning Plan 2017-2018

Section

SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3



Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional learning you will leverage in the new plan.

Key elements of professional learning that we will leverage in the new plan are addressing the needs of subgroups, ELA and Math delivery, integration of technology, meeting the needs of diverse learners, and learning and implementation of formative and summative assessments in all curriculum areas.

2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.

The two schools within the Harrison Township School District, Harrison Township School and Pleasant Valley School, share the same vision in regards to student achievement. Together, the strong academic and the positive behavior programs have developed a strong foundation for student achievement in this district. Key findings from the needs assessment are:

- ❖ Ensure time is provided for updating knowledge, reflection, collaboration and implementation of alignment of NJSLS with HTSD current curriculum, specifically ongoing summative and formative assessments
- ❖ Review and refine delivery of ELA and Math curricula via various teaching strategies to meet the needs of all learners effectively
- ❖ Continue effective integration of technology in the classroom while looking for the ‘best’ tools for classroom use and PARCC preparation; Google Ed, Hyper-documents, keyboarding
- ❖ Focus on preparation for state assessments by raising the rigor of ELA and Mathematics through the learning of grade level assessments
- ❖ Refine and define expectations of the Professional Learning Communities
- ❖ Refine and define the use of ED Camps and the Design Studio

- ❖ Maintain and infuse effective social and interpersonal strategies by students and all stakeholders when interacting with students using the STARS program
3. Professional Learning Goals: Identify the professional learning goals connected to the student learning goals for the school/district.
- Our professional learning goals are directly connected to the student learning goals.
- District Professional Learning Goals:
- f. Broaden effective teaching strategies and delivery models in ELA;
 - g. Broaden effective teaching strategies and delivery models in Mathematics;
 - h. Pursue opportunities to enhance our curriculum through PLCs, articulation within and across grade levels, content areas, specialties and districts;
 - i. Maintain effective social and interpersonal strategies to be used by students and all certified and non-certified members when interacting with students (STARS); and
 - j. Continue to use backward design philosophy and research in order to impact our practice for formative and summative assessments throughout the content areas.
4. Professional Learning Opportunities: Identify the process and structures the school will use to provide professional learning opportunities.

The structures in place include workshops during in-service days, online learning, curriculum committee meetings (i.e., writing committee), turn-key trainings, faculty meetings, grade level/team meetings, county workshops, other outside workshops, professional learning communities (book clubs), and release time during the school day.

5. Professional Learning Resources: Identify the resources that will ensure professional learning is ongoing.

Time and resources are allocated to ensure professional learning is on-going through grade level/team meetings during common prep times, workshops during in-service days, out-of-district workshops, release time for site observations to schools within in our district factor group, technology consultants and Rowan University (ELA), and Harassment, Intimidation and Bullying (HIB) training, and local university support.

6. Evaluation: Identify your goals for evaluation of your professional learning in the first year.

Goals for evaluation of the professional learning plan include surveys/questionnaires from district and out-of-district professional learning opportunities, analysis of student data, and needs of individual educators through Professional Improvement Plans.

APPENDIX A

Detailed In-Service Agendas

Harrison Township School District
Opening In-Service Overview
September 6, 2016

8:00 – 8:45	Welcome Back & State of the District (MAP, PARCC, Grading, After-school PD)
8:45 – 9:15	HTEA Meeting
9:15 – 10:00	MAP PVS (HTS K/1 Lab) & HTS I&RS/504/IEP – See Guidance for locations.
10:00 – 12:00	VB-MAPP Training through CRESS (MSD Teachers and Aides at HTS) - See Mrs. Hyne's E-mail for Invite
9:15 – 11:00	Principal/Supervisor/Coordinator meeting with Instructional Aides and Interventionists (Schedules, Supports, and WIN) – See Principal's E-mail for invite.
10:00 – 10:45	MAP HTS (HTS K/1 Lab)
10:15 – 11:00	PVS I&RS/504/IEP – See Guidance for locations.
11:00 – 12:55	Principal's Meeting
12:55 – 3:25	Lunch (60 min) & Time in Classroom (90 min)

Session Surveys

- A) Introductions & State of the District (HTS Gyms 1 & 2 – 45 min)
- B) HTEA Meeting (HTS Gyms 1 & 2)
- C) MAP Proctor Training (HTS K/1 Computer Laboratory – 45 min)
- D) VB-MAPP Training (HTS Library – 2 Hours)
- E) Interventionists and Support Staff Meeting (HTS – 1.0 hour)
- F) Interventionists and Support Staff Meeting (PVS – 1.0 hour)
- G) Principals' Meeting (HTS – 1 hour 55 min)
- H) Principal's Meeting (PVS) – 1 hour 55 min)

Harrison Township School District
Opening In-Service Overview
October 10, 2016

Session	Time	Title	Presenter	Location
I	7:25-8:25	Choice: See Spreadsheet or Options Below	TBD	TBD
II	8:30-10:30	Dyscalculia Key Note	Mahesh Sharma	PVS Café
	10:30-11:30	Lunch	N/A	TBD
III	11:30-2:00	Dyscalculia K-3	Mahesh Sharma	PVS Café
IV	11:30-1:10	Choice: See Spreadsheet or Options Below	TBD	TBD
V	1:10-2:50	Choice: See Spreadsheet or Options Below	TBD	TBD
?	2:00-2:50	Choice: See Spreadsheet or Options Below	TBD	TBD

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Session Details, Options, and Surveys:

- A. Dyscalculia Key Note (2 Hrs), Dr. Mahesh Sharma, PVS Cafetorium
- B. Dyscalculia K through 6 (2.5 Hrs) Dr. Mahesh Sharma, PVS Cafetorium
- C. Handle with Care (3 Hrs), Heenan, Gray, Arabia, HTS Activity Center
- D. Student Growth Objective, On Own (see Principal Cline for assistance)
- E. WIN Menu: Research for Action, On Own (see admin./coordinators for assistance)
- F. Google ED & SmartBoard 101 for Aides (1.8 Hrs), Kathy Lewin, PVS Library
- G. Safe Schools
- H. Hyper Documents: An Overview and Exploration (1.8 Hrs), Annalisa Rodano & Chad Flexon, PVS Maker Space
- I. Choice (see administration for prior approval)

Harrison Township School District
Opening In-Service Overview
November 9, 2016

Session	Time	Depth of Knowledge	Mathematics for All	Data Analysis
I	8:00 – 9:30	K-4	5-6	Open
II	9:30 – 11:00	Open	K-1	4-6
III	11:00 – 12:30	5-6 & Specials	4	2-3
	12:30 – 1:30		Lunch On Own	
IV	1:30 – 3:00	Open	2-3	Open
V	3:00 – 3:26	Open	Open	Open

Session Details and Surveys:

- A) Depth of Knowledge (HTS Gym 3)
- B) Improving Mathematics for All (HTS LMC)
- C) MAP Data Analysis (HTS K/1 Lab)
- D) DLM Training (On Own)
- E) ED Camp (On Own)
- F) GCNA November Workshop - <http://www.gcsna.org/meeting-schedule>
- G) Library 2.0 (On Own)
- H) Hyper-Documents (On Own)
- I) Next Generation Science Standards (On Own)
- J) Safe Schools (On Own)
- K) Choice (Contact Direct Supervisor for Prior Approval)
- L) Pre-school Curriculum Delivery (see Mrs. Hynes)
- M) Test Plan Template/Format (see Mrs. Hynes)

Harrison Township School District
 In-Service Overview
 February 17, 2017

		K-1	2	3-4	5-6	Specials/Other
7:25-8:00	Open Session	Open	C	Open	Open	Open
8:00-9:30	Session I	Open	C	B	D	Open
9:30-11:00	Session II	A	C	A	B	Open
11:00-12:00		Lunch				
12:00-1:30	Session III	Open	C	D	A	A
1:30-2:50	Open Session	Open	C	Open	F	Open

Session Details and Surveys:

- A) Kid Friendly Standards, Andy Davis – PVS Cafetorium
- B) PARCC Test Item Review, Chad Flexon – PVS Music Room
- C) Fundations Grade 2 – HTS Library Media Center (9:00-3:00)
- D) Visualizing and Verbalizing – PVS Library Media Center
- E) Choice – See Direct Supervisor for PD TIME Approval
- F) Schools to Watch Briefing, PVS Design Studio

APPENDIX B

APPLES: Active Participants Professionally Learning Essential Skills

APPLES 2016-17

Date	Title
9/12/16	ED Line Revisions
9/13/16	DIBELS Training
9/14/16	DIBELS Training
9/14/16	ED Line Revisions
9/15/16	ED Line Training
9/19/16	ED Line Revisions
9/19/16	Realtime Gradebook
9/22/16	Realtime Gradebook
9/26/16	Realtime Gradebook
9/27/16	ED Camp Student Voice & Choice
9/27/16	Realtime Gradebook
	Professional Learning Survey
10/3/16	Keyboarding Without Tears AM
10/3/16	Keyboarding Without Tears PM
10/10/16	Hyper-documents
10/10/16	Small Group Math with Dr. Sharma PM
10/11/16	WIN APPLES
10/12/16	Keyboarding Without Tears
10/12/16	WIN
10/17/16	Keyboarding Without Tears
10/17/16	Escape the Bus
10/18/16	Escape the Bus
1/23/17	Fountas & Pinnell Benchmarking
1/24/17	Fountas & Pinnell Benchmarking
1/24/17	Padlet
1/25/17	Envsons Webinar
1/26/17	How to Give Effective Feedback
1/26/17	Padlet
1/30/17	Green Screen
1/31/17	Green Screen
2/6/17	Twitter
2/7/17	Curriculum Work
2/14/17	BIP Training
	Google Certification
2/16/17	Twitter
2/17/17	Fundations Grade 2
2/22/17	21 st Century Literature Skills
2/23/17	21 st Century Literature Skills
2/28/17	Breakout EDU
3/2/17	Breakout EDU
3/9/17	FUNDations Meeting
	NJ Trax Survey
3/28/17	Kindergarten Registration Training
4/4/17	WIN Menu Development
4/10/17	WIN – STEM
4/20/17	Green Screen
4/21/17	Twitter
5/1/17	Screen Casting
5/2/17	Green Screen
5/3/17	Twitter
5/17/17	Google ED Suite
5/22/17	Smart © Board 101 – 2017 Suite Updates

APPENDIX C

Out of District Workshop Attendance

2016 – 2017 General Education Workshops

Intro to Coding- EIRC (5)	7-Jul	745
NJASL Conference 2016 (2)	14-Sep	220
Lib 2.0 Media Specialists (1)	14-Sep	178
NJSCA Fall Conference (3)	19-Sep	323
Habits of Stress Resilient People (4)	19-Sep	296
Handle With Care (1)	19-Sep	1200
National Council Teachers of Math (1)	21-Sep	250
WISC-V & Beyond (1)	23-Sep	149
Strategies for ESL Students (1)	27-Sep	149
Science Notebooks EIRC (2)	4-Oct	298
Predicate Academy (7)	21-Oct	1,110
McSiip Rowan University (1)	21-Oct	149
Winners! Workshop (2)	26-Oct	418
Pre K NJ Conference 2017 (3)	16-Nov	498
K NJ Conference 2017 (9)	16-Nov	1,743
Diabetes Care in School Setting (1)	21-Oct	55
Anti-Bullying EIRC (1)	30-Nov	149
Taking Destiny (1)	24-Feb	99
Practical Strategies in Nursing (1)	24-Feb	245
Nursing - Continuing Edu Series (1)	24-Feb	45
Continuing Edu Series- School Nurse (1)	24-Feb	55
NJAHPERD (1)	24-Feb	80
Student Achievement Partners (1)	24-Feb	250
2016 Fall Library Media Specialist Conference (2)	20-Sep	220
Total:		8,924

2016 – 2017 Administrative Workshops (not all inclusive)

Workshop	Date	Amount
Wilson @ Training	6/20-6/22/16	200.00
Fundations Overview K-1	6/23/16	150.00
Chrome Camp, Linwood	7/22/16	No Cost
ED Camp South Jersey	TBD	No Cost * 3
St. Joseph's Leadership Conference, Philadelphia	7/28/16	85.00
SiOP Training, HTS	8/8 – 8/10/2016	430.00
Coding, EIRC, Blackwood	8/16/2016	149.00
Teach4Results	8/18 – 8/19/16	350.00
NJASBO – ESSA & Homeless Information	9/19/16	No Cost
NJASA Leadership Study Council, Trenton	9/26/16	240.00
Handle With Care Trainer Training	10/3-10/5/16	1,200.00
Woodbury Data Series	10/4/16	125.00
NJASA Leadership Study Council, Trenton	10/19/2016	240.00
Predicate Academy, Logan	10/24/2016	185.00 * 2
NJASBO – School Security	10/31/16	No Cost
NJASBO – Legal Update	11/15/16	No Cost
NCLB Training, Blackwood	11/17/16	No Cost
NJASA Leadership Study Council, Trenton	11/18/16	240.00
ED Camp West Windsor	11/22/16	No Cost
Rutgers Update – Business Administrators	12/1/16	No Cost
Gender Equity Conference	12/1/16	No Cost
Google Certified Trainer	12/16	No Cost
Anti-Bullying Workshop	12/6/17	149.00
Woodbury Data Series	12/6/16	125 * 2
NJASBO – Artemis Record Retention	12/8/16	No Cost
University of Pennsylvania Leadership Study, Blackwood	12/20/16	No Cost
CAR with Pat Wright	1/13/17	No Cost * 5
Gloucester County Library – 3D Printer Training	Feb	No Cost
NJSBA Technology Conference, Trenton	2/2/17	99.00
ED Camp NJ Encore West Windsor	2/4/17	No Cost
Woodbury Data Series	2/7/16	125 * 2
504: Section 50 in NJ	2/10/17	199.00
NJASBO – Pension Update	2/14/17	No Cost
Staff Development for Educators - Kindergarten	2/28/17	No Cost * 3
AMLE – Schools To Watch Conference	2/22/17	119.00 * 6
ED Camp Expedition 2017	2/25/2017	No Cost * 3
Woodbury Data Series	3/2/17	125.00
NJ ASK Science DTC & STC Training, Marlton	3/16/17	No Cost
NJASA Leadership Study Council, Trenton	3/22/17	240.00
NJASBO - Purchasing	4/4/17	No Cost
NJASBO – Audit Program	4/27/17	No Cost
ED Camp garden State, Collingswood	4/29/17	No Cost * 2
NJASA Leadership Study Council, Trenton	5/1/2017	240.00
Future Ready Summit, NJIT, Newark	5/8/17	No Cost * 2
Washington Township ED Camp	5/13/17	No Cost * 2
SJ ED Tech Consortium, Rowan, Glassboro	5/15/17	No Cost * 2
Homeless Liaison County-wide Meeting	5/23/17	No Cost
NJASBO – Spring Conference	6/8-6/9/17	No Cost
NJLM – Business Administrator	6/16/17	No Cost
TOTAL:		\$6,045

APPENDIX D

Faculty Meeting Agendas (HTS & PVS)

APPENDIX E

Graduate Coursework

Course Title	Course Date	Credit Hours	Cost
Word Study: Phonics, Spelling, Vocab.	Aug. 2016 - Oct. 2016	3	\$2,100.00
Intro. To Educational Technology	Aug. 2016 - Oct. 2016	3	\$2,100.00
Curriculum Evaluation	Aug. 2016 - Oct. 2016	3	\$1,995.00
Wilson Lang. Word Study Online Part I	Fall 2016 - Spring 2017	3	\$325.00
Wilson Lang. Word Study Online Part II	Fall 2016 - Spring 2017	3	\$325.00
Wilson Lang. Training Level 1 Practicum	Fall 2016 - Spring 2017	3	\$325.00
Content Area Literacy	Jan 2017 - Dec 2018	3	\$1,995.00
Teaching Reading and Writing Across the Grades	Jan 2017 - Dec 2018	3	\$1,995.00
Legal Aspects of Sports Administration	Mar 2017 - Apr 2017	3	\$2,346.00
Sports Financial Management	Mar 2017 - Apr 2017	3	\$2,346.00
Special Topics: Leadership & Practices in Sports Admin.	May 2017 - Jun 2017	3	\$2,346.00
TOTALS		33	\$18,198

APPENDIX F

September In-Service Surveys

APPENDIX G

October In-Service Surveys

APPENDIX H

November In-Service Surveys

APPENDIX I

February In-Service Surveys

APPENDIX J

Workshop Reflection Form

Harrison Township School District

Workshop / Conference Reflection Form

Name: _____ Name of Workshop / Conference: _____

Date of Workshop / Conference: _____

1. What was the main focus of this workshop / conference?

2. What did I learn?

3. How might I use this at Harrison Township School / Pleasant Valley School?

4. Who can I informally share this with in our school district?

5. What questions do I still have?

6. Mileage Reimbursement: Yes No If yes, how many miles

_____ (please provide documentation)

APPENDIX K

Parent Workshops

Talk About Touching: A Personal Safety Curriculum (K-3) – October 15, 2015

Second Step: A Violence Prevention Program (Gr. 4-5) and Stepping Up (Gr. 6) –
October 15, 2015

NCLB Parent Presentation – October 5, 2016

Next Generation Testing – March 3, 2017

Grade 3 to 4 Parent Presentation – May 24, 2017

Grade 5 to 6 Parent Presentation – May 24, 2017

NCLB Parent Consultation and Presentation – June 22, 2017

Pre-School & Kindergarten Open House – August 29, 2017

**HARRISON TOWNSHIP SCHOOL DISTRICT
120 N. MAIN STREET
MULLICA HILL, NJ 08062**

Dr. Missy Peretti
Superintendent

Dr. Andrew P. Davis
Director of Curriculum

Robert Scharlé
Business Administrator

Lori Hynes
Supervisor of Student Services

April 2017

Dear Parents and Guardians,

Welcome to the Harrison Township Elementary School. As part of the kindergarten registration, your child will participate in a number of game-like activities that will provide you and school personnel with information concerning his/her learningal growth in the areas of motor, cognitive and language skills.

The name of the assessment instrument being used is ***First Step***, published by The Psychological Corporation. This screening, which will be administered in approximately 15 to 30 minutes, does not involve any recall of memorized information by your child. The results will give your child's future teacher important information concerning your child's readiness for school.

We need input from you, the parent or guardian, in this process. By completing the ***Parent Scale***, you can add information about your child's abilities at home or at his/her pre-school that may not be observable at today's screening.

After your child visits all three "stations" today, you will have the opportunity to review the results of this screening with one of our staff members. Please return the completed ***Parent Scale*** at that time. At this exit conference, we will be glad to answer any further questions you might have.

We look forward to seeing your child again at Kindergarten Orientation on August 29, 2017. Additional information about this special visit and school bus transportation will be mailed to your home this summer.

The administration and staff of the Harrison Township School District look forward to working closely with you in providing your child every opportunity for a high-quality education in a supportive environment.

Sincerely,

Dr. Missy Peretti, Ed.D.
Superintendent of Schools

Grades K–3 Parents and Caregivers

You are cordially invited to

join us for a

Presentation of the

Harrison Township Elementary School

Guidance Curriculum

Talking About Touching: A Personal Safety Curriculum strives to teach children skills that will help keep them safe from dangerous or abusive situations. Through these lessons, children learn to ask for help when they need it. The program is divided into three units:

- * Personal Safety
- * Touching Safety
- * Assertiveness and Support

DATE: Wednesday, Oct. 15, 2016

Time: 6:00 – 6:45 PM

Place: PVS Music Room

Please come and see what your children will be learning!

Please RSVP to
Heather Schank or Carolyn Johnson,
HTS School Counselors
by Wednesday, October 8th.

Name: _____

Phone No.: _____

Child's Name: _____

Child's Grade and Homeroom Teacher:



Grades 4—6 Parents and Caregivers

You are cordially invited to join us
for a Presentation of the
Pleasant Valley School
Guidance Curriculum

SECOND STEP: A VIOLENCE PREVENTION PROGRAM strives to teach students in grades 4 and 5 pro-social skills in partnership with home and school.

STEPPING UP is aimed at helping grade 6 students to develop skills, behaviors, and attitudes that will help them in Middle School and throughout their lives. Creating a ***Community of Caring*** where students feel safe to grow and learn is the goal of the Guidance program. Please come and see what your children will be learning!

Date: Wednesday, October 15th

Time: 7:00—8:00 p.m. **Place:** PVS Music Room

Please RSVP to Linda Ott or Heather Schank, PVS School Counselors by Wednesday, October 8th.

Name: _____

Phone No.: _____

Child's Name: _____

Child's Grade and Homeroom Teacher: _____



Grade 3 Parents and Caregivers

You are cordially invited to
join the Chief Academic Officer for an
Overview of the
Grade 4 (and beyond) Curriculum
Delivery Model(s) and Program Design

Mission Statement

The mission of the Harrison Township School District, in partnership with the home and community, is to provide all children with the opportunity to develop their intellectual, physical, emotional and social potential; to become confident, capable, life-long learners. It is the expectation of the Board of Education that students at all grade levels achieve the New Jersey Student Learning Standards. Together, we are committed to fulfill our mission by providing the necessary resources to foster a safe, caring, supportive environment of mutual respect, communication, teamwork and appreciation of the individual.

If you are interested in learning more about class placements, homeroom demographics, and the delivery model in the upper elementary grades, please join me—Dr. Andrew P. Davis.

DATE: Tuesday, May 24, 2017

Time: 6:00 PM

Place: PVS Cafetorium

Student Scores

InView

MAP Math Spring Grade 2

TOMAGS

MAP Math Spring Grade 3

PARCC Math Grade 3

MAP Reading Spring Grade 2

MAP Reading Spring Grade 3

PARCC ELA Grade 3



Grades 5 Parents and Caregivers

You are cordially invited to
join the Chief Academic Officer for an
Overview of the
**Grade 6 (and beyond) Mathematics Curriculum
Delivery Model(s) and Program Design**

Mission Statement

The mission of the Harrison Township School District, in partnership with the home and community, is to provide all children with the opportunity to develop their intellectual, physical, emotional and social potential; to become confident, capable, life-long learners. It is the expectation of the Board of Education that students at all grade levels achieve the New Jersey Student Learning Standards. Together, we are committed to fulfill our mission by providing the necessary resources to foster a safe, caring, supportive environment of mutual respect, communication, teamwork and appreciation of the individual.

If you are interested in learning more about class placements, homeroom demographics, and the math delivery model in 6th grade, please join me—Dr. Andrew P. Davis.

DATE: Tuesday, May 24, 2017

Time: 6:45 PM

Place: PVS Cafetorium

Student Scores

InView

MAP Math Spring Grade 4 & 5

PARCC Math Grade 4 & 5

MAP Reading Spring Grade 4 & 5

PARCC ELA Grade 4 & 5



APPENDIX L

Board of Education Curriculum Meetings

November 24, 2014

October 30, 2014

March 9, 2015

April 20, 2015

October 13, 2015

February 22, 2016

March 6, 2017

May/June TBD 2017

APPENDIX M

New Jersey Professional Standards for Teachers

NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS

All professional learning opportunities must be aligned with and support the following Professional Standards for Teachers as referenced in N.J.A.C. 6A:9-15. The Professional Standards for Teachers (and indicators) are also available at <http://www.nj.gov/njded/profdev/profstand/standards.pdf>.

_____Standard One: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Student Learning Standards (CCCS), and design learningally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

_____Standard Two: Human Growth and Learning

Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional and physical learning.

_____Standard Three: Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

_____Standard Four: Instructional Planning and Strategies

Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of learning appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

_____Standard Five: Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous learning of students.

_____Standard Six: Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful environment that encourages positive social interaction, active engagement in learning, and self-motivation.

_____Standard Seven: Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

_____Standard Eight: Communication

Teachers shall use knowledge of effective verbal, nonverbal, and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

_____Standard Nine: Collaboration and Partnership

Teachers shall build relationships with parents, guardians, families, and agencies in the larger community to support students' learning and well-being.

_____Standard Ten: Professional Learning

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.

_____Standard Eleven: Professional Responsibility

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.