2021-2022 DISTRICT PROFESSIONAL DEVELOPMENT PLAN

WASHINGTON TOWNSHIP
PUBLIC SCHOOLS
206 East Holly Avenue
Sewell, NJ 08080
Gloucester County, NJ

WT BOE Approval: September 28, 2021

District Name		Superintendent Name	Plan Begin/End Dates
Washington Township Public Schools		Joseph Bollendorf	July 1, 2021- June 30, 2022

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Train Classroom Teachers, Non-Classroom Staff, Supervisors, and Administrators on the Marzano Focused Teacher Evaluation Model, the Marzano Focused Non-Classroom Instructional Model (A Scientific-Behavioral Evaluation Model for Standards-Based Classrooms), the Marzano Focused School Leader Evaluation Model, and the Marzano Focused District Leader Evaluation Model.	Teachers/ School Leaders	• 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 Evaluation Model has changed a few years ago to the new Leaning Sciences International (LSI) Marzano Focused Teacher Evaluation Model (A Focused, Scientific-Behavioral Evaluation Model for Standards-Based Classrooms), the Marzano Focused School Leader Evaluation Model, and the Marzano Focused District Leader Model. Therefore, new staff need ongoing training, and observers need collaboration time to review trends.
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	• State mandates require alignment of curricula 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 2021-2022 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	• 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 2021-2022 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 Focused Model. • 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 using PowerSchool Assessment and Performance Matters will be used to create online assessments and benchmarks.

4	Teachers will increase their understanding of interactive writing during the implementation of a writer's workshop model by working with a consultant, Leah Mermelstein, and the elementary supervisors. They will also closely examine student work, while discussing a shared perspective of the progression of writing growth expected from Kindergarten through Grade 2 students.	Primary Teachers (Grades K - 2)	• The K-2 ELA staff will engage in training and will be provided with implementation sheets, district supplemental resources, coaching/lesson study, and video recordings to demonstrate best practice.
5	Primary teachers will be trained to implement small group Fundations, phonemic awareness, and fine motor skill rotations. In addition, handwriting will be a part of the fine motor rotation sequence.	Primary Teachers (Grades K - 2)	• The K-2 ELA staff will be engaged in video trainings and coaching on how to implement small group Fundations, phonemic awareness, and fine motor skill rotations. Videos and support documents have been prepared over the summer for immediate use.
6	Implement the integrated ELA curriculum in grades 3-5. The program supports a gradual release of responsibility model while also providing time for independent reading, independent writing, and interventions.	Teachers (Grades 3-5)	• In an effort to support the implementation of an integrated ELA program, it is essential for staff to be provided with training in the planning of units, enhancing writing instruction, customizing lessons, and ELA conferring.
7	Implement new math curriculum while maintaining fidelity to the NJSLS and the eight mathematical practices.	Teachers (Grades K-5)	• Teachers need training on implementing a new math program: Eureka Math Squared, Equip and Affirm Assessments, and Zearn for additional practice.
8	Implement the NGSS/NJSLS at the elementary level while incorporating video connections to aid in understanding concepts.	Teachers (Grades 1-5)	• Through prior NGSS training, the science committee expressed the value of using science videos to integrate into instruction; however, training is needed on how to

			locate the various videos in the National Geographic program and when to integrate them.
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)	• As new co-teachers are assigned, it is critical to support and reinforce the district's expectation on co-teaching.
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 8 Only).	• At middle level, the transition has begun from Read 180 for struggling readers to an additional tiered support section of ELA for 2021-22. • The Beable summer pilot will be evaluated and a decision for final adoption and incorporation into the core ELA program will be considered.
11	Increase awareness to Sheltered English Instruction for regular education teachers.	Regular Ed Teachers K-12 working with ELL students	• Due to the ongoing staff turnover at the K-12 magnet ELL school sites, the ELL teachers and supervisor will provide 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, ESL Teachers, Speech Teachers, and LDTCs	• Mandated training.

13	Dyslexia screening and interventions. K-3 staff will be trained on the new Amira dyslexia screener while we participate in a research study which includes half of our classes receiving the micro-interventions from Amira versus our traditional approach.	Committee comprised of reading specialists, teachers, and expert staff	• Training from Amira so teachers can implement the new screener and/or the online intervention depending on whether the staff member is a part of the treatment group or the control group.
14	Continue to refine our NJTSS/MTSS processes/procedures.	All Central and School Leaders / Teachers 6-12	• The WTPS Elementary Level will continue to bolster the NJTSS system through the leadership of the intervention specialists. Intervention Specialists will engage in training over the summer to prepare them for our Tiered Support Plan and implementation of I&RS. • The WTPS Middle Level Tiered Support Program (MLTSP) is under construction and is designed to follow the New Jersey Tiered Systems of Support (NJTSS) Model, formerly known as Response to Intervention (RTI). Highly qualified educators with ongoing performance data will work collaboratively with each student to establish personalized learning goals based on identified areas for academic growth. High quality core instruction and individualized learning paths will be enhanced through the district-purchased literacy platforms that will serve as the foundation for targeted interventions. • Goal setting and tracking progress are essential components of the MLTSP. Communication of progress will reflect the following: growth towards

			mastery of critical ELA standards, individualized goal setting and self-reflection, effort/persistence/executive function skills, and active participation in learning activities (individual and small group). Students will be expected to work towards achieving their learning goals, demonstrate progress, and reflect on their strengths and weaknesses.
15	Analyze data and develop intervention plans and services for groups of students and individual students through grade level PLCs and Collaborative Data Meetings.	All Teachers K-5 BSI staff and interventionists	• As a requirement of ESEA, a cohesive MTSS/NJTSS program is required. Our district refinement of the PLC process will enhance our Tier 1 programming and the Collaborative Data Meetings will support staff with the selection and implementation of Tier II supports.
16	Continue to refine the district's I&RS practices and procedures to create a robust and consistent approach to intervention.	I&RS Team Members/School Leaders	• A uniform I&RS process K-12 is needed for articulation among the teams.
17	Further promote a positive school climate in our schools-through the development, refinement, and implementation of the Olweus program and other anti-bullying efforts.	Teachers/School Leaders	• As a requirement of New Jersey's anti-bullying laws, it is mandatory for schools to implement programs to improve "peer to peer" and "peer to staff" relationships while decreasing the number of HIB incidents.
18	Train staff on newly implemented PowerSchool Special Education and Section 504 Modules.	CST Members, Related Service Providers, Special Education Teachers Administration School Counselors	• Implementation of PowerSchool Special Education and Section 504 Modules to maximize the fluidity and communication of data with the district PowerSchool Student Information System. • Provide immediate access to IEPs and Section 504 plans.
19	Incorporate CST evaluation information and progress monitoring data into the PLAAFP of the IEP and develop measurable and specific goals and objectives in response to data.	Special Education Teachers Child Study Team Members	• Include CST evaluation data. • Improve the quality of district IEPs. • Provide teachers with training to strengthen their knowledge in writing appropriate goals and objectives

		Administration	within the IEP.
20	Increase capacity to analyze IXL and ARC PACE information through site-based data meetings. (Special Education Teachers)	Special Education Teachers Child Study Team Members School Leaders Basic Skills Teachers Interventionists	• 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.
21	Engage CST and Speech Language Therapists in addressing department and district goals through participation in problems solving cohorts.	Child Study Team Members Speech Language Therapists	• Bridge communication among CST, Speech Language Therapists, and Special Education Administration. • Engage in problem solving sessions to address district goals and issues relative to special education and related services.
22	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	• The New Jersey state assessments measure, in part, whether students are on track to be successful in college and their careers. • Continuing to revise and refine our high quality elementary, middle, and high school level benchmark assessments in all content areas (particularly in English Language Arts and Mathematics) provide teachers, schools, students, and parents with detailed information regarding student achievement progress.
23	Provide required training for special education teachers on the Dynamic Learning Maps (DLM).	Special Education Teachers	• The DLM is a computerized assessment given to students with significant cognitive disabilities in grades 3-8 and 11 in lieu of NJSLA.
24	Increase student achievement of special education students through an on-site coaching model and collaborative data meetings at all levels.	Special Education Teachers	• Site Based Professional Development and Coaching provided by district administration and outside consultants.
25	Promote reading success through fidelity, intensity, and content of reading instruction	Special Education Teachers	• Review of data as reflected within the assessment tools of programs offered within the district that are designed for

		Special Education Administration	direct, explicit, multisensory instruction.
26	Implement our state mandated model of Section 504 consistently throughout the district.	School Counselors 504 Team Coordinators School Leaders CST Team Leaders	• Continue to align the Section 504 Manual and with current regulations and the PowerSchool Section 504 Module. • Compliance with mandated yearly Section 504 training. • Presentation by the District Solicitor regarding legal implications of Section 504.
27	Conduct Nonviolent Crisis Intervention training to identified staff working with students with behavioral management concerns.	School Leaders, Assistants, Teachers, Nurses, Child Study Team Members	• 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 certification and recertification training.
28	Provide CPR/AED training.	Teachers, Assistants, Job Coaches, Health Assistants, nurses	• Provide CPR/AED certification and recertification each year to ensure safety of staff and students. • A compilation of certified staff and certification dates to be maintained by the Human Resource Department
29	Provide training to key staff relative to health policies and regulations set forth by the NJDOE and WT BOE: Administration of Naloxone Blood-borne Pathogens Asthma/Nebulizer Epi Pen/Sever Allergies Glucagon/Student Health Plans Communicable Diseases COVID-19	School Nurses SACs Administration Staff	• Provide required health training for school nurses and targeted staff • Provide information to staff via online learning platform on safety protocols associated with COVID-19
30	Improvement of the in-district Autism and Multiple Disabilities Programs through training in Community Based Instruction, VBMAPP, ABA, Discrete Trial techniques.	Special Education Teachers Child Study Team Members Administration	• In-house workshops. • Analysis of IEPs. • Evidence collected during class observations.

31	Improve instructional practices used by co-teaching teams in the ICR classrooms (all levels)	Special / General Education Teachers	• Development of a best practice model for co-teaching within the ICR setting in which both educators have shared instructional responsibility and accountability for all students • Evidence based practices are used to provide specially designed instruction in an inclusive setting
32	On-going staff training to facilitate special education inclusion students in the least restrictive environment.	Special and General Education Teachers Administration CST Members Related Services Personnel	• Analysis of district LRE Data. • Monthly Reports.
33	To create high quality assessments to support data-driven instruction.	Elementary, Middle, and High School Faculty, Administration	High quality assessments with standards-based questions are necessary to support teaching and learning. The more data we can analyze from formative and summative assessments, the more we can ensure students' mastery of the standards. • 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 prior state testing data as applicable. (Identifying strengths and weaknesses of our instruction and planning for ways to improve as needed). • Conduct PLC meetings. • Utilize the tagging features of Seesaw to track standards-based instruction. • Develop and administer assessments using PowerSchool Learning to provide students with experience in using technology enhanced tools during an assessment. • Attend the NJPSA Conference (Elementary). • Principals attend the AMLE conference (Middle School).

34	To promote cultural proficiency in every school to maximize equity for all students.	Elementary Middle and High School Faculty and Staff	Through input from the school community, there is a need to ensure Washington Township Public Schools continues to educate and refine our practices in an effort to address inequities within our school system.
35	To foster learner-active instruction in a 1:1 environment.	Secondary Teachers of Students at Risk	- Discussion of the model Learner-Active, Technology-Infused Classroom. - Tech tips are 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.
36	To support students through self-regulation techniques and calming activities so students may fully participate in daily learning activities.	Elementary Teachers	To support students through self-regulation techniques and calming activities, there is a need to train staff in Mindfulness strategies. - Mindfulness means maintaining a moment-by-moment awareness of our thoughts, emotions, bodily sensations, and surrounding environment with openness and curiosity. It has a variety of research-backed impacts, including reduction in stress, improvements in emotional regulation, and focus. - The central objective of the training is to introduce staff to mindfulness practices and assist them as they implement these techniques with their students.

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	**Marzano and Achieve NJ:** • All classroom teachers will receive training on the new Marzano Focused Teacher Evaluation Model. Non-classroom staff will be trained on the new Marzano Focused Non-Classroom Evaluation Model; new teachers will receive training on their appropriate model 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. The Marzano Taxonomy of Learning Tri-Folds will be provided to all appropriate staff and best practice resources will be made available to each school. • 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 and the development and tracking of our annual Student Growth Objectives (SGOs) process.	• The DEAC process will continue during the 2021-2022 school year if needed. The committee would 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 are provided with 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	**New Jersey Student Learning Standards (NJSLS):** • 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.	• 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 are provided with 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)
		• Teachers are provided time and support for collaboration throughout the school year. • Teachers will translate their professional development and learning to effectively implement content-rich writing, speaking, and listening tasks. Students will regularly write for a variety of purposes and develop process pieces through a variety of genres.

3	**Optimization of Instructional Technology:**
	• 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.
		• Teachers are provided with a multitude of distance learning opportunities to engage in individualized professional learning to address the specific elements noted in their PDP.
		• Workshops that were provided during our Summer Institutes will be offered for staff *unable to attend summer workshops via turn-key training by departments as follows:*
		    ○ *Schoology course layouts and expectations*
		    ○ *Linking vs Not Linking Courses*
		    ○ *Schoology Gradebook*
		    ○ *Staff Collaboration*
		    ○ *Integrations*
		    ○ *Other Departmental Topics*

4	**Writer's Workshop** • The K-2 ELA staff will engage in training on interactive writing. The writing focus will showcase how to include interactive writing into a workshop model. • Through site-based training, the summer primary ELA team will discuss and model interactive writing using the WE DO Writing book by Leah Mermelstein. Independent writing practices will also be explored.	• Teacher leaders will share their experiences from the coaching sessions with Leah Mermelstein. In addition, all sessions will be recorded for teachers who wish to view them to improve their implementation of interactive writing.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
5	**Small Group Fundations, Phonemic Awareness, and Fine Motor Skill Rotations** • The K-2 ELA committee developed protocols and resources for all K-2 staff to implement small group Fundations, phonemic awareness, and fine motor skill rotations into the schedule during the Fundations block. • Staff will participate in training via site-based meetings, coaching, and videos.	• BSI reading staff and supervisors will support teachers through walk-through data - supports will continue as the need arises.
6	**Wit and Wisdom and Best Practice Protocols** • Teachers will be trained using the Moving Forward protocol facilitated by reading specialists, reading teachers, and elementary supervisors. • Through consultation with Great Minds, new intermediate ELA staff will also participate in training from Great Minds consultants to support the fidelity of the implementation and obtain enhanced writing strategies. •	• 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.
7	**Mathematics Instruction and Differentiation** • Training from Math for All to address accessing grade level content in mathematics in a train-the-trainer model • Training from Great Minds on implementing Eureka Math Squared with fidelity. • Explore the new program and the online components: Equip, Affirm, and Zearn. • Teachers will view continue to explore video tutorials on various technologies to support mathematics and the BSI math teacher will promote the various resources throughout the school via the math newsletters.	• Development of technology-based lessons and differentiated activities to be shared among colleagues through Math for All lesson studies.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
8	**NGSS/NJSLS for Science** • A screencast tutorial has been created for teachers to explore the National Geographic online resources. The screencast tutorial provides ways to incorporate National Geographic's resource video library into our instruction.	• The elementary administrative team will support and monitor its effectiveness.
9	**Co-Teaching Practices:** • Site based and virtual professional development provided by the building supervisors/administrators to explore the need to regularly implement the following co-teaching models: *Station Teaching, Parallel Teaching, and Alternative Teaching*.	• Implementation of the training and a review of observation data to determine the degree to which the recommended models are the predominant forms of co-teaching.
10	**READ 180 & System 44 Literacy Programs (Grade 8 Only)** • Through consultation with the district site-based Read 180 and System 44 trainer, teacher and student data continue to drive the implementation plan. • Implementation training focused on best practices, reporting measures, data analysis, and differentiation strategies.	• Provide for tailored coaching visitations based on student and teacher performance.
11	**Sheltered English Instruction** • Train K-12 staff on instructional strategies to support ELLS in content area instruction. • The training will be provided by in-house experts who achieved the necessary requirements to ful-fill the State requirement to serve as a turn-key trainer.	• This will continue to augment the broader effort of prior years.
12	**Dyslexia Training:** • Staff will participate in the Dyslexia training/presentation offered online through the NJ DOE and/or through a consultant.	• 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.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
		• Follow-up training each year.
13	**Dyslexia Committee:** • Training from Amira so teachers can implement the new screener and/or the online intervention depending on whether the staff member is a part of the treatment group or the control group	• Walk through and survey data regarding the Amira program implementation
14	**NJTSS/ MTSS** • Key administrators will refine and enhance our multi-tiered system of support through consultation with our American Reading Company consultant and collaboratively refine the transitions among Tiers I, II, and III. • Additional documents will be developed to streamline the data collection process. • Rigor walk-throughs will take place in consultation with district leaders.	• Continued refinement/development of NJTSS/MTSS protocols.
15	**Data Meetings and Intervention Planning** • Teachers will work in PLCs to analyze data, examine trends, and develop a SMART goal. Using the Plan-Do-Study-Act cycle of improvement, staff will examine student outcomes. In an effort to meet the varying needs of students, intervention plans tailored to small groups and individual students will continue to be developed regularly during the collaborative data meetings led by the elementary supervisors. • Building based supervisors will support PLCs and refine protocols for Collaborative Data Meetings. • Teachers review each students' data and place them into a category while working collaboratively with their grade level partners and experts.	• Continue to reevaluate every 7 weeks.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	• Teachers develop an intervention plan including the frequency and duration of the intervention. • All intervention plans are evaluated by the supervisor and building administrator.	
16	**I&RS** • An I&RS Handbook for all K-12 teams has been developed. The standard district forms have been updated and included in the manual to provide consistency. • The new I&RS manual will be shared and implemented. • Upon the implementation, I&RS members will provide feedback and suggestions for streamlining the process through electronic means.	• An exploration of new tools to help keep data in a digital format will continue to be explored.
17	**School Climate and Culture** • School Steering Committees participate in training developed and turn-keyed that training to all district staff in grades K-8. • Committees meet regularly to determine specific school/district/level needs and identify solutions to those needs to ensure program fidelity.	• Continued training and refinement of the School Steering Committee's and Township Tuesday Committees and their program of events. • Follow-up training as necessary. • Training of all new staff.
18	**Continued use of Realtime Special Education/Section 504 Modules** • Provide district level refresher trainings as needed for all special education and Section 504 team end users, administration, and general education teachers	• Meet with CST/SLP cohorts to identify additional training needs and troubleshot issues as needed. • Provide a video tutorial for staff on the basics pertaining to Realtime Special Education and Section 504.
19	**Development of Quality IEPs** • Analyze and integrate current evaluations and progress monitoring data into the PLAAFP section of the IEP using the PowerSchool Special Education Module.	• Administration will review IEPs and provide feedback to staff. • Use feedback to develop further training. • Administrative review of the IEP documents to ensure that CST evaluation information and progress monitoring data has been incorporated into the PLAAFP of the IEP as per information shared at trainings.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
20	**Progress Monitoring Tools and Techniques** • Staff will participate in training facilitated by special education supervisors on ARC School PACE	• ARC School PACE follow-up training by special education supervisors • Training on Writing Functional and Academic Goals and Objectives that are directly related to the area of disability
21	**Child Study Team /Speech Language Specialist Cohorts** • Engage CST and Speech Language Specialists in collaborative discussions and problem-solving sessions through administrative led cohorts.	• Analyze the special education referral process with associated newly developed electronic referral forms • Analyze and revise the district's transition process for special education students • Investigate and share resources for parents of special education students through the district website • Engage CST case managers in the use of Realtime to track timeline compliance associated with Child Find obligations • Monitor ED classification of students associated with NJDOE reporting requirement (CEIS)
22	**New Jersey State Assessments:** • 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 Fall Strong Assessments and NJSLA (as applicable) readiness. • 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	• 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 2021-2022 the Fall Strong Assessments and the NJSLA (as applicable) readiness. • The purchase of additional inventory of effective technology hardware and software tools and resources (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 2021-2022 Fall Strong Assessments and the NJSLA (as applicable) readiness. • Train all teaching staff at the elementary, middle, and high school level in all aspects required for 2021-2022 the Fall Strong Assessments and NJSLA (as applicable) readiness. • Train all support staff, as appropriate, at the elementary, middle, and high school level in all aspects required for the Fall Strong Assessments and NJSLA (as applicable) readiness.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	the demands for college and career readiness through the effective use of technology tools and digital resources. • 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 of the required Fall Strong Assessments and NJSLA (as applicable) readiness. • Train all school and district leaders in all aspects of the required Fall Strong Assessments and NJSLA (as applicable) readiness. • Implement post staff survey process to evaluate the Fall Strong Assessments and NJSLA (as applicable) test administrations at all levels. • Work in PLCs to review state assessment scores and sample released test items. • Teachers in Grades 3-12 will construct questions to embed into PowerSchool Learning in preparation for the assessment.	• Train all school and district leaders in all aspects required for 2021-2022 Fall Strong Assessments and the NJSLA (as applicable) readiness.
23	**Dynamic Learning Maps (DLM)** • The Department of Student and Special Education Services will provide required training for special education teachers on the Dynamic Learning Maps (DLM).	• Teachers will continue to receive updated information regarding the DLM assessment and will be provided time to review assessment results.
24	**Student Achievement in ELA (Special Education)** • The American Reading Company will provide site-based	• Teachers will collaborate in PLCs to further refine the implementation of this program.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	and in-class coaching to teachers in grades 3-5. • Site-based data meetings	
25	**Special Education Programming Designed to Promote Reading Success by Addressing Significant Delays in Encoding, Decoding, and Fluency** • The Department of Student & Education Services will continue to provide training on resources and strategies as they pertain to specific reading deficiencies.	• Consultants may provide training for identified staff to facilitate the implementation of any new programming. • Continue training on Sonday Program for targeted staff
26	**Section 504** • The Department of Student and Special Education Services will organize training on Section 504 of the Rehabilitation Act.	• The Section 504 Manual, policy and regulations will be reviewed annually for any necessary revisions.
27	**Nonviolent Crisis Intervention Training** • The Department of Student and Special Education Services will provide train targeted staff on Nonviolent Crisis Intervention.	• Certification / Recertification for staff will be provided each year.
28	**CPR/AED Training** • CPR training will occur at various times of the year.	• Recertification for staff will be provided. New staff members will be identified and trained as appropriate.
29	**Health Services:** • Provide required training for school nurses and designated staff as required by the NJDOE and WT BOE.	• Provide access to policies/regulations to targeted staff.
30	**Improvement of Autism / MD Programs** • Train certificated staff on VBMAPP, ABA, Discrete trial • Train aides on discrete trial, ABA, fading, prompting	• In-house workshops. • Analysis of IEPs. • Evidence collected during class observations.
31	**Co-teaching Model in Special Education ICR Classrooms** • Training on best practice models for co-teaching	• Site-based and virtual training and job embedded coaching

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
		• Administrative training on walk-throughs to gather data that will be used to identify future training needs.
32	**Staff Awareness related to Least Restrictive Environment of Special Education Students** • Departmental meetings will be used to share data and training on LRE • Exploration of High Leverage Practices	• 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 • Begin exploration activities related to High Leverage Practices
33	**Quality Assessments** • 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 NJSLA released items. • 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 having them read and take assessments on 8 articles; articles assigned in all classes thereafter will be at the student's recommended Lexile level. • Conduct walk-throughs to gauge level of rigor, depth of knowledge, and higher order thinking skills.	• Archive any new departmental assessments that are created and shared 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.
34	**Cultural Proficiency**	• Implement new strategies and models acquired at AMLE. • Implement new strategies and models acquired NJCEE-South.

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	• 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. • 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 Rowan University Equity Literacy Institute. • District participation in the New Jersey Coalition for Excellence in Equity (NJCEE-South).	• Turn-key new strategies and models acquired through training provided by the Equity Literacy Institute. • 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. • Conduct PLC meetings. • Convene the Equity Coalition. • Dr. Jenelle Alexander will lead the District Equity Coalition. • Representatives from the Equity Literacy Institute will conduct focus groups with staff and students to train and gather feedback about race, poverty, and other interest groups. • Steve Gregor and Nancy Sulla of the IDE Corporation will conduct a 90-minute workshop on equity at the NJSBA in October. Here is the description: Attaining educational equity toward greater student achievement for all should be on every district's priority list. In pursuit of its equity framework, the Washington Township School District (Sewell) has worked with Dr. Paul Gorski (author of Reaching and Teaching Students in Poverty), Brenda and Franklin Campbell-Jones (author of The Culturally Proficient School), and Dr. Nancy Sulla (author of Students Taking Charge) to pursue significant policy, cultural, and instructional changes to solve the equity dilemma. Join us to explore all of these topics and more as you begin to build your own framework for attaining equity during this workshop. • Utilize the student facilitators trained by the Anti-Defamation League (ADL) to conduct sessions in classrooms. • Monitor the implementation our new elective high school course: Black and Indigenous Communities and Other People of Color's Voices Throughout History

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)

35	**Learner-Active, Technology-Infused Classroom (LATIC)**
	
	• With the high school in year 3 of a 1:1 initiative and middle school in year 2, 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 a new cohort for LATIC training through consultants at the Innovative Designs for Education Corporation; co-teachers in the regular education setting will be identified
	   o Each participant identifies at least one at-risk learner whose data is tracked as new strategies and teaching models are implemented.
	   o 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
	   o Collaborate online with colleagues.
	   o Collaborate with IDE Corp consultants.
	   o Conduct synchronous sessions with consultants through Skype.
	• Inter-rater reliability collaboration exercises to promote consistency within the 1:1 instructional environment.
		• Turn-key new strategies and models acquired at AMLE.
		• Analyze results of learning walks, 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.
		• Conduct in-class coaching for LATIC participants in year 1 and 2 training through the IDE Corporation (approximately 40 days)

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	• IDE Corporation consultants will conduct 2 days of administrative training on LATIC, including learning walks of LATIC participants' classrooms to assess the implementation and provide feedback.	
36	**Mindfulness** • Teachers trained in Mindfulness will provide turn-key training for additional teachers in their schools and/or the district.	• Teachers trained in Mindfulness will provide turn-key training for additional teachers in their schools and/or the district. • Mindfulness activities and events will be developed and implemented at each school.

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; 6:53-4.1et seq.; NJAC 8:59-1 et seq; Reading Disabilities N.J.S.A. 18A:6-131 i.e. 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; Recognition of Substance Abuse N.J.S.A. 18A:40A-15, N.J.A.C. 6A:16-3.1(a)(4); School Safety N.J.A.C. 6A:16-5.1(d); Code of Student Conduct N.J.A.C.6A:16-7.1(a)4; Electronic Violence & Vandalism Reporting System (EVVRS) N.J.S.A.18A:17-46, N.J.A.C. 6A:16-5.3(d)2; 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; Lyme Disease N.J.S.A. 18A:35-5.3; Interscholastic Athletic Head Injury Safety Training Program N.J.S.A. 18A:40-41.2; Educator Evaluation N.J.S.A 18A:6-123(b)(10), N.J.A.C. 6A:10-2.2(b)(1); Equity and Affirmative Action N.J.A.C. 6A:7-1.6; Teacher Mentor Training N.J.A.C. 6A:9C-5.2(a)7.

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 (ESEA Title I, ESEA Title IIA, ESEA Title III, 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 training. The school district calendar for the Washington Township Public Schools stipulates that there will be full day in-services along with early dismissal PM in-services for professional staff training, articulation, and collaboration.

To ensure the effective implementation of the various aspects of the district's 2021-2022 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 training 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 2021-2022 school year, time will be allocated to ensure staff (based on their position in the district) familiarity with the Marzano Focused Teacher Evaluation Mode (A Focused, Scientific-Behavioral Evaluation Model for Standards-Based Classrooms) the Marzano Non-Classroom Instruction Support Personnel Evaluation Model, the Marzano Focused School Leader Evaluation Model, and the Marzano Focused District Leader Evaluation Model respectively in accordance with Achieve NJ requirements. 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 aligned to district 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 via 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 course work, approved independent study, etc., beyond the school day.
- Professional days approved by Supervisors/Principals/Directors/Assistant Superintendents/Superintendent.
- Multiple-day programs which provide opportunities 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 Focused Teacher Evaluation Model, Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model, Marzano Focused School Leader Evaluation Model, Marzano Focused District Leader Evaluation Model, 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 like ASCD; ACTFL; NJEA; NJMEA; NJPSA; Gloucester/Salem County Curriculum and Technology Consortia.
- NJDOE consultants/presenters and/or representatives.
- Department supervisors.
- In-house presenters/specialists.
- Custom videos made available through Public Works.
- 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.
- Rowan University and other local institutions of higher education.
- Webinars, webcasts, video-casts, audio-casts, and other distance learning opportunities.
- 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: ESEA Title I/Title IIA/Title III/Title IV Part A, IDEA, Perkins, 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.
- Low or no cost children's book authors.

Professional Development Tools and Supplies Resources

In order to support the successful implementation of the 2021-2022 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 each building-level School Improvement Panel (ScIPs); feedback from various surveys; and an analysis of our 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.

During the 2021-2022 school year, our district will continue implementing our 1:1 student laptop initiative in grades 3 through 12 and iPads in grades K-2. 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 (NJSLS), Every Student Succeeds Act (ESSA) and the Achieve NJ require in-depth understanding 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 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 all state assessment data by our school-level data teams.
- 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 review of the myriad of collection of student data associated with our MTSS/NJTSS process.
- A reflection on the efficacy of curricular programming and prior professional development activities.
- A reflection on the expectations set forth by the NJDOE and Achieve NJ 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. 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.