



2017-2018 DISTRICT PROFESSIONAL DEVELOPMENT PLAN

WASHINGTON TOWNSHIP

PUBLIC SCHOOLS

206 East Holly Avenue

Sewell, NJ 08080

Gloucester County, NJ

WT BOE Approval:

District Name	Superintendent Name	Plan Begin/End Dates
Washington Township Public Schools	Joseph Bollendorf	July 1, 2017 - June 30, 2018

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Train Classroom Teachers, Supervisors, and Administrators on the new Marzano Focused Teacher Evaluation Model (A Focused, Scientific-Behavioral Evaluation Model for Standards-Based Classrooms).	Teachers/ School Leaders	<ul style="list-style-type: none"> State requirements continue to reinforce the need to properly implement a researched-based/NJDOE approved evaluation system as per Achieve NJ. The district's current use of the Marzano Casual Teacher Evaluation Model will be changing in 2018-2019 to the new Learning Sciences International (LSI) Marzano Focused Teacher Evaluation Model (A Focused, Scientific-Behavioral Evaluation Model for Standards-Based Classrooms).
2	To continue to develop the capacity of teachers to implement the New Jersey Student Learning Standards within classroom lessons and assessments.	Teachers/ School Leaders	<ul style="list-style-type: none"> State mandates require alignment of curriculum to the New Jersey Student Learning Standards for ELA and math as well as cross- curricular integration. Summative evaluation conferences and portfolios indicate a need to continue to refine our implementation of the New Jersey Student Learning Standards (NJSLS) in all content areas. Elementary, middle school, and high school teachers will implement all revised common assessments aligned with NJSLS to collect relevant student achievement data. A continued more intensive implementation of NJSLS is vital to secure student success on the New Jersey State Assessments during the 2017-2018 school year. The district will continue to revise/rewrite curriculum to

			reflect more rigorous New Jersey Student Learning Standards assessments at all levels: elementary, middle, and high school.
3	To transform teaching, learning, and administrative practices through technology, providing student-driven instruction that is differentiated in process and product.	Teachers/ School Leaders	<ul style="list-style-type: none"> • Develop and implement a 2017-2018 District-wide Instructional Technology (IT) Committee made up of teachers, supervisors, administrators, community members, and a representative Board member. • Members of the district-wide IT committee will meet monthly to establish priorities for the district and develop this years' plan. • Teacher surveys identified the need/desire for training on the use of technology in the classroom to facilitate instruction and engage learners. • Continue to develop data analysis skills during the 2017-2018 school year • Analyze data to effectively plan and differentiate instruction to improve student performance and enhance student growth. • The integration of technology in the classroom supports: active engagement, collaborative group work, frequent interaction, feedback, and a connection to real-world experts in correlation with the Marzano Casual Teacher Framework. • The district technology integration specialists (K-12) personalize training, provide technology integration resources, and serve as a valuable resource to all staff/employees. • In order to familiarize students with the state assessment technology enhanced features, Edulastic will be used to create online assessments in grades 3-5.
4	Train Teachers, Supervisors, and Administrators on the Marzano Essentials for Achieving Rigor and implementing Scales within their curricula, units of study, and daily lessons.	Teachers/School Leaders	<ul style="list-style-type: none"> • The Essentials of Goals and Scales correspond with the Marzano Teaching Framework. • Faculty must be able to effectively develop, plan, and differentiate instruction while implementing rigor and well-designed scales, hence, improving student performance and enhancing student growth.

5	Teachers will increase their understanding of effective reading and writing conferences during the implementation of a reader's and writer's workshop model by working with a consultant and the elementary supervisors. They will also closely examine student work, while discussing a shared perspective of the progression of reading and writing growth expected from Kindergarten through Grade 2 students.	Primary Teachers (Grades K - 2)	<ul style="list-style-type: none"> The K-2 ELA staff would like to continue with the quarterly trainings in both reading and writing. The writing focus will expand on conferring with young writers, and the reading focus will support the revision to the units of study as designed by the Primary ELA Committee. These trainings are essential for a coordinated implementation to occur. Therefore, K-2 staff members will be provided with implementation sheets, district supplemental resources, coaching/lesson study, and professional development throughout the 2017-2018 school year.
6	Infuse standard Close Reading practices and best practice/standards based protocols throughout the ELA curriculum.	Teachers (Grades K-5)	<ul style="list-style-type: none"> Through vertical and horizontal articulation meetings, it has been determined that common norms benefit students and their ability to master the standards. A progression of norms (such as annotating text) will be developed and embedded into the curriculum. In addition, staff resources will be developed by the ELA committees to develop a progression of these skills/strategies.
7	Implement a variety of mathematical practices that may be enhanced through technology and differentiated instruction. Training on a variety of tools will be made available through turn-key training from the BSI staff and the Technology Integration Specialists.	Teachers (Grades K-5)	<ul style="list-style-type: none"> Teachers continue to express a need for time to explore ways to enhance the Everyday Math program to meet the varying needs of learners in their classrooms. Programs such as ConnectED and First in Math will be used to supplement basic skills in mathematics.
8	Implement the NGSS/NJSLS at the elementary level while incorporating science notebooks as a critical component for students to record their thinking.	Teachers (Grades 1-5)	<ul style="list-style-type: none"> Through prior NGSS training, the science committee expressed the value and need to have a coordinate approach to science notebooks. A consultant will help launch this protocol while the elementary administrative team will support and monitor its effectiveness.
9	Implement the three most effective models of co-teaching and observe effective examples throughout the district while debriefing with a supervisor.	All Teachers (Grades K-8)	<ul style="list-style-type: none"> In order to continue to support the professional development previously provided to examine effective co-teaching models, teachers will have an opportunity to observe effective examples in use throughout the district. These observations may be in person or via recorded lessons to be viewed. Teachers will continue to discuss

			these models with supervisors and expectations will be reinforced at post conferences.
10	Increase student achievement through the proper implementation of specific learning activities designed throughout Read 180 and System 44.	Read 180 and System 44 Teachers (Grades 4-10).	<ul style="list-style-type: none"> Through consultation with the district site-based Read 180 and System 44 trainer, teacher and student data continue to drive the implementation plan.
11	Increase awareness to Sheltered English Instruction for regular education teachers.	Regular Ed Teachers K-12 working with ELL students	<ul style="list-style-type: none"> Due to an increase in staff turnover at the K-12 magnet ELL school sites, the ELL teachers and supervisor have requested Sheltered English Instruction to support our ELLs. Teachers are accruing hours toward Sheltered English Instruction in order to meet the requirements set for a bilingual waiver.
12	Increase staff understanding of the Dyslexia legislation, the district screening process, and the various courses of intervention that may be implemented.	Regular Education Teachers Grades K-3; Special Education K-12; Reading Specialists, BSI Reading Teachers, Speech Teachers, and LDTCs	<ul style="list-style-type: none"> Mandated training
13	Develop a NJTSS / MTSS plan for the district beginning with developing a strong Tier I in ELA while expanding to interventions in Tiers II and III.	All Central and School Leaders / Teachers K-8	<ul style="list-style-type: none"> Through consultation with Amelia Van Name Larsen and the building principals, the district needs to formalize our NJTSS and MTSS approach. This approach needs to be comprehensive, systematic, and supported through training.
14	Analyze data and develop intervention plans and services for groups of students and individual students through grade level PLCs.	All Teachers K-5 BSI staff and interventionists	<ul style="list-style-type: none"> In order to meet the varying needs of students, interventions tailored to meet student needs are regularly developed in PLCs led by the elementary supervisors.
15	Refine the district's I&RS practices and procedures to create a robust and consistent	I&RS Team Members/School	<ul style="list-style-type: none"> A continued Needs Assessment will help formulate our goals and the training required to achieve those goals.

	approach to intervention.	Leaders	
16	Further promote a positive school climate in our elementary and middle schools through the development, refinement, and implementation of the Olweus program	Teachers/School Leaders	<ul style="list-style-type: none"> • Improve “peer to peer” and “peer to staff” relationships while decreasing the number of HIB incidents. • Further improve the learning environment of each school. • Further promote student achievement.
17	Implement a Year Round IEP System (Annual Reviews)	CST Members, Related Service Providers, Special Education Teachers Administration	<ul style="list-style-type: none"> • Balance workflow through the year • Align IEP information with current data • Expedite IEP implementation based on current data
18	Analyze and integrate current evaluations and progress monitoring data into the present education levels of the IEP		<ul style="list-style-type: none"> • Include CST evaluation data • Write data based PLAAPFs based on data driven goals
19	Increase understanding and integration of Aimsweb PLUS Progress Monitoring tool	Special Education Teachers Child Study Team Members School Leaders Basic Skills Teachers Interventionists	<ul style="list-style-type: none"> • Identify learning gaps in literacy and mathematics to provide intensive instruction • Increase achievement of special education and at-risk students at the elementary, middle, and high school levels.
20	Streamline Case Management Services and Supports for out of district special education students	Child Study Team Members	<ul style="list-style-type: none"> • Out of district schools will have one contact person for all Washington Township students thereby increasing communication leading to stronger case management • Integrated out of district documents into district IEPs
21	Meet all aspects of preparations and initiatives needed for district personnel and students to meet the demands of the state assessments that are mandated by the State of New Jersey and aligned to the NJSLs for all public schools by continuing to revise and refine benchmark assessments.	Teachers/School-District Leaders	<ul style="list-style-type: none"> • The New Jersey state assessments measure, in part, whether students are on track to be successful in college and their careers. • Continuing to revised and refine our high quality elementary, middle, and high school level benchmark assessments in all content areas (in particular in English Language Arts and Mathematics) provide teachers, schools,

			students, and parents with detailed information regarding student achievement progress.
22	Provide required training for special education teachers on the Dynamic Learning Maps (DLM)	Special Education Teachers	<ul style="list-style-type: none"> The DLM is a computerized assessment given to students with significant cognitive disabilities in grades 3-8 and 11 in lieu of PARCC.
23	Provide the required training for the State Alternate Performance Assessment (APA) for Science	Special Education Teachers	<ul style="list-style-type: none"> The APA is a portfolio assessment collected in the area of Science for students in grades 4, 8 and Biology with significant cognitive disabilities in lieu of the NJ ASK and NJ Biology Competency Test.
24	Provide training Section 504 of the Rehabilitation Act	School Counselors 504 Team Coordinators School Leaders CST Team Leaders	<ul style="list-style-type: none"> Align the Section 504 Manual and with current regulations Compliance with mandated yearly Section 504 training
25	Conduct Nonviolent Crisis Intervention CPI training to identified staff working with students with behavioral management concerns	School Leaders, Assistants, Teachers, Nurses, Child Study Team Members	<ul style="list-style-type: none"> With a focus on prevention, training equips staff with proven strategies for safely diffusing anxious, hostile, or violent behavior at the earliest possible stage. Selected staff will participate in CPI certification and recertification training,
26	Provide CPR training	Teachers, Assistants, Job Coaches, Health Assistants, nurses	<ul style="list-style-type: none"> Provide CPR certification and recertification each year.
27	Meet Policy Requirements related to Administration of an Opioid Antidote (Naloxone)	New Staff: Nurses Student Assistance Counselors	<ul style="list-style-type: none"> Provide training to staff members related to Opioid Overdose
	To comply with mandated training of staff regarding blood-bourne pathogens, asthma, Epi-pen, use of nebulizers, glucagon, communicable diseases, and diabetic student health plans	Targeted Staff District Nurses	<ul style="list-style-type: none"> Staff Meetings on Health Services

28	Train staff in the VBMAPP and ABA Instruction	Special Education Students Child Study Team Members Administration	<ul style="list-style-type: none"> • In-house workshops • Analysis of IEPs • Evidence collected during class observations
29	Staff members will work collaboratively in work groups (PLCs) to address key areas of need related to the Department of Student and Special Education	Child Study Team Members Related Services Personnel Nurses	<ul style="list-style-type: none"> • Marzano Non-Instruction Work Plans: CST, School Nurses, and Related Service Providers • Updated guideline manuals, policies, regulations, and job descriptions • Creating new evaluation rubrics for non-instructional staff
30	Create procedures to facilitate inclusion special education students in the least restrictive environment	Special and General Education Teachers Administration CST Members Related Services Personnel	<ul style="list-style-type: none"> • Analysis of district LRE Data • Monthly Reports
31	To create high quality assessments to support data-driven instruction	Elementary, Middle, and High School Faculty	<ul style="list-style-type: none"> • Provide mini PD to staff during every faculty meeting throughout the school year • Continue the discussion of assessments within PD through supervisor interaction and influence • Review higher order questioning skills and how to develop/pre-plan for them during a lesson • Analysis of PARCC evidence statements. (Identifying the strengths and weaknesses of our instruction and discuss ways to improve and change) • Conduct PLC meetings • Attend the AMLE conference (Middle School) • Develop and administer assessments using Edulastic to provide elementary learners with experience in using technology enhanced tools during an assessment.

32	To promote cultural proficiency in every school to maximize equity for all students	Middle and High School Faculty and Staff	<ul style="list-style-type: none"> • Provide mini PD to staff during every faculty meeting throughout the school year • Continue to conduct professional reading that will broaden our understanding of inequities in our school • Analyzing our ability to make changes with our "sphere of influence" and understanding the sphere and where our power is to make changes • Conduct PLC meetings • Attend the AMLE conference
33	To foster learner-active instruction in a 1:1 environment	Secondary Teachers of Students at Risk	<ul style="list-style-type: none"> • Discussion of what it like inside the Learner-Active, Technology-Infused Classroom • Tech tips offered monthly during faculty meetings • Discussion of Virtual Learning Communities; Creating lessons that develop executive function • Inter-rater reliability collaboration exercises to promote consistency within the 1:1 instructional environment • Conduct PLC meetings • Attend the AMLE conference
34	To examine research and best practices for the refinement of summer assignments at the secondary level	Secondary Teachers	<ul style="list-style-type: none"> • Retool the former Homework Committee to examine current practices for summer assignments

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Marzano and Achieve NJ:</p> <ul style="list-style-type: none"> All classroom teachers will receive training on the new Marzano Focused Teacher Evaluation Model (A Focused, Scientific-Behavioral Evaluation Model for Standards-Based Classrooms); new teachers will receive training on current Marzano Casual Teacher Evaluation Model or the Marzano Non-Classroom Teacher Model that includes Domains 1-4 and all corresponding Achieve NJ state mandates during new teacher workshops/orientations. All faculty members will be granted universal access to the Marzano online professional development library. A number of books available in both the curriculum and/or building libraries include those related to the Marzano Teaching Framework as well as the specific elements within the model. Professional Learning (PL) during our elementary, middle, and high school level in-service events will offer opportunities for faculty to engage in PL related to the new Marzano Focused Teacher Evaluation Model, as well as, the development and tracking of our annual Student Growth Objectives (SGOs) process. 	<ul style="list-style-type: none"> The DEAC process will continue during the 2017-2018 school year. The committee will consist of school leaders, teachers, and other certified staff members who will assist in maintaining an open line of communication with respect to the entire evaluation process and other related topics. School leaders will continue to provide focused feedback to teachers during and after observations and walkthroughs. School leaders will continue to secure Inter-Rater Reliability by participating in classroom walkthroughs on a consistent basis. The curriculum team will organize and implement a professional learning calendar to support all professional learning goals stated in this plan. Teachers will be provided a multitude of opportunities to engage in individualized professional learning to address the specific elements noted in their PDP through established, flexible professional learning options. Teachers will be provided time and support for collaboration throughout the school year
2	<p>New Jersey Student Learning Standards (NJSLS):</p> <ul style="list-style-type: none"> Teachers have been engaged in ongoing revisions and/or refinement of NJSLS in various content areas that are on their cycle of curriculum development/adoption. PLC's are established for all content areas at all levels as part of the regular curriculum adoption/revision cycle. 	<ul style="list-style-type: none"> The curriculum team will continue to serve as a resource for other school leaders and teachers to ensure a continued more intensive implementation of the NJSLS. The curriculum team will organize and implement a professional learning calendar to support all professional learning goals stated in this plan. Teachers will be provided a multitude of opportunities to engage in individualized professional learning to address the specific elements noted in their PDP through established, flexible professional learning options.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
		<ul style="list-style-type: none"> • Teachers will be provided time and support for collaboration throughout the school year. • Professional development through a Rowan University Literacy Consortium. Cohorts of middle and high school teachers of ELA will continue to enhance and intensify content knowledge and implementation of the NJSLs. This year's cohort will consist of twenty (20) teachers (4 from each level: elementary, middle school, and high school) and will be hosted this year within our school district in our BOE Room at the Central Office. Note: As a result of our district hosting the consortium workshops this year, our staff will attend at no cost to the district. • Teachers will translate their professional development and learning to effectively implement content-rich nonfiction reading, writing, speaking, and listening tasks. Students will regularly interact with complex, informational text and robust academic vocabulary.
3	<p>Optimization of Instructional Technology:</p> <ul style="list-style-type: none"> • The committee will conduct an audit of the district's current student information system (SIS) to ascertain how well it meets the district's needs in contrast to other systems. • Arrange for presentations from outside professionals to help the committee analyze the cost, effectiveness, and functionality of the current and prospective SIS. • Explore availability of applications that help track student achievement, analyze the delivery of content standards, assess student attainment of the standards and alignment with the district's curricula, and inform leaders about the effectiveness of instruction. • Explore applications that help the district build digital curricula that are dynamically linked to the NJ Student Learning Standards • Ongoing evaluation of the district's Instructional Technology Plan 	<ul style="list-style-type: none"> • Teachers will be provided a multitude of distance learning opportunities to engage in individualized professional learning to address the specific elements noted in their PDP. • Workshops that were offered Summer Institutes will be offered for staff unable to attend summer workshops via turn-key training, such as OnCourse Lesson Planner, updates to Windows, etc. • The district IT Committee will make a recommendation to administration for the optimization of the student information system

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
4	<p>Marzano Essentials for Achieving Rigor and Scales:</p> <ul style="list-style-type: none"> Teachers will continue developing Marzano Essentials for Achieving Rigor and Scales for all units of study within each course of study by grade level for content areas and/or departments scheduled on their cycle of curriculum development/adoption 	<ul style="list-style-type: none"> Teachers will implement the Marzano Essentials for Achieving Rigor and Scales for all units of study within each course of study by grade level/course.
5	<p>Reader's and Writer's Workshop</p> <ul style="list-style-type: none"> Through site based trainings, the supervisors will discuss and model the art of conferring with students during reader's and writer's workshop. Independent reading and writing practices will be explored. Teachers will engage in the Book Club – <i>The Art of Conferring by Lucy Calkins</i>. Teacher leaders from each school will be involved in coaching/lesson study with consultant Leah Mermelstein. 	<ul style="list-style-type: none"> Teacher leaders will share their experiences from the coaching sessions with Leah Mermelstein. In addition, all sessions will be video recorded for teachers who wish to view them to improve their conferences and the differentiation that occurs during these one-on-one experiences.
6	<p>Close Reading and Best Practice Protocols</p> <ul style="list-style-type: none"> Through consultation with Rene Schillinger, the Primary and Intermediate ELA committee will develop “Teacher Toolkits” and embed lessons in each unit for staff to implement during their ELA instruction. The “Toolkit” and revisions will include established norms and procedures for Close Reading, reader's notebook, reading at home, accountable talk and elaboration stems, annotating text, guided reading and strategy group work, vocabulary notebooks, and standard graphic organizers for summarizing and retelling practices. In addition, Rene Schillinger will train staff during the September in-service on using the primary Close Reading 	<ul style="list-style-type: none"> Leaders will conduct ELA walkthroughs examining all aspects of reading workshop. The data collected will be used to target additional needs for coaching or support from teacher leaders.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	protocols recently developed by the committee.	
7	<p>Everyday Mathematics Differentiation</p> <ul style="list-style-type: none"> • Explore the new and revised features of ConnectED through training offered by the Technology Integration Specialists. • Teachers will view video tutorials on First in Math and the BSI math teacher will promote the program throughout the school 	<ul style="list-style-type: none"> • Development of technology based lessons and differentiated activities to be shared among colleagues. • BSI math teachers will foster the Student of the Day as it relates to the First in Math Program.
8	<p>NGSS/NJSLS for Science</p> <ul style="list-style-type: none"> • Training from a consultant will work with teachers in first through fifth grade to enhance the use of science notebooks into the new science curriculum. 	<ul style="list-style-type: none"> • The consultant will help launch this protocol while the elementary administrative team will support and monitor its effectiveness.
9	<p>Co-teaching Practices:</p> <ul style="list-style-type: none"> • Site based professional development provided by the building supervisor to explore the need to regularly implement the following co-teaching models: <i>Station Teaching, Parallel Teaching, and Alternative Teaching.</i> 	<ul style="list-style-type: none"> • Implementation of the training and a review of observation data to determine the degree to in which the recommended models are the predominant forms of co-teaching.
10	<p>READ 180 & System 44 Literacy Programs:</p> <ul style="list-style-type: none"> • Implementation training focused on best practices, reporting measures, data analysis, and differentiation strategies. • Site visitations for coaching, modeling, and data analysis for all first and second year teachers of the program. 	<ul style="list-style-type: none"> • Tailored coaching visitations based on student and teacher performance
11	<p>Sheltered English Instruction</p> <ul style="list-style-type: none"> • Train K-12 staff on instructional strategies to support ELLS in content area instruction. • The training will be provided by Laurie Sabilia who recently achieved the necessary requirements to fulfill the State requirement of the training. 	<ul style="list-style-type: none"> • Supervisor Armstrong and high school ESL teacher will train 10 teachers for a total of 15 hours each, minimum • This will continue to augment the broader effort of prior years.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
12	Dyslexia Training: <ul style="list-style-type: none"> • Staff will participate in the Dyslexia training/presentation offered online through the NJ DOE and/or through a consultant. 	<ul style="list-style-type: none"> • Staff will take a quiz verifying that they viewed and understood the key components of the State video. • BSI supervisor will meet with staff to identify students and provide services. • Follow-up training each year.
13	NJTSS/ MTSS <ul style="list-style-type: none"> • Key administrators will formulate a multi-tiered system of support through consultation with Amelia Van Name Larsen and Christopher Christof Tiers I, II, and III. • Building leaders will be trained on the differentiation required in Tier I, and we will begin formalizing a NJTSS and MTSS approach throughout the district. • Rigor walk-throughs will take place in consultation with both Amelia and Christopher. 	<ul style="list-style-type: none"> • Continued refinement/development of NJTSS/MTSS protocols.
14	Data Meetings and Intervention Planning <ul style="list-style-type: none"> • Building based supervisors review cut-off scores for various categories: On Watch, Intervention, and Urgent Intervention. • Teachers review each students' data and places them into a category while working collaboratively with their grade level partners and experts. • Teachers develop an intervention plan including the frequency and duration of the intervention. • All intervention plans are evaluated by the supervisor and building administrator. 	<ul style="list-style-type: none"> • Continue to reevaluate every 7 weeks.
15	I&RS <ul style="list-style-type: none"> • A <i>Needs Assessment</i> will occur to help formulate district goals and the training required to achieve those goals. • Upon the development of the goals, committee members will begin to develop common procedures and practices. 	<ul style="list-style-type: none"> • An revised district I&RS handbook will be developed.
16	OLWEUS	<ul style="list-style-type: none"> • Continued training and refinement for Olweus Committees • Follow-up training as necessary • Training of all new staff

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	<ul style="list-style-type: none"> School Steering Committees participated in training developed by Clemson University and turn-keyed that training to all district staff in grades K-8. Committees meet regularly to determine specific school needs and identify solutions to those needs to ensure program fidelity. 	
17	<p>Year Round Special Education Individualized Education Plans</p> <ul style="list-style-type: none"> Staff will be trained on the Year Round IEP concept Letters will be sent home to parents Teachers will be trained in the understanding of CST assessment data 	<ul style="list-style-type: none"> Continue to train teachers and staff on writing IEPs that comply with NJDOE mandates. Focused training on writing measurable goals, objectives and progress monitoring on those goals through quarterly progress reports
18	<p>Development of quality IEPs</p> <ul style="list-style-type: none"> Analyze and integrate current evaluations and progress monitoring data into the present education levels of the IEP 	<ul style="list-style-type: none"> Administration will review IEPs and provide feedback to staff Use feedback to develop further trainings
19	<p>Aimsweb Progress Monitoring Tools and Techniques:</p> <ul style="list-style-type: none"> Staff will participate in trainings facilitated by special education supervisors on Aimsweb Plus 	<ul style="list-style-type: none"> Aimsweb Plus follow-up trainings by special education supervisors Training on Writing Functional Goals and Objectives.
20	<p>Child Study Team Case Management of Out of District Student</p> <ul style="list-style-type: none"> Streamline Case Management Services and Supports for out of district special education students 	<ul style="list-style-type: none"> Regular meetings with social workers (out of district case managers)
21	<p>New Jersey State Assessments:</p> <ul style="list-style-type: none"> Ongoing refinement of our elementary, middle, and high school level mathematics and ELA curricula and assessments to ensure differentiated instruction, rigor, and a full alignment to the New Jersey Student Learning Standards and New Jersey State Assessment readiness. 	<ul style="list-style-type: none"> Continue ongoing refinement of our elementary, middle, and high school level mathematics and ELA curricula and assessments to ensure differentiated instruction, rigor, and a full alignment to 2016-2017 New Jersey State Assessments.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	<ul style="list-style-type: none"> • The purchase of a significant inventory of effective technology hardware and software tools and resources (i.e. Laptop Carts/Laptops, IPAD Carts/IPAD's) for all levels (elementary, middle, and high school) to differentiate instruction to support student achievement and to ensure that all students can demonstrate the skills, comfort levels, and adaptability essential for the successful use of technology in the classroom. • When integrated into instruction, these essential tools and related components serve to prepare our students to meet the demands for college and career readiness through the effective use of 21st century technology. • Train all school level site coordinators in all aspects required for state testing readiness. • Train all teaching staff at the elementary, middle, and high school level in all aspects required for state testing readiness. • Train all support staff, as appropriate, at the elementary, middle, and high school level in all aspects required for New Jersey State Assessment readiness. • Train all school and district leaders in all aspects required for New Jersey State Assessment readiness. • Implement post staff survey process to evaluate each New Jersey State Assessment test administration at all levels. • Work in PLCs to review state assessment scores and sample released test items. • Teachers in Grades 3-5 will construct questions to embed into Examview in preparation for the assessment. 	<ul style="list-style-type: none"> • The purchase of additional inventory of effective technology hardware and software tools and resources (i.e. Laptop Carts/Laptops, IPAD Carts/IPAD's) for all levels (elementary, middle, and high school). • Train all school level site coordinators in all aspects required for 2016-2017 New Jersey State Assessment readiness. • Train all teaching staff at the elementary, middle, and high school level in all aspects required for 2016-2017 New Jersey State Assessment readiness. • Train all support staff, as appropriate, at the elementary, middle, and high school level in all aspects required for 2016-2017 New Jersey State Assessment readiness. • Train all school and district leaders in all aspects required for 2016-2017 New Jersey State Assessment readiness.
22	<p>Dynamic Learning Maps (DLM)</p> <ul style="list-style-type: none"> • The Department of Student and Special Education Services will provide required training for special education teachers on the Dynamic Learning Maps 	<ul style="list-style-type: none"> • Teachers will continue to receive updated information regarding the DLM assessment and will be provided time to review assessment results.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	(DLM)	
23	<p>Alternate Performance Assessment</p> <ul style="list-style-type: none"> The Department of Student and Special Education Services will provide the required training for the State Alternate Performance Assessment (APA) for Science 	<ul style="list-style-type: none"> Teachers will continue to receive updated information regarding the APA assessment. Additional time will be provided for the purpose of data analysis.
24	<p>Section 504</p> <ul style="list-style-type: none"> The Department of Student and Special Education Services will organize training by the BOE solicitor on Section 504 of the Rehabilitation Act 	<ul style="list-style-type: none"> The Section 504 Manual, policy and regulations will be reviewed annually for any necessary revisions.
25	<p>CPI Training</p> <ul style="list-style-type: none"> The Department of Student and Special Education Services will provide train targeted staff on Nonviolent Crisis Intervention CPI 	<ul style="list-style-type: none"> Recertification for staff will be provided each year. New staff members will be identified and trained as needed.
26	<p>CPR Training</p> <ul style="list-style-type: none"> CPR training will occur at various times of the year 	<ul style="list-style-type: none"> Recertification for staff will be provided. New staff members will be identified and trained as needed.
27	<p>Health Services:</p> <p>Required training for Administration of Opioid Antidote Naloxone</p> <ul style="list-style-type: none"> School Nurses, Administration, Student Assistance Counselors, Athletic Trainers <p>Compliance: State required trainings health services</p> <ul style="list-style-type: none"> To comply with mandated training of staff regarding blood-bourne pathogens, asthma, Epi-pen, use of nebulizers, glucagon, communicable diseases, and diabetic student health plans 	<ul style="list-style-type: none"> Provide access to policy to targeted staff Provide training for targeted staff in the administration of Naloxone Ongoing trainings for school nurses

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
28	Improvement of Autism / MD Programs Train staff in the VBMAPP and ABA Instruction	<ul style="list-style-type: none"> • In-house workshops • Analysis of IEPs • Evidence collected during class observations
29	Child Study Team/Related Services Personnel/School Nurses: Marzano Work Group Articulation (PLCs) <ul style="list-style-type: none"> • Staff members will meet in assigned work groups to address goals established within the department. Group members developed and revised practices on a range of topics. 	<ul style="list-style-type: none"> • The Department of Student and Special Education Services will identify future needs and develop goals and action plans that will be used to create future work groups. • Completed projects will be shared at the district level.
30	Staff Awareness related to Least Restrictive Environment of Special Education Students <ul style="list-style-type: none"> • Staff members participated in trainings as part of the technical assistance provided by the NJDOE (LRE Settlement Activities) 	<ul style="list-style-type: none"> • Continue raising staff awareness related to Least Restrictive Environment in special education • Provide professional development to general education staff on differentiated instruction to meet the needs of all learners in the least restrictive environment
31	Quality Assessments <ul style="list-style-type: none"> • Teachers of grades 3 through 8, under the direction of their Supervisors, will analyze student scores on benchmark assessments, STAR, content exams, writing samples and PARCC Evidence Statements • Analyze the type of assessments that are currently being used and discuss their viability and build a stronger understanding about the difference between formative and summative assessment • Provide mini PD to staff during every faculty meeting throughout the school year at secondary level, with middle school principals presenting as a triumvirate at each school's meeting • At middle level, use Newsela to benchmark students by 	<ul style="list-style-type: none"> • Archive any new departmental assessments that are created and share on Office 365 with appropriate faculty members • Analyze results of walk-throughs, share at faculty and department meetings, and use results to plan follow-up professional development • Turn-key new strategies and models acquired at AMLE

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	<p>having them read and take assessments on 8 articles; articles assigned in all classes thereafter will be at the student's recommended lexile level</p> <ul style="list-style-type: none"> • Attendance at Association for Middle Level Education (AMLE) national convention in Philadelphia is November 5-7, 2017. Sessions might include the following: <ul style="list-style-type: none"> ○ Feedback for Students: Developing Student Efficacy and Engagement ○ Assessments: A Key Ingredient in Our Practice ○ Assessing Assessments: Six Useful Strategies ○ Scaffold for Individual and Group Success ○ Show What You Know: From PBL to Digital Portfolios ○ 8 Digital Formative Assessment Tools to Improve Motivation ○ Graphic Representations of Student Achievement • Conduct walk-throughs to gauge level of rigor, depth of knowledge, and higher order thinking skills 	
32	<p>Cultural Proficiency</p> <ul style="list-style-type: none"> • Examine discipline referrals and identify existing disparities among students in advanced, on-level, basic skills, inclusions and/or resource classes to uncover inequities • Examine achievement gaps among subgroups, including but not limited to, economically disadvantaged, African-American, Hispanic, Asian, and special education students • Examine school procedures to identify areas of inequity, such as access to IMC, technology, and other resources 	<ul style="list-style-type: none"> • Implement new strategies and models acquired at AMLE • Implement new strategies and models acquired NJNCAG • Turn-key new strategies and models acquired through training provided by the Equity Literacy Institute

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	<ul style="list-style-type: none"> • Provide mini PD to staff during every faculty meeting throughout the school year at secondary level, with middle school principals presenting as a triumvirate at each school's meeting • Continue to conduct professional reading that will broaden our understanding of inequities in our school • Training from Dr. Paul Gorski and his associates from the Equity Literacy Institute • District participation in the New Jersey Network for Closing Achievement Gaps (NJNCAG) • Attendance at Association for Middle Level Education (AMLE) national convention in Philadelphia is November 5-7, 2017. Sessions might include the following: <ul style="list-style-type: none"> ○ T-shirt Literacy and Social Justice Education for Diverse Adolescent Learners ○ Making a Difference with At-Risk Students: The Benefits of a Mentoring Program in Middle School ○ Effective Instructional Practices for Diverse Learners 	
33	<p>Learner-Active, Technology-Infused Classroom (LATIC)</p> <ul style="list-style-type: none"> • With the high school in year 2 of a 1:1 initiative and middle school in year 1, parents, students and staff need to be provided with the support needed to develop more rigorous and student-centered learning experiences that effectively use the SAMR model • Form new cohort for LATIC training through consultants at the Innovative Designs for Education Corporation; co-teachers in the regular education setting will be identified <ul style="list-style-type: none"> ○ Each participant identifies at least one at-risk 	<ul style="list-style-type: none"> • Turn-key new strategies and models acquired at AMLE • Analyze results of walk-throughs, share at faculty and department meetings, and use results to plan follow-up professional development • Analyze achievement data for at-risk learners gathered through LATIC and VLC experiences •

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	<p>learner whose data is tracked as new strategies and teaching models are implemented</p> <ul style="list-style-type: none"> ○ Implement problem-based learning (PBL), which research shows is based on real-life scenarios, requiring students to identify content-embedded problems, hypothesize solutions, and present findings in a differentiated fashion ● Provide mini PD to staff during every faculty meeting throughout the school year at secondary level, with middle school principals presenting as a triumvirate at each school's meeting ● Create new cohort of Virtual Learning Communities (VLCs), creating lessons that develop executive function <ul style="list-style-type: none"> ○ Collaborate online with colleagues ○ Collaborate with IDE Corp consultants ○ Conduct synchronous sessions with consultants through Skype ● Inter-rater reliability collaboration exercises to promote consistency within the 1:1 instructional environment ● IDE Corporation consultants will conduct 4 days of administrative training on LATIC, including walk-throughs of LATIC participants' classrooms to assess the implementation and provide feedback ● Attendance at Association for Middle Level Education (AMLE) national convention in Philadelphia is November 5-7, 2017. Sessions might include the following: <ul style="list-style-type: none"> ○ Differentiating Structure, Not Content ○ Flipping the Social Studies Classroom ○ Differentiating Instruction for ELLs ○ Using Chants and Cadences to Promote Literacy Across the Curriculum 	

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	<ul style="list-style-type: none"> ○ Letting Students Succeed at Their Own Speed ○ Talking Tech for the PBL Classroom ○ Classroom Tech for Learning Checks ○ Trading Snow Days for eLearning Days 	
34	<p>Summer Assignments</p> <ul style="list-style-type: none"> ● Reconvene Homework Committee and confirm membership ● Add stakeholders to represent parents, teachers, educational support professionals, educational leaders, and BOE ● Establish a schedule of meetings and set up Office 365 group ● Examine research and best practices in the area of summer work ● Identify current practices in the district ● Codify beliefs and implementation guidelines for future district practice ● Create language for policy and/or regulation revision 	<ul style="list-style-type: none"> ● Submit changes to policy and/or regulation to the Instructional Affairs Committee of the BOE ● Submit changes for first and second reading to the BOE ● After approval, relay results to school community

3: PD Required by Statute or Regulation

State-mandated PD Activities

Harassment, Intimidation, and Bullying NJAC 6A:16-7.1(c), 7, 7.9(d); Affirmative Action, Non Discrimination, Equity NJAC 6A:16-7-1.6; Rights of Persons with Handicaps or Disabilities Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 NJAC 6A:14-1.1; Reporting Potentially Missing or Abused Children NJAC 6A:16-11 (Operations C.8 p.13); Pupil Suicide Prevention NJSA 18A:6-112; School Security NJAC. 6A:16-5.1 (Operations C.1.d. p.5); Blood-borne Pathogens NJSA 6A:16-1.4; 6A:16-2.2 (Personnel B.6.b.p.10); FERPA NJAC 6A:32-7.1; Right-to-Know NJSA 34:5A-1 et seq.; 34:5A-10.1 et seq.; NJAC 6:29-1.3; 6:53-4.1 et seq.; NJAC 8:59-1 et seq; Dyslexia (general education teachers in grades K-3; special education teachers; basic skills teachers; English as a second language teachers; reading specialists; learning disabilities teacher consultants; and, speech-language specialists); Janet’s Law (at least 5 school employees with CPR/AED training); Training for Mentor Teachers & IR&S Team members is required.

4: Resources and Justification

Resources

To ensure our districts meet the needs documented in this professional development plan, we allocate a portion of the district budget for this purpose. The allocation comes from a combination of state and federal dollars (i.e. ESEA Title I, ESEA Title IIA, ESEA Title III, ESEA Title III Immigrant, ESEA Title IV, IDEA, etc.). The amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. The plan controls expenses by relying more heavily on in-district expertise to provide specified activities and trainings. The school district calendar for the Washington Township Public Schools stipulates that there will be full day in-services (1 day for elementary & middle level and 2 for the high school level) along with early dismissal PM in-services (3 at the elementary level, 4 at the middle level, and 4 at the high school level) for professional staff learning and collaboration.

In order to ensure the effective implementation of the various aspects of the district’s 2017-2018 Professional Development Plan, the allocation of time and supporting resources are crucial components. Time is needed for staff members to attend essential/required out-of-district trainings and technical assistance sessions. Grade level and content/departmental staff members require time to participate in professional development opportunities relating to curriculum development; alignment and student needs gleaned from student benchmark assessment analyses; professional development relating to content-area specific technology applications and enhanced content-specific instructional methodologies. Staff members from a variety of disciplines and grade levels require time to participate in state-mandated trainings related to safety and welfare like suicide prevention, right-to-know, bullying and harassment, etc. During the 2017-2018 school year, time will be allocated to ensure newly hired staff familiarity with the Marzano Causal Teacher and the Non-Classroom Educator frameworks and related observation/ evaluation systems in accordance with the Achieve NJ requirements. All staff will be trained on the new Marzano Focused Teacher Evaluation Model

(A Focused, Scientific-Behavioral Evaluation Model for Standards-Based Classrooms). Similarly, professional development time will be required to facilitate staff members' continued understanding of Student Growth Objectives (SGOs); enhance their ability to develop and implement meaningful and rigorous SGOs; identify strategies and resources to enhance student achievement and optimize student progress as evident in enhanced Student Growth Percentiles (SGPs). Our district will support the refinement of existing benchmark assessments while concurrently developing and implementing building-level goals, PLCs, and support structures to effectuate the successful attainment of district and school-level state assessments improvement pursuant to the NJDOE's student achievement accountability guidelines (as specified in Achieve NJ). In order to provide time the district is committed to addressing time allocation needs in the following models:

- Scheduled full-day in-services per district calendar.
- Periodic student early dismissal days per district calendar.
- In-district half-day and full-day workshops relating to programmatic development and implementation.
- Departmental/grade level meetings.
- Allocated release time for professional learning group activities through the use of floating substitute teachers, common planning time, release from non-teaching duty.
- Time set aside for monthly faculty meetings will be designated for focused professional development activities.
- Full day and half day meetings, workshops, and conferences set aside for specific goals, professional development activities, curriculum development/alignment, and inter and intra grade level collaboration and best practice sharing and cross district professional development activities.
- Full/half days set aside on a periodic basis in which small groups of teachers are scheduled for mini workshops.
- Graduate courses, approved independent study, etc., beyond the school day.
- Professional days approved by Supervisors/Principals/Directors/Assistant Superintendents/Superintendent.
- Multiple-day programs which provide opportunity for in-depth knowledge and strategies for implementation.
- At the high school level, delayed opening days created to facilitate state and district test administrations provide potential opportunities whereby certain content area departments can be assigned to proctor tests while other departments are provided opportunities to participate in collaborative professional learning team activities on a rotational basis.
- Essential professional development offerings as part of summer professional development institutes i.e. professional development workshops relating to the implementation of Read 180, technology integration cohort training, Marzano Classroom Teacher, Marzano Non-Classroom Teacher, and iObservation training for new teachers, and scheduled curriculum content area/grade level development/adoptions that are on their cycle.
- Summer days in late August set aside for novice and mentor teacher training.

Professional development provider/consultancy resources:

Professional development activities which require the services of specific experts shall be made available through the following sources:

- Formal graduate-level coursework through accredited colleges and universities.
- Reputable consultants/college professors hired by the district;
- Professional organizations, e.g. ASCD; ACTFL; NJEA; NJMEA; NJPSA; Gloucester County Curriculum and Technology Consortia;
- NJDOE consultants/presenters and/or representatives;
- Department supervisors;
- In-house presenters/specialists;
- College professors (for those staff members pursuing college courses including approved on line courses);
- Out-of-district professional development organizations such as: Learning Sciences Inc.; The American Reading Company; IDE Corporation; Schillinger Educational Consultants; Read-Write-Connect, Inc.; Equity Literacy Institute;
- The Rowan University Literacy Consortium and other area institutions of higher education;
- Webinars, webcasts, video-casts, audio-casts, and other distance learning opportunities; and
- Community-based experts and specialists, some of whom volunteer their services.

Additional Funding Resources

Professional development opportunities will be funded through the following:

- Grant and entitlement funding, e.g. ESEA Title I/Title IIA/Title III/Title III Immigrant/Title IV, IDEA, RTTT3, Perkins, Rowan University Literacy Consortium, CEIS/IDEA funds, etc.;
- Local funds allocated for professional development;
- Recognition awards and mini grants offered as community outreach by state and local organizations, businesses, corporations, and other charitable organizations;
- Gratis, where possible and appropriate, e.g., community specialists, textbook vendors;
- Partnerships with businesses, industries, and institutions of higher learning; and
- Low or no cost children's book authors.

Professional Development Tools and Supplies Resources

In order to support the successful implementation of the 2017-2018 professional development plan, the district is committed to providing staff members with hands-on supplies and tools essential to enable staff to internalize, document, and subsequently implement the key knowledge and skills required to foster enhanced student learning and achievement through professional. These supplies may include:

- Copies of professional books and reading materials to enable staff to participate in book clubs
- Copies of teacher manuals, binders, and kits relating to new curricular instructional materials in reading, writing, mathematics, world languages, social studies, and financial literacy
- Sample model curricula and other frameworks
- Copies of student data to support analysis
- Access to technology tools, PowerPoint presentations, and lists of websites and related resources.

Justification

Results gathered from building-level School Improvement Panels (ScIPs); feedback from various surveys; and an analysis of 2016-2017 teacher evaluation data have confirmed that WTPS must continue to focus on training teachers to more effectively meet the distinct learning needs of all students. Additionally, feedback gathered indicates the need to more appropriately increase the use of technology as an instructional tool as well as to develop corresponding student operative technology literacy skills in all grade levels. The district is coming off a very successful 2016-2017 implementation of a new 1:1 student laptop initiative at the high school level. During the 2017-2018 school year, our district is implementing a new 1:1 student laptop initiative in grades 3 through 8. The use of student achievement data to drive instruction is a vital skill that is fostered among our staff to better understand and meet the needs of our students. The implementation of the New Jersey Student Learning Standards, the Every Student Succeeds Act (ESSA) and the Achieve NJ require in-depth understanding so as to ensure successful development of students and faculty along a continuum of learning. The Washington Township Public Schools district will, through practice and support, emphasize the importance of all district initiatives so as to safeguard the well-being of the students, staff, and community. Importance will be placed on the benefits of professional learning, collaboration, and reflection, as well as quality curriculum, assessment, and data to improve student success and district progression.

The district and the school level professional development committees ensure that our professional learning addresses student learning needs and aligns with the district and school priorities. Key initiatives and programs are developed and implemented by both school-based and/or district-level professional development plans through a well-honed process. The district's professional development needs assessment process is cyclical and requires a careful review of all available student achievement data and factors that bring to bear on the instructional/learning process including, but not limited to:

- A review of district and school goals;
- A review of the New Jersey Student Learning Standards, State testing specifications related to all state assessments, and State Code requirements;
- A review of student achievement data;
- A review of all state assessment data;
- A reflection of specific needs of students and their impact on staff skill enhancement;
- A reflection of student classification trends and I&RS referrals;
- A reflection on the efficacy of curricular programming and prior professional development activities;
- A reflection on the expectations set forth by the NJDOE and in the Achieve NJ initiative as they relate to student achievement and staff evaluation requirements.

Furthermore, the district requires the interfacing and alignment of district goals, professional development action plans, school improvement plans, student achievement/annual progress target action plans, ESEA needs assessments, and the district budget priorities. All of our school level collaborative PLC activities are clearly related to addressing student learning needs and enhancing staff's ability to address those needs.

It is through this broad base of staff involvement and focused professional development centering on student achievement and standards' acquisition, that staff engage in collaborative professional learning wherein they can acquire insights, share perspectives, identify potential student learning needs and challenges, and ultimately develop curriculum and select materials designed to optimize student achievement. This same process is followed as part of the district's protocol for developing, aligning, and implementing new programs, curriculum, and instruction materials.