District Professional Development Plan (PDP) Atlantic City Public Schools

District Name	Superintendent Name	Plan Begin/End Dates
Atlantic City School District	Paul Spaventa	July 1, 2016 to June 30, 2017

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 framework that is focused on measurable student outcomes and growth. *Strategic Plan Goal 1*	Interventions-(Reading Recovery, Leveled Literacy Intervention, Basic Skills Instruction, Read 180, System 44) K-12 ELA K-12 ELL K-12 Math K-12 Science K-12 Preschool Teachers Preschool Paraprofessionals District and School Administrators M&E data specialists and consultants	Interventions Rationale • Observation Survey of Early Literacy Achievement, District Assessments as recorded on the PPMC forms, PARCC. • The interventions are aligned with the Common Core State Standards and PARCC state assessment for student achievement. • The interventions are research based and proven highly effective. • The interventions provide a scaffold for differentiation among the varying levels of student needs. ELL K-12 Rationale: • Sheltered Instruction Operational Protocol (SIOP) is a research-based model for integrating content and language for ELLs. • The ESL program is aligned to the language and literacy framework. Reading workshop provides opportunities to differentiate instruction and develop all four language domains. ACCESS for ELLs indicates weaknesses in the writing and speaking domains for ELLs. Further, PARCC indicates that students must achieve a high level of

			ACCESS proficiency to meet expectations on the PARCC.

ACCESS proficiency to meet expectations on the PARCC.
- Rigby On Our Way to English is a research-based program that supports SIOP and the language and literacy framework.
- Differentiating instructional materials, practices and assessment provides ELLs access to the standards according to their language proficiency levels.

ELL K-12 Sources of Evidence:
W-APT, PPMC, Benchmark Assessments, PARCC, ACCESS

Math K-12: PARCC and District assessments, formative classroom data, and vertical articulation.

Science K-12: NJASK and State Biology Achievement Test Results, State adoption of Next Generation Science Standards

ELA K-2 Rationale:
- District integrated curriculum units support teachers in implementing literacy based units with Science and Social Studies topics embedded within the language and literacy framework.
- District literacy professional development, including classroom coaching, supports the implementation of effective instructional practices within the language and literacy framework.
- Bookrooms, school media centers, classroom libraries, Google classroom and other web-based technologies provide a wealth of materials for use in implementing district integrated curriculum units within the language and literacy framework.

		ELA K-2 Sources of Evidence: District assessments measure student progress as speakers, readers, writers and word solvers at intervals throughout the year.

ELA K-2 Sources of Evidence: District assessments measure student progress as speakers, readers, writers and word solvers at intervals throughout the year.

District Assessments:
- Letter Identification
- Print Concepts
- High Frequency Word Reading Test
- High Frequency Word Writing Test
- Phonemic Awareness
- Phonics Assessments
- Writing
- Letter/Sound Knowledge
- Fountas and Pinnell Benchmark Assessment System Instructional Reading Level

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.

Effective Practice Survey
School Climate Survey

ELA 3-8 Rationale:
- 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.

- District literacy professional development, including classroom coaching, supports the implementation of effective instructional

<table>
<tr><td></td><td></td><td>

practices within the language and literacy framework.

- Bookrooms, school media centers, classroom libraries, Google classroom and other web-based technologies provide a wealth of materials for use in implementing district integrated curriculum units within the language and literacy framework.

ELA 3-8: District assessments measure student progress in literacy as speakers, readers, writers and words solvers in intervals throughout the year..
- Slosson Oral Reading Test (SORT-R)
- Schlagal Developmental Spelling Test
- Scholastic Reading Inventory (SRI)
- F&P Benchmark Assessment System (Instructional Reading Level
- Written Response to Reading (WRR)
- District PARCC aligned benchmarks
- 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.

Effective Practice Survey
School Climate Survey

ELA 9-12: District assessments, SRI, Benchmarks and PARCC.

</td></tr>
</table>

		Preschool Rationale:
		- Stated-mandated Creative Curriculum is aligned with New Jersey Preschool Teaching and Learning objectives. - Integrated curriculum units of study support teachers in implementing literacy and mathematics objectives throughout the day as well as Science and Social Studies topics embedded in inquiry-based projects and cultural studies. - In-district and out-of district professional development, including classroom coaching, supports the implementation of effective early childhood developmentally appropriate instructional practices. - Preschool PLCs establish measurable learning goals based on State Standards and Creative Curriculum objectives; monitor delivery of instruction by collecting, discussing, and analysing student data located in Teaching Strategies GOLD; provide differentiated instruction in small-groups by utilizing student aggregated data and Student Growth Objectives; reflect on the implementation of best teaching practices and provide formative feedback in accordance with students' learning needs. - Utilize structured classroom observation tools such as ECERS, CLASS, Pyramid Model and Curriculum with Fidelity Implementation Checklist to improve specific areas of our program. - Support diverse needs of students (ELL and special needs) by applying best teaching practices from professional development and cohorts.

			Preschool Sources of Evidence: - Students GOLD Web-based Portfolio - Documentation and anecdotal notes - Student Growth Objectives - Lesson templates to guide differentiated instruction/ Intentional Teaching Cards - Creative Curriculum Units of study guide and Fidelity Tool - Structured Classroom Observation Tools - Preschool Widely Developmentally Appropriate Expectations PreK-12 M&E consultant lead - Use assessment and survey data to inform instruction Rationale: - Formative assessment data reports, i.e.Rainbow sheets, Benchmarks - Summative assessment longitudinal data reports,i.e. PARCC, ACCESS - Longitudinal survey data - Grade level meetings to inform continuous reflection on classroom instruction - District level and school level Data Team meetings - School level survey review for planning interventions - Analyze data longitudinally for trend analysis over time
2	To provide a safe and orderly environment that is focused on collaboration and high levels of family involvement. *Strategic Plan Goal 2*	School Administrators, teachers, parents and students Interventions-(Reading Recovery, Leveled Literacy Intervention, Basic Skills Instruction, Read 180, System 44) K-12 ELA (K-12) Math K-12 Science K-12 ELL K-12	Interventions Rationale: - School Climate Survey - Student Behavioral Characteristics Survey - Results of parents, staff and student satisfaction surveys to build communication and a sense of community. - Demonstration lessons lead by teachers offer parents assistance in supporting student learning at home. - School wide celebrations showcase student progress and achievement.

		Preschool Teachers Preschool Paraprofessionals	ELL K-12 Rationale: ● 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. ELL K-12 Evidence: Attendance at meetings and activities where there are translators is high. Records of parents completing ESL classes, attaining citizenship, and drivers' licenses. ELA K-8 Rationale: ● Professional development and resources focus on classroom environment, organization and management as supports for managed independent learning and collaboration within a student-centered classroom. ● The language and literacy framework is a model of the gradual release of responsibility, with high levels of teacher support giving way to guided practice with the ultimate goal of independence. ● Each block within the language and literacy framework includes a time for share, encouraging collaboration around learning. ● Professional resources as well as district integrated curriculum units offer suggestions for at home activities in an effort to involve families. ● Presentations at PAC meetings and Parent Resource Centers involve and educate family

		members/caregivers to support their students' literacy achievement.
		● Invitations into classrooms to share and celebrate students as readers and writers open the doors of schools to the community.
		● Research shows that parental involvement is associated with higher student achievement.
		ELA K-8 Sources of Evidence:
		● Walkthroughs
		● Classroom observations
		● edConnect
		● Sign in sheets for PAC meetings, Parent Resource Center, Parent Conferences, Back to School Night, individual classroom celebrations
		● Sign in sheets from Professional Development
		● School Climate Survey
		● Parent/Staff/Student Satisfaction Surveys
		Preschool Rationale:
		● Improve family support to build partnership with parents by creating a Preschool Parental Involvement Yearly Plan.
		● Collect parents' feedback from different parent involvement activities surveys to build community and communication.
		● Parent Involvement Yearly Plan includes monthly parent workshops such as the "Let's Move Initiative" and "Strengthening Families"; parent in-class activities such as read across america or take-share; district-wide activities such as open house, Preschool orientation, back to school night and parent conferences; chaperone/ volunteer opportunities such as guest

			readers or cultural showcase; parent participation in Preschool Advisory Council; and parent participation in monthly study celebrations. ● Partnership with Parent Resource Center to provide district-wide preschool workshops. ● Implementation of monthly parent newsletters to provide preschool program updates as well as district and in-building information. Preschool Sources of Evidence: ● Strengthening the Families Survey ● Family Surveys ● Home Language Surveys ● Parent Workshop Surveys ● In-school parent involvement activity ● Monthly Diversity/cultural activities ● School Climate Survey ● Parent Resource Center
3	Effective school leadership will establish and maintain high expectations and measure outcomes. *Strategic Plan Goal 3*	School Administrators, teachers and students Interventions-(Reading Recovery, Leveled Literacy Intervention, Basic Skills Instruction, Read 180, System 44) K-12	Source of Evidence ● Effective Practices Survey ● School Climate Inventory ● Parent/Staff/Student Satisfaction Surveys Interventions Rationale ● Observation Survey of Early Literacy Achievement, District Assessments as recorded on the PPMC forms, PARCC ● The interventions are aligned with the Common Core State Standards and PARCC state assessment for student achievement. ● The interventions are research based and proven highly effective.

		- The interventions provide a scaffold for differentiation among the varying levels of student needs. - School Climate Survey - Student Behavioral Characteristics Survey - Results of parents, staff and student satisfaction surveys to build communication and a sense of community.
	ELA K-12	ELA K-8 Rationale:
	Math K-12 Administrative Team Science K-12 Preschool Teachers Preschool Paraprofessionals ELL K-12	- 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 support of literacy coaches' roles and responsibilities allows coaches to maximize time spent working in classrooms with teachers in order to raise effectiveness of instructional practice and literacy achievement of all students. - Effective scheduling of instructional time protects time spent engaged in literacy instruction and minimizes interruption. - Support for attendance of teachers at district professional development, such as providing coverage and release time, as well as requiring attendance conveys the message that the building leader values the professional learning of their teachers. - 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.

Evidence
- Sign in sheets from professional development sessions reflecting leadership and teacher attendance
- Sign in sheets reflecting attendance at targeted professional development for school leaders
- School schedules
- Coaches' calendars and logs
- Sign in sheets from data meetings
- School Climate Surveys
- Parent/Staff/Student Satisfaction Surveys

ELL K-12 Rationale: An ELL Lo-Ti observation tool focuses on best practices for ELLs and provides teachers with feedback relevant to individual classroom instruction.
Students require instruction at their level in each language domain. Reviewing ACCESS scores and Can-Do Descriptors provides guidance for instruction and PD. Informing administrators of best practices for ELLs makes observations a more accurate reflection of teacher practice.
ELL K-12 Evidence: Lo-Ti observations, ACCESS scores

Math K-12
Science Benchmark Data, WFS Groups

Preschool Rationale:
- District Coaches and PLCs continue to discuss how preschool will support the program |

		requirements, goals and vision as well as the district strategic plan.
		● District coaches and PLCs engage in research to improve knowledge on early childhood practices to support 21st century learners.
		● Create Preschool Cohorts to support curriculum, instruction, assessment and technology goals.
		● Provide lead teachers with training to be knowledge of preschool plan and model best teaching practices.
		● District Coaches will continue utilizing the reflective cycle to provide teachers with feedback and support their individual needs.
		● Schedule and attend grade-level meetings with administrators and with colleagues horizontally and vertically.
		● Collect and analyze teachers and student data to improve preschool program goals and design professional development workshops based on feedback.

Preschool Sources of Evidence:

- ● Grow NJ Kids requirements
- ● District's Strategic Plan
- ● Weekly focused grade-level meetings to monitor program goals
- ● Effective Practice Survey
- ● Evaluation and assessment data
- ● Professional development surveys
- ● Grade-level meeting feedback

2: Professional Learning Activities

PL Goal	Initial Activities	Follow-up Activities (as appropriate)

No		
1 K-12 (all content areas and special populations)	Develop and implement a system of data sharing and reporting with all teachers utilizing Google Drive Groups. PD for all administrative and instructional staff.	Continuous implementation of data sharing with all teachers utilizing Google Drive Groups that will be facilitated and monitored by M&E data specialists/consultants with periodic reports to district and school administration. Ongoing feedback will be provided to teachers from school administration, M&E data specialists/consultants, content-area coaches and district trainers for data-informed classroom instruction. Ongoing meetings will be held based on the data and teacher's feedback during grade-level/common planning time, at least monthly. Ongoing PD for all staff.
1 Preschool	● Be actively involved in weekly PLC meetings to analyze and compare student assessment data from GOLD documentation, Student Growth Objectives spreadsheet, small group instruction anecdotal notes to monitor monthly growth towards meeting instructional goals. ● Utilize structured classroom tools and Curriculum with Fidelity Tool to self-monitor best instructional practices, student interaction and provide a developmentally appropriate learning environment. ● Use benchmark starting points to differentiate target groups and plan small group lessons based on student data.	● School-Wide Professional Plan ● Student Growth Objective ● Student Individual Report ● Review progress with District Preschool Coaches ● Monitor monthly growth towards meeting widely preschool expectations and SGO target goals. ● Utilize documentation and anecdotal notes to make adjustments to learning goals.
1 Math	● Unpacking the standards (grades K-12) K-12 training on the NJ Math Framework standards/AC Curriculum. Map out a scope and sequence for the school year according to major and supporting content. ● edConnect training (grades K-12) Teachers will be trained creating and administering high quality assessments and interpreting data analysis.	● Administrative team/Coaches will monitor and provide feedback to teachers in support with instructional strategies. ● On-going professional development for the EdConnect system (grades K-12)

1 ELA Interventions	● Monthly District Professional Development provided by Teacher Leader. (As per Reading Recovery Standards and guidelines). ● Professional Development on utilizing the intervention materials to differentiate instruction to meet the needs of students. ● Following the standards and guidelines of interventions to attain student goals. ● Ongoing Professional Development-District Literacy Coaches. ● Monitoring and providing feedback on assessments.	Providing feedback ● Coaching/observation from district teacher/coaches/administration (Funds for Reading Recovery training comes from I- 3 Grant money and other sources) ● Results from district / State Assessment ● Communication with classroom teachers on progress ● Review SGO and PDP
1 ELA K-8	● **Ongoing, intensive and job-embedded professional development** around effective instructional practices implemented within the language and literacy framework. Year long PD will include classroom organization and management, building a community of readers and writers, the systematic administration, scoring and analysis of both formative and summative and both formal and informal assessments to inform instruction, effective implementation of the various elements within the language and literacy framework with links made between the district curriculum aligned the Common Core State Standards and teaching within the framework. This PD will take place during the school day in the form of transitional literacy support, literacy cohorts of teachers, after school principal meetings, and half and full day professional development days.(See attached professional development calendar.) ● **Summer ELA Curriculum Task Force** to create, revise and update district ELA curriculum to	● Classroom and cluster coaching by literacy coach ● Grade level meetings ● Data meetings

	include instructional best practice aligned with the Common Core State Standards with the language and literacy framework. Support for teachers will be embedded within the curriculum documents to include inquiry-based units of study in reading, writing and the content areas infused with technology. Scaffolds for ELLS are also embedded within the curriculum document. ● **edConnect** professional development to support teachers in utilizing it as a data platform and assessment tool.	● Ongoing revisions and modifications noted by Curriculum Task force members for future revisions ● Follow-up edConnect professional development to support teachers in linking instructional data to the summative assessment. ● Classroom and cluster coaching by literacy coach
1 ELL K-12	● K-12 SIOP training with new cohort of bilingual/ESL/sheltered/content teachers. ● K-8 Training in use of Reading Workshop to develop expressive and receptive language. ● K-8 Standardize implementation of Rigby On Our Way to English to connect oral language and writing to content area. ● 9-12 Training to further incorporate CCSS into instructional planning/practice to align classroom activities and assessments to PARCC format thus preparing students to achieve PARCC and ACCESS assessment targets.	
1 Science	● K-5 PD on implementing NGSS ● 6-8 PD on implementing NGSS ● 9-12 Subject PD on implementing NGSS	● Administrative Lesson Plan reviews ● Analysis of NJASK and State Biology Assessment scores ● Science benchmark analysis
1 Technology	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.	● Survey and Meet with curriculum directors/coaches/teacher leads to review digital resources available and needed ● Develop online modules that support effective instructional practices utilizing available district resources ● Survey instructional staff and students to determine technological needs moving forward (including both hardware, software, and access)

		● Utilize data from observations, teacher evaluations,
2 Preschool	● Climate and Culture: Monthly Preschool Plan-including activities from once a month parents to come into school for parent workshops and PAC meetings. ● In addition, home-school connection take home family projects monthly, as well as community volunteers presentations monthly to align with our curriculum themes. ● Utilize feedback from parents surveys and teacher's responses from SAVVS survey to plan instructional and environmental support for ELL students.	● See Preschool Parent Involvement Monthly Plan for detailed information ● Apply scaffolding techniques and plan more language activities
2 ELA K-8	● **Parent Advisory Council and Parent Resource Center presentations** by building literacy coaches to inform parents in understanding how they can support their child's literacy development at home. ● **Professional development** for teachers regarding ways to encourage parents to be active partners in their child's education.	
2 Math	Utilize Parent Resource Centers to assist parents with mathematical proficiencies for themselves to better assist their children. ● Demonstration workshops/lessons ● District Celebrations i.e. math 24, math bowl...etc.	Provide appropriate feedback: ● Parent Surveys ● Parent involvement and communication
2 ELL K-12	● Include "Translate Info" link on each school's and district's homepage to give parents access to full web pages in their native languages. ● Continue to provide translators at PAC meetings and parent-teacher conferences to encourage participation.	

	● Participate in the newly-approved New Jersey Seal of Biliteracy program for high school seniors. ● Continue to provide "special topic" Parent Center and Parent Advisory programs for parents of ELLs. ● High School Newcomer Program student-parent event, three times a year to initiate, to develop and update key information/resources as well as introduce families to American culture.	
2 Science	● Back to School Night ● Utilize Parent Resource Center ● Parent/Teacher conferences ● School wide Science Fair ● Department science events e.g.. Cardboard Boat Regatta	● Parent Satisfaction Surveys
2 Interventions	● Back to School Night ● Parent/teacher conferences ● Inviting parents to view lessons ● Parent Center: Demonstration lessons/Home support ● School wide assemblies and celebrations	● Parent Surveys- To provide feedback ● Students write letters home for honing writing skills and inviting parents to school events. ● Continued communication with updated progress.
3 ELA K-8	● **Professional Development:** Leadership involvement in professional development will inform and expand their understanding of effective literacy instructional practice within the language and literacy framework enabling them to support teachers in refining and improving instruction to meet the needs of their students. Leadership attendance at professional development alongside teachers will send the message that they are partners in the effort to raise student achievement. Through professional resources distributed and	● APT meetings ● Grade level meetings ● Data meetings ● District Leadership Team Meetings ● Administrator Summer Institute ● Schedule reflecting uninterrupted time for literacy blocks (Language /Word Study Block 30-60 mins gr. 3-6, 45-60 mins gr. K-2, Reading Workshop 60 mins., Writing Workshop 60 mins.)

	referenced during professional development sessions, leaders will have a guide for appropriate expectations and outcomes at each grade level. Expectations as stated in the Continuum of Literacy Learning align to those in the Common Core State Standards thereby ensuring student achievement on state assessments.Professional development will build leaders' understanding of the essential role of the literacy coach, guaranteeing that they will value the impact of coaches on teacher effectiveness and ultimately student achievement. Time spent coaching equates to improved teaching. Minimizing extraneous duties for coaches will maximize coaching time.	● Coaches' calendars and logs
3 Preschool	● Grow NJ Kids Guidelines ● District Strategic Plan ● Curriculum Fidelity Tool ● Utilize Preschool structured classroom observation tools such as Early Childhood Environment Rating Scale-3 (ECERS-3), Supports for Early Literacy Assessment (SELA), and Preschool Classroom Mathematics Inventory (PCMI) to improved specific areas.	● Preschool Plan including Transitional Plan. ● Ongoing support for teachers and paraprofessionals since each classroom will be assess on Curriculum with Fidelity by district coaches. ● Ongoing support for teachers and paraprofessionals since each classroom will be assess on ECERS-3 by district coaches. ● Attend training webinars and use resources to gain more understanding about best practices.
3 Math	Continued training for administrative team on: ● LOTI walkthroughs/observations tool ● Utilization of PDP's to enhance classroom instruction ● Monitoring and providing feedback on district assessments through edConnect	Provide appropriate feedback: ● Post LOTI walkthrough/observation conference ● Interim review of PDP progress/Summative review of PDP progress ● Meet with teachers on a regular basis to monitor student progress on edConnect
3 Science	● Continued PD for online benchmarking through edConnect	● Implementation and analysis of online Science benchmarks
3 Interventions	● Continued District Professional Development ● Analysis of District/State assessments to improve instruction	● District Coaching and Feedback for teachers ● Interim review of PDP progress/Summative review of PDP progress ● Annual observations/walkthroughs by administration

	● District/Leadership Teams to analyze district assessments to improve instruction	● Turnkey district data regarding assessments to individual schools
2 Technology	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.	● Survey parents and community to determine technological needs and expectations for their students and the district ● Design "Technology Highlights" during Parent Center Meetings, Back to School Nights and/or Technology Themed Showcase ● Provide trainings / how-tos at Parent Center Meetings for Parent Portal, accessing resources, edConnectNJ, etc...
3 Technology	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.	● Design a District "Going Google" roll-out plan for the use of basic GAFE (drive, docs, calendar, gmail, etc…) and advanced GAFE (Google Classroom, Instructional Integration, etc..) ○ Create District "Google Google" resource area that will include training resources to support implementation (guides, online tutorials, links to outside resources, etc..) ● 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
3 ELL K-12	Use Lo-Ti ESL pillars: Student Achievement: Student H.E.A.T. to establish and maintain high expectations and measure outcomes for ELLs. Review and discuss ACCESS scores to measure outcomes and better inform instructional practices. PD for administrators who evaluate teachers of ELLs: look-fors and best practices.	

3: PD Required by Statute or Regulation

State-mandated PD Activities

NJ Required Professional Development	State Statute/Regulation	Time Requirement	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	Annually	
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	
Equity and Affirmative Action	N.J.A.C. 6A:7-1.6	Continuing Basis	
Harassment, Intimidation, and Bullying	N.J.S.A. 18A:37-17(b and c) ., N.J.A.C. 6A:16-7.7	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
Teacher Evaluation System	N.J.S.A. 18A: 6- 123 (b) N.J.A.C. 6A: 10	Annually	
Potentially Missing/Abused Children Reporting	N.J.S.A. 18A: 36-25, N.J.A.C. 6A: 16 - 111	Annually	
Reading Disabilities (Dyslexia)	N.J.S.A. 18 A:6- 131	2 Hours Annually	
Recognition of Substance Abuse	N.J.S.A. 18A: 37 - 17b & c., N.J.A.C 6A: 16-7.7	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	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
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

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
2015-2016 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 Signatuee   **Date**