# Professional Development Plan
# 2015 – 2016 School Year



# Harrison Township School District

# 15-2070

# Gloucester County

# Mullica Hill, New Jersey

# PREFACE

# HARRISON TOWNSHIP BOARD OF EDUCATION
### 120 N. Main Street
### Mullica Hill, New Jersey 08062
### (856) 478-2016
### Fax (856) 478-0699

**Dr. Missy Peretti**
**Superintendent**

**Robert E. Scharlé**
**School Bus. Admin/Board Sec.**

**Certification of Minutes**

August 19, 2015

**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 August 17, 2015.

_____
Robert E. Scharlé, Board Secretary

*Seal of the Township of Harrison*
*Board of Education*

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**Motion:** Approval of the 2015-16 Harrison Township School District Professional Development Plan, as presented.

| | |
|---|---|
| Motion: Mrs. DeSimone | 2nd Ms. Clark |
| Vote: Roll Call (6-0) | Carried: Yes |
| Absent: Ms. Beske, Mr. Sindoni, Mr. Williams | |

*Board Approval Documentation*

| LOCAL PROFESSIONAL DEVELOPMENT PLAN CHECKLIST<br>*Check to be certain that all sections of the plan are included.* | Included<br>√ |
|---|:---:|
| Title Page (include district names) | √ |
| **Section 1:  School Profile** | |
| • District Profile Sheet | √ |
| • District Committee Sheet | √ |
| **Section 2:  Local Professional Development Plan**<br>**A:  Reflection on Previous PD Opportunities** | |
| • Summary of positive aspects and connections to student learning of previous professional development opportunities | √ |
| • Identification of challenges | √ |
| **B:  Needs Assessment** | |
| • Identification of assessments used to develop the focus of the School Professional Development Plan | √ |
| • List of professional development needs | √ |
| **C:  Professional Development Goals** | |
| • List of student learning goals and professional development goals | √ |
| **D:  Professional Development Opportunities** | |
| • List of sustained professional development opportunities | √ |
| • Evidence of support for the development of collaborative learning | √ |
| • Connection to Professional Development Standards (content, context and process) | √ |
| **E:  Professional Development Resources** | |
| • Identification of professional development resources | √ |
| **F:  Ongoing Assessment and Evaluation of the Professional Development Plan** | |
| • List of evaluation procedures and tools used to assess the School Professional Development Plan | √ |
| • Analysis of the impact of the  School Professional Development Plan on student learning | √ |
| **G:  Summaries of School Professional Development Plans** | |

Harrison Township School District
Professional Development Plan

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**District Professional Development Committee Profile and Sign-Off Sheet**

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**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 | 781 | 76 |
| Pleasant Valley School | 080 | 4 – 6 | 680 | 56 |

*Harrison Township School District * 2014-15 Professional Development Committee(s)*

| School Improvement Panel | |
|---|---|
| Superintendent | *Margaret Peretti* |
| Director of Curriculum and Instruction | *Andrew P. Davis* |
| Principal of HTS | *Renee Ingiosi* |
| Principal of PVS | *Lisa Heenan* |
| 2nd Grade Teacher | *Sherry Hipple* |
| 5th Grade Teacher | *Jennifer Hackett-Slimm* |

| Board of Education Curriculum Committee | |
|---|---|
| Superintendent | *Margaret Peretti* |
| Director of Curriculum and Instruction | *Andrew P. Davis* |
| BOE President | *Barbara Beske* |
| BOE NJQSAC Representative | *Stacey Muscarella* |
| BOE SAC Representative | *Theresa Vaites* |
| BOE Representative to Clearview BOE | *Skip Sindoni* |

| District Professional Development Committee | | | |
|---|---|---|---|
| Harrison Township Elementary School | | Pleasant Valley Elementary School | |
| HTS Principal | *Renee Ingiosi* | PVS Principal | *Lisa Heenan* |
| HTS Assistant Principal | *Valerie Cline* | Supervisor of Curriculum | *Jenifer Hackett-Slimm* |
| Faculty & Staff | *Opinions Captured Via Survey* | Faculty & Staff | *Opinions Captured Via Survey* |

*Harrison Township School District*

*Mullica Hill, New Jersey*

<u>DISTRICT GOALS</u>

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 development 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 DEVELOPMENT PLAN

# SECTION II:

# PART A

# Reflection

**SECTION** **BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT 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 development opportunities in your district that you want to retain and replicate? What challenges emerged that requires attention?

## Summary of Positive Aspects of 2014 – 2015's plan

The professional development activities, which were completed during the 2014-2015 school year, were designed to support the implementation of the New Jersey Core Curriculum Content Standards and the Common Core State Standards. Due to the strong correlation between the staff development initiatives and student learning, many of our students have demonstrated growth in both mathematics and literacy as measured by the New Jersey Assessment of Skills and Knowledge (NJ ASK) NJ ASK 3, NJ ASK 4, NJ ASK 5, and NJ ASK 6 state assessments; PARCC results were not available at time of completion.

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 testing in grades K and 1. 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.

Based on the Annual Performance targets data from 2013-14, the overall district did well; however, there are subgroups that need to be supported and monitored closely.

Harrison Township Elementary School

| Harrison Township Grade 3 | | |
|---|---|---|
| Academic Achievement Indicators | Schoolwide Performance | Percent of Targets Met |
| NJ ASK ELA Proficiency and Above | 71.0% | 100% |
| NJ ASK Math Proficiency and Above | 79.2% | 0% |
| Summary Academic Achievement | | 50% |

| Harrison Township Grade 3 - ELA | | |
|---|---|---|
| Subgroup | 2013-14 Scores | 2013-14 Target (%P) |
| Schoolwide (190) | **71.0** | 75.4 |
| White (157) | **75.2** | 77.6 |

| Harrison Township Grade 3 – Mathematics | | |
|---|---|---|
| Subgroup | 2013-14 Scores | 2013-14 Target (%P) |
| Schoolwide (193) | 79.2 | 88.7 |
| White (160) | 81.3 | 90.0 |

**Confidence Interval may have been applied.**

Did not MEET Progress Target

Pleasant Valley Elementary School

| Pleasant Valley Grades 4-6 | | |
|---|---|---|
| Academic Achievement Indicators | Schoolwide Performance | Percent of Targets Met |
| NJ ASK ELA Proficiency and Above | 73.0% | 80% |
| NJ ASK Math Proficiency and Above | 86.2% | 80% |
| Summary Academic Achievement | | 80% |

| Pleasant Valley Grades 4-6 – ELA | | |
|---|---|---|
| Subgroup | 2012-13 Scores | 2012-13 Target (%P) |
| Schoolwide (592) | **73.0** | 76.6 |
| White (494) | **74.7** | 77.3 |
| Black (37) | **48.6** | 60.1 |
| Students with Disabilities (N/A) | 9.4 | 49.4 |
| Economically Disadvantaged (53) | **47.2** | 59.2 |

| Pleasant Valley Grades 4-6 – Mathematics | | |
|---|---|---|
| Subgroup | 2012-13 Scores | 2012-13 Target (%P) |
| Schoolwide (593) | **86.2** | 88.8 |
| White (495) | **87.1** | 90.0 |
| Black (37) | 70.2 | 64.8 |
| Students with Disabilities (33) | 36.4 | 62.6 |
| Economically Disadvantaged (54) | 75.9 | 69.2 |

**Confidence Interval may have been applied.**

Did not MEET Progress Target

By using the 'traditional' analysis of NJ ASK performance, the results demonstrate student growth on the NJ ASK and the NWEA MAP assessments.

**ELA ASK Results for 2013-2014 for Total Grade Level Population:**

|  | % Proficient in Literacy | Overall Proficiency Change from 2008-09 |
|---|---|---|
| ASK 3 | 71.0 | + 3.9 |
| ASK 4 | 69.4 | + 2.6 |
| ASK 5 | 71.4 | + 2.8 |
| ASK 6 | 82.9 | TBD |



**NEW JERSEY**

**Garden State**

**MAP Reading Results for 2014-2015 for Total Grade Level Population:**

| Grade Level | Mean District Reading RIT | N.W.E.A. End-of-Year Mean | Change from 2008-2009 |
|---|---|---|---|
| Kindergarten | 162.2 | 156.0 | N/A |
| First | 187.9 | 176.9 | N/A |
| Second | 198.5 | 189.6 | + 9.0 |
| Third | 205.9 | 199.2 | + 4.4 |
| Fourth | 213.6 | 206.7 | + 4.1 |
| Fifth | 221.2 | 212.3 | + 5.5 |
| Sixth | 224.4 | 216.4 | + 3.2 |

The assessment results demonstrate that there are consistently strong levels of proficiency achieved across the represented grade levels based on the NJ ASK ELA 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.

## Math ASK Results for 2013-2014 for
## Total Grade Level Population:

| State Assessment | % Advanced Proficient | % Proficient in Mathematics | Overall Proficiency Change from 2008-09 |
|---|---|---|---|
| ASK 3 | 35.5 | 79.2 | + 1.7 |
| ASK 4 | 36.2 | 84.9 | + 9.5 |
| ASK 5 | 48.8 | 86.0 | - 3.5 |
| ASK 6 | 49.2 | 92.5 | TBD |



## MAP Math Results for 2014-2015 for Total Grade Level Population:

| Grade Level | Mean District Math RIT | N.W.E.A. End-of-Year Mean | Change from 2008-2009 |
|---|---|---|---|
| Kindergarten | 164.0 | 156.1 | N/A |
| First | 185.6 | 179.0 | N/A |
| Second | 198.0 | 191.3 | +4.1 |
| Third | 207.0 | 203.1 | - 0.4 |
| Fourth | 215.9 | 212.5 | - 0.1 |
| Fifth | 229.8 | 221.5 | + 3.6 |
| Sixth | 234.7 | 225.6 | + 0.4 |

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 NJ ASK 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 all five grade levels previously assessed showed growth in comparison to the 2008-09 means.

**ASK Science Results for 2013-2014 for Total Grade Level Population:**

| | % Advanced Proficient | % Proficient in Science |
|---|---|---|
| **ASK 4** | **52.0** | **94.3** |

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.
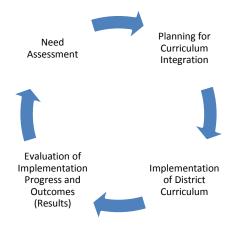
# How Professional Development Met Learning Needs & What to Retain and Replicate

During the 2014-2015 school year, a variety of professional development 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 development 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 development. Key areas of focus included English Language Arts (guided writing), the delivery of the NJCCCS math standards via Math Expressions, and technology training (GoogleED).

Positive aspects of the trainings included resources for integrating technology across the curriculum; the district is in its first year of a one-on-one intiative. In addition, 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 development 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 development during the current school year (2014-2015) year which exceeded $40,000; this amount included staff compensation for out-of-district workshops ($10,640) curriculum writing, revisions, and presentations aligned to the Common Core State Standards.  The district supported certificated teaching staff graduate course requirements totaling $23,223 for the 2014-2015 school year.

## A CONTINUOUS REVIEW PROCESS

Need Assessment

Planning for Curriculum Integration

Implementation of District Curriculum

Evaluation of Implementation Progress and Outcomes (Results)

# Challenges Faced in Implementing 2013-2014 Plan:

Some of the challenges that this district faced in adhering to the implementation of the Professional Development Plan for 2014-2015 included the following:
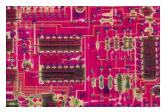
a. **The area of technology continues to advance and therefore, is an area in which it is difficult to stay abreast, in regards to purchasing hardware, maintaining software, and then providing professional development to the district's staff, who themselves have a wide range of needs.**
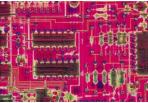
   Web 2.0 (e.g. Blogging, Wikis, and Podcasts) continues to be an area for development. This continues to be a challenge as district personnel discover appropriate means to utilize Web 2.0 to enhance instruction and support learning in an elementary setting. It is also a challenge to find the experts in 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 development of in-house trainers. The district also makes considerations for some of the staff still needs professional training in the areas of Web 1.0 (Word, Excel, PowerPoint, etc.). We continue to consider after-school sessions for professional development.

   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 (Typing Agent and QWERTY Town) curriculum resources are delivered through web-based portals. The student management system (RealTime) and website (BlackBoard) are also web-based. Google ED accounts have been created for all faculty and students for the start of the 2015-16 school year.

   We are currently delving into a one-to-one Chrome Book initiative in grades 5 and 6 and supporting the previous years' work in grades 3 and 4. In order to eliminate density issues, access points have been placed in all classrooms. 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 development 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 development 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 development 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 is currently under review by our DEAC and ScIP committees under the charge of Achieve New Jersey formerly known as EE4NJ.

c. **Differentiating professional development opportunities continues to be a challenge for this district**. Our district faces the challenge of providing ongoing professional development 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 Core Curriculum Content 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 development offered through the Teachscape and Safe Schools portals. County content area committees have been formed for the 2015-16 school year; many have already met.

d. **Staying current while aligning our district curriculum with the New Jersey Core Curriculum Content Standards in ELA continues to be a challenge for the district.** The faculty, staff, students, and families enjoyed a year of growth as we instituted the Reading Street resources in kindergarten through sixth grade. 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 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. Increased rigor and student independence, multiple and varied assessments with clear expectations, cross-curricular connections, and increased parent involvement continue to guide curriculum development. This process will continue into the 2015-2016 school year as new discoveries are made by the committee. 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 Core Curriculum Content Standards in Math continues to be a challenge for the district.** During the past school year, the Director of Curriculum and a committee of teachers continued to be involved in defining a scope and sequence of math learning expectations and summative unit assessments. This past work with PMI and Engage NY will be helpful as we delve into the online Math Expressions resource. The formal process of curriculum writing will continue into 2015-2016 school year as new discoveries are made by the committee and as the school community delves into aligning our current instruction to the NJCCCS. The NJCCCS (CCSS) support pieces including the documents from PARCC, Smarter Balanced, the University of Arizona, and the University of Texas will continue to be helpful. Turn-keying these new discoveries so that the faculty can make relevant connections within their 21$^{st}$ Century classrooms has been challenging. PLC time for 2015-2016 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 development 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 Development Plan will continue to be modified based on the feedback that the Professional Development Committee, ScIP and DEAC receives.

2. Through previous evaluations of your professional development program have you been able to document how professional development 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 development 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 Common Core Curriculum Standards (NJCCCS) and the Common Core State Standards (CCSS) and emphasizes the use of various technology tools to enhance both teacher and student learning.

The NJCCCS and the CCSS were infused into our in-house surveys and were part of overall needs assessment and formal (student) assessment review. The NJCCCS and the CCSS are driving our upcoming curriculum revisions as well as our professional development 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 a being supported throughout the upcoming calendar years.

In English Language Arts we are focusing on an integrated approach to language development 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 CCSS 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! 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 2015 PARCC assessment. 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 development. 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 Common Core State 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 development to prepare our students for 21st Century Literacy demands. 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 NJCCCS 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 is 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).

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 2014-15 school year. Additional consideration was given to the staff responses during various committee and informal meetings (e.g. RtI, I & RS, CST, 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 development 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 Core Curriculum Content Standards and the Common Core State 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

**SECTION**    **BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT 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 development over the last two years, the Harrison Township School District initiated a more informal review process over the course of the 2014-15 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.

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 development 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, development 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 development. 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 development?  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; a formal review for faculty and parents will be conducted over the course of the 2015-16 school year via a comprehensive survey. 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 development 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 (E – September, F – October,  G – November, H – February, I – March, and J – April). 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 development needs were conducted within each building and data was compiled in February 2012 via Survey Monkey. This formal review will be conducted for faculty, staff, and parents over the course of the 2105-16 school year.

- Specific student data pieces are continually monitored and reviewed throughout the school year
  - Data pieces include, but are not limited to:
    - 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, 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*.
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- 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 (Not Conducted in 2014-15).

- Informal discussions that included parent groups such as the PTA and PANTHERS as well as students (e.g. Code of Conduct and Technology Survey).

| We would like your input on implementing new goals for the 2012 - 2013 Professional Development Plan for HTS and PVS.  Do you feel your instruction would benefit from training in the following areas? | | | |
|---|---|---|---|
| **Answer Options** | **Yes** | **No** | **Response Count** |
| Daily Oral Language (grammar & sentence structure) | 74 | 30 | 104 |
| Delivering whole group reading instruction | 37 | 28 | 65 |
| Investigating guided writing | 72 | 29 | 101 |
| Interventions for writing support | 81 | 23 | 104 |
| Strategies for implementing vocabulary and reading comprehension in all curricular areas | 75 | 29 | 104 |
| Training in Reading Assist | 37 | 62 | 99 |
| Resources for integrating technology across the curriculum (websites, software, student response systems) | 70 | 26 | 96 |
| Assistive technology tools | 49 | 48 | 97 |
| Define implementation of strategies for strengthening number sense and math facts | 60 | 41 | 101 |
| Differentiating for math needs | 52 | 46 | 98 |
| Engaging and motivating students | 79 | 25 | 104 |
| Interventions for diverse learners | 74 | 26 | 100 |

**We would like your input on implementing new goals for the 2012 - 2013 Professional Development Plan for HTS and PVS. Do you feel your instruction would benefit from training in the following areas?**



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 CCCS 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.

❖ 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 Google ED and include parent trainings as needed (new goal)

❖ Focus on preparation for state assessments by raising the rigor of ELA and Mathematics through the development of grade level assessments

❖ Refine and define expectations of the Professional Learning Communities

❖ 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 Development Goals

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

**②**       **C: Professional Development 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 Development Goals

## Our Vision Statement

The Harrison Township Professional Development 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 Core Curriculum Content 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 Core Curriculum Content Standards (N.J.C.C.C.S.)
## and the
## Common Core State Standards (CCSS)

The professional development activities that have been included in this plan all reference student learning, are research-validated practices, are aligned with the N.J.C.C.C.S., CCSS, 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 Core Content Curriculum 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 development. Areas for professional development 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 Core Curriculum Content Standards for Students with Severe Disabilities.

# NCLB 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 Development from the **No Child Left Behind 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 development 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<br><br>Development and revision of assessment tools such as guided writing prompts and consistent comprehension checks | In-service workshops<br><br>Professional Learning Committees<br><br>Site visits<br><br>Out-of-district workshops<br><br>Team meetings | PARCC<br><br>MAP<br><br>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<br><br>Development and revision of assessment tools such as math fact fluency and formative and summative unit assessments based on the CCSS | In-service workshops<br><br>Professional Learning Communities<br><br>Site visits<br><br>Out-of-district workshops<br><br>Team meetings | PARCC<br><br>MAP<br><br>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<br><br>Designate in-service time to meet within and across grade levels | Common team meeting time<br><br>In-service<br><br>Faculty meetings | Meeting agendas and minutes<br><br>Analysis of student achievement related to PLC goals<br><br>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). | Count of discipline referrals<br><br>Count of student STARS slips | STARS expectations taught/reviewed in September and throughout the year<br><br>Principal-led STARS assembly<br><br>PTA STARS assembly<br><br>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. | Reviewing, analyzing, refining and redefining assessments to the 2009 NJCCCS and CCSS<br><br>Use of assessments to drive delivery models that balance whole group and small group according to student needs | In-service workshops<br><br>Professional Learning Communities<br><br>Site visits<br><br>Out-of-district workshops<br><br>Team meetings<br><br>Faculty meetings | District formative and summative assessments (e.g. State curriculum, guided writing prompts, open-ended writing assessments in content areas, etc.)<br><br>Attainment of AYP by general population and all sub-groups | Ongoing with Intermittent Checks |

# Professional Development Action Plan

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

| Professional Opportunities | Objectives | Participants | Resources | Timeline |
|---|---|---|---|---|
| • Professional Learning Community<br><br>• Team Meetings<br><br>• In- Service Days<br><br>• Peer Observations<br><br>• Viewing videotapes<br><br>• Study Groups<br><br>• Out-of-District Workshops<br><br>• Articulation across grades<br><br>• Reading Curriculum meetings<br><br>• Google ED training | • Balance targeted whole group and small group instruction to enhance student achievement<br><br>• Integrate comprehension strategies across the content areas<br><br>• Continue to grow in the understanding and refinement of strategies/interventions to differentiate instruction<br><br>• Investigate, review, and implement the NJCCCS & CCSS<br><br>• Use data to inform instruction and/or set individual goals (i.e. MAP and Reading Street assessment)<br><br>• Develop consistency in the measurement of students' growth and pacing of levels/administration of benchmark assessments and the application<br><br>• Continue to strive to provide direct instruction to all students on a daily basis<br><br>• Emphasize the importance of writing in response to text (e.g. *Writing With Spice*, Blogging)<br><br>• Continue to pursue ways of collaboration between the classroom teacher, specialists and all support staff | Pre-School to Grade 6 staff including General Education, Specialist, Special Education and BSI staff, (teachers and Instructional Assistants) | • Turn-key Trainers<br><br>• Expert Pack Trainers<br><br>• Out-of-District presenters<br><br>• Jim Wright, RtI<br><br>• Mary Donovan, I&RS<br><br>• Administrative Training Staff<br><br>• Local Funds I.D.E.I.A./NCLB, Title I, Title II, and Title III funds if available<br><br>• Interventionists and Instructional Aides | 7/15 to 7/16 |

# Professional Development Action Plan

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

| Professional Opportunities | Objectives | Participants | Resources | Timeline |
|---|---|---|---|---|
| • Professional Learning Community<br><br>• Team Meetings<br><br>• In-Service Days<br><br>• Peer Observations<br><br>• Viewing videotapes<br><br>• Study Groups<br><br>• Out-of-District Workshops<br><br>• Articulation across grades<br><br>• Reading Curriculum meetings<br><br>• Google ED Training | • 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<br><br>• Investigate, review, and implement the NJCCCS & CCSS<br><br>• Develop an understanding of how to effectively teach a variety of grade appropriate writing genres including speculative, explanatory, persuasive (as per new state assessments)<br><br>• Infuse the administration of Short Constructed Responses (SCR) and Extended Constructed Responses (ECR) via writing prompts and analysis through rubrics and checklists<br><br>• Develop consistency when using the analytical writing rubric through the use of benchmark papers<br><br>• Implement and strengthen the guidelines for the Writing Portfolios (Best Works Portfolio)<br><br>• Train all new staff members in the writers' workshop format and guided writing | Pre-School to Grade 6 staff including General Education, Specialist, Special Education and BSI staff, (teachers and Instructional Assistants) | • Turn-key Trainers<br><br>• Expert Pack Trainers<br><br>• Out-of-District presenters<br><br>• Jim Wright, RtI<br><br>• Mary Donovan, I&RS<br><br>• Administrative Training Staff<br><br>• Behavioral Consultants<br><br>• Local Funds I.D.E.I.A./NCLB, Title I, Title II, and Title III funds if available<br><br>• Interventionists and Instructional Aides | 7/15 to 7/16 |

# Professional Development 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 |
|---|---|---|---|---|
| • Professional Learning Community<br><br>• Team Meetings<br><br>• In- Service Days<br><br>• Peer Observations<br><br>• Viewing videotapes<br><br>• Study Groups<br><br>• Out-of-District Workshops<br><br>• Articulation across grades<br><br>• Reading Curriculum meetings | • Balance targeted whole group and small group instruction to enhance student achievement<br><br>• 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<br><br>• Explore and infuse cross-curricular connections in the instruction of spelling and vocabulary skills<br><br>• Investigate, review, and implement the NJCCCS & CCSS<br><br>• Use data to inform instruction and/or set individual goals (i.e. MAP, DiBELS, Reading Street)<br><br>• Continue to strive to provide direct instruction to all students on a daily basis<br><br>• Emphasize the importance of writing in response to text (e.g. *Writing With Spice*, Blogging)<br><br>• Continue to pursue ways of collaboration between the classroom teacher, specialists and all support staff<br><br>• Investigate Spelling City | Pre-School to Grade 6 staff including General Education, Specialist, Special Education and BSI staff, (teachers and Instructional Assistants) | • Turn-key Trainers<br><br>• Out-of-District presenters<br><br>• Jim Wright, RtI<br><br>• Mary Donovan, I&RS<br><br>• Administrative Training Staff<br><br>• Local Funds I.D.E.I.A./NCLB, Title I, Title II, and Title III funds if available<br><br>• Laptop and Desktop Computers<br><br>• Spelling Texts | 7/15 to 7/16 |

# Professional Development Action Plan

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

| Professional Opportunities | Objectives | Participants | Resources | Timeline |
|---|---|---|---|---|
| • Professional Learning Community<br><br>• Team Meetings<br><br>• In- Service Days<br><br>• Peer Observations/ Peer Coaching<br><br>• Viewing videotapes<br><br>• Study Groups<br><br>• Out-of-District Workshops<br><br>• Articulation across grades<br><br>• Math Committee meetings | • Investigate, review, and implement the adopted K-5 (Math Expressions) 6 (CMP III) curriculum to enhance student achievement<br><br>• Balance targeted whole group and small group instruction<br><br>• Continue to grow in the understanding and refinement of strategies/interventions to differentiate instruction<br><br>• Investigate, review, and implement the NJCCCS & CCSS<br><br>• Maximize the proper use of multiple resources to maximize student achievement<br><br>• Infuse problem solving techniques throughout the school year<br><br>• Reinforce basic facts through daily practice and student record keeping and frequent parent notification (Reflex Math and Mad Minutes)<br><br>• Enhance teachers' understanding of higher-level math concepts and purposeful use of Math vocabulary to improve student learning<br><br>• Continue to set goals for individual students based on MAP and NJASK data<br><br>• 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) | • Turn-key Trainers<br><br>• Out-of-District Presenters<br><br>• Jim Wright, RtI<br><br>• Mary Donovan, I&RS<br><br>• Administrative Training Staff<br><br>• Local Funds I.D.E.I.A./NCLB, Title I, Title II, and Title III funds if available<br><br>• Interventionists and Instructional Aides | 7/15 to 7/16 |

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

This Professional Development Plan is aligned to the **New Jersey Professional Development 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 development

✓ Empowers educators to work with parent and community partners

This plan reflects the **Eight Key Elements of High Quality Professional Development for Teachers** from the Elementary and Secondary Education Act (**No Child Left Behind**) because:

✓ All professional development activities are referenced to student learning.

✓ Our district uses data to make decision about the content and type of activities that constitute professional development.

✓ Professional Development 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 development with time well allocated, as we have described in this document.

✓ Professional Development activities match the content that is being instructed.

✓ All professional development activities listed in this plan and in previous years' plans are fully evaluated.

✓ Professional development 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 Development 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 Core Curriculum Content 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 Development Opportunities

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

**2**     **D:  District Professional Development Opportunities**

**Provide your responses to the following questions:**

1. Describe the professional development structures and processes that will be used in the district. For instance, will professional development 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 development goals?  In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.

   The professional development 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 Seton Hall University, Rowan University via EIRC, Rutgers University, Keane University and Arcadia University, and receive teacher training from Reading Assist Institute.  Individual teachers are currently enrolled in classes offered by various colleges and universities.

   Professional development 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 development, 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 Development 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 development 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
   - 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 (Developmental, Individual Difference, Relationship-based (*DIR®/Floortime™), DIBELS)*
- Book Studies:
  - The Basal Alignment Project, SAP Achieve the Core
  - Pathways to the Common Core by Calkins, Ehrenworth, and Lehman
  - 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 Hartcourt
- 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 core curriculum content standard areas 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. 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 Common Core 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.

Our mathematics focus is to refine lesson structure and pacing as defined by the New Jersey Core Curriculum Content 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 NJ ASK data, and improve use of higher order questioning techniques. We are moving to the Math Expressions resources and will be infusing the Engage NY, PMI and other Common Core aligned resources to be sure we teach to the rigor of PARCC.  The Common Core 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 NJCCCS and CCSS 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 will begin investigating the Next Generation science standards in November.

Our technology goals center on classroom integration as our district will have 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 2015 and beyond.

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 development activities that have been included in this plan all reference students learning, are research-validated practices, are aligned with the N.J.C.C.C.S., CCSS, 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 Core Content Curriculum 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 development.  Areas for professional development 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 development?  What other district initiatives will be targeted for intensive learning?

Due to the adoption of the Common Core State Standards, our district will focus professional development 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 (CCSS driven).  Ongoing professional development 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 development of reading assessments and guided writing prompts, and formulating Professional Learning Communities.

3. How will the district support groups of schools whose professional development goals are closely aligned?  How will the district support the diversity of school professional development 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 development, staff members routinely work within various group structures (e.g., grade level, across grades, interventionists, etc.) to support the diversity of school professional development 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) and Mary Donovan (I&RS). 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 development opportunities.

Professional development opportunities are offered to all staff members to meet the district learning goals. Learning goals and professional development 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 Development Resources

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

**2**        **E:  Professional Development Resources**

**Provide your answers to the following questions:**

1. Include a description of time allocation and supporting resources needed to meet the professional development 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 development 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

2. Identify the resources and structures in place in the district that demonstrate that the district community values and nurtures quality professional development 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 Development Activities Accomplished
## for the 2014-2015 School Year

       The commitment to professional development continues in the 2014-2015 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 development from July 2014 to June 2015 exceeded $40,000. 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 2014-2015 school year with two formal in-services day prior to student arrival. On day one, all faculty and staff participated in an opening address presented by Andrew Davis which included New Jersey state performance data (NJ ASK), NJ Achieve, and report card and grading review. The ELA writing committee reviewed exemplars and WIRT expectations. The teachers also had time to meet with the guidance counselors, CST team, and nursing staff to review student IEPs, 504s, and medical plans. On the second day, the principals ran their opening meeting which included information regarding NJ Achieve, blood borne pathogens, asthma, etc.

**OCTOBER**
In October the full staff was trained in the nuances of NJ Achieve via the Teachscape portal and reviewed their SGOs. The homeroom teachers and support staff also were provided time and direction to review their NWEA MAP fall data. The teachers of mathematics had time to explore the math expressions and connected math project resources in order to align to the NJCCCS. Small group sessions in the area of special needs included avoiding predetermination and other legal pitfalls, augmentative communication, Smart Board 101, speech articulation, and Alternative Proficiency Assessment (APA) development. The staff members were trained in grade book and were also permitted to work on progress reports (without PD hours).

**NOVEMBER**
The November in-service focused on training in Google ED. The teachers also dove into the PARCC portal in order to further prepare for the upcoming on-line state assessment. Additional trainings in dyslexia, Math Expressions, and CMP III occurred as well. The ELA teachers were instructed in Pearson's Essay Scorer in order to explore the format as well as NJCCCS expectations in writing. The pre-school teachers met to work on Creative Curriculum. A small group also worked on multisensory reading strategies as they pertain to identified students.

**FEBRUARY**
February 2015 welcomed training in ELA and Mathematics. ELA professional development included more wok with writing and the Basal Alignment Project. The staff worked on writing in response to text (WIRT) and craft writing. The math committee helped the staff to work on formative and summative assessments. State mandated trainings were supported through Safe Schools (Sexual Harassment, Diversity Awareness, Youth Suicide, Defibulator). 21$^{st}$ Century Career and Life Skill standards were supported through Gogle ED training. The special education teachers and support staff were trained in the Realtime IEP portal. Teachers that were in the midst of and/or delivering the APA and/or DLM had time to work on the various portfolios and data pieces as guided by the NJ DOE. The primary staff members also explored keyboarding sites and student writing samples on their own.

**APRIL**
April brought further work with Student Achievement Partners, Safe Schools, and dyslexia training. The grade 4 SAP project leaders developed their expert packs further and worked on a turn-key model. The certificated were provided with time to help define the attributes under the Danielson observation model, The work was both practical and engaging. Web design teachers facilitated a turnkey session for our new website – EdLine. In-house presenters trained our full faculty in Google ED and Chrome; the library media specialists and interventionists also attended. The primary teachers set up their Typing Agent accounts. The Realtime IEP faculty went deeper into the program as they worked to finalize 2105-16 IEPS.

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 development 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

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

**2**        **F:  Ongoing Assessment and Evaluation of the School Professional Development Plan**

**Provide your responses to the following questions:**

1. What knowledge, skills or behaviors will educators learn as a result of the District Professional Development 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 development from team minutes of grade group meetings;
- Observations, both formal and informal, conducted by the administration, to measure the impact that professional development 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 development 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; 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 1-3)
  - 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 Development 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 Development Committee might consider the following questions:

- *How might you consider holding district-wide focus groups or conduct surveys to get feedback on district professional development offerings?* The district receives feedback about professional development 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 development plan?* Both schools in our district work collaboratively to use the aforementioned tools to provide input on the district professional development 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 development 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

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**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 development you will leverage in the new plan.

    Key elements of professional development 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 development 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 CCCS 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 training

    ❖ Focus on preparation for state assessments by raising the rigor of ELA and Mathematics through the development of grade level assessments; keyboarding too

    ❖ Refine and define expectations of the Professional Learning Communities

    ❖ Maintain and infuse effective social and interpersonal strategies by students and all stakeholders when interacting with students using the STARS program

3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.

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

   District Professional Development 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 Development 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 Development Resources: Identify the resources that will ensure professional learning in 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 development in the first year.

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

**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 development you will leverage in the new plan.

   Key elements of professional development 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 development 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 CCCS 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; keyboarding

   ❖ Focus on preparation for state assessments by raising the rigor of ELA and Mathematics through the development of grade level assessments

   ❖ Refine and define expectations of the Professional Learning Communities

   ❖ Maintain and infuse effective social and interpersonal strategies by students and all stakeholders when interacting with students using the STARS program

3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
   Our professional development goals are directly connected to the student learning goals.

   District Professional Development 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 Development 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 Development Resources: Identify the resources that will ensure professional learning in 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 development in the first year.

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

# APPENDIX A

# Detailed In-Service Agendas

# Harrison Township School District
## In-Service Overview
### September 2-3, 2014

Tuesday Main Session Times:

Session I        7:40 – 8:00        Introductions, Edward Wasilewski, Interim Superintendent

Session II       8:00 – 9:00        State of the Union

Session III      9:15 – 10:00       HTEA Meeting

See the chart overview and session listed below for the remainder of the day.

Wednesday Main Session Times:

Session I        8:00 – 9:00        Classroom Time

Session II       9:00 – 11:00       Principal's Faculty Meeting

Lunch            11:00 – 12:00

See the chart overview and session listed below for the middle of the day.

Session III      2:55 – 3:25        Classroom Time

Please complete this survey to accrue professional development hours. Complete a new form for each session attended. Professional development certificates will only be calculated when this form is completed. You must include the title of the presentation or session letter as well as the time you engaged in the activity. If you need further guidance in regard to "What Counts" toward professional development, please see the "What Counts" document in the share drive. Once Google ED is up an working, this process will be more efficient.

## Main Session Topics

A. NJ ASK, Grading, and New Resource Overviews, by Andy Davis

B. Principal's Meeting PD Topics (1 Hour)

C. District Grading Practices, by Andy Davis

D. Writing Rubrics and Anchor/Exemplars Papers, by Grade Level Teams

E. Choice (If you believe you will have completed an activity that will earn PD hours, please contact your direct supervisor prior to completing the above generic What Counts survey above.

# Harrison Township School District
## In-Service Survey Links
### October 13, 2014

We are still working on our Google ED survey process. All curriculum certificates are available in the Harrison Township Resources Share Drive under Curriculum – In-services – 2014-15 – October. Please print for your files. You will need them for your Annual Performance Review in the spring.

<u>Main Session Topics</u>

A) Student Growth Objectives and Growth Objectives (1 Hour)
   a. HTS Principals available in the PVS LMC
   b. PVS Administrators available in the PVS Main Office

B) Math Expressions (2 Hours)
   a. Kindergarten (PVS B-Wing Computer Lab – 7:30-9:30)
   b. First Grade (PVS B-Wing Computer Lab – 9:50-11:50)
   c. Second Grade (PVS B-Wing Computer Lab – 12:50-2:50)
   d. Third Grade (PVS A-Wing Computer Lab – 7:30-9:30)
   e. Fourth Grade (PVS A-Wing Computer Lab – 9:50-11:50)
   f. Fifth Grade (PVS A-Wing Computer Lab – 12:50-2:50)

C) Connected Math III Webinar (2 Hours in B 101 – 9:50-11:50)

D) Data Analysis (1 Hour)

E) Dyslexia Training (2 Hours: PVS Music Room – 7:30-9:30)

F) Writing Exemplars (1 or 2 Hours: On Own)

G) Realtime Grade Book (1 Hour – A110)
   a. Grade 6 – 7:30-8:30
   b. Grades 1 & 2 – 8:30-9:30
   c. Grade 3 & 5  – 9:50-10:50
   d. Grade 4 – 12:50-1:50

H) Pre-K Asking Questions – Amy Goerl 9:30 – 2:50 Preschool Classroom (5 Hours)

I) AED Committee Work (1 Hour)
   a. HTS – 12:50-1:50
   b. PVS – 8:30-9:30

J) Augmentative Communication Systems

K) Floortime Training

L) DLM Training

M) Working with MSD Preschool Students (4 Hours – 10:00-11:50 & 12:50-2:50 HTS LMC)

N) Other

# November 5, 2014 In-Service Survey Links

A - **Google ED** – HTS Grade 2 Computer Lab, by Flexon, Heitman, and Locantora

B - **PARCC** – Clum/Campbell Classroom, by Davis

C - **WIRT** – Classrooms with Document Cameras, by ELA Writing Curriculum Committee Members

D - **Dyslexia** – HTS Activity Center, by Ruberton

E - **Essay Scorer** – HTS Grade K/1 Computer Lab, by Fanelli, Linnehan, Maronski, and special guests

 Hackett-Slimm & McLeod

F - **CMP III** – Supt Conference Room, by Pearson Rep.

G – **Preschool Curriculum** – Preschool classroom

H – **DIR Refresher** – Room 98 or 99

I – **County Inservice "Preventing and Managing Crisis Situations in Public Schools** - GCIT

J – **Multisensory Reading Strategies** – Basic Skills Room

K – **Kindergarten Support** - Kindergarten

L – Other, See Direct Supervisor for Approval of Professional Development Hours

| | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade | Sixth Grade | Specials | Other |
|---|---|---|---|---|---|---|---|---|
| Session I 8:00-9:30 | Google ED Grade 2 Lab | Google ED Grade 2 Lab | PARCC Room 25 | PARCC Room 25 | WIRT Room 85 | Dyslexia HTS Activity Center | Dyslexia HTS Activity Center | PARCC Room 25 |
| Session II 9:35-11:05 | WIRT Room 84 | Essay Scorer Grade K/1 Lab | Essay Scorer Grade K/1 Lab | WIRT Room 85 | Google ED Grade 2 Lab | Google ED Grade 2 Lab | | |
| Session III 11:10-12:10 | LUNCH | | | | | | | |
| Session IV 12:15-1:45 | TBD | WIRT Room 85 | Google ED Grade 2 Lab | Google ED Grade 2 Lab | PARCC Room 25 | PARCC Room 25 | PARCC Room 25 | |
| Session V 1:55-3:25 | PARCC Room 25 | PARCC Room 25 | WIRT Room 85 | Essay Scorer Grade K/1 Lab | Essay Scorer Grade K/1 Lab | **Essay Scorer/ CMP III** | | |

# 2015 In-service Overview - February 13th - 7:30 – 2:50

|  | Kinder-garten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade | Sixth Grade | Specials | Pre school | CST Speech |
|---|---|---|---|---|---|---|---|---|---|---|
| Session I 7:30-9:00 | F | F | A | A | A | G | G |  | M | H |
| Session II 9:05-10:35 | A/C | A/C | F | F | G | A | A |  | M | H |
| 10:40-11:40 | LUNCH (ON Own) | | | | | | | | | |
| Session III 11:45-1:15 | I and D | | | | | | | | | |
| Session IV 1:20-2:50 | B, E, J, K and/or N | | | | | | | | | |

A) ELA WIRT & Craft Writing
   a. Kindergarten, Ashley Mackowiak and Stephanie Royce
   b. First Grade, Michelle Malaby
   c. Second Grade, Cindy Boyer & Michelle Mangaro
   d. Third Grade, Kari Kille
   e. Fourth Grade, Renee Bannister & Jennifer Hackett-Slimm
   f. Fifth Grade, Jennifer Hackett-Slimm
   g. Sixth Grade, Arenea Williams

B) Next Generation Science Standards, Science Committee Members (see e-mail for further guidance)
   a. HTS Illi, Mease. Miller, Johns (Room 14)
   b. PVS Bottone, Shaw, Ward, Ambacher, Hack, and Hedenberg (B 108)

C) Math Expressions, Math Committee Members & Grade Level Colleagues (see e-mail for further guidance)
   a. K – DeAngelo, Illi, Mackowiak (Room 90)
   b. 1st – Huck, Ruiz (Room 87)
   c. 2nd – Corey, Reeves, LaLena (Room 19)
   d. 3rd – Melchiore, Young, Clum, Sutton (Room 7)
   e. 4th – Bottone, Locantora, Shaw (B 122)
   f. 5th – Heitman, Gerkens (A 108)

D) PARCC Administrator's Training, by Andy Davis (PVS Cafetorium)

E) EdLine: Teacher Webpages, Website Committee (see e-mail for further guidance)
   a. HTS (Moschella Room 78)
   b. PVS (McLeod B118)

F) Google ED 101, by Brynn Clum (Grade 2/3 Lab @ HTS)

G) Google ED 102, by Casey Heitman (PVS A LAB)

H) Realtime IEP Training, by Joan Ruberton

I) Realtime IEP Training for Teachers, by Joan Ruberton

J) Realtime IEP Training for SE Teacher, by Joan Ruberton

K) Mandatory State Trainings via Safe Schools (Must be completed by June 15, 2015)
        HIPA: Overview (14 min) - Nurse, Main Office, & Certificated Staff
        Drug Free Workplace (22 min) - ALL
        FERPA: Confidentiality of Records (18 min) - Nurse, Main Office, & Certificated Staff
        Child Abuse: Identification & Intervention (23 min) - ALL
        Conflict Management: Managing the Angry Parent (28 min) - Certificated Staff & Main Office
        Online Safety: What Every Educator Needs to Know (29 min) - Certificated Staff
        Dating Violence: Identification and Prevention (20 min) - Certificated Staff

L) Reading Street Review and ELA Alignment, Student Achievement Partners (PVS B101)

M) Pre-K Curriculum Review, Ms. Burke (HTS Library Media Center)

N) Other, see your direct supervisor or lead evaluator for prior approval for PD credits

O) APA and/or DLM (see e-mail for further guidance)

P) Rti Planning Ahead, by Renee Ingiosi, Valerie Cline, and Joan Ruberton

# 2015 In-service Overview – April 23, 2015 – 8:00 – 3:20

| | Kind | 1st | 2nd | 3rd | 4th | 5th | 6th | Specials | Pre-School | CST Speech |
|---|---|---|---|---|---|---|---|---|---|---|
| Session I 8:00-9:30 | E | E | E | E | E | E | E | E | H | I |
| Session II 9:35-11:05 | J | J | J | J | G/L | G/L | G/L | I | H | I |
| 11:10-12:10 | LUNCH (On Own)I | | | | | | | | | |
| Session III 12:15-1:45 | D | D | D | D | D | D | D | D/I | H | I |
| Session IV 1:50-3:20 | B | B | B | B | B | B | B | B | B | B |

A) Student Achievement Partners: Grade 4 PILOT

B) Safe Schools (On Own)

C) Dyslexia Support  (HTS Activity Center)

D) Danielson Rubrics
   a. Grades K and 1: Domains I and III (DeAngelo's Room)
   b. Grades 2 and 3: Domains II and IV (Reeves Room)
   c. Grade 4: Domain I (Hulfish's Room)
   d. Grade 5: Domain II (Heitman's Room)
   e. Grade 6: Domain III (Thompson's Room)
   f. Specials: Domain II and IV (HTS – Music Room: PVS – Music Room)

E) EdLine: Website Development
   a. Grades K, 1, AND Specials (Grade 1 Lab – Mackowiak, DeAngelo, and Moschella)
   b. Grades 2 and 3 (Grade 3 Lab – Miller, Reeves, Young, and Kille)
   c. Grades 4 and 5 (Grade 5 Lab – Hackett-Slimm and Heitman)
   d. Grade 6 and Specials (Grade 6 Lab – McLeod)

F) Turn & Talk Intervention Strategies

G) Google Education 103 (PVS B-Wing, Chad Flexon)

H) Pre-Kindergarten: Creative Curriculum Follow-up (Startare/Hartman, by Carolyn Burke)

I) Realtime IEP

J) Typing Agent Account Set-up
   a. Grades K and 1 (Grade 1 Lab –Brianna Miller)
   b. Grades 2 and 3(Grade 3 Lab –Jodi Reutter)

K) ELL Training: Title III Consortium (HTS LMC, Dr. Peggy Hickman)

L) Other (see direct supervisor and/or lead evaluator for prior approval for PD credits)

M) BDC Visitation

N) Please see your teachers for further direction

# APPENDIX B

# Out of District Workshop Attendance

# 2014 – 2015 General Education Workshops

| Workshop | Date | Board Approval | Amount |
|---|---|---|---|
| Glassboro BOE, Dyslexia Conference | 8/26/14 | 6/23/14 | 50.00 |
| Glassboro BOE, Dyslexia Conference | 8/26/14 | 6/23/14 | 50.00 |
| Glassboro BOE, Dyslexia Conference | 8/26/14 | 6/23/14 | 50.00 |
| Glassboro BOE, Dyslexia Conference | 8/26/14 | 6/23/14 | 50.00 |
| RLAC, Phonics First Workshop, Woodbury Heights | 10/2&3/14-11/18&21 | 9/22/14 | 550.00 |
| RLAC, Phonics First Workshop, Woodbury Heights | 10/2&3/14-11/18&21 | 9/22/14 | 550.00 |
| RLAC, Phonics First Workshop, Woodbury Heights | 10/2&3/14-11/18&21 | 9/22/14 | 550.00 |
| Summit Prof. Ed. The Therapist's Toolbox, Cherry Hill | 10/7/14 | 9/22/14 | 179.00 |
| Garden AHEC, Inspira, Nurses as 1st Responders, Deptford | 10/15/14 | 9/22/14 | 49.00 |
| Garden AHEC, Inspira, Nurses as 1st Responders, Deptford | 10/15/14 | 9/22/14 | 49.00 |
| Strategies Student w/Visual Impairment, West Windsor | 10/17/14 | 9/22/14 | N/A |
| Strategies Student w/Visual Impairment, West Windsor | 10/17/14 | 9/22/14 | N/A |
| SRI & ETTC, Symposium for Media Spec. Stockton, Galloway | 10/20/14 | 9/22/14 | 178.00 |
| NJASL Conference, Long Branch, NJ | 10/27/14 | 9/22/14 | 85.00 |
| EIRC, Classroom Management Techniques, Mullica Hill | 10/30/14 | 10/27/14 | 149.00 |
| EIRC, Classroom Management Techniques, Mullica Hill | 10/30/14 | 10/27/14 | 149.00 |
| BER, Motivating the Unmotivated, Cherry Hill | 12/8/14 | 10/27/14 | N/C |
| The Training Center, Boiler Black Seal Training, Cherry Hill | 11/13&20 - 12/4&18 | 10/27/14 | 550.00 |
| PIRI, Math and the Brain, Villanova, PA | 11/20/14 | 10/27/14 | 199.00 |
| PIRI, Math and the Brain, Villanova, PA | 11/20/14 | 10/27/14 | 199.00 |
| EIRC, Classroom First Responder Series, Mullica Hill | 1/15/15 | 10/27/14 | 149.00 |
| EIRC, Classroom First Responder Series, Mullica Hill | 1/15/15 | 10/27/14 | 149.00 |
| EIRC, Classroom First Responder Series, Mullica Hill | 1/15/15 | 10/27/14 | 149.00 |
| EIRC, Classroom First Responder Series, Mullica Hill | 1/15/15 | 10/27/14 | 149.00 |
| EIRC, Classroom First Responder Series, Mullica Hill | 1/15/15 | 10/27/14 | 149.00 |

# 2014 – 2015 General Education Workshops

| | | | |
|---|---|---|---|
| EIRC, Classroom First Responder Series, Mullica Hill | 1/15/15 | 10/27/14 | 149.00 |
| EIRC, Classroom First Responder Series, Mullica Hill | 1/15/15 | 10/27/14 | 149.00 |
| BER, Effectively Dealing with Disruptive Students, Cherry Hill | 1/22/15 | 10/27/14 | N/C |
| EIRC, Managing Childhood Diabetes, Mullica Hill | 3/10/15 | 10/27/14 | 50.00 |
| Rutgers, Annual Conference Reading & Writing, New Brunswick | 1/23/15 | 10/27/14 | 180.00 |
| Rutgers, Annual Conference Reading & Writing, New Brunswick | 1/23/15 | 10/27/14 | 180.00 |
| Rutgers, Annual Conference Reading & Writing, New Brunswick | 1/23/15 | 10/27/14 | 180.00 |
| NJSIG, First Aid/CPR Class, Monroe Township, NJ | 11/5/14 | 10/27/14 | 25.00 |
| Preventing & Managing Crisis Situations in School, Deptford | 11/5/14 | 10/27/14 | N/A |
| Preventing & Managing Crisis Situations in School, Deptford | 11/5/14 | 10/27/14 | N/A |
| Preventing & Managing Crisis Situations in School, Deptford | 11/5/14 | 10/27/14 | N/A |
| Preventing & Managing Crisis Situations in School, Deptford | 11/5/14 | 10/27/14 | N/A |
| Preventing & Managing Crisis Situations in School, Deptford | 11/5/14 | 10/27/14 | N/A |
| County Wide In-Service, National Park, NJ | 11/5/14 | 10/27/14 | N/A |
| County Wide In-Service, National Park, NJ | 11/5/14 | 10/27/14 | N/A |
| County Wide In-Service, National Park, NJ | 11/5/14 | 10/27/14 | N/A |
| Judy Freeman Winners Workshop, Maple Shade | 4/23/15 | 11/24/14 | 199.00 |
| Travel to Millville, NJ Preschool for observation | 12/1/14 | | N/C |
| Travel to Millville, NJ Preschool for observation | 12/1/14 | | N/C |
| EIRC, Duties & Responsibilities Anti-Bullying Coord, Mullica Hill | 12/1/14 | 11/24/14 | 149.00 |
| EIRC, Duties & Responsibilities Anti-Bullying Coord, Mullica Hill | 12/1/14 | 11/24/14 | 149.00 |
| GCSSD/CRESS, PECS Level 1 Training: Basic, Sewell | 12/15&16/14 | 11/24/14 | 275.00 |
| GCSSD/CRESS, PECS Level 1 Training: Basic, Sewell | 12/15&16/14 | 11/24/14 | 275.00 |

# 2014 – 2015 General Education Workshops

| | | | |
|---|---|---|---|
| GCSSD/CRESS, PECS Level 1 Training: Basic, Sewell | 12/15&16/14 | 11/24/14 | 275.00 |
| GCSSD/CRESS, PECS Level 1 Training: Basic, Sewell | 12/15&16/14 | 11/24/14 | 275.00 |
| GCSSD/CRESS, PECS Level 1 Training: Basic, Sewell | 12/15&16/14 | 11/24/14 | 275.00 |
| GCSSD/CRESS, PECS Level 1 Training: Basic, Sewell | 12/15&16/14 | 11/24/14 | 275.00 |
| GCSSD/CRESS, PECS Level 1 Training: Basic, Sewell | 12/15&16/14 | 11/24/14 | 275.00 |
| Garden AHEC, Inspira, Pediatric Asthma & Allergy, Deptford | 12/16/14 | 12/15/14 | 49.00 |
| NJMEA Music Conference, Atlantic City | 2/19&20/15 | 11/24/14 | 150.00 |
| NJMEA Music Conference, Atlantic City | 2/19&20/15 | 11/24/14 | 150.00 |
| NJAHPERD, Annual Convention, Long Branch, NJ | 2/23-24/15 | 12/15/14 | 100.00 |
| NJAHPERD, Annual Convention, Long Branch, NJ | 2/23-24/15 | 12/15/14 | 100.00 |
| NJAHPERD, Annual Convention, Long Branch, NJ | 2/23-24/15 | 12/15/14 | 100.00 |
| NJ Pre-Kindergarten Teachers Conference, Atlantic City | 2/23/15 | 1/26/15 | 235.00 |
| NJ Pre-Kindergarten Teachers Conference, Atlantic City | 2/23/15 | 1/26/15 | 235.00 |
| NJ Pre-Kindergarten Teachers Conference, Atlantic City | 2/23/15 | 1/26/15 | 235.00 |
| NJ Pre-Kindergarten Teachers Conference, Atlantic City | 2/23/15 | 1/26/15 | 235.00 |
| AENJ South, Conference, Sewell, NJ | 2/28/15 | 1/26/15 | 35.00 |
| EIRC/South, Workshop Best Practices in Assessment, MH | 3/27/15 | 1/26/15 | 149.00 |
| EIRC/South, Workshop Best Practices in Assessment, MH | 3/27/15 | 1/26/15 | 149.00 |
| EIRC/South, Workshop Best Practices in Assessment, MH | 3/27/15 | 1/26/15 | 149.00 |
| **Total Cost** | | | **9,787.00** |

# 2014 – 2015 Administrative Workshops

| Workshop | Date | Board Approval | Amount |
|---|---|---|---|
| Webinar - Bullying 101 & Bullying Rights for Principals | 8/1/14 | 7/21/14 | 50.00 |
| How to Investigate Harassment/Bullying Claims, Monroe Twp | 8/27/14 | 8/18/14 | 150.00 |
| NJCASE, Conference of Spec Ed Administrators, Red Bank, NJ | 10/17/14 | 9/22/14 | 149.00 |
| EIRC, Classroom First Responder Series, Mullica Hill | 1/15/15 | 10/27/14 | Free |
| EIRC, Classroom First Responder Series, Mullica Hill | 1/15/15 | 10/27/14 | Free |
| NJASBO, 5 seminars Professional Development, New Brunswick | various | 10/27/14 | 225.00 |
| NJ Assoc.Learning Consultants Dyslexia Workshop, Atlantic City | 11/6/14 | 10/27/14 | 15.00 |
| Rutgers, Government Accounting & Auditing Conf. Piscataway | 12/4/14 | 11/24/14 | 185.00 |
| Career Track, Dealing w/difficult People, Philadelphia | 1/23/15 | 11/24/14 | 79.00 |
| **Total Cost** | | | **853.00** |

# APPENDIX C

## Faculty Meeting Agendas

## (HTS & PVS)

# APPENDIX D

# Graduate Coursework

| Course Title | Course Date | Credit Hours | Cost |
|---|---|---|---|
| Leading Educational Change & Improve | Sept – Dec 2014 | 3 | 696.00 |
| Organization Leadership Ed Change Imp | June – Aug 2014 | 3 | 696.00 |
| Standards-Based Curriculum Inst Assess | June – Aug 2014 | 3 | 696.00 |
| Applied Theories of Learning | July – Aug 2014 | 3 | 2100.00 |
| Fundamentals of Curric. Development | May – June 2014 | 3 | 2100.00 |
| Analysis of Classroom Teacher Behavior | Oct – Dec 2014 | 3 | 2100.00 |
| Practicum in School Leadership | May – June 2014 | 3 | 1272.00 |
| Curriculum Development | July – Aug 2014 | 3 | 1272.00 |
| Administrative Internship | May – June 2014 | 3 | 2120.00 |
| Information Sources & Services | Sept – Dec 2014 | 3 | 1535.55 |
| Management & Supervision of Library | Sept – Dec 2014 | 3 | 1535.00 |
| Technical Processes for School Library | Jan – May 2015 | 3 | 1535.55 |
| Foundations of School Librarianship | Jan – May 2015 | 3 | 1535.00 |
| Student Teaching in Special Education | Jan – May 2015 | 9 | 1031.00 |
| **TOTALS** | | **48** | **$23,223.00** |

# APPENDIX E

# September In-Service Surveys

# APPENDIX F

# October In-Service Surveys

# APPENDIX G

# November In-Service Surveys

# APPENDIX H

# February In-Service Surveys

# APPENDIX I

# April In-Service Surveys

# APPENDIX J

# Workshop Reflection Form

# Harrison Township School District
## <u>Workshop / Conference Reflection Form</u>

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

# Superintendent's Advisory Council Meeting Dates

## (School & Community)

**Community SAC –**

February 4th

**Teachers SAC –**

Friday, November 2, 2012

Thursday, December 6, 2012

Thursday, January 24, 2013

Friday, February 22, 2013

Thursday, March 21, 2013

Thursday, April 18, 2013

Thursday, May 23, 2013

# APPENDIX L
# Parent Workshops

Pre-School & Kindergarten Open House – August 26, 2014

NCLB Parent Presentation – October 2, 2014

Talk About Touching: A Personal Safety Curriculum (K-3) – October 15, 2014

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

     October 15, 2014

| *Dr. Missy Peretti* | *Andrew P. Davis* | *Robert Scharlé* | *Joan P. Ruberton* |
|---|---|---|---|
| *Superintendent* | *Director of Curriculum* | *Business Administrator* | *Supervisor of Student Services* |

April 2014

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 developmental 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 27, 2013.  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, October 15th

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 15$^{th}$

**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 8$^{th}$ .

Name: _____

Phone No.:_____

Child's Name: _____

Child's Grade and Homeroom Teacher:

*Harrison Township School District*
*Where bright futures begin...*



# Mathematics Instruction: Alignment to the Common Core State Standards

**Focus, Coherence, and Rigor**

Harrison Township parents and guardians are cordially invited to join us for an overview of the Common Core State Standards in Mathematics and a review of the Math Expressions resource for K–5 students and parents.

Date:          Wednesday, November 12th

Time:          6:00–7:00 PM

Place:         PVS Music Room

# Grade 3 Parents and Caregivers
# You are cordially invited to
# join the Director of Curriculum 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 Core Content        Curriculum Standards and <u>the Common Core State Standards</u>.  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—Mr. Andrew P. Davis.**

**DATE:  Tuesday, May 21$^{st}$, 2013**

**Time: 6:00 PM**

**Place: PVS Cafetorium**

## <u>Student Scores</u>

Your child,   scored as follows:

InView:
MAP Math Spring Grade 2:
MAP Math Spring Grade 3:
MAP Reading Spring Grade 2:
MAP Reading Spring Grade 3:
F & P Grade 3 —2$^{nd}$ Trimester:

# Grades 5 Parents and Caregivers
## You are cordially invited to
## join the Director of Curriculum 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 Core Content        Curriculum Standards and <u>the Common Core State Standards</u>.  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—Mr. Andrew P. Davis.**

**DATE:  Tuesday, May 21st, 2013**

**Time: 7:00 PM**

**Place: PVS Cafetorium**

## <u>Student Scores</u>

Your child,   scored as follows:

InView:
NJ ASK 3 Math:
MAP Math Spring Grade 4:
NJ ASK 4 Math:
MAP Math Spring Grade 5:

# APPENDIX M

# Board of Education Curriculum Meetings

November 24, 2014

October 30, 2014

March 9, 2015

April 20, 2015

# APPENDIX N

# 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 Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

_____**Standard Two:  Human Growth and Development**
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 development.

_____**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 developmentally 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 development 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 Development**
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.