

**Township of Union
Public Schools
Union, NJ 07083**



**District Professional
Development Plan
2016-2017**

Partial Copy of District Professional
Development Plan 2016-2017

A full copy is located in
Superintendent's Office

**Township of Union Schools
Central Office Administrators**

Mr. Gregory Tatum – Superintendent
Dr. Noreen Lishak – Assistant Superintendent
Mrs. Annie Moses – Assistant Superintendent

**Township of Union
Board of Education Members**

Vito Nufrio – President
David Arminio – Vice President
Guy Francis
Steven Le
Ron McDowell
Jeff Monge
Angel Salcedo
Nancy Zuena

District Enrollment Report - Report 1095
Township of Union Public Schools - Current School Year
Enrollment Date: 04/05/2016
Including Shared-time Students

Code	School	3H	3F	4H	4F	KH	KF	01	02	03	04	05	06	07	08	09	10	11	12	PG	AD	Tot	
UHS	Union High School															507	563	585	598			2233	
BMS	Burnet Middle School												316	329	332								977
KMS	Kawameesh Middle School												231	219	223								673
CFJ	Jefferson Elementary School											532											532
BHES	Battle Hill Elementary School	6	1	43	7		60	68	71	65	75												396
CFES	Connecticut Farms Elementary School						85	72	78	100	83	1											419
FES	Franklin Elementary School						71	80	81	107	93												432
HCES	Hannah Caldwell Elementary School	13	3	65	17		94	101	90	104	93												580
LES	Livingston Elementary School	5		39	2		79	75	87	73	80												440
WES	Washington Elementary School	1		60	1		109	102	134	101	103												611
	High School Totals:															507	563	565	598				2233
	Middle School Totals:												547	548	555								1650
	Elementary School Totals:	25	4	207	27		498	498	541	550	527	533											3410
	Out of District Totals:																						
	In District Totals:	25	4	207	27		498	498	541	550	527	533	547	548	555	507	563	565	598				7293



District-Level Professional Development Planning Requirements

N.J.A.C. 6A:9-15.6

As of July 1, 2013, New Jersey professional development regulations have been revised to reflect the recommendations of the Governor's 2012 Education Transformation Task Force Report and the requirements of the TEACHNJ Act. The requirements apply to all district boards of education, charter schools, and nonpublic schools who choose to follow state requirements and whose staff members hold positions that require the possession of instructional, education services, and administrator certificates.

All school districts must continue to create district-level professional development (PD) plans. The revised regulations include several changes in procedures, including:

- Streamlined planning and approval responsibilities:
 - The chief school administrator (CSA) now has primary responsibility for creating and implementing the plan and complete flexibility for organizing such processes.
 - The Local Professional Development Committee (LPDC) and County Professional Development Board (CPDB) are no longer required to convene or to approve the plan.
 - The role of the local board of education has changed from approval of the full plan to approval of just the fiscal impacts of the plan.
 - Sending districts may now form a regional consortium and use a single plan. Those who do must develop a unified district-wide plan based on the sending schools' plans.
- Modifications to required plan content:
 - In addition to school-level and district-wide PD opportunities, the plan must also include the resources allocated for such opportunities and a justification for the expenditures.
 - The plan must explicitly include the development needs of school leaders.
 - The plan must include any professional development required by statute or regulation.

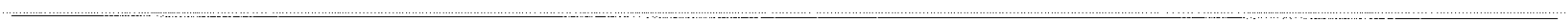
Comparison of Previous and New Requirements

District PD Planning Element	Previous Requirements	New Requirements (as of July 1, 2013)
Developed by	LPDC	CSA of single district or regional consortium of sending districts
Reviewed/ Approved by	CPDB and local board of education	Local board of education reviews only for fiscal impacts
Duration	One-year or multi-year plan updated annually	One-year plan
Contents	Activities derived from <ul style="list-style-type: none"> • Assessments of staff needs • Input from parents, community members, and local business leaders • Contents of school-level plans 	PD activities that address the NJ CCCS PD activities that derive from <ul style="list-style-type: none"> • Assessments of the learning needs of students, teachers, and school leaders based on educator evaluation data, school-level plans, and data from school- and district-level performances • Contents of school-level plans • Resources allocated and justification for expenditures • Any PD required in statute or regulation
Aligned to	<ul style="list-style-type: none"> • <u>NJ Professional Standards for Teachers</u> • <u>NJ Professional Development Standards</u> 	Same

Please see the [Professional Development Website](#) for more information on PD plans and requirements.



BATTLE HILL





School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
UNION TOWNSHIP	BATTLE HILL SCHOOL	MR. Mark C. Hoyt	SEPTEMBER 2016-JUNE 2017

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	BUILD CAPACITY OF ALL EDUCATORS TO IDENTIFY AND TEACH TO THE DEVELOPMENTAL ABILITIES OF STUDENTS WHICH MAY INCLUDE LEARNING DIFFERENTIATION, SOCIAL AND EMOTIONAL NEEDS OR VISUAL AND PERCEPTUAL DIFFERENCES.	ALL	FEEDBACK FROM DISCUSSION IN SCIP MEETINGS.
2			ANALYSIS OF INFORMATION FROM NURSE, ADMINISTRATOR, AND COUNSELOR VISITS AND LOGS.
3			MULTIPLE STUDENTS OVER THE YEARS HAVE EXHIBITED PHOBIA, ANXIETY AND OTHER BEHAVIORS THAT HAVE IMPACTED THEIR EDUCATION.

2: Professional Learning Activities

PJ Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	SCIP MEETINGS AND OUTCOMES FROM DISCUSSION. IDENTIFICATION AND DEVELOPMENTAL STAGES IN RELATIONSHIP TO SOCIAL AND EMOTIONAL GROUPS AND ACADEMICS.	REVIEW OF DATA REPORTS FROM CLASSROOM, NURSE, GUIDANCE COUNSELOR AND PRINCIPAL. COMMON PLANNING AND PLC MEETINGS FEEDBACK DISCUSSIONS.
2	OUTCOME FROM CRISIS WITH STUDENTS.	DEVELOPMENT OF STRATEGIES TO MEET THEIR NEEDS.



3	

3: Essential Resources

PL Goal No	Resources	Other Implementation Considerations
1	WORKSHOPS ON IDENTIFICATION AND STRATEGIES.	APPROPRIATE RESOURCES FROM LICENSED PRACTITIONERS.
2	SPECIAL SERVICE DEPARTMENT.	AVAILABILITY OF SUPERVISORS AND RELATED SERVICE PERSONNEL.
3	ARTICLES AND RESEARCH MATERIALS USE OF WEBSITES SUCH AS GO-NOOBLE AND BRAIN BREAK.	AVAILABILITY OF RESOURCES THAT ARE AGE APPROPRIATE AND HOW THE RESOURCES WILL HELP STAFF IDENTIFY AND MEET STUDENTS' NEEDS. TEACHER BUY-IN TO USING WEBSITES FOR STUDENT MOTIVATION.

4: Progress Summary

PL Goal No	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature: *Mark C. [Signature]* Date: 4.11.14

BURNET MIDDLE SCHOOL



Optional School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Twp of Union Schools	Burnet Middle School	Raymond Salvatore	Sept 2016 - June 2017

1: Professional Learning Goals These goals are based from the results of a climate survey taken by BMS staff, parents and students. A needs assessment was developed by the SCIP committee. The goals were also developed and reviewed during the SCIP meetings. Standards listed below are derived from the New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9C-3.3)

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Build greater understanding of Genesis by utilizing the system for lesson planning.	All	<ul style="list-style-type: none"> • Improving how teachers create lesson plans through Genesis. • This is a district wide implementation that is extending utilization of the Genesis program by adding the lesson planner component. Teachers will learn to create new lessons, set up lesson books, unit plans, and lesson pals.
2	Develop an understanding of Ed Connect and how to utilize the system for supporting data-driven education.	All	<ul style="list-style-type: none"> • Improving confidentiality with regards to students and their personal issues and concerns. • Developing classroom strategies to communicate with the students individually fostering a successful school and classroom environment. • Based on District implementation.
3	Develop and understanding of the Leader In Me/Lead program on the Middle school level for successful implementation.	All	<ul style="list-style-type: none"> • Improving leadership and life skills of students while creating a culture of student empowerment. • Develop a positive school culture of shared leadership helping the students take more ownership for their academic learning and goal achievement.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow up Activities (as appropriate)
1	<ul style="list-style-type: none"> • Administration, trained staff or an out sourced resource will provide training for all teachers in Genesis. • All teachers will participate in a two hour professional development sessions with ongoing training during PLCs and staff meetings. 	<ul style="list-style-type: none"> • Clusters and PLCs will implement new lesson plan system for district wide initiative. • Develop a school culture that fosters continuous improvement through PLC and parent conversations, which promote student achievement.



2	<ul style="list-style-type: none"> • Administration or an out-sourced resource will provide training for all teachers. • All teachers will participate in a two hour professional development sessions with ongoing training during PLCs and staff meetings. • All teachers will be trained to utilize data and assessment to determine student achievement. 	<ul style="list-style-type: none"> • Clusters and PLCs will implement new data and evaluation system for district wide initiative. • Utilize data-driven information to drive lessons and evaluation of students.
3	<ul style="list-style-type: none"> • Administration will provide training to all teachers. • All teachers will receive training on the Leader in Me/Lead concept based on the Franklin Covey principles. • Training will consist of a two hour and a five hour professional day with ongoing follow-up during PLCs and staff meetings. 	<ul style="list-style-type: none"> • Clusters and PLCs will assess strategies that are currently working and adjust or create strategies based on the current student needs. • Assist educators in recognizing and respecting students' strengths, talents, abilities, and perspectives. • Feedback will be provided to assess success of training and if there is a need for ongoing training.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1, 2 and 3	<ul style="list-style-type: none"> • Out-sourced resources and administration will provide training and follow-up support • All teachers will have time to participate for one hour during three of the scheduled professional development days. • Teachers will collaborate to share successes and adjust less successful strategies during PLCs and staff meetings. • Teachers will have videos and webinars as additional resources. 	<ul style="list-style-type: none"> • Cluster and vertical meetings will be held during the PLCs meetings to provide updates. • Feedback will be provided to assess success of training and if there is a need for ongoing training. • Administration, supervisors and support during PLCs will be used to assess the progress of the new leadership strategies. • Teachers will be identified to model their successful strategies.



4. Progress Summary

P.L. Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature: *[Handwritten Signature]* Date: 4/11/14
Principal Signature Date

CONNECTICUT FARMS
ELEMENTARY SCHOOL



School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Union Township	Connecticut Farms School	Michelle C. Osborne-Warren	9/1/2016- 6/30/2017

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Responding to Intervention (RTI)	K – 4 th	Evidence taken from DRA and I-Ready Reports, suggest students in grades K through 4 th are in need of support for reading and mathematics. Therefore, Connecticut Farms School will take a look at how to incorporate an effective RTI model.
2	PBL Project/Performance Based Learning	K to 4th	With the adoption of the Common Core Standards and upcoming legislation of ESSA (2017-2018), PBL will be an intricate component to teaching. Students need alternative ways to show that they understand and can apply what they are learning to be college and career ready.
3	Creating a Culture of Reading	K to 4th	Students become better readers when they read more. When students are provided opportunities to read, reading scores improve. This is evident and supported in various journals and research.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Research what RTI is and effective models. Providing time in the master schedule for an RTI model to be provided.	Resources from articles and effective practices. Review of master scheduling. Discussion with teachers and AAP staff. Collection of data to determine RTI needs and how to support its effectiveness.



2	<p>Review of unit plans and the incorporation of PBL. Discussions and roadmap.</p>	<p>Discussion of implementation and assessments for PBL. Unit integrations. PBL from K to 4th, the roadmap. Use of the evidence tables from Common Core for PBL.</p>
3	<p>Use of trade books, series books and research projects and books to help students develop a love of reading. Poll students using a reading interest survey to determine students' interest. Develop incentives to help foster reading. Develop time in the schedule for sustain reading time.</p>	<p>Discussion as to how to make reading more intrinsic. Review of external incentives and how they can motivate students. Survey parents to see how to incorporate more reading at home. Develop grade level incentives to build an atmosphere of reading.</p>
3		

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Articles, books, use of models to develop a strong RTI model.	Funding for supplemental materials.
2	Materials, Unit plans, Professional Development, Articles and books	Time for development and implementation. Funding- How to pay for materials. Helping parents understand the importance and understanding their role.
3	Trade books/ series books and books based on student surveys Incentives for students and grade levels	Funding to provide the magnitude of books needed.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment



1		
2		
3		

Signature: Michelle C. Osborne-Warren
Principal Signature

March 30, 2016
Date

FRANKLIN ELEMENTARY SCHOOL



School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
UNION TOWNSHIP	FRANKLIN ELEMENTARY SCHOOL	LATEE WALTON MCCLEOD	SEPTEMBER 2016-JUNE 2017

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	BUILD CAPACITY OF ALL EDUCATORS TO INCREASE STUDENT ACHIEVEMENT	ALL	<ul style="list-style-type: none"> • TO INCREASE THE NUMBER OF STUDENTS ACHIEVING HONOR ROLL IN GRADES 2-4 • MEETING SGO TARGETS • PREPARING STUDENTS TO ACHIEVE ON ASSESSMENTS AND PARCC

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	PROFESSIONAL DEVELOPMENT: UBD-UNDERSTANDING BY DESIGN/ELECTRONIC LESSON PLAN SYSTEM USING THE SMARTBOARD TO ENGAGE STUDENTS IN THE CLASSROOM	ON-GOING MONTHLY MEETING WITH UDB TEAM TO CREATE UNIT PLANS AND FOSTER CONSISTENCY THROUGHOUT GRADE LEVELS
	KEEPING STUDENTS FOCUSED AND ENGAGED DURING WRITING INSTRUCTION	COMPLETE A LIST OF SITES THAT ARE RESOURCEFUL IN THE CLASSROOM DISCUSSION DURING PLC MEETINGS
	FAMILIARIZING TEACHERS WITH THE PARCC ASSESSMENTS AND STRATEGIES FOR STUDENT ACHIEVEMENT	UTILIZE I-READY PROGRAM AND PRACTICE PARCC PROGRAM ON THE COMPUTER
	HOW TO KEEP STUDENTS POSITIVE AND MOTIVATED	PUTTING PRACTICES INTO IMPLEMENTATION-IMPLEMENTATION OF THE LEADER IN ME (GRANT FUNDED)

3: Essential Resources



PL Goal No.	Resources	Other Implementation Considerations
1	PROFESSIONAL DEVELOPMENT WORKSHOPS	<ul style="list-style-type: none"> • EVIDENCE TO SUPPORT ACHIEVEMENT IN OBSERVATIONS AND WALKTHROUGHS • EVIDENCE OF STUDENT ACHIEVEMENT DISPLAYED ON HONOR ROLL BOARD • UBD-UNDERSTANDING BY DESIGN • LEADER IN ME

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

[Handwritten Signature]
Principal Signature

4-11-16
Date



HANNAHCALDWELL ELEMENTARY SCHOOL



School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Union	Hannah Caldwell Elementary School	Mrs. Kathryn DiGiovanni	July 1, 2016-June 30, 2017

1: Professional Learning Goals

No	Goal	Identified Group	Rationale/Sources of Evidence
1	Build capacity of all teachers to increase their students' academic achievement by utilizing PBSIS strategies.	All	<ul style="list-style-type: none"> Student behavior problems will decrease thereby allowing additional time-on-task which should raise academic achievement overall and increase the number of students scoring within the proficient level on the PARCC test in 3rd & 4th grades.
2	Increase students' writing skills across all grade and subject areas.	All	<ul style="list-style-type: none"> Pre-post writing samples will be used as evidence of the students' progress during the course of the 2016-17 school year

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Professional development workshops will focus on PBSIS strategies to improve student achievement through additional time-on-task. Teachers will develop and incorporate reinforcement activities.	Teachers will participate in grade-level PLC meetings and will share information at faculty meetings and in-house PD workshops. Monthly report to document student success. The principal will also conduct informal visitations to the classrooms to support teachers in the application of PBSIS practices.
	Students will be taught the skills to become more positive, motivated, focused and engaged in the learning process.	Student incentives for positive results.
2	Students will establish and maintain writing journals and be presented with frequent writing assignments across the curriculum.	Teachers will expose their students to various forms of writing and confer with all students on an individualized basis in order to help students improve their writing skills.



2 Appropriate writing rubrics will be developed, explained and utilized by teachers and students. During weekly PLC meetings, teachers will reflect on the appropriateness of the established rubrics. Teachers will ensure that all students have multiple opportunities to express their thoughts and ideas in written form.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Professional development workshops will focus on improving student achievement with particular emphasis reviewing related literature on PBSIS.	<ul style="list-style-type: none"> Teachers will maintain a notebook to record a listing of the materials reviewed.
2	Workshops will focus on improving student achievement with particular emphasis developing the students' written language skills.	<ul style="list-style-type: none"> Compile a list of sites that can be used as a resource in the classroom and at home.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Kathryn Di Giovanni

Signature: _____

March 4, 2016

Principal Signature

Date



JEFFERSON SCHOOL



School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Union Public Schools	Jefferson Grade 5	Laura Damato	Sept. 2016 - June 2017

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Build capacity of all teachers in aligning their lesson plans and Assessments with the Common Core State Standards (CCSS).	All	<ul style="list-style-type: none"> Improving alignment of instruction to standards is a priority goal in both the district and school improvement plans. Review of a sample of lesson plans by principal along with lesson plans revealed that teachers need skill building in aligning lessons to standards.
2	Support teachers in creating and implementing high-quality reading and writing assignments and assessments that match the Common Core State Standards.	All	<ul style="list-style-type: none"> Reading and writing are an integral part of the academic program. This goal aligns with the district's priority of preparing all students for the rigor of Career and college readiness. Through an analysis of data, it indicates that students are entering the 5th grade unprepared.
3	Build capacity of 5 th -grade teachers to increase student engagement in learning.	5 th Grade Teachers	<ul style="list-style-type: none"> An analysis of SY15-16 aggregate teacher observation data indicated that teachers need professional learning in this area. Teacher survey (administered in April 2016) revealed a need for skill building in student engagement in learning by this group. Content supervisors conducted classroom walk-throughs and participated periodically in school-based collaborative teams. Evidence collected by supervisors confirmed a need for professional learning in this area.



2: Professional Learning Activities

P/L Goal No.	Initial/Activities	Follow-up/Activities (as appropriate)
1	<ul style="list-style-type: none"> Content supervisors will provide training for all teachers in unpacking and aligning content standards. All teachers will unpack the CCSS and NJCCCS with assistance of content supervisors. All teachers will align instructional units to the CCSS and NJCCCS. 	<ul style="list-style-type: none"> Teachers will invite colleagues (e.g., coach, colleague, supervisor) to critique their aligned instructional units. During Professional Learning meetings, teachers will create common assessments that align with CCSS. Teachers will implement aligned lessons and assessments and continually refine them in their respective PLC's. Content supervisors will continue to support teachers in the application of learning to practice.
2	<ul style="list-style-type: none"> Teachers will be trained in creating a common, standards-aligned high-quality assessment in each department to be used with reading and writing. Teachers will participate in a series of presentations and activities to increase awareness and understanding of assessment literacy. Teachers will be trained in using formative assessments to track students' progress toward attainment of SGOs. 	<ul style="list-style-type: none"> Teams will reflect on the quality of other pre-existing assessments and revise as necessary to align with the quality of the common assessment. Content supervisors will provide follow-up support as needed for individual teachers and teams. Teachers will analyze students' expected vs actual performance on reading and writing assessment in order to establish areas needing improvement.
3	<p><i>5th grade teachers will:</i></p> <ul style="list-style-type: none"> Participate in a district-sponsored training session on student engagement. Study the domain/element(s) in the evaluation practice instrument relevant to the professional learning goals. Participate in a peer-led workshop(s) on developing CCSS aligned classroom assignments that promote student engagement. Read and self-reflect on one or more recommended publications on effective student engagement. 	<p><i>5th grade teachers will:</i></p> <ul style="list-style-type: none"> View and discuss with colleagues videos of model lessons. Visit colleagues' classes to observe model lessons that promote high student engagement in learning. Implement new strategies and collect evidence (e.g., student work products; observed student engagement) of impact. <p><i>These optional opportunities will be available to teachers:</i></p> <ul style="list-style-type: none"> Share reflections on the publication(s) teachers are reading. Participate in recommended webinars. Implement successful practices shared via teams and online communities.



3: Essential Resources

IPL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> Content supervisors to provide training and follow-up support. Teacher PD days dedicated to training and alignment work. Dedicated time for collaborative teams to refine aligned lessons and assessments. 	<ul style="list-style-type: none"> Feedback loop to inform training and ongoing refinement (e.g., surveys, conversations in teams).
2	<ul style="list-style-type: none"> Qualified trainer to provide SGO trainings. Time for teachers to participate in trainings reflective of the needs of the students and teachers. Funding for stipends to attend training. 	<ul style="list-style-type: none"> Availability of content supervisors to support teachers. Principals advise teachers on needed revisions to Reading and Writing Assessments. Possible intensive interventions for struggling teachers.
3	<ul style="list-style-type: none"> Funding for substitutes while teachers attend workshops. Dedicated time for collaborative teams to reflect on readings and videos and share evidence of impact on student learning. Ensure teachers' access to videos, webinars, and online communities. 	<ul style="list-style-type: none"> Supervisors should recommend teachers to model lessons. Principals/evaluators should identify teachers who must view model lessons by colleagues. Make plan for tracking student progress to assess impact of new teaching strategies.



4: Progress Summary

PL Goal No	Notes on Plan Implementation	Notes on Goal Attainment
1	Teachers will participate in a Common Core workshop as well as PD for the implementation of I-Ready.	<ul style="list-style-type: none"> Teachers' will provide feedback as to the effectiveness of the training and if further training is needed to help in the implementation of the plan.
2	The Professional Learning Communities will have guided collaboration to address lacking areas.	We will track incoming data for growth including exit rates from our Academic Achievement Program.
3	Teachers will receive training early in September for our Positive Behavior Supports in Schools program. This includes strategies for establishing a rapport and building empathy. They will also continue to develop our Leader in Me program.	Analyze data relating to office referrals for unprepared and unmotivated students. We should see a decrease in these areas.

Signature: *[Handwritten Signature]*
Principal Signature

4/15/16
Date



KAWAMEEH MIDDLE SCHOOL



Optional School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Twp of Union Schools	Kawameeh Middle School	Jason Malanda	Sept 2016 - June 2017

1: Professional Learning Goals - These goals are based from the results of a climate survey taken by KMS staff, parents and students. A needs assessment was developed by the SCIP committee. The goals were also developed and reviewed during the SCIP meetings. Standards listed below are derived from the New Jersey Professional Standards for Teachers (N.J.A.C. 6A: 9C-3.3)

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Enable teachers to modify instructional practices to meet the individual needs of their students based on relevant and recent data.	All	<ul style="list-style-type: none"> Improving how teachers utilize data to better meet the needs of their students and adapt their planning accordingly. Developing a clear strategy to address all students' needs during the school year based on student performance on benchmark assessments, PARCC, and individual classroom assessments.
2	Educate staff members in recognizing and respecting students' strengths, talents, and abilities through ongoing development of a LEAD program.	All	<ul style="list-style-type: none"> Improving communication with students regarding personal issues and concerns. Continue to develop a best practice model which identifies and rewards positive behavior in a school wide setting. Develop the LEAD program in coordination with the existing Jefferson School program. Plan school visits to see LEAD programs at work in existing schools around the state.
3	Address student reading and math deficiencies through continued implementation of I-Ready Software.	All	<ul style="list-style-type: none"> Develop a clear strategy to address student reading/math levels and deficiencies. Develop building wide schedule to maximize availability of program to students and teachers. Track student progress indicators throughout the school year and modify program as needed.



2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Administration or an out sourced resource will provide training for all teachers in how to properly identify and utilize data sources. 	<ul style="list-style-type: none"> All teachers will participate in professional development sessions with ongoing training during PLCs and staff meetings.
2	<ul style="list-style-type: none"> Administration or an out sourced resource will provide training for all teachers in implementation and development of a building wide LEAD program. 	<ul style="list-style-type: none"> All teachers will participate in professional development sessions with ongoing training during PLCs and staff meetings.
3	<ul style="list-style-type: none"> Administration will provide training to all teachers. Training will be provided on I-Ready software to aid teachers in identifying reading deficiencies. 	<ul style="list-style-type: none"> All teachers will participate in professional development sessions with ongoing training during PLCs and staff meetings.

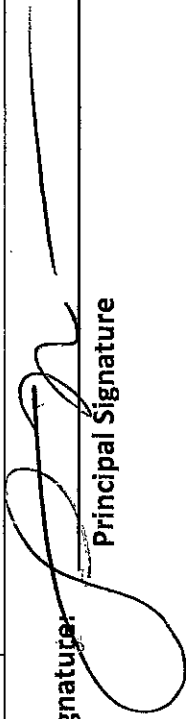
3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1, 2 and 3	<ul style="list-style-type: none"> Out-sourced resources and administration will provide training and follow-up support All teachers will receive professional development in the above named areas throughout the school year. Teachers will collaborate to share successes and adjust less successful strategies during PLCs and staff meetings. 	<ul style="list-style-type: none"> Grade level and vertical meetings will be held during the PLCs meetings to provide updates. Feedback will be provided to assess success of training and if there is a need for ongoing training. Administration, supervisors and support during PLCs will be used to assess the progress of the new initiatives. Teachers will be identified to model their successful strategies.

4: Progress Summary



PL Goal No	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature:  _____
Principal Signature

Date: 4/9/16
Date



LIVINGSTON ELEMENTARY SCHOOL



School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Union	Livingston Elementary School	Mr. Benjamin Kloc	July 1, 2016-June 30, 2017

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<i>By June 2017, Livingston Elementary School will increase behaviors that promote learning and respectful interactions as evidenced by a 20% reduction in student behavioral referrals.</i>	All	<ul style="list-style-type: none"> Discipline referral data will be gathered on a monthly basis. Classroom management plans will be handed in at the beginning of the year.
2	<i>By the end of the 2016-17 school year, 80% of the students will make progress by at least one stage of development on the elementary writing rubric.</i>	All	<ul style="list-style-type: none"> Pre-post writing samples will be used as evidence of the students' progress during the course of the 2016-17 school year.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-Up Activities (as appropriate)
1	Teach/Implement school-wide behavioral expectations at an assembly during the first week of school.	Teachers will enforce the school wide behavioral plan in the classroom.



	Professional development workshops on how to use Classroom DOJO and the Token Economy System to help effectively manage your classroom.	Discussions/sharing of practices will take place during weekly PLC meetings.
2	Students will establish and maintain a daily writing journal and will be presented with daily writing assignments across the curriculum.	Teachers will expose their students to various forms of writing and confer with all students on an individualized basis.
	A grade appropriate writing rubric will be developed and utilized by teachers and students at all levels.	During weekly PLC meetings, teachers will reflect on the appropriateness of the established rubrics. Teachers will ensure that all students have multiple opportunities to express their thoughts and ideas in written form.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1 & 2	Professional development workshops will focus on improving student achievement with particular emphasis on developing the students' written language skills.	<ul style="list-style-type: none"> Feedback regarding workshop presentations will be used to determine their effectiveness as well as the need for additional or alternate training.
1 & 2	Content supervisors will provide training and follow-up support. One full-day and five 2 ½ hour professional development workshops will be provided during the course of the 2016-17 school year. Funding has been appropriated for staff development.	<ul style="list-style-type: none"> Walkthroughs, formal observations, and the teachers' lesson plan book will be used to monitor the extent to which newly presented strategies/approaches are being utilized within the classrooms. Availability of content area supervisors Principal and/or the content supervisors may identify teachers who should view model lessons by colleagues.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		



3

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Bj Max

Signature:

Principal Signature

4-5-16

Date



UNION HIGH SCHOOL



Optional School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Union	Union High School	Corey Lowery	September 2015 – June 2016

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Advance training with the student information software Genesis. Continue aligning the curriculum to the CCSS.	All	To improve the lesson planning process through using student information software Genesis. Middle States objectives and report, Prosper results, student achievement scores on state standardized tests, student achievement scores on district benchmark exams, Common Core Standards SGOs are a requirement for the new evaluation initiative for all teachers
2	Support teachers in creating high quality Student Growth Objectives	All	SGOs are a requirement for the new evaluation initiative for all teachers
3	Increase teacher familiarity and usage of data to drive instruction, assessment, and curriculum decisions	All	Federal programs use student achievement data to evaluate schools and districts, student achievement data is used to guide instruction in the classroom and better meet the needs of students and the goals of the curriculum

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • Content supervisors will provide training for all teachers in unpacking and aligning content standards • All teachers will utilize CCSS to align instructional units and assessments to CCSS • All teachers will be trained on how to use the lesson planning model on the student information software Genesis 	<ul style="list-style-type: none"> • Teachers will work in teams to critique and assess curriculum and assessment alignment • Teachers will work in teams to create common CCSS aligned assessments • Content supervisors will continue to support teachers in the application of learning to practice • Teachers will be provided training on the use of Genesis and its lesson planning model
2	<ul style="list-style-type: none"> • Teachers will be trained in creating a common, standards-aligned high-quality assessment in each department to be used in SGOs • Teachers will participate in a series of presentations and activities to 	<ul style="list-style-type: none"> • Teams will reflect on the quality of other pre-existing assessments and revise as necessary to align with the quality of common SGO assessment • Content supervisors will provide follow-up support as needed for



	increase awareness and understanding of assessment literacy.	individual teachers and teams
	<ul style="list-style-type: none"> Teachers will be trained in using formative assessments to track students' progress toward attainment of SGOs 	<ul style="list-style-type: none"> Teachers will analyze students' expected vs actual performance on SGO assessment in order to establish more meaningful targets.
3	<ul style="list-style-type: none"> Content supervisors and related administrators will provide training for all teachers in utilizing Prosper system All teachers will utilize data results to drive instruction and curriculum 	<ul style="list-style-type: none"> Teachers will work in teams to critique and assess student strengths and weaknesses and effectiveness of assessments Teachers will work in teams to create district benchmark assessments in response to identified student weaknesses Content supervisors will continue to support teachers in the application of learning to practice

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Content supervisors to provide training and follow-up support Two teacher PD days dedicated to training and alignment work Dedicated time for collaborative teams to refine alignment Funding for trainers	Feedback to inform training and ongoing refinement
2	Qualified trainer to provide SGO training Time for teachers to participate in two PD days Funding for trainers	Feedback to inform training and ongoing refinement Availability of content supervisors to support teachers Possible interventions for struggling teachers
3	Content supervisors to provide training and follow-up support Two teacher PD days dedicated to training and work Dedicated time for collaborative teams to refine assessments, etc. Funding for trainers	Feedback to inform training and ongoing refinement

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		



2			
3			

Signature: _____ Date _____
Principal Signature



WASHINGTON ELEMENTARY SCHOOL



School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Union Township	Washington Elementary School	Thomas O. Matthews	September 2016 – June 2017

1: Professional Learning Goals

No	Goal	Identified Group	Rationale/Sources of Evidence
1	All educators will use I-Ready data to monitor student progress and address specific learning needs skills/domains within math and ELA as to differentiate instruction and document remediation.	All	Feedback from SciP meetings.
2			Student, class, AAP, grade and whole school reports from I-Ready program.
3			

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	SciP meetings and outcomes from discussion Faculty meetings	Review data reports (sources of evidence) Review data reports (sources of evidence)
2	Identification of specific needs	Common planning & PLC meetings



3	

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Workshops on I-Ready data interpretation	Appropriate resources from licensed practitioners/providers
2	I-Ready consultation	Availability of I-Ready consultants for small group/ one-on-one
3	I-Ready resources/tutorials/videos/vignettes	Videos and links through the I-Ready program that are grade and subject appropriate

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature: _____ Date: 1/22/16
 Principal Signature