



Professional Development Plan

2023-2024

Middle Township Public Schools

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| District Name | Superintendent Name | Plan Begin/End Dates |
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| Middle Township Schools | Dr. David Salvo | July 1, 2023 - June 30, 2024 |

The Professional Development Plan for the Middle Township School District aligns with the New Jersey Professional Development Standards and requirements, and it describes a vision for learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. This model builds on and strengthens a culture that supports learning and affords every educator an opportunity to enrich his/her practice.

The district Professional Development Plan provides guidance and a menu of professional development opportunities throughout the year for staff. Professional development will be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results, and then beginning the process anew.

The district’s approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for effective teaching and learning. The needs of learners in the twenty-first century, along with the New Jersey Student Learning Standards (NJSL), demand innovative, progressive, and cutting-edge professional development through

a variety of formats such as in-service training, workshops, webinars, coaching, modeling, and professional learning communities. Professional development opportunities will be offered throughout the 2023-2024 school year during:

- Summer months
- Three professional development days built into the district calendar
- Two School-Based After School Staff Meetings per month – One 75 minute session and one 60 minute session
- Embedded PLC time
- After school
- District Public School Works professional development opportunities throughout the school year
- ETTC delivered sessions

The contents of this plan include professional development goals and activities derived from the following:

- Feedback from building ScIP and leadership teams
- District programs and initiatives
- Required professional development by statute and regulations
- Needs of new staff

- Needs of district and school administrators
- Student performance data

The district believes that sound and practical professional development programs are positive links to establishing effective instructional practices. This will enhance the knowledge of curriculum content, design, and delivery, which will lead to increased student academic achievement.

The list below captures the district's professional development goals for the 2023-2024 school year:

1. NJSL - Content Area Focus

- a. Core Areas of Instruction and all Curriculum revisions.
- b. New Units of Study Reading Program
- c. New Spanish and French resources at the HS

2. Social Emotional Learning

- a. Code of Conduct
- b. CPI trainings
- c. Resiliency Teams
- d. Responsive Classrooms
- e. Student Support Teams

3. Bilingual Education

- a. Sheltered English Instruction (SIOP)
- b. Dual Language Instruction
- c. STAMPS and Seal of Biliteracy
- d. WIDA training for New Staff

4. Support Services

- A. Appropriate Programming
- B. Intervention Programs
- C. Transition To Work

5. High School Development

- A. New Courses

- B. Early College
- C. Personalized Learning Program- Pride and Fusion
- D. Guidance Supervisor and Academic Scheduling

| 1: Professional Learning (PL) Goals | | | |
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| Goal No. | Goals | Identified Group | Rationale/Sources of Evidence |
| 1 | <p>New Jersey Student Learning Standards:</p> <p>To provide professional development to teachers and administrators in all content areas to align instruction with the New Jersey Student Learning Standards (NJSLS) and to support the implementation of all district approved programs with a focus on:</p> <ul style="list-style-type: none"> ● Writing ● Mathematics ● Data Analysis ● Technology Integration ● Science – NGSS ● Reading ● Foreign Language | Principals, Vice-Principals, Directors/Supervisors, Instructional Leaders, Teachers | <ul style="list-style-type: none"> ● The NJSLS require the integration of reading and writing in the content areas. ● New or updated aligned curriculum to the NJSLS and NGSS instructional shifts and expectations. ● Research indicates that there is a correlation between reading and writing literacy; therefore, both reading and writing need an equal focus to improve student learning and achievement. ● District Teacher evaluation and walk-through data indicate a need for teachers to increase their content knowledge and pedagogy in their content area. ● District and school student data (DRA, STAR, NJSLA and benchmark data) indicate that students have made progress but still need support to meet or exceed the New Jersey Student Learning Standards. ● Units of Study- Lucy Calkins Reading and Writing Workshop Trainings ● Teacher and administrator feedback indicates a need to provide professional development on strategies for teachers to better implement best practices and design coherent instruction in their content area. |

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| <p>2</p> | <p>Social Emotional Learning/Code of Conduct:</p> <p>To provide professional development to administration and staff on Social and Emotional Learning (SEL) and the code of conduct. SEL refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions.</p> | <p>Principals, Vice-Principals, Directors/Supervisors,</p> | <ul style="list-style-type: none"> ● NJSLA Scores ● Chronic Absenteeism Data ● Discipline Referrals ● Graduation Cohort Retention ● Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities. |
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| 3 | <p>Bilingual Education:</p> <p>To provide professional development to teachers and administrators on Sheltered Instruction to build capacity across the district to reduce the achievement gap of ELs</p> | <p>Principals, Vice-Principals, Directors/Supervisors, Instructional Leaders, Teachers</p> | <ul style="list-style-type: none"> ● To comply with new Federal and NJDOE ESSA requirements for ELD for ELs. ● To provide teachers and administrators with best practices in the instruction of ELs to ensure content and language development. ● WIDA DRC training modules |
| 4 | <p>Support Services</p> <p>To provide professional development on individual disabilities in order to build capacity district-wide in an effort to increase student performance; continue to improve special education programs; and to reduce the achievement gap.</p> | <p>Principals, Vice-Principals, Directors/Supervisors, Instructional Leaders, Teachers, Paraprofessionals</p> | <ul style="list-style-type: none"> ● District and student special education data (ie., DRA, STAR, NJSLA, DLM, and benchmark data) indicate that the special education subgroup is lacking the required skills necessary to meet or exceed the New Jersey Student Learning Standards. ● Analysis of students in self-contained (LLD) programs shows that there is a wide range of classifications present in each level ● Share disaggregated special education data to address the achievement gap and to create more LRE opportunities, as well as more appropriate self-contained programming ● To provide teachers and administrators with best practices in the instruction of special education students to ensure increased inclusivity, rigor, and curricular opportunities for success ● CPI training and turn key |
| 5 | <p>High School Academy and Academic Enrollments:</p> <p>To provide professional development to teachers and administrators to deliver career academy curriculum and instruction which will increase student performance on NJSL assessment and reduce student achievement gaps across all cohorts.</p> | <p>Principals, Vice-Principals, Directors/Supervisors, Instructional Leaders, Teachers</p> | <ul style="list-style-type: none"> ● Research shows that students who receive career academy content and real-world aligned curriculum have higher student engagement ● Career academies have been shown to increase both the level of interpersonal support students experienced and their participation in career awareness and work-based learning activities ● Career Academies substantially improve high school outcomes among students at high risk of dropping out ● Studies conclude that career academies can be an effective means of reducing the high school dropout rate and enhancing students' engagement with school, especially if they increase personal support of students through involvement with teachers and peers |

| 2: Professional Learning Activities | | |
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| PL Goal No | Initial Activities | Follow-up Activities (as appropriate) |
| 1. | <p>New Jersey Student Learning Standards:</p> <ul style="list-style-type: none"> ● Implement professional development and coaching on the standards of mathematical practice to promote student math achievement ● Implement training and professional development on meaningful ways to conduct data analysis ● Implement professional development on technology integration at the administration level to best support implementation at the classroom level. ● Continue Modeling/Coaching of effective instructional practices as it applies to different content areas ● Teachers will continue to utilize PD Days, vertical and horizontal articulation, department meetings, and school-based meetings to develop a greater understanding of the standards and to align teaching strategies to the instructional shifts entailed by the NJSLS and NGSS. | <ul style="list-style-type: none"> ● Continued and sustained professional development and in the classroom coaching in writing instruction during PLCs, Department Meetings, and classroom visits. ● Continued and sustained professional development and in the classroom coaching on Mathematical Practice instruction in PLCs, Department Meetings, and classroom visits. ● Continued support in the implementation of the NGSS in grades K-12 ● Continued and sustained professional development and coaching on meaningful ways to look at data and data analysis ● Data analysis and interpretation at the classroom, school, and district level ● Ongoing training and professional development for staff on exemplary strategies and practices in all content areas ● Follow-up support for district adopted programs during PLC meetings, specific for grade levels ● Peer visitations and debrief sessions with colleagues ● Conduct walkthroughs to ensure instructional frameworks and expectations are implemented with fidelity and consistency throughout the schools and district |
| 2 | <p>Social Emotional Learning/Code of Conduct:</p> <ul style="list-style-type: none"> ● Summer professional development for administration and student support teams ● Training and guidance for administrators and staff to effectively deliver programming, student activities, and increase student participation and attendance ● Offer proactive programs and classes to provide positive behavioral support to students through | <ul style="list-style-type: none"> ● Sustained PD for Student Support Team Members and School Safety Teams on utilizing demographic data to drive school climate initiatives and programs ● Ongoing training for administrators and staff on HIB Process and procedures as well as HIB prevention ● Establish teams/committees to develop activities that place more emphasis on common language regarding college and career readiness and social and emotional development ● Monitor and support with the implementation of AVID and responsive classroom strategies |

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| | student convocations, support courses, pep rallies, and assemblies | |
| 3 | Bilingual Education: <ul style="list-style-type: none"> ● SIOP refresher trainings ● Training for administrators on SIOP | <ul style="list-style-type: none"> ● Sustained PD through PLCs and on PD days for staff to develop activities and adaptations associated with Sheltered Instruction ● Monitor and support the implementation of these strategies/adaptations through PLCs, walkthroughs, and formal observations ● Continue to work on how to utilize the NJSLS for WL and how to correlate them to the NJSLS for ELA to promote biliteracy development. |
| 4 | Support Services: <ul style="list-style-type: none"> ● Summer PD for Administrators, Child Study Team, Teachers, and Support Staff on Basics of behavior. ● Professional Development/Inservice Days, Administrative Retreat, New Staff Orientation, and Department Meetings to continue Subgroup Focus. | <ul style="list-style-type: none"> ● Ongoing training for administrators and staff on Special Education Procedures, Programs, and Subgroup Data. ● Reorganize and/or reestablish CST, PIRT, and Support Teams at each level to support student achievement. ● Monitor and report on Special Education Subgroup data performance on DRA, STAR, Benchmarks, and NJSLA/DLM. ● Focused Walkthroughs on Special Education Programs. |
| 5 | High School Academy Development: <ul style="list-style-type: none"> ● Professional development for new and existing staff on academy procedures, resources, expectations, curriculum ● Enhance instructional practice through professional development and PLC's to support coherence and horizontal alignment creating a consistent interdisciplinary approach | <ul style="list-style-type: none"> ● Continued and sustained professional development ● Conduct walkthroughs to ensure expectations are implemented with fidelity and consistency ● Observation and evaluation feedback and data analysis |

3: PD Required by Statute or Regulation

State-mandated PD Activities

- All staff will be trained on the following mandated professional development as it applies to their specialty, grade level, or department:
 - Reading Disabilities/Dyslexia
 - Suicide Prevention
 - Harassment, Intimidation, and Bullying
 - School Safety and School Safety Teams
 - Law Enforcement Operations
 - Gang Awareness for New Administrators
 - Student Code of Conduct
 - Potentially Missing/Abused Children Reporting
 - Electronic Violence and Vandalism Reporting System (EVVRS)
 - Recognition of Substance Abuse
 - Janet's Law /AED
 - Asthma, Blood Borne Pathogens, Communicable Diseases, use of Nebulizer and Diabetic Student Health Plan
 - Glucagon and Epinephrine Administration
 - General Student Needs Recognition
 - Alcohol, tobacco and other drug prevention and intervention
 - Career and Technical Education
 - Lyme Disease
 - Educator Evaluation for teachers and staff conduction observations of teachers and school administrators
 - Interscholastic Athletic Head Injury Safety, Cardiac Assessment PD Module for student-athletes and school physician
 - Ethics, Law, Governance, Harassment, Intimidation, and Bullying
 - Equity and Affirmative Action
 - Integrated Pest Management
 - Teacher Mentor Training
 - Bilingual Education Inservice Training
 - Special Education Training
 - Preschool Training
 - I&RS Referral
 - NJ Smart
 - Any additional as updated via broadcasts

4: Resources and Justification

| Resources |
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| <p>All administrators have developed their own budget as it applies to their school building, content area, and department to support professional development opportunities for building administrators and teachers. School based budgets also include funding for instructional materials and resources needed to support the implementation and/or continuation of programs and initiatives.</p> <p>The district has also developed a budget to facilitate professional development for district administrators and teachers. They have done this by maximizing available local and federal funds to cover the costs for professional development providers/consultants, materials, technology resources, substitute teacher salaries, and staff compensation to attend after school and summer professional development opportunities.</p> |
| Justification |
| <p>2023-2024 data analysis and feedback from SciPs and other district committees have revealed priority professional development areas related to the areas of focus, literacy development, and focus on the NJSL in all content areas. High quality learning experiences are necessary to support effective teaching and learning.</p> |

Signature: 
Superintendent Signature

7/24/23
Date