

E-2

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



**District Professional
Development Plan
2019-2020**

**Township of Union Schools
Central Office Administrators**

Mr. Gregory Tatum - Superintendent
Mrs. Annie Moses - Assistant Superintendent
Mr. Gerry Benaquista - Assistant Superintendent

**Township of Union
Board of Education Members**

Nancy Minneci - President
Ronnie McDowell– Vice President
Guy Francis
Sherry Higgins
Kalisha Morgan
Vito Nufrio
Linda Richardson
Kim Ruiz
Mary Lynn Williams

District Professional Development Committee Profile and Sign-Off Sheet

Please write all of your responses for the district 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 DISTRICT PROFILE

Name of District: Township of Union
 District Code: 5290 County Code: 39
 District Address: 2369 Morris Avenue County: Union
 District Factor Group: DE
 Chief School Administrator: Mr. Gregory Tatum Date submitted: June 5, 2019
 Type of District (check one):
 K-5 K-6 K-12 7-12 9-12 Other (specify) _____

Please provide the following information:

List the names of the school buildings, 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
Battle Hill ES	080	PK-4	403	52
Burnet MS	060	6-8	1015	99
Connecticut Farms ES	090	PK-4	395	46
Franklin ES	100	PK-4	453	45
Hannah Caldwell ES	083	PK-4	578	59
Jefferson School	085	5	527	61
Kawameeh MS	070	6-8	700	73
Livingston ES	130	PK-4	401	38
Union High School	050	9-12	2196	207
Washington ES	140	PK-4	557	53

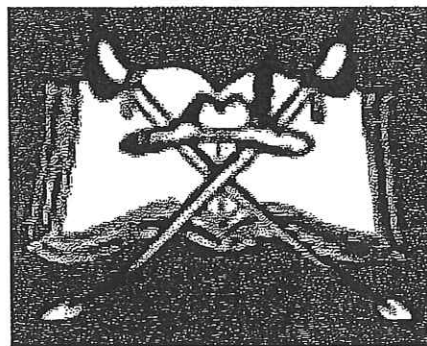
Please provide the following information for the District Professional Development Committee:

Chair Name (please print)	Signature	Position	Term Expires	Email
<u>Gina Calderone</u>				
Name (please print)	Signature	Position	Term Expires	Email
Name (please print)	Signature	Position	Term Expires	Email
Name (please print)	Signature	Position	Term Expires	Email

District PD Check Off 19-20

	Sept. 4, 2019	Oct. 23, 2019	Dec. 11, 2019	Jan. 8, 2020	Feb. 12, 2020	Mar. 18, 2020	19-20 PDP Report	ScIP Minutes	PD Survey
UHS	X	X	X	X	X				
Burnet	X	X	X	X	X				
Kawameeh	X	X	X	X	X		X	X	
Jefferson	X	X	X	X	X		X	X	
Battle Hill	X	X	X	X	X				
Conn. Farms	X	X	X	X	X		X	X	X
Franklin	X	X	X	X	X				
Hannah	X	X	X	X	X		X	X	
Livingston	X	X	X	X	X		X	X	
Washington	X	X	X	X	X		X	X	
Ahern	X		X	X	X				
Cohen	X	X	X	X	X				
Corbett	X	X	X	X	X				
Ghiretti	X	X	X	X	X				
Harrell	X	X	X	X	X				
Ionta	X	X	X	X	X				
Matthews	X	X	X	X	X				
Moran	X	X	X	X	X				
Rago	X	X	X	X	X				
Spec. Services		X same as BMS		X					
Walker	X	X	X						
Wojcik									
Title I		X (UHS)							

Burnet Middle School



**Burnet Middle School
ScIP Team Meeting**

Team Members:

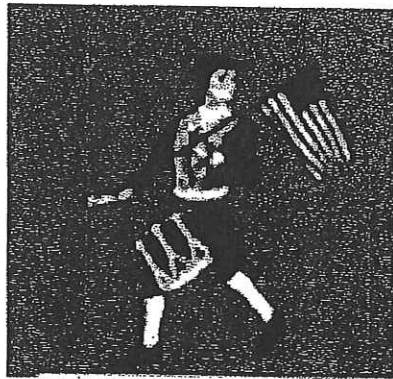
**David Shaw
Sharon Drayton
Russell King
Andrea Korb
Allison Sheahen
Brendan Roberts
Thomas Scarano**

Met 2/27/20

Next meetings March 25, 2020 @ 10:20 a.m., May 25

Agendas and minutes filed at building level.

Connecticut
Farms
Elementary
School





Optional School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Township Of Union Schools	Connecticut Farms School	Mrs. Michelle C. Osborne-Warren	September 2019 –June 2020

1: Professional Learning Goals

No	Goal	Identified Group	Rationale/Sources of Evidence
1	In order to build students' capacity to solve complex math problems and to become proficient mathematicians who have conceptual understanding, procedural fluency, strategic competency, adaptive reasoning and mathematical confidence.	K- 4 th Grade	Using data supplied by the state assessment, NJSLA and IReady reports. Data reports found that students are slightly lower in the area of math.
2	To increase awareness and implementation of the Social and Emotional competencies, identified by CASEL. The social and emotional competencies of Relationship skills, Self-Awareness, Self-Regulation, Social Awareness and Problem Solving.	Pre-School – 4th	As identified by research, the Dept. of Education, ESSA and other endorsements, students today are faced with a myriad of challenges in life. To provide them with the necessary skills and tools to meet their emotional and social needs, daily instruction and lessons will integrate the social and emotional competencies.
3			

2: Professional Learning Activities

PL Goal No.	Initial Activities	Followup Activities (as appropriate)
1	<ul style="list-style-type: none"> • Use of Dr. Nicky Newton's, work to implement Guided Math. • Provided a survey on google hand-outs to survey teachers' knowledge. • Teachers will be provided professional training with a consultant in what Guided Math is and how to incorporate into the math instruction. • Use of the Guided Math framework and small group instruction. • Implementation of math centers. 	<ul style="list-style-type: none"> • Consultant used to observe classes to help with the implementation. • Use of Demo Lesson by consultant. • Professional Development on rotations and assessments. • Use of time to create math centers.



2	<ul style="list-style-type: none"> • Use of the SEL continuum to help staff understand the SEL competencies. • Use of YouTube video for Introduction. • Use of Educational Foundation grant to purchase resources to implement Yoga for Classroom. 	<ul style="list-style-type: none"> • Use of google folder to record activities promoting SEL lessons. • Morning announcements. • Presentation at upcoming Board Meeting of the school's implementation.
3	<ul style="list-style-type: none"> • Morning announcements to help with self-regulation and self-awareness activities, and social awareness. • Purchase books on Morning meeting and 7 Habits of Happy Kids. • Purchase of program, Second Step for Preschool and Kindergarten classes. 	

3: Essential Resources

PL Goal No	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> • Professional Development consultant. • Use of the 20 Day implementation guide by Dr. Newton • Resources provided on a google folder with YouTube videos and materials for teachers to use. • Self-Assessment monitors throughout the school year. 	
2	<ul style="list-style-type: none"> • Purchase books, 7 Habits of Happy Kids and Morning Meeting. • Purchase, through Educational Foundation grant materials for Yoga for Classrooms. • Use of resources online for SEL lessons. 	
3		

4: Progress Summary

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



2		
3		

Signature: *[Handwritten Signature]*
Principal Signature

10/31/2019
Date

Connecticut Farms School
SciP Committee
2019 - 2021

Committee Members:

Principal- Mrs. Michelle C. Osborne-Warren

Mrs. Olga Korzen

Mrs. Cynthia Carhart

Mrs. Jamie Gundersent (Dec- June) acting for her Ms. Kelly Higgins (Sept- Dec)

Mrs. Erin Marabuto

Mrs. Deanna Leon

Mr. Eric Morgan

Mrs. Tatiana Cortes

I want to thank you for offering your time and talents to be on the SciP committee. You will be part of the committee for the next 3 years. I will be forwarding you information from the Dept. of Education regarding the role of SciP. Attached, you will see the dates of our meeting for the 2019-2020 school year.

Dates of Meetings:

October 30th

January 8th

April 24th

MInutes and agendas filed at building level

Hannah
Caldwell
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, 2019-June 30, 2020

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 and SEL 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. Parent instructional workshops will assist with the home-school connection.
2	Increase students' ELA and math skills across all grade and subject areas.	All	<ul style="list-style-type: none"> ELA and math levels will be established. During the 2019-20 school year, data will be collected periodically to document student progress with relation to the established standards.

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 vertical meetings, and will share information and develop common formative assessments in each of the essential standards. Monthly report to document student success. The principal will also conduct informal visitations to the classrooms to support teachers in the application of PBSIS and SEL best practices. Student incentives for positive results.
2	Students will be taught the skills to become more positive, motivated, focused and engaged in the learning process. Professional development workshops will focus on ELA comprehension and math skills for teachers. The strategies will then be used in the classroom to improve student achievement.	Teachers will participate in grade-level PLC meetings and vertical meetings, and will share information at faculty meetings and in-house PD workshops.
2	Teachers will develop and incorporate reinforcement activities to	Monthly report to document student success. The principal/vice principal



cont	monitor student achievement.	will also conduct informal visitations to the classrooms to support teachers in the application of improved reading practices.
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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 and SEL.	<ul style="list-style-type: none"> Teachers will collect and review data to assess student progress.
2	Professional development workshops will focus on improving ELA and math achievement.	<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 Iovanni

Signature:

Principal Signature

October 16, 2019

Date

Township of Union Public Schools

Hannah Caldwell Elementary School

Kathryn DiGiovanni, Principal

ScIP Member List – 2019-2020

Kathryn DiGiovanni
Janette Tramuta
Kelly McFarland
Kim Zieserl
Kira Baskerville
Matt Puorro
Marixa Perez
Anthony Manderichio
Mark D'Aloia
PTA Officer or designee

Meeting was October 10, 2019

Future Meetings:

December 18, 2019

February 26, 2020

April 29, 2020

June 10, 2020 if needed

Minutes and Agendas Filed at Building Level

Jefferson School





Jefferson School School Professional Development Plan

District Name	School Name	Principal Name	Plan Begin/End Dates
Twp of Union Schools	Jefferson School	Laura Damato	Sept 2019 - June 2020

1: Professional Learning Goals - These goals are inspired by the feedback from the work our ScIP team, Lighthouse Team and academic results of the building. 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 through effective PLC's to meet the individual needs of their students based on relevant and recent data.	All	<ul style="list-style-type: none"> • Continue to develop and improve our PLC process to become more effective at determining appropriate learning goals, having a clearer understanding of instructional standards and developing effective means of assessment. • Improving how teachers utilize data to better meet the needs of their students and adapt their planning accordingly. • Developing clear goals for instructional practice and student achievement aligned with identified WIG (Wildly Important Goals- LIM) within each unit plan • Developing a clear strategy to address all students' needs during the school year based on student performance on benchmark assessments, i-Ready and individual classroom assessments.
2	Educate staff members on the process of using Common Formative Assessment and Response To Intervention to target students in need at early points of intervention to improve overall student progress.	All	<ul style="list-style-type: none"> • Continue to identify essential standards through effective use of unit plans. • Develop methods of assessment that provide immediate, useful information on student learning. • Use data to identify at risk students in order to provide support in a timely manner • Develop practices to enrich the curriculum for students who are already excelling. • Develop and implement a building wide schedule that allows interventions to take place in a timely manner during the school day.



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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 refiguring of a building wide RTI program. 	<ul style="list-style-type: none"> All teachers will participate in professional development sessions with ongoing training during PLCs and staff meetings.
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
	<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 the 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: _____

[Handwritten Signature]

Principal Signature

10/31/19
Date

JEFFERSON SCHOOL

SCIP MEMBERS

2019-2020

MEETING DATES: November 26, 2019 and February 19, 2020

- Maria Class - Security
- Ashley Garcia
- Tom Filippone – Physical Education
- Nicole Signorelli– Teacher Asst.
- Fatima DeCorte - Guidance
- Ana Gabriel
- Vicki Krupa
- Ken Kruse - Custodian
- Kelly Hamilton
- Barbara Nicholls
- Leslie Nigro
- Kristin Nunes
- Kelly Piano
- Brittany Schill – Special Education
- Desmond Stapleton
- Matt Romeo
- Gayle Sumner - Nurse
- Roseanne Torr – Media Clerk
- Dutesche Aine - CST
- Colleen Corcoran
- Bernadette Watson - Secretary
- Janet Whitehouse
- Carolyn Schefter
- Monica Dec

****Meeting Agendas & Attendance are filed at the building level****

Kawameeh Middle School





Kawameeh Middle School School Professional Development Plan

District Name	School Name	Principal Name	Plan Begin/End Dates
Twp of Union Schools	Kawameeh Middle School	Jason Malanda	Sept 2019 - June 2020

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 through effective PLC's to meet the individual needs of their students based on relevant and recent data.	All	<ul style="list-style-type: none"> • Continue to develop and improve our PLC process to become more effective at determining appropriate learning goals, having a clearer understanding of instructional standards and developing effective means of assessment. • Improving how teachers utilize data to better meet the needs of their students and adapt their planning accordingly. • Developing clear goals for instructional practice and student achievement aligned with identified SMART Goals within each unit plan • Developing a clear strategy to address all students' needs during the school year based on student performance on benchmark assessments, NJSLA, i-Ready and individual classroom assessments.
2	Educate staff members on the implementation of a building wide PBSIS system of supports to develop building wide supports and recognition for our students.	All	<ul style="list-style-type: none"> • Attend PBSIS Training Cohorts with Rutgers Staff to gain knowledge of program essentials. • Gather and track relevant data throughout the year to assist in developing building norms and identifying areas of concern. • Use data to identify at risk students in order to provide support in a timely manner. • Turnkey cohort information to staff through building based professional development. • Plan for building implementation of Tier 1 supports in September 2020 as per cohort instructions.



3	Educate staff members on concepts of Social Emotional Learning and develop building wide supports and recognition for our students.	All	<ul style="list-style-type: none"> Identify and continue to develop Social Emotional skills learned through Leader in Me. Foster essential skills needed to promote mindfulness in all situations Utilize available data to determine areas in need of improvement regarding student behavior. Develop a building wide recognition system to promote positive behaviors and recognize outstanding achievements and improvements.
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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 PBSIS 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 relative means of supporting Social Emotional Learning and Mindfulness 	<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

[Signature]
8/26/19

KAWAMEEH MIDDLE SCHOOL
School Improvement Panel
2019-2020

Jason Malanda, Principal

Yvonne Lorenzo, Vice Principal

Katherine Ferrise, Teacher

Cathy Jakositz, Teacher

Heather West, Teacher

Diana Fasano, Teacher

Andrea Steensen, Counselor

Meeting Dates:

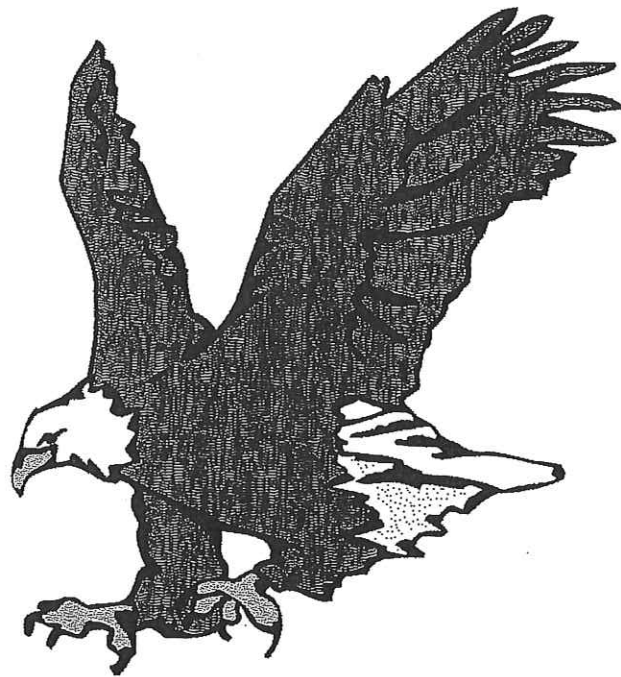
10/17/19

3/2/20

5/15/20

*Minutes and agendas filed at the building level.

Livingston
Elementary
School





Livingston Elementary School School Professional Development Plan

District Name	School Name	Principal Name	Plan Begin/End Dates
Twp of Union Schools	Livingston School	Benjamin Kloc	Sept 2019 - June 2020

1: Professional Learning Goals - These goals are based from the results of a climate survey taken by LES 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	Effective Classroom Instruction: Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.	All	<ul style="list-style-type: none"> ● FOCUSING ON ALL STUDENTS - Classroom teachers, RTI teachers and Data Team will identify the specific weaknesses of their students by analyzing the Diagnostic data. They will identify the specific standards and target them in small group instruction. ● ANALYZING TEST DATA- All of the teachers on our staff have been fully trained in how to look at their class's iReady diagnostic scores. The teachers will be able to identify their students' specific strengths and weaknesses. The teachers know where they need to concentrate their attention. ● CONSTANT MONITORING OF PROGRESS - School improvement is an evolving process that takes ongoing monitoring and constant input, I will meet monthly with each grade level and talk about strategies for improving instruction for the whole class and for individual students. ● Teachers will meet in their PLC's and watch videos on Global PD, discuss and reflect. ● C.A.R. -The Connected Action Roadmap. C.A.R. connects standards, student learning, assessment, professional learning, educator effectiveness, and school climate and culture to the work of professional learning communities. The teachers will share successfully implemented lessons and/or activities with one another during weekly grade level PLC meetings. ● Students who meet the established eligibility criteria will be enrolled in the school's RTI Program for remedial instruction in the area of language arts. ● PBSIS - Positive Behavioral Support In Schools. Implement a multi-tiered system of support for behavior, conduct, and social-emotional wellness that promotes equity for all students.



2	<p>Increase Family and Community Engagement: Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities, and schools that reflects a shared responsibility to foster children's development and learning.</p>	All	<ul style="list-style-type: none"> ● MAKERSPACE - Advertise, market the concept of a community-developed makerspace and develop a parental group to move forward with the plan. ● TREP\$, short for enTREPpreneur\$, is a project-based learning program that teaches kids in grade 4 how to start their own businesses. They learn the lessons in workshops, and apply them at home as they build their businesses with the support of their families. TREP\$ Marketplace. ● MULTICULTURAL NIGHT - Invite LES families to share elements of their culture or ethnicity with other members of the school community through storytelling, dance, arts and crafts to celebrate the things that make each culture unique.
3	<p>Educate staff members on concepts of Social Emotional Learning and develop building wide supports and recognition for our students.</p>	All	<ul style="list-style-type: none"> ● Identify and continue to develop Social Emotional skills ● Foster essential skills needed to promote mindfulness in all situations ● Utilize available data to determine areas in need of improvement regarding student behavior. ● Develop a building wide recognition system to promote positive behaviors and recognize outstanding achievements and improvements.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
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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 RTI 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 Social Emotional Learning and Mindfulness 	<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: _____ Date _____
Principal Signature _____ Date _____

LES 2019-20 ScIP Team

Ben Kloc

Monika Roberts

Maria Sibilja

Lindsay Conneely

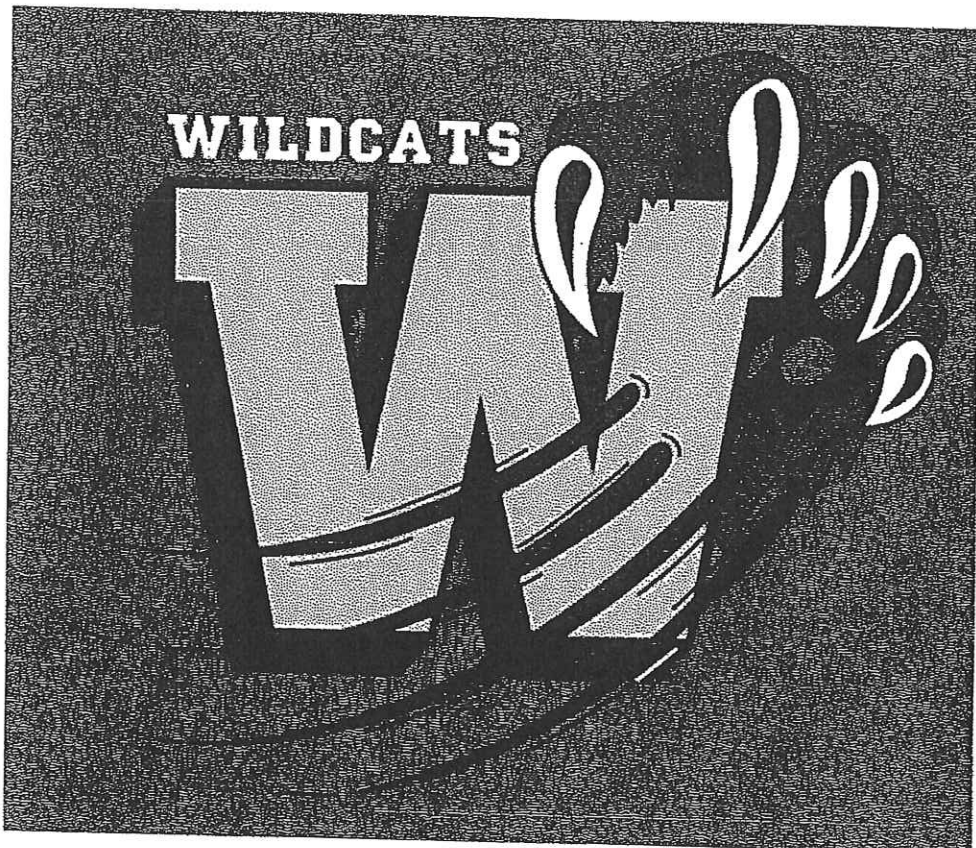
Heather Denner

Elisa Hahn

Kelly Kitzman

**Minutes and agenda filed at the building

Washington Elementary School





School Professional Development Plan (PDP)

District Name	School Name	Teacher Name	Plan Year/End Dates
Union Township	Washington Elementary School	Thomas O. Matthews	September 2019 – June 2020

1: Professional Learning Goals

No.	Identified Goal	Rationale/Justification/Strategies
1	All teachers will identify no more than ten essential standards in math and ELA and will rewrite all E>S in easy-to-understand.	Current educational research strongly indicates that identifying essential standards (e.s.) helps teachers to focus on the most important content. <ul style="list-style-type: none"> - Feedback from SCIP meetings. - Lists of all E.S. - RTI process will use common assessments per E.S. - PD will be provided for E.S. development - PD will be provided for easy reference language per E.S.
2	WES will demonstrate an equitable system through common formative assessment development.	<ul style="list-style-type: none"> - RTI Data will be analyzed to assess effectiveness - SCIP will assess effective RTI process as a result of using C.F.A. per E.S. - C.F.A. data will be used to tier students and measure student understanding
3		

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	ScIP meetings and outcomes from discussion	Review all E.S.
	Faculty meetings PD will be provided for E.S. development	Ongoing review of E.S. as it relates to RTI Common planning & PLC meetings
2		




3		
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3: Essential Resources

PL Goal No.	Resource	Other Implementation Considerations
1	Workshops/PD for Common Formative Assessments (C.F.A.) Development will be provided	Appropriate resources and guidance from WES Administration
2	Global PD Videos	Online PD portal for PLCs and RTI. These videos include C.F.A. development
3	i-Ready resources/tutorials/videos/vignettes	i-Ready Standards Mastery provides common assessments as well

4: Progress Summary

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

Signature:  Principal Signature

Date: 10/31/19

2019-20 School Year

The Washington Elementary School (WES)

School Improvement Panel (SciP) members are:

- Tom Matthews, Principal
- Laurie Roof, Vice Principal
- Kim Marano, School Counselor
- Cindy Attanasl, Kindergarten Teacher
- Lisa Mason, Fourth Grade Teacher
- Christina Nufrio, Second Grade Special Ed. / ICR Teacher
- Sharon VanDerlyn, Third Grade Teacher
- Tiffany Rand, Fourth Grade Teacher
- Joanna Glaser, First Grade Teacher

Proposed dates to meet:

- 9/24/19 (Done)
- 1/13/20
- 3/16/20
- 5/18/20

Minutes and agendas are filed at building level.

2 Professional Development Goals for WES 2019-20

Goal # 1: Ensuring Equity in Curriculum and Instruction (Aligned with District Goal #2): Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for ALL students to succeed.
Goal: Teachers will identify Essential Standards (E.S.) in math and ELA (By September 13th). A vertical meeting will provide an opportunity for teachers, in grades below and above, to contribute to the final list of E.S. for each grade level team (By September 27th). Student Learning Objectives (S.L.O.'s), as prescribed by the NIDOE, will provide simple language to clearly explain the expectations for each E.S. for all stakeholders, especially the students and their families (By October 16th). PLC forms, for all grade level teams, will be constantly analyzed, by school administration, to demonstrate that ALL students are learning each of the E.S. This goal requires that teachers have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

Goal # 2: Demonstrating an Equitable System through Common Formative Assessments (C.F.A.'s) (Aligned with District Goal #1):
Goal: Teachers, in all grade level teams, will develop Common Formative Assessments (C.F.A.'s) in math and ELA for each Essential Standard (E.S.) (ongoing all year long). Two C.F.A. (forms A and B) will be developed for each E.S. and will be comprised of, no more than 5 to 10 questions per C.F.A.. C.F.A. results will constantly be analyzed in PLC's. C.F.A. results will be used to determine that ALL students have learned each E.S. Form B results will be compared to Form A results to determine growth. C.F.A. results will help teachers to improve instruction, tier students, and compare instructional practices during PLC's. School administration will constantly examine C.F.A. results to monitor that ALL students are learning each of the E.S. at target rates. C.F.A. data will demonstrate that ALL students have learned ALL E.S. This goal requires that teachers have a strong understanding of the assessment system and how to use data to make instructional decisions for all students. There will be at least two PD workshops, for C.F.A. Development, this school year.