



Pleasantville Public Schools



Home of the Greyhounds

**DISTRICT
PROFESSIONAL
DEVELOPMENT PLAN
2017-2018**

**Office of Curriculum and Instruction
801 Mill Road, 3rd Floor
Pleasantville, NJ 08232
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Pleasantville Public Schools District Professional Development Committee Profile and Sign-Off Sheet

Section District Profile 1

Name of District: Pleasantville Public Schools

District Code: 4180

County Code: 01

District Address: 801 Mill Road, Pleasantville, NJ 08232

County: Atlantic

District Factor Group: A

Chief School Administrator: Dennis Anderson, Interim Superintendent

Type of District: Pre-Kindergarten-12th

List of school buildings and grades

Name of Building	School Code	Grades
Decatur Avenue Pre-Kindergarten Early Childhood Center	100	3f-4f
Leeds Avenue Elementary School	080	PreK-5
North Main Street Elementary School	085	PreK-5
South Main Street Elementary School	095	K-5
Washington Avenue School	060	K-5
Pleasantville Middle School	055	6-8
Pleasantville High School	050	9-12

Administration

Dennis Anderson
Interim Superintendent of Schools

Elisha Thompkins
Business Administrator/Board Secretary

Dr. Garnell Bailey
Assistant Superintendent of Curriculum and Instruction

Mrs. Lisa Stuart-Smith, Principal- Early Childhood Center
Mr. Howard Johnson, Principal - Leeds Avenue School
Mrs. Teresa McGaney-Guy, Principal- North Main Street School
Mrs. Felicia Hyman-Medley, Principal- South Main Street School
Mrs. Cynthia Ruiz-Cooper, Principal- Washington Avenue School
Ms. Rayna Hendricks, Interim Principal - Pleasantville Middle School
Mr. Edward Bonek, Interim Principal - Pleasantville High School

Board of Education

Ms. Carla Thomas, President
Ms. Elysa Sanchez, Vice President

Mr. James D. Barclay
Ms. Bernice Couch
Mr. Lawrence Davenport
Ms. Anny Melo

Ms. Sharnell S. Morgan
Mr. Richard Norris
Ms. Ethel Seymore

District Professional Development Committee

Chair: Dr. Garnell Bailey

Name	Signature	Position
Garnell Bailey		Assistant Superintendent of Curriculum & Instruction
Christine Teeney		Middle School ELA Academic Coach
Kaisha Medina		Elementary ELA Academic Coach
Kelsey Shockley		High School ELA Academic Coach
Renee Gensamer		District ESL Academic Coach
Jennifer Elwell		Early Childhood Master Teacher
John Toland		Early Childhood Master Teacher
Katie Rullan		Early Childhood Master Teacher
Allison Cordivari		Elementary Math Academic Coach
Dominick Dougherty		Middle School Math Academic Coach
Lindsey Marchesani		High School Math Academic Coach
Ericka Watson		District Special Education Academic Coach
Aaron Washington		District Technology Academic Coach

District Professional Development Plan 2017-2018

District Name	Superintendent Name	Plan Begin/End Dates
Pleasantville Public Schools	Dennis Anderson	7/2017 to 6/2018

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>From July 1, 2017 through June 30, 2018 the district will continue to build capacity for teachers to provide effective instruction in reading, understanding complex literature, and informational text.</p> <p>The district will implement programs designed to prepare students for success in college and careers.</p>	Curriculum and Instruction, administrators, academic coaches, and teachers	<ul style="list-style-type: none"> ● Lexile levels obtained from digital literacy resources indicate that students are performing below grade level ● Lesson design demonstrates a need for fidelity in implementing best teaching practices to improve reading ● Analysis of 2016-2017 district benchmark assessments and Spring 2016 PARCC assessment indicated low student performance in mastery of working with complex text ● According to the state New Jersey Student Learning Standards for English Language Arts, all students in grades K-12 need to be exposed to increasingly complex and varied texts over the course of the school year ● NJDOE's increased emphasis on dual enrollment/articulation between high schools and colleges
	The district will focus on providing job-embedded professional development for instructional practices in writing to assist students in their ability to express themselves clearly through the use of written language using the writing	Curriculum and Instruction, administrators, academic coaches, and teachers	<ul style="list-style-type: none"> ● Lesson design demonstrates a need for fidelity in implementing best teaching practices to improve writing ● Analysis of 2016-2017 district benchmark assessments and Spring 2016 PARCC assessment

	<p>process.</p> <p>The district will implement programs designed to prepare students for success in college and careers.</p>		<p>indicated low student performance in mastery of responding to text through writing and the writing process</p> <ul style="list-style-type: none"> ● The district’s 2016-2017 Professional Development Survey indicated a need for additional training on the writing process and instructional strategies to support the writing standards
2	<p>From July 1, 2017 through June 30, 2018 the district will build capacity for all teachers to increase the use of mathematical models, reasoning, and application strategies in mathematics instruction.</p> <p>The district will implement programs designed to prepare students for success in college and careers.</p>	<p>Curriculum and Instruction, administrators, academic coaches, and teachers</p>	<ul style="list-style-type: none"> ● An analysis of 2016-2017 district benchmark assessments, student information systems (SIS), and Spring 2016 PARCC assessment indicated low student performance in mastery of modeling, reasoning, and application skills in mathematics. ● Using modeling, reasoning, and application strategies embedded into the major, supporting, and additional math content standards is critical for conceptual understanding of mathematical concepts K-12 ● Digital Math Resources indicates deficiencies in modeling, reasoning, and application skills ● NJDOE’s increased emphasis on Dual Enrollment/Articulation between high schools and colleges
3	<p>From July 1, 2017 to June 30, 2018 the district will build capacity of administrators and teachers to engage in continuous growth. Strategies will include collaborative professional learning practices focusing on data driven professional learning communities (PLC’s) and job-embedded professional development.</p>	<p>Curriculum and Instruction, administrators, academic coaches, and teachers</p>	<ul style="list-style-type: none"> ● Professional Learning Communities agendas and minutes indicated a need for greater continuity of services ● edConnect provides administrators, academic coaches, and teachers with direct access to students’ assessments and multiple data points to drive PLC conversations ● A growing body of research

			points to job-embedded and collaborative professional learning as an important strategy for improving teacher effectiveness
4	Continue the development and implementation of initiatives that reinforce the use of technology as a tool for instructional improvement and student achievement, with attention to small group instruction, distance learning/web based, collaborative learning, coding, Informational Technology (IT) certification, student engagement, and 21 st Century Learning skills. The district will implement programs designed to prepare students for success in college and careers.	Curriculum and Instruction, administrators, academic coaches, technology coordinators, and teachers	<ul style="list-style-type: none"> ● The 2017 District Wide Professional Development Survey identified technology as a professional development need to improve instructional practices ● To prepare for PARCC 2017-2018 and assessments ● The Bureau of Labor Statistics 2016 report reveals data that indicates the fastest growing jobs/careers are in the field of technology ● NJDOE's increased emphasis on Dual Enrollment/Articulation between high schools and colleges
5	Continue to improve school climate and culture to support teaching and learning. Provide programs and support to address social and behavioral needs for students. Provide training and programs to support the emotional health and well-being of all students and teachers, so individuals are able to participate and find success in all educational programs.	Curriculum and Instruction, administrators, academic coaches, technology coordinators, teachers, guidance, child study team, school psychologists, school nurses, and school social workers	<ul style="list-style-type: none"> ● I &RS Data ● PBSIS ● AVID ● Student Surveys ● Chronic Absenteeism Data ● Discipline Referrals ● Risk Assessments ● HIB Reports ● Increased International Enrollment/Demographic Data

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> To improve instruction in reading complex literature and informational text teachers will continue to utilize Professional Development Days, vertical and horizontal articulation, department meetings, and school-based meetings to develop a greater understanding of text complexity to increase student learning outcomes. Building administrators will attend district trainings and/or webinars on reading complexity to strengthen their background knowledge. 	<ul style="list-style-type: none"> Administrators and academic coaches will provide time and support for school based collaborative teams to receive professional development for learning instructional practices for text complexity Administrators and academic coaches will support teachers through content/grade level meetings, model lessons, walkthroughs, and providing instructional feedback Administrators, academic coaches, and teachers will meet in grade level and content meetings to determine next action steps Conduct data chats to determine student performance and instructional grouping Revising course curriculum, assessments, updating articulation agreements, teacher training, creating partnerships with New Jersey colleges, and identifying resources for articulated and dual credit programs
	<ul style="list-style-type: none"> Teachers will continue to utilize Professional Development Days, vertical and horizontal articulation, department meetings, and school-based meetings to continue to develop a greater understanding of teaching the writing process Building administrators will attend district trainings and/or webinars on teaching and observing the writing process and instructional strategies in the classroom. 	<ul style="list-style-type: none"> Administrators and academic coaches will provide time and support for school based collaborative teams to receive professional development for learning instructional practices for writing Administrators and academic coaches will support teachers through content/grade level meetings, model lessons, walkthroughs, and providing instructional feedback Administrators, academic coaches, and teachers will meet in grade level and content meetings to determine next action steps Conduct data chats to determine student performance and instructional grouping Revising course curriculum, assessments, updating articulation agreements, teacher training, creating partnerships with New Jersey colleges, and identifying resources for articulated and dual credit programs
2	<ul style="list-style-type: none"> Teachers will continue to utilize professional development days, vertical and horizontal articulation, department 	<ul style="list-style-type: none"> Administrators and academic coaches will provide time and support for school based collaborative teams to receive professional development and

	<p>meetings, and school-based meetings to continue to develop a greater understanding of mathematical models, reasoning, and application instructional strategies.</p> <ul style="list-style-type: none"> ● Building administrators will attend district trainings and/or webinars on mathematical models, reasoning, and application instructional strategies. 	<p>resources for learning instructional practices for mathematical models, reasoning, and application skills</p> <ul style="list-style-type: none"> ● Administrators and academic coaches will support teachers through content/grade level meetings, model lessons, walkthroughs, and providing instructional feedback ● Administrators, academic coaches, and teachers will meet in grade level and content meetings to determine next action steps ● Conduct data chats to determine student mastery of models, reasoning, and application skills ● Revising course curriculum, assessments, updating articulation agreements, teacher training, creating partnerships with New Jersey colleges, and identifying resources for articulated and dual credit programs
3	<ul style="list-style-type: none"> ● Teachers and administrators will continue the current professional learning community (PLC) model. September and district-wide PD sessions will focus on training/refreshers. ● Teachers will participate in data driven PLC's to develop goals to improve instructional practices. ● Building administrators will attend district PLC trainings and attend initial PLC meetings within the school. 	<ul style="list-style-type: none"> ● PLC data will be documented using PLC agendas and minutes ● Information will be turn keyed and presented to all stakeholders ● PLC information will be shared with building administrators and district coaches to improve instructional practices ● Professional development will be offered based on suggestions, findings, and/or recommendations of the PLC
4	<ul style="list-style-type: none"> ● Teachers will continue to utilize professional development days, vertical and horizontal articulation, department meetings, and school-based meetings to continue to develop a greater understanding and effective use of technology tools in classroom instruction. ● Building administrators will attend district technology trainings, utilize online learning modules and webinars. 	<ul style="list-style-type: none"> ● Administrators and academic coaches will provide time and support for school based collaborative teams to receive professional development for learning instructional practices incorporating technology in the curriculum ● Administrators, academic coaches, and teachers will meet in grade level and content meetings to determine next action steps ● Utilize online learning modules and webinars to increase teacher capacity with instruction using technology

5	<ul style="list-style-type: none"> ● Partner with guidance and child study team to identify resources in place to address emotional health of students. ● Teacher awareness training for identifying students experiencing stress or trauma. ● Continue to support anti-bullying programs and activities ● Teacher/students training for mindfulness activities ● Cultural and sensitivity training for teachers 	<ul style="list-style-type: none"> ● Continue to utilize student surveys focused on questions in regard to their well-being ● Ongoing support and training for teachers during district PD days and after school PD ● Training techniques for reducing stress for example: classroom yoga, mindfulness/relaxation techniques, resilience training, and identifying and dealing with stressors ● Outside trainers and providers to train staff in cultural and sensitivity training
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3: PD Required by Statute or Regulation

State-mandated PD Activities
<ul style="list-style-type: none"> ● Dyslexia 2 Hour Training for all category of educators as listed: K-3, special education, ESL/ELL, and reading/basic skills teachers as mandated by NJDOE ● District Safe Schools Online Training ● Preventions: Suicide Prevention; Harassment, Intimidation, & Bullying

4: Resources and Justification

Resources
<p>To meet the needs of the professional development plan (PDP), funds will be allocated through the Office of Curriculum and Instruction, Title II funds and individual school professional development (PD) budgets for these purposes. The allocation will come from a combination of state and federal funds and will be adjusted accordingly pending board approval. This amount will cover costs for external provider’s in-district and out of district trainings, materials, technology resources, travel expenses, online resources, and staff stipends. Turn-key training will be utilized in order to control district PD expenses; consequently, relying on District Coaches and teachers to provide specific professional development activities are effective options. Based on the district calendar and teacher contract, three full professional developments days will be planned focusing on professional learning activities for this school year. Specifically, RAC 7 workshops sponsored by the NJDOE at no cost will be scheduled for teachers and administrators to attend Stockton University and/or the ETTC. Budgeted ETTC hours will be utilized with trainers presenting to teachers in-district for in-services to utilize ETTC hours. After school and/or summer professional development sessions will be offered and/or available to meet the needs for specialized or specific practices for teachers.</p>

Justification

An analysis of the 2015-2016 PARCC ELA and math assessment results, unit benchmarks, teacher evaluation data, and the district-wide professional development survey has identified a need to prioritize improved instruction in ELA, math, and technology to ensure consistent and successful implementation of the New Jersey Student Learning Standards and the Technology Standards. The district professional learning communities (PLCs) model will benefit greatly from a continuity of services across the district. The PLC goals, according to this plan, will ensure PLCs across the district are data-driven. High quality professional learning communities are necessary to support and improve the district goals/initiatives to enhance educators' practice. Placing emphasis on the development of teachers and administrators as reflective practitioners, the implementation of quality technical instruction and the usage of data-driven instruction will increase student achievement.

Signature:

Superintendent Signature

Date