WASHINGTON

School Professional Development Committee Profile and Sign-Off Sheet

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 1 SCHOOL PROFILE

Name of School: Washington Elementary School

School Address: 301 Washington Avenue, Union, NJ 07083

Principal: M. Hoyt E-mail mhoyt@twpunionschools.org Phone _____

Grade Levels: PK-4 Student Enrollment: 598

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

Teachers: 31 Content Area 6 Special Education 5 Special Area Teachers (Arts, Phys. Ed, Tech)
12 Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
9 Paraprofessionals

Administrators: 1

Date submitted_____

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

Chair:

Chair Name (please print)	Signature	Position	Term Expires	Email
Tiffany DelValle	TM DelValle	4 - Teacher		tdelvalle@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email
Jamie Leloia	Jamie Leloia	2 - Teacher		jleloia@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email
Barbara Perska	Barbara Perska	ESL Teacher		bperska@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email
Elizabeth Macheska	E. Macheska	3 -Teacher		emacheska@twpunionschoo
Name (please print)	Signature	Position	Term Expires	Email
Patricia Wiggins	Patricia Wiggins	1 - Teacher		pwiggins@twpunionschools.o
Name (please print)	Signature	Position	Term Expires	Email
Michelle Greener	Michele Greener	PK - Teacher		mgreener@twpunionschools.
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.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

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?

1. Positive aspects:
   - Teacher cooperation
   - Working collaboratively with colleagues
   - Current topics
   - Unique for practical needs
   - Teambuilding activities

2. These opportunities addressed current needs of teachers and enhanced student learning by providing teachers with necessary instructional strategies and skills.

3. Teacher evaluation forms are on file that represent their opinions about the benefits of each training.

4. Professional Learning Communities are a priority in the district and professional learning was introduced in that area.

5. Challenges:

   - Lack of communication:
     - Professional Development Committee should be notified of scheduling changes prior to registration.
     - Faculty members were scheduled for more that one workshop.
     - Faculty notified at last minute of change in assignment.

   - Conflict with location (i.e. building/department)
   - PD is not always building based
   - Not enough time - too much information presented too fast
   - Need to follow up more to determine if training was sufficient
   - Lack of professional development for new curriculum being implemented
   - Curriculum is implemented prior to adequate training

6. We have used these challenges to develop our new SPD plan, but since PD is not always building based, we are not able to implement all parts of the plan. We were not able to have some of the planned professional development due to weather related school closings.

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. Student achievement academically is defined as performing at or above grade level, but student success will be measured not only by test scores, but also by student class participation, active learning, positive behavior, acquisition of life skills and involvement in school activities.

2. School based performance data include Proficiency Assessments, NJ ASK 3-4, the PAWS program (a positive recognition program to develop pride at Washington School), and discipline referrals. Grade level PLC meetings may generate areas or topics of concern. Other needs may be identified through staff surveys, the I&RS process and focus groups.

3. The school based performance data is presented to the committee through a district elementary action plan which identifies goals. It recommends action steps and continued programs to achieve these goals including professional development as necessary.

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. School established learning goal is to increase the number of students scoring proficient on NJ standardized tests and/or district assessment by at least 10% in each sub group.

2.

Goal	*Measurement*	*Results*	*Timeline*
Improve test scores	Standardized test scores	Data analysis	9/14-6/15
Implement interactive technology (e.g. I-pad, smart board, etc.) to enhance instructional practices and student participation in learning opportunities	Standardized test scores Proficiency Assessment	Data analysis	9/14-6/15
Increase staff knowledge and skills in effective strategies and best practice	Proficiency Assessment	Data analysis	9/14-6/15

3. The professional development goals reflect the school goals in that the test scores will be improved through data analysis and increase staff knowledge as well as teaching skills. We believe the use of interactive technology will also result in greater student achievement.

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. Professional development will be offered through a variety of venues. There will be three professional development days with a variety of workshops, topics etc. offered. Teachers will also have the opportunity to utilize Framework Component Modules offered by Teachscape. Grade level colleagues will meet to develop lesson plans, examine student work, assess effectiveness of instruction and identify needs for professional learning. This Professional Learning Community will include special area teachers as well as specialists, and will meet periodically to monitor school progress and address issues related to school wide goals.
2. Connection to Common Core Curriculum Standards:
   Language Arts/Literacy and Math.
3. The professional development goals reflect the school goals in that the test scores will be improved through improvement of staff teaching skills. The use of interactive technology will also result in greater student achievement.
4. The Professional Development Plan will be communicated during staff/grade level meetings and via workshop postings on Teachscape.

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. There will be planned meeting time to improve student achievement through teacher training on interactive technology. Teachers will also be provided opportunities to share their best practices.
2. Staff meetings as well as weekly grade level PLC meetings will take place. Informal grade level meetings and discussions will continue.

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 educators will get a better understanding of how to implement the interactive technology to enhance instruction and student involvement. Furthermore, they will build their repertoire of effective and engaging teaching strategies to consequently improve student scores on standardized tests.
2. Student test scores will be analyzed.
3. Teacher evaluation of individual professional development workshops
4. Grade level meetings, PLC meetings and evaluation of workshops as evidenced through artifacts and other documentation
5.
   - Analyze district student achievement results on standardized tests (NJASK)
   - Survey teachers to determine if new teaching strategies have had a positive impact on student motivation, participation and understanding
   - Survey teachers to determine the effectiveness of using interactive technology in the classroom
   - Analyze the surveys to evaluate the effectiveness of the professional development plan

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.

The key elements of our current Professional Development Plan are in depth training in all areas needed and follow up. We would like to make sure that all teachers receive adequate training to be able to utilize it in the classroom. As evidenced by our teacher professional development needs assessment, there is a need to increase training in new curricula. In addition, teachers desire to learn a variety of successful instructional strategies and technology, especially interactive technology to improve student learning. To assist the staff in accomplishing these goals, our school will provide a variety of professional development opportunities as scheduling allows. These may include workshops during the designated three PD days, grade level and interdisciplinary meetings, discussions, exchange of effective classroom practices, observation, walk throughs as well as consultations with in and out of district specialists. Teachers will be encouraged to take advantage of the professional opportunities within the district, as posted on Teachscape as well as outside the district. Our goals of evaluation will be teacher surveys and discussion groups. In addition, Professional Learning Community focus groups will analyze student data and teacher/student feedback to determine the effectiveness of the professional development plan.

Calderone, Gina

From: Finnerty, Laura
Sent: Friday, March 14, 2014 1:33 PM
To: Calderone, Gina
Subject: FW: Emailing: WES Sign-In Sheet for Tuesday, November 5, 2013
Attachments: WES Sign-In Sheet for Tuesday, November 5, 2013.pdf

Importance: High

Sorry, Gina.....

I sent this to your Mom instead!

Have a great weekend! :)

Laura Finnerty
Washington Elementary School
908-851-6461

-----Original Message-----
From: Finnerty, Laura
Sent: Friday, March 14, 2014 11:43 AM
To: Calderone, Gail
Cc: Hoyt, Mark
Subject: Emailing: WES Sign-In Sheet for Tuesday, November 5, 2013
Importance: High

Hello there -

Please find attached the sign-in sheet you were looking for from November.

Mr. Hoyt's PD was held on Developing Student Growth Objectives.

Have a great weekend!

The message is ready to be sent with the following file or link attachments:

WES Sign-In Sheet for Tuesday, November 5, 2013

Note: To protect against computer viruses, e-mail programs may prevent sending or receiving certain types of file attachments. Check your e-mail security settings to determine how attachments are handled.

STAFF SIGN-IN SHEET FOR ~~WEDNESDAY~~ TUESDAY, NOVEMBER ~~6~~ 5, 2013 Washington

Last Name	IN	OUT	Last Name	IN	OUT	Last Name	IN	OUT
ARMINIO			FORBES			MORRISON		
ATTANASI			GAGLIANO			MOUNAS		
BACE			GOROVAYA			NAM		
BILELLA			GREENER			O'GRADY		
BONOMO			HAGEN			PAOLELLO		
BRANCO			HERNANDEZ			PERSKA		
CALABRESE			HICKEY			RILEY		
CANNELLA			HUNT 1/20			ROACH		
CARDINALE			KELLEY			ROMANO		
CARROLL			KLOC			ROSSANO		
CHI			KORNBLUM			RUTLEDGE		
CORVELEYN			KORZEB			SALVATORE		
COSENTINO			KUZAN			SANTORA		
COURTNEY			LA ROCCA			SANTOS		
CRANE			LAWLER			SICKLES		
CUNNINGHAM			LELOIA			SIGNORELLI		
DAUBERT			MACHESKA			SULLIVAN		
DECZYNSKI			MANCINELLI			TOBIN		
DEL VALLE			MARANO			VANDERLYN		
DELLI SANTI			MASON			VERNICK		
DIAZ			MASUCCI			VITALE		
DIMAKOS			MATTHEWS, TOM			WIATR		
DIONISIO			McDONOUGH			WIGGINS		
FAULKS			McGOVERN			WILSON		
FERRETTI			MENONI			Sherry		
FINNEGAN			MEYERHOFF					