LIVINGSTON

School Professional Development Committee
Profile and Sign-Off Sheet

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Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

SECTION ❶   SCHOOL PROFILE

Name of School: Livingston Elementary School

School Address: 960 Midland Boulevard

Principal: Thomas Tsirikos   E-mail ttsirikos@twpunionschools.org   Phone 908 851 6440

Grade Levels: PreK - 4   Student Enrollment: 420

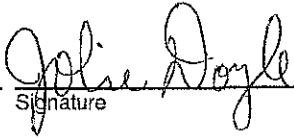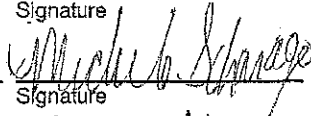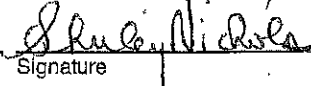**Staff (provide number of staff members in each category):**

Teachers: __21__ Content Area   __1__ Special Education   __8__ Special Area Teachers (Arts, Phys. Ed, Tech)
__9__ Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
__7__ Paraprofessionals

Administrators: __1__

Date submitted May 1, 2014

Please provide the following information for the School Professional Development Committee:

Chair:

Jolie Doyle	*(signature)*	Teacher	June 2015	jdoyle@twpunionschools.org
Chair Name (please print)	Signature	Position	Term Expires	Email

Thomas Tsirikos		Principal	June 2015	ttsirikos@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email

Monika Kowalik		School Counselor	June 2015	mkowalik@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email

Lindsay Conneely		Teacher	June 2015	lconneely@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email

Michele Scharago	*(signature)*	Resource	June 2015	mscharago@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email

Shirley Nichols	*(signature)*	Teacher	June 2015	snichols@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email

School Professional Development Committee
Profile and Sign-Off Sheet

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Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

SECTION   SCHOOL PROFILE
1

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School Address: __960 Midland Boulevard__

Principal: __Mr. Thomas Tsirikos__   E-mail __ttsirikos@twpunionschools.org__   Phone __908 851 6440__

Grade Levels: __PreK - 4__   Student Enrollment: __420__

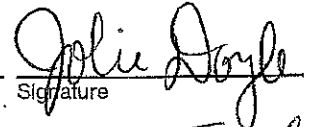**Staff (provide number of staff members in each category):**
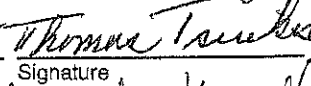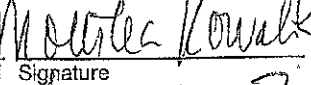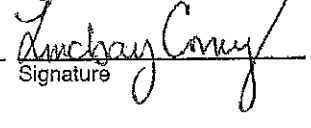
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          __9__ Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
          __7__ Paraprofessionals

Administrators: __1__

Date submitted __April 30, 2014__

Please provide the following information for the School Professional Development Committee:

Chair:

Jolie Doyle	_(signature)_	Teacher	June 2015	jdoyle@twpunionschools.org
Chair Name (please print)	Signature	Position	Term Expires	Email
Thomas Tsirikos	_(signature)_	Principal	June 2105	ttsirikos@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email
Monika Kowalik	_(signature)_	School Counselor	June 2015	mkowalik@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email
Lindsay Conneely	_(signature)_	Teacher	June 2015	lconneely@twpunionschools.
Name (please print)	Signature	Position	Term Expires	Email
Name (please print)	Signature	Position	Term Expires	Email
Name (please print)	Signature	Position	Term Expires	Email

TEMPLATE FOR
SCHOOL PROFESSIONAL DEVELOPMENT PLAN
2014-2015

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

Livingston School Professional Development Plan
2014-2015

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
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 the district or school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
5. What challenges has the district or school faced in the past in providing professional development?
6. How will these challenges be addressed in this School Professional Development Plan?

The positive aspects of this year's professional development opportunities included the sharing of effective instructional strategies and materials, training in the use of the district's new Catapult classroom webpage, SmartBoard training, Bloodborne Pathogens training, utilization of the Independent Classroom Reading Libraries, familiarization with the upcoming PARCC test, as well as a heightened understanding of the state's anti-bullying laws, New Jersey's new teacher evaluation system (including TeachNJ and Teachscape), Student Growth Objectives, and Student Growth Percentiles.

1. These opportunities address the needs of staff and enhance student learning by providing the teachers the chance to bring something back to their classrooms, whether ideas or actual samples to be integrated into everyday teaching. It also gave teachers an understanding of how future teacher evaluations will be conducted as well as how the new system will incorporate student achievement data.

2. Student growth has been evident through the utilization of benchmark assessments in the areas of language arts and math, mid-year and end of the year proficiency assessments, GoMath assessments, Waterford and SuccessMaker cumulative progress reports, and report cards. Students' grades have improved as the result of using of using formative assessment, classroom learning centers, and technology.

3. Professional development training has been aligned with our building level objectives which focus on student achievement

4. As a result of a significant number of school closings due to winter storms, the February 14 staff development training session was cancelled and not made up.

5. The challenges will be addressed by taking into consideration the professional development needs of the entire staff. They are also addressed by using turn-key presentations at faculty meetings and information provided by school articulation committees.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
B. Needs Assessment

Provide the definition for question (1) and then describe the answers to (2) and (3) in narrative form:

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.

1.   The school's definition of student achievement is the academic growth evident through data supplied by benchmark and proficiency assessments, report cards, progress reports, advances on the Assess Now reading assessments, SuccessMaker/Waterford cumulative progress reports, tests, quizzes, and formal and informal observations. Other positive outcomes that should be considered include the students' social and emotional development as well as improving their ability to apply life skills acquired through learning. As educators, we are working to build a positive environment where the students can flourish and grow to their highest academic and behavioral potential through the use of learning centers, differentiated instruction, cooperative learning, and character education. Student success will be reflected by growth in the students' performance on the SuccessMaker/Waterford programs as well as achievement data collected from formative and summative assessments.

2.   The evidence of professional learning needs of staff include professional development surveys, discussions at building level faculty meetings, Professional Learning Committee meetings, content area departmental meetings, as well as meetings of the School Improvement Panel.

3.   The staff has been trained in analyzing and using student achievement data in order to identify student strengths and weaknesses, as well as best practices for addressing the students' needs. Item analysis enables teachers to identify skill areas which require additional reinforcement and/or re-teaching.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
C. Professional Development Goals for the School

1. List the school's established student learning goals and other learning needs. These should:
   - be based on school district goals;
   - be aligned to school improvement plans;
   - be based on an analysis of the Needs Assessment Data;
   - support enhanced student learning; and
   - be measurable and attainable.
2. List your school's professional development goals. These should be specific, measurable, achievable, relevant, and time-bound.
   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
3. Provide an explanation of how your professional development goals align with your school goals.

1. LANGUAGE ARTS: 79.1% of grade 3 & 4 students will perform at the proficient level on the English Language Arts section of the 2015 administration of the PARCC.
   MATH: 90.0% of grade 3 & 4 students will perform at the proficient level on the Math section of the 2015 administration of the PARCC.

2. a) Livingston School's professional development goals will focus on improving the instructional staff's knowledge and skills in teaching the common core curriculum standards in language arts and math. Additional emphasis will be placed on the following:

   - differentiating reading instruction using guided reading and leveled classroom libraries
   - utilizing existing and identifying new instructional strategies for teaching writing skills
   - training in the effective utilization of SmartBoards within the classroom
   - strategies for working with students with behavioral difficulties
   - cooperative learning techniques
   - preparing 3rd and 4th grade students for taking the on-line PARCC test.

   b) Attendance at professional development workshops, lesson plans, classroom observations by the building principal and district-wide supervisors, utilization of the school's guided reading library, utilization of technology.

   c) The goals listed above are attainable.

   d) Professional development in the areas noted above should have a direct positive effect on student achievement. Various assessment tools will be used to measure student progress throughout the year. Data from these assessment will help to determine the success of our school's professional development initiatives.

   e) The established goals will be successfully completed by June 2015.

3. Livingston School's professional development goals focus on instructional practices and strategies designed to improve student achievement. The professional growth activities will also address the identified needs of the instructional staff.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
D. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school. For instance, will professional development 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 the schools? Will schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? 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.
2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
3. Indicate the connection between student learning goals and the professional development within the school.
4. How will the school communicate the professional development plan to all staff members?

1. Three in-service days are provided for all staff as per the negotiated contract. Additional courses are offered, on teacher time, on a variety of topics based on the needs of the district, through the portal. At the initial expense of staff members they may attend any professional workshop with partial to full reimbursement pending approval. As per the contract, staff may further their education with partial reimbursement pending approval from the Superintendent of Schools. As per contract, staff may further their education, with partial reimbursement options, at any time through local universities and/or online programs.

Grade level teams/PLCs meet weekly to create cohesive learning environments. District-wide transition, articulation, and grade level/skill level meetings are scheduled throughout the school year.

Through cross-curricular articulation the individual teacher skills and areas of specialty are emphasized, with a regular meeting schedule, to address the needs of all student populations.

2. Reading/Language Arts, Mathematics, and technology are the highlighted areas of focus for professional development in alignment with the Common Core Curriculum Standards.

3. Professional development is aligned with aforementioned student and district goals.

4. The school/district will relay information to all staff through regularly scheduled meetings and daily access to the professional learning portal.

SECTION 2   BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

E. Professional Development Resources

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?

2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.

1. Professional development goals are met through a variety of supporting resources. In addition to the three staff development days that are built into our school calendar, teachers participate in training activities on a district-wide basis which, on occasion, are presented after school or, in some cases, during the course of the regular school day (using substitutes). In addition, faculty meetings (held twice each month) and grade level PLC meetings (held weekly) are used to review goals, progress toward these goals, as well as the specific needs of our instructional staff. Outside consultants are also utilized to support the goal(s) of the school and district.

2. The school district offers training sessions on a variety of topics during the regular school year as well as during the summer months. Teachers are routinely provided with information regarding training opportunities which are available outside our school district.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
   - How might you consider holding focus groups to get teacher input on needed professional learning?
   - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
   - How will 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?

1. The instructional staff will increase their skills and knowledge in using technology (SmartBoards) within the classroom. They will also develop improved skills in incorporating guided reading within their respective classrooms. In addition, they will incorporate the new math standards within the classroom.

2. Teachers and staff will concentrate on the collection and evaluation of student achievement data resulting from the observation of and analysis of formative and summative assessments. Data will include the results of periodic administrations of Assess Now (reading assessment), SuccessMaker/Waterford program reports, GoMath beginning of the year and end of the year assessments, teacher-made tests, report cards, as well as the results of the students' performance on the NJASK and PARCC test.

3. Staff will complete a brief survey and continue to complete needs assessment surveys.

4. As part of the school professional development plan, teachers will have the opportunity to collaborate with their grade level colleagues during common prep periods. Teachers will also collaborate with colleagues at weekly faculty & PLC meetings. Consultants may be hired to model and/or provide strategies for implementation of differentiated instruction strategies as well as formative and summative assessments, including balanced literacy, station teaching activities, centers and guided writing/reading.

5. Focus groups by organizing a sub committee of professionals that represent grade-level and special areas to discuss and meet the needs of staff and students. This committee meets and develops needs surveys that represent the concerns of the staff and asks for input from staff about future professional development ideas.

The committee that is formed will tabulate the surveys and needs assessment and use that information to implement workshops.

SECTION 3 — SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

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..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

1. Differentiating instruction, cooperative learning activities, utilization of technology, utilizing student achievement data, anti-bullying.

2. The school's definition of student achievement is the academic growth evident through data supplied by the SuccessMaker and Waterford programs, proficiency assessments, Assess Now, report cards, progress reports, formal and informal observations, tests, quizzes, discussions, and summative assessments. Other positive student outcomes that should be considered are formative assessments, social and emotional development, the ability to apply life skills acquired through learning. As educators, we are working to build a positive environment where the students can flourish and grow to their highest academic and behavioral potential, through the use of learning centers, cooperative learning, and character education. Student success will be demonstrated by increased student growth shown in the Pearson program data collected as well as informal and formal assessments. Key findings from needs assessments are as follow: development of writing skills and instruction, learning centers implementation and training, new curriculum training, differentiated instruction, anti-bullying initiatives, as well as technology implementation and data analysis.

3. Livingston School's professional development goals are based on the needs of the students, identified needs of the faculty, based on benchmark assessments and various types of formative and summative assessments.

4. Three in-service staff development days are included in the district's school calendar. Additional courses are offered, on teacher time, on a variety of topics based on the needs of the district, through the portal. At the initial expense of staff members they may attend any professional workshop with partial to full reimbursement pending approval. As per contract staff may further their education, with partial reimbursement pending approval from the Superintendent of schools. As per contract, staff may further their education, with partial reimbursement options, at any time through local universities and online programs.

Grade level PLC teams meet weekly to create a cohesive learning environment. District-wide horizontal and vertical grade level meetings and content specific meetings are held throughout the school year.

Through cross-curricular articulation meetings, individual teacher skills and areas of specialty are emphasized, with a regular meeting schedule, to address the needs of all student populations.

5. Professional development goals are met through various supporting resources including grade-level meetings in which teachers meet during common prep periods during school hours. Staff faculty and PLC meetings are held every week to discuss goals and specific needs of their particular school culture, district-wide transition and articulation meetings are scheduled throughout the school year which focus on meeting the needs of district wide goals. Workshops and professional development that correlate with subject areas as well as possible integration/interdisciplinary strategies.

6. Long term and short term goals include staff surveys, teacher feedback, program implementation, effectiveness in the classroom. We will also ask for feedback and, wherever possible, incorporate community recommendations into future plans.

From:	Tsirikos, Thomas
Sent:	Wednesday, October 30, 2013 11:21 AM
To:	Hart, Ann
Subject:	RE: PD day

Dear Ann,

The following is the itinerary for Livingston School's November 5th Staff Development Day activities:

     8:15-10:15   "Using the Smart Board within the Classroom" Presenter: Dave Ward (Keyboard Consultants) Class size limit:35

     10:30-12:45 "Connected" (The on-line component of the Treasures Reading Program) Presenters: Lindsay Conneely

               Kelly Royal

               Class size limit:35

Sorry for the delay in getting this to you.

Tom

Thomas Tsirikos, Principal
Township of Union Public Schools
Livingston Elementary School
960 Midland Boulevard
Union, New Jersey 07083

Telephone: 908-851-6440
Fax: 908-810-0417

From: Hart, Ann
Sent: Wednesday, October 30, 2013 9:36 AM
To: Tsirikos, Thomas; Lentine, Anthony
Subject: PD day

I have not yet received your PD day course(s).
Please send me the title, presenter, time, room number, class size limit.
Several elementary schools are just having one full day event, but you can have breakout sessions if you choose.

Thank you,

Ann Hart

Director of IT and Student Data
Township of Union Public Schools
2369 Morris Avenue

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Livingston Elementary School

Staff Development Day – November 5, 2013

Workshop: "Using the SmartBoard within the Classroom"

N. Hunter _N. Hunter_

J. Janowski _J. Janowski_

B. Caverly _B. Caverly_

E. Santos _E. Santos_

H. Shanley _H. Shanley_

M. Sibilia _M. Sibilia_

L. Angelini _L. Angelini_

L. Conneely _L. Conneely_

A. DeCorte _A. DeCorte_

E. Iovine _E. Iovine_

V. Genova _V. Genova_

D. LaRue _____

Erin Jackson _E. Jackson_
(Franklin School)

J. Massa _____

K. Royal _K. Royal_

P. Battinelli _P. Battinelli_

M. Diaz _M. Diaz_

J. Mikros _absent_

S. Nichols _S. Nichols_

M. DeBaere _M. DeBaere_

J. Doyle _J. Doyle_

S. Licks _S. Licks_

C. Moore _C. Moore_

M. D'Agostino _M. D'Agostino_

M. Scharago _M. Scharago_

F. Stanco _F. Stanco_

****

Special Area Teachers and Support Staff

C. Braxton-Wilson _C. Braxton-Wilson_

B. Corigliano _B. Corigliano_

J. Cefolo _J. Cefolo_

L. Cornacchia _L. Cornacchia_

C. Fasanella _C. Fasanella_

M. Kowalik _M. Kowalik_

J. Lau _J. Lau_

N. Vallier _____

M. Miller _____

E. Shaw _____

L. Jenkins _____

P. Seyffart _P. Seyffart_

H. Lawlor _____

J. Pace _____

L. Parnau _____

G. Yoselevich _G. Yoselevich_

Raquel Martins _Raquel Martins_   J. Stapleton-_____
Student teacher.

Livingston Elementary School

Staff Development Day – November 5, 2013

Workshop: "Connected" (On-line Component of the Treasures Program)

N. Hunter _(signature)_	J. Massa _(signature)_
J. Janowski _Jennifer Janowski_	K. Royal _(signature)_
B. Caverly _(signature)_	P. Battinelli _J. Battinelli_
E. Santos _E. Santos_	M. Diaz _M. Diaz_
H. Shanley _H. Shanley_	J. Mikros _absent_
M. Sibilia _(signature)_	S. Nichols _S. Nichols_
L. Angelini _(signature)_	M. DeBaere _(signature)_
L. Conneely _(signature)_	J. Doyle _Jolie Doyle_
A. DeCorte _(signature)_	S. Licks _Suzanne Licks_
E. Iovine _E. Iovine_	C. Moore _C. Moore_
V. Genova _Vita Genova_	M. D'Agostino _(signature)_
D. LaRue _____	M. Scharago _Michele Scharago_
Raquel Martins _Raquel Martins_	F. Stanco _Francesca Stanco_
Student teacher.	

****

Special Area Teachers and Support Staff

C. Braxton-Wilson _____	M. Miller _____
B. Corigliano _(signature)_	E. Shaw _____
J. Cefolo _J. Cefolo_	L. Jenkins _____
L. Cornacchia _Lyn Cornacchia_	P. Seyffart _____
C. Fasanella _C. Fasanella_	H. Lawlor _____
M. Kowalik _____	J. Pace _____
J. Lau _(signature)_	L. Parnau _____
N. Vallier _____	G. Yoselevich _____
	J. Stapleton _(signature)_