District Professional Development Plan (PDP) Atlantic City Public Schools 2017-2018

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District Name	Superintendent Name	Plan Begin/End Dates
Atlantic City School District	Barry Caldwell	July 1, 2017 to June 30, 2018

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	To provide a superior curriculum delivered through a research based instructional frameworks focused on measurable student outcomes and growth. *Strategic Plan Goal 1*	All Instructional Staff	Rationale ● Using the analysis of multiple measures of student achievement data, delivery of the curriculum will be adjusted to address students' needs (e.g. formative and summative assessments). ● The curriculum must be aligned with the New Jersey Student Learning Standards, PARCC state assessment for student achievement and New Jersey Preschool Teaching and Learning Standards. ● The curriculum's instructional framework must be research based and proven highly effective. ● The curriculum provides a scaffold for differentiation among the varying levels of student needs. ● District integrated curriculum units support teachers in implementing literacy based units of study in reading and writing with Science and Social Studies topics embedded within the language and literacy framework. ● To support Science, Technology, Engineering, and Math practices as evidenced through the state standards and research best practices. ● State standards, research based best practices, and shifts in technology implementation support the need for blended learning in which educators and students are immersed in teaching and learning with traditional and digital tools. ● To utilize PLCs to deliver a "guaranteed and viable" curriculum, transform instructional and leadership practices, and provide student growth for all students. Sources of Evidence ● **Surveys:** Behavior Characteristics Survey, LoTi Walkthrough Results, AC District Satisfaction Survey, and Effective Practices Survey, Digital Learning Surveys

			Agendas and Sign-in Sheets - PD Surveys **PreK:** GOLD Web-based Ongoing Portfolio Assessment, Structured Classroom Observation Tools, and Creative Curriculum Units of study guide and Fidelity Tool. Beginning and End-of-the-year assessment: Letter Identification, Letter/Sound Knowledge, Writing Sample. **ELL K-12**: W-APT (K) and, WIDA SCREENER (1-12), , Benchmark Assessments, PARCC, ACCESS for ELL 2.0, Surveys **Math K-12**: PARCC and District assessments, formative classroom data, Compass, and vertical articulation. **Interventions:** Observation Survey of Early Literacy Achievement, Slosson Oral Reading Test (Reading Recovery), Phonics Inventory (PI) - (System 44) (LLI-Fountas and Pinnell Benchmark Assessment System) **Science K-12:** NJASK and State Biology Achievement Test Results, State adoption of Next Generation Science Standards, District Assessments **Social Studies (6-12)**: Benchmark Assessments **ELA K-12:** District assessments measure student progress as speakers, readers, writers and word solvers at intervals throughout the year: - K-2: Fountas and Pinnell Benchmark Assessment System, Writing Rubrics, Print Concepts, Letter Identification, Letter/Sound Knowledge, High Frequency Word Reading and Writing Assessments, Phonemic and Phonics Assessments - Grades 3-5: SRI, Fountas and Pinnell Benchmark Assessment System, Schlagal Developmental Spelling Assessments, Writing Assessments, student writing, self-assessment,High Frequency Word Writing Assessments, edConnect NJ ELA district assessments, and PARCC - Grades 6-8: SRI, Fountas and Pinnell Benchmark Assessment System, Schlagal Developmental Spelling Assessments, Writing Assessments, student writing, self-assessment, edConnect NJ ELA district assessments, Greek and Latin Roots Assessments,,and PARCC. **Fidelity of Implementation Tool**: (FIT) is a measure of levels of implementation of the nine components of effective schools completed by school leadership teams and submitted to district trainers as a means for reflecting on implementation, as well as setting goals for the coming year.
2	To provide a safe and orderly environment that is	School Administrator,	Rationale:

	focused on collaboration and high levels of family involvement. *Strategic Plan Goal 2*	teachers, parents, students, support staff, community members, and community business leaders.	● Providing translators connects parents to school activities and programs, and increases opportunities for positive parent-school interactions. ● Classes and workshops for parents provide them with tools to support their children's academic achievement. ● Professional resources as well as district integrated curriculum units offer suggestions for at home activities in an effort to involve families (e.g. Living Tree, Google Classroom, Parent Portal, etc.) ● Research shows that parental involvement is associated with higher student achievement. ● Designate PreSchool Community Parent Involvement Specialist <u>Sources of Evidence:</u> ● Sign in sheets for PAC meetings, Parent Resource Center, Parent Conferences, Back to School Night, individual classroom celebrations ● Sign in sheets from Professional Development ● Parent/Staff/Student Satisfaction Surveys and Strengthening the Families Survey ● Surveys: Behavior Characteristics Survey, LoTi Walkthrough Results, AC District Satisfaction Survey, and Effective Practices Survey
3	School leadership will establish and maintain high expectations and measure outcomes. *Strategic Plan Goal 3*	School Administrator, teachers and students	Rationale ● The District will engage in meaningful PLCs at multiple levels of the organization - district, school, grade, and content level. ● Expectations will be aligned with New Jersey Student Learning Standards and district curricula. ● Leadership involvement in professional development is key in supporting instructional leaders who support implementation of the district curriculum within the language and literacy framework. ● Leadership will continue to engage in professional development around leadership and practices that promote the professional learning communities. ● Leadership will continue to engage in professional development around digital learning included but not limited to edConnect NJ and Google Classroom. ● Leadership attendance at building and grade level data meetings allows all members of the school leadership team to share in the conversation around student progress in relation to classroom instruction and set goals for further professional learning. ● LoTi observation tool focuses on best practices for ELLs, Mathematics, Science and Social Studies and provides teachers with feedback relevant to individual classroom instruction. Sources of Evidence

			● Surveys: Behavior Characteristics Survey, LoTi Walkthrough Results, AC District Satisfaction Survey, and Effective Practices Survey ● Parent/Staff/Student Satisfaction Surveys ● LoTi Teacher Evaluation and Observation/Walkthrough Data

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	1. edConnect NJ integrated training (grades K-12) to support teachers in creating and administering high quality assessments and interpreting/analyzing data. Development of assessments World Language edConnect NJ training; Integrate edConnect NJ into PLCs and PD; develop common formative assessments 2. Unpacking the standards (K-12) on NJ Student Learning Standards; conducted in PLCs. 3. Training and on-going coaching on effective instructional practices implemented within the literacy, math, and preschool framework. 4. Summer Curriculum Task Forces to create, revise, and update district curriculum and align with NJSLS. 5. Professional Learning Communities (PLC) to engage in dialogue regarding student achievement data, instructional practices, student engagement and exploration. 6. Science department training on implementation of New Jersey Student Learning Standards 7. Develop a 3-year Digital Learning Plan to sustain effective and efficient use of digital resources for improved student achievement, fiscal responsibility and to optimize operations, communications, and academic results. 8. Develop a system of data sharing and reporting with all teachers utilizing Google Drive Groups. 9. Connect Curriculum and Instruction to character education implementation (The Leader in Me - PAS and NYAS only)	1. On-going professional development for the edConnect NJ system (grades K-12) 2. None 3. Administration/Coaches monitor and provide feedback to support instructional strategies with an emphasis on: exploration, differentiated instruction, and student-directed learning. Continuous and on-going district literacy professional development, including classroom coaching. 4. Create Year Long District PLCs for specific areas of focus (e.g. Science). Ongoing evaluation, analysis, and revisions of district curriculum and preschool units of study. 5. Share instructional best practices through multiple PLCs (e.g. district leadership, school-level, grade or department level). 6. Review of Lesson plans, analysis of NJASK and state Biology Assessment scores, and evaluation of science department benchmark data; STEM professional development (e.g. Project Lead the Way, etc.). 7. Monitor progress through surveys; walkthrough and evaluation data 8. Continuous data sharing and reports from administration, content area coaches for data informed instructional practices.

	10. Ongoing professional development of staff and enhancing student digital learning in the classroom provided by Digital Implementation Specialists.	9. Continue integration of character education program (social-emotional skills) that supports curriculum and instruction. 10. Survey on Digital resources available, online modules to support effective instructional practices, survey to determine technology needs.
2	1. Parent Advisory Council and Parent Resource center presentations on supporting their children's academic development 2. Include "Translation Info" on each school's and district's webpages. 3. Provide translators, as needed, at district meetings, BOE, PAC, Back to School Nights, Connect Ed calls. 4. Develop a 3-year Digital Learning Plan to sustain effective and efficient use of digital resources for improved student achievement, fiscal responsibility and to optimize operations, communications, and academic results. 5. Train teachers on using digital technologies to engage parents and community members on how to be an active part of the children's education (e.g Living Tree, Google Classroom, etc.) 6. Incorporate programs (e.g. assemblies, character education, etc.) to help build a safe and orderly environment (per student M&E BCS student survey)	1. Analyze data of parent attendance, parent surveys, and student achievement data tied to parent participants. 2. None 3. None 4. Survey parents and community to determine technological needs and expectations. Design "technology highlights" for PAC meetings, back to school nights, Provide parents with trainings on technology tools. 5. None 6. Continue to provide professional development for staff staff; programs and support for students, and parents.
3	1. School Administrators will attend professional development sessions to better understand and support instructional practices. 2. Continued training for administrative team on LoTi walkthrough tool to enhance classroom instruction. 3. Utilize PLCs to use, monitor and provide feedback on district assessments through edConnect NJ. 4. Develop a 3-year Digital Learning Plan to sustain effective and efficient use of digital resources for improved student achievement, fiscal responsibility and to optimize operations, communications, and academic results. 5. Use LoTi pillars to establish and maintain high expectations and measure outcomes for ELLs. 6. Administration training on evaluation of ELL teaching practices	1. Support classroom teachers in implementation of instructional strategies learned from professional development. 2. Provide appropriate feedback and support after LoTi walkthroughs. 3. Staff meets regarding assessment data through PLCs; inclusive of professional development for using the edConnect NJ system. 4. Provide on-going support utilizing digital tools to enhance instruction and operations. Create District "Google" resource area that will include training resources to support implementation (guides, online tutorials, links to outside resources, etc..)

7. District Leadership and District Leadership Teams will be involved in the professional development and activities of District Leadership Meetings and Activities that promote leadership best practices and professional learning communities.	Request proposals from district staff members that are effectively integrating digital resources during the instructional day to present at schedule district PD days as well as present/share at staff meetings and/or grade-level planning meetings. 5. None 6. None 7. None	

3: PD Required by Statute or Regulation

See update PD List

State-mandated PD Activities			
NJ Required Professional Development	**State Statute/Regulation**	**Time Requirements**	**Action Steps**
Alcohol, Tobacco, and Other Drug Prevention and Intervention	N.J.S.A. 18A: 40A - 3, 15 N.J.A.C 6A: 16-3.1(a) 4	Annually	
Asthma	N.J.S.A. 18A:40-12.9	Annually	
Bloodborne Pathogens/Communicable Diseases	N.J.S.A. 34:6A-25; N.J.S.A. 18A:40-3,	Annually; Teachers	
Code of Student Conduct	N.J.A.C. 6A:16-7.1(a)4	Annually	
Electronic Violence and Vandalism Reporting System	N.J.S.A. 18A:17-46, N.J.A.C. 6A:16-5-3(d)2	Annually	
Integrated Pest Management	N.J.A.C. 7:30-13.2(c)	Not Specified	

(IPM)			
Equity and Affirmative Action	N.J.A.C. 6A:7-1.6	New staff within 1st year. All staff on a continuing basis.	
Ethics, Law, Governance, Harassment, Intimidation, and Bullying	N.J.S.A. 18A:26-8.2, N.J.A.C. 6A:9C-4.3(a)5	Annually on District Policy; Training on Prevention 2 Hours per 5 years	Policy Training Annually Prevention Training: Completed Annually at New Teacher In-Service, and District Wide Year 1 of 5
Harassment, Intimidation, and bullying	N.J.S.A. 18A:37-17b and c N.J.A.C. 6A:16-7.7	Training on District Policy: Annually[Handled by buildings]; Training on prevention: 2 Hours per 5 Years	
Law Enforcement Operations	N.J.A.C. 6A:16-6.2(b)12	Not Specified	
I&RS Referral	N.J.A.C. 6A:16-8.2(a)4	N/A	
Mandatory Gang Awareness Training for School Administrators	N.J.S.A. 52:17B-4.7	During first year of employment as an administrator	
NJ SMART	N.J.A.C. 6A:13-2.1(d)3	Not Specified	
Educator Evaluation System	N.J.S.A. 18A: 6- 123 (b) (10) N.J.A.C. 6A: 10-2.2(b) (1)	Annually	
Potentially Missing/Abused Children Reporting	N.J.S.A. 18A: 36-25, N.J.A.C. 6A: 16 - 111	Annually	
Special Education Training	N.J.A.C. 6A:14-1.2(b)14	In accordance with approved special education plan	
Preschool Training	N.J.A.C. 6A:13A-3.1(c)8	In accordance with approved preschool education plan	

Teacher Mentor Training	N.J.A.C. 6A:9C-5.2(a)7	Before serving as a mentor	
Reading Disabilities (Dyslexia)	N.J.S.A. 18 A:6- 131	2 Hours Annually	
Recognition of Substance Abuse	N.J.S.A. 18A: 40A-15, N.J.A.C 6A: 16-3.1(a) (4)	Policy Training: Annually Prevention: 2 Hours per 5 Years	Completed Annually at New Teacher In-Service, and District Wide Year 2 of 5
School Safety Teams	N.J.A.C. 6A: 16-5.1 (d)	Annually	
Suicide Prevention	N.J.S.A. 18 A:6 - 112	2 Hours per 5 years	Completed Annually at New Teacher In-Service, and District Wide Year 3 of 5
CPR and First Aid Training	Grow NJ Kids 1.4.3	6 hours every 2 years	Complete Biannually
Teaching Strategies GOLD	Grow NJ Kids 2.3.3	6 hours per year	Complete annually
New Jersey Preschool Standards	Grow NJ Kids 2.2.2	6 hours per year	Complete annually
Bilingual Education Inservice Training	N.J.A.C. 6A:15-1.8	Not Specified	
ECERS-3 training	Grow NJ Kids 2.2.1	5 hours per year	Complete annually
Early Screening Inventory	Grow NJ Kids 1.3.6	2 hours	
ELL and Inclusion Support	Grow NJ Kids 4.4.4	6 hours	Annually
Law Enforcement Operations	N.J.A.C. 6A:16-6.2(b)12	Not specified	
Use of Nebulizer	N.J.S.A 18A:40-12.8(a), N.J.A.C. 6A:16-2.3(b)2	Not Specified	
General Student Needs Recognition	N.J.S.A. 18A:40-3.3(a), N.J.A.C. 6A:9B-14.3(d) and 14.4(d)	20 hours during the initial 3 years	

Career and Technical Education	N.J.A.C. 6A:19-6.4(d)8	Prior to working or participating in CTE	
Interscholastic Athletic Head Injury Safety Training Program	N.J.S.A. 18A:40-41.2	Complete an interscholastic athletic head injury safety training program. Distribute fact sheet annually to every student-athlete and parent/guardian of student athlete	
School Physician Completion of Cardiac Assessment PD Module	N.J.S.A. 18A:40-1.1		
Student-Athlete Cardiac Assessment Professional Development Module	N.J.S.A. 18A:40-41d N.J.S.A. 18A:40-41.7	N/A	
School Nurse Delegate for Glucagon	N.J.S.A. 18A:40-12.14, N.J.A.C. 6A:16-2.3 (b)3vii	N/A	
Lyme Disease	N.J.S.A. 18A:35-5.3	Annually	
Communicable Diseases	N.J.S.A. 18:A40-3, N.J.A.C., 6A:16-2.3(b) (xv)	Not specified	
Training of Delegates for Epinephrine Administration	N.J.S.A. 18:A40-12.6(c)	N/A	
Diabetic Student Health Plan	N.J.S.A. 18A:40-12.13(d)	N/A	

**See the State Document for complete description including those mandated to attend the PD

4: Resources and Justification

Resources
-Creative Curriculum Resource Kit and Online support, Teaching Strategies Gold, Preschool Cohorts (NJ Preschool Teaching and Learning Standards, Teaching Strategies GOLD webinars), Preschool Parent Involvement Plan, Grow NJ Kids Assessment Tool,Parent Surveys and Responses Spreadsheet, School Satisfaction Surveys (Parent, Staff and Student), School Climate Survey, Behavioral Characteristics of Students Survey, Effective School Practices Survey, District Leadership Professional Development Recommendations, District Strategic Plan 2015, District PD samples from Preschool teachers, Required State PD, Reading Recovery Observation Survey/online resources/professional books/Reading Books, Read 180 Topic Software/Rbooks/Read 180 Libraries, System 44 Software/ decodable books/libraries, Leveled Literacy Intervention kits/online resources
Justification
2015-2017 data analysis has identified priority areas related to the supervision of instruction to ensure consistent and successful implementation of the CCSS, NJCCCS, and AchieveNJ. High quality professional learning experiences are necessary to support these initiatives and improve educator's practice. Emphasis will be placed on the development of PLC's, promoting teachers and administrators as reflective practitioners, support for the development of quality SGO's, and effective data use to drive instruction at the student, classroom, school, and district levels. The need to support the School Improvement Panel, District Evaluation Advisory Committee, Strategic Plan, and school and district goals.

Signature: _____   _____

 Superintendent Signature   **Date**