

Ocean County Professional Development Board

*C/O 212 Washington Street
Toms River, New Jersey 08753
Phone: (732) 929-2079
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Laura Bruzgis, Chairperson

Laura Bell, Co-Chairperson

June 6, 2011

Dear Local Professional Development Chairperson:

Enclosed please find the Ocean County Professional Development Committee's Feedback Form for your district's Professional Development Plan for the 2011-2012 school year. Please note that receipt of this letter indicates acceptance of the plan. We hope that you will find this information helpful when you begin formulating your plan for the 2012-2013 school year.

If you should have any questions regarding this feedback, please feel free to contact me in writing at the County Office of Education, 212 Washington Street, Toms River, NJ 08753.

Sincerely,



Laura Bruzgis
Chairperson

Enclosure

Cc: District Superintendent

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JUN 13 2011
FBI - Toms River

COUNTY PROFESSIONAL DEVELOPMENT BOARD FEEDBACK SHEET

For District Professional Development Plans

Feedback Date May 24, 2011

County Ocean

District Brick Township

District Contact Mr. Walter Hrycenko

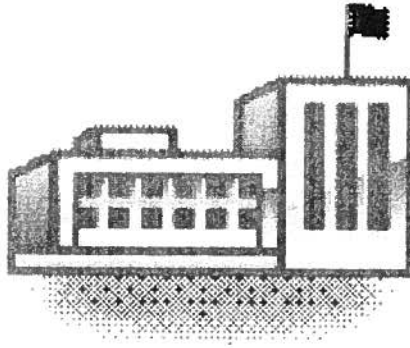
Plan Element	Plan Rating (please circle the appropriate descriptor)	Comments
Needs Assessment	<u>Target</u> Acceptable Needs Revision	Brick Township is to be commended for aligning quantitative and qualitative measures to determine curricula changes as needed as well as PD to implement those changes for student achievement.
Reflection	<u>Target</u> Acceptable Needs Revision	Brick Township's PD Plan is to be commended for developing a framework for school based and district wide professional learning communities that embrace common planning times to collaborate and analyze data for new strategies for teacher practices that result in student achievement.
Professional Development Goals	<u>Target</u> Acceptable Needs Revision	Brick Township's PD Goals with a systematic alignment model to increase student achievement in all content areas will serve the district well in meeting its goals. To assess and re-assess goals annually to determine effectiveness and make adjustments is to be commended.

Professional Development Opportunities	<u>Target</u> Acceptable Needs Revision	The district is to be commended for the PD variety of opportunities available to staff both in house and out-of district.
Professional Development Resources	<u>Target</u> Acceptable Needs Revision	The district is to be commended for allotting two full PD days and one early dismissal day to network within the district and to work within each school for vertical and horizontal articulation to improve methods for increased student learning.
Evaluation	<u>Target</u> Acceptable Needs Revision	The PD plan is on target with survey feedback, data interpretation, and recommendations for future PD based upon all this analysis.

The Buck District Professional Development Plan has been approved for 2011-2012.
Please be sure that the plan is formally approved by the District Board of Education.

The _____ District Professional Development Plan needs revisions in the areas noted above.
Please revise the plan and resubmit to the County Professional Development Committee by _____.

Signature of County Professional Development Board Chair  Date 6/1/11



Brick Township Public Schools

**DISTRICT PROFESSIONAL DEVELOPMENT
PLAN**

2010-2012

**Submitted
April 15, 2011**

District Professional Development Committee Profile and Sign-Off Sheet

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Please write all of your responses for the district professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

SECTION 1 DISTRICT PROFILE

Name of District: Brick Township

District Code: 0530

County Code: 29

District Address: 101 Hendrickson Avenue, Brick, NJ 08724 County: Ocean

District Factor Group: DE

Chief School Administrator: Mr. Walter Hrycenko

Date submitted: April 15, 2011

Type of District (check one): Top of Form

K-5 K-6 K-12 7-12 9-12 Other (specify):



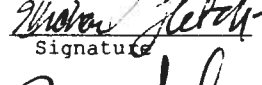
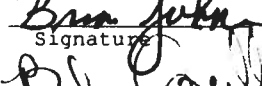
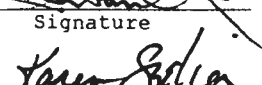
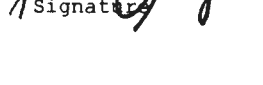
Please provide the following information:

List the names of the school buildings, grades, current student enrollment and number of professional staff members (who hold instructional or educational services licenses):

Primary Learning Center	027	Pre-K; K	712	49
Drum Point Elementary	030	1-5	489	55
Emma Havens Young Elementary	035	1-5	907	75
Herbertsville Elementary	040	1-5	254	26
Lanes Mill Elementary	045	1-5	522	39
Midstreams Elementary	060	1-5	516	48
Osbornville Elementary	070	1-5	297	32
Veterans Memorial Elementary	080	1-5	642	57

Please provide the following information for the District Professional Development Committee:

Chair:

<u>Donna Stump</u> Chair Name (please print)	 Signature	<u>Supv. of Curriculum</u> Position	<u>2013</u> Term Expires	<u>dstump@brickschools.org</u> Email
<u>Barbara Bittenbinder</u> Chair Name (please print)	 Signature	<u>Supv. of English</u> Position	<u>2011</u> Term Expires	<u>bbittenbinder@brickschools.org</u> Email
<u>Michael Fletcher</u> Chair Name (please print)	 Signature	<u>Teacher</u> Position	<u>2012</u> Term Expires	<u>mfletcher@brickschools.org</u> Email
<u>Brian Johnson</u> Chair Name (please print)	 Signature	<u>Teacher</u> Position	<u>2013</u> Term Expires	<u>bjohnson@brickschools.org</u> Email
<u>Barbara Reilly</u> Chair Name (please print)	 Signature	<u>Teacher</u> Position	<u>2013</u> Term Expires	<u>breilly@brickschools.org</u> Email
<u>Karen Szeliga</u> Chair Name (please print)	 Signature	<u>Teacher</u> Position	<u>2011</u> Term Expires	<u>kszeliga@brickschools.org</u> Email

District Professional Development Committee Profile and Sign-Off Sheet

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Please write all of your responses for the district professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

SECTION **1** DISTRICT PROFILE

Name of District: Brick Township..... Continued

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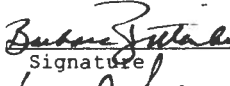
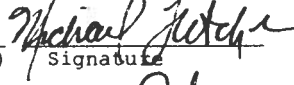
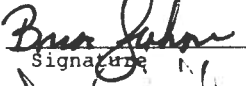
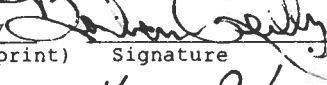

Please provide the following information:

List the names of the school buildings, grades, current student enrollment and number of professional staff members (who hold instructional or educational services licenses):

Lake Riviera Middle School	043	6-8	1059	102
Veterans Memorial Middle School	090	6-8	1309	119
Brick Township High School	020	9-12	1538	145
Brick Township Memorial High School	025	9-12	1855	157

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<u>Karen Szeliga</u> Chair Name (please print)	 Signature	<u>Teacher</u> Position	<u>2011</u> Term Expires	<u>kszeliga@brickschools.org</u> Email



TEMPLATE FOR **DISTRICT PROFESSIONAL DEVELOPMENT PLAN** **2010 -2012**

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2 A. Reflection


Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in your district that you want to retain and replicate? What challenges emerged that require attention?
2. Through previous evaluations of your professional development program have you been able to document how professional development is improving teacher practices and student learning? If yes, describe how you have accomplished this task.
3. How have you ensured that professional learning is addressing student learning needs and is aligned to the district and school priorities and key initiatives and programs?



Question 1

As a district Brick Township has established an exemplary Recruitment and Induction with Mentoring Program. This program begins with a week long New Teacher Orientation and Induction in which master teachers and mentors prepare and present workshops to teachers new to the district. Workshops are differentiated for teachers new to the profession, experienced teachers new to the district, and mentors. During their next three years teachers participate in workshops during the year and in the summer covering topics such as classroom management, motivation and engagement, differentiated instruction, effective instructional practices, and lesson design and development. The program commences with third year teachers designing a unit of study based on the learning profiles of their students that is presented to peers and an administrative panel. The Recruitment and Induction team meets throughout the year to oversee monthly meetings at individual schools for nontenured teachers and their mentors. Previously they met monthly to create the framework for these meetings. They also publish a newsletter that deals with themes and topics pertinent to educators. We have discovered that this professional learning community provides effective, job-embedded professional learning for all members. Based on the needs of the professionals and the feedback that is collected after every workshop, the program is continually evolving, workshops are constantly being tweaked, and student progress is monitored throughout as teachers update student profiles.



This summer, as in the past, an extensive professional development program was provided for the staff. Teachers were encouraged to participate in technology workshops, best practices seminars, curriculum initiatives, new adoption in-services, training on literacy components, training on inquiry based mathematics, block scheduling, mentoring training, assessment, and

differentiated instruction. Teachers and paraprofessionals working closely with the autistic population were given intensive training in the methodologies of verbal behavior.

During the summer of 2010 this program was impacted by budgetary cuts and modified to accommodate the staff that was hired. Since a majority of the new personnel were counselors and child study team members the program was adjusted to meet their needs. This program will continue to be responsive to the new staff members and provide them with professional development that will assist them in transitioning into our learning communities.

The district continues to offer professional development in the form of district professional days. This year there were three days at the beginning of the year with three early out days throughout the year provided for enhancing professional practice. Originally we thought that the first three days of professional development would be an effective means of communicating district and school goals and initiatives for the year. The reality of the situation is that we did not always adhere to what we know as best practices for adult learning and it was too much information with little time for assimilation. Also, although the half days provide a solid mechanism for school base professional development, it is difficult to gather auxiliary personnel who may need to meet together.

During the 2010 – 2011 school year, October 11 and June 14 were dedicated as full day professional development days. Two additional half days were afforded so that staff could work on initiatives and progress could be assessed. We will soon be able to evaluate the effectiveness of the professional day that follows the last day of school for students. Scheduled for the 2011 - 2012 school year, are two full days and one half day.

Teachers are afforded the opportunity to attend out of district workshops. Upon their return they are required to complete a feedback form that is kept on file. They are also asked to share the information they received with their colleagues either in the form of a workshop, faculty or grade level meeting.

Even before the requirement of a school based plan, each school provided on-site professional development. In some instances, this is in the form of a teacher academy in which teachers present after school workshops on such topics as technology, writing, differentiated instruction, effective strategies for working with ELL students, inquiry based mathematics, the responsive classroom, Project Read strategies, and conflict resolution. Each school also arranges for common planning time in which teachers review and analyze data: DIBELS scores, NJ ASK, RTI, writing samples, lesson samples, etc. Some of the school based topics covered in the middle schools were: lesson design, student work, transition, student engagement and achievement, reading and writing across the curriculum. The high schools worked extensively in collaborative study groups to continue their development of learning communities and block scheduling. They created the “Block Academy” to give teachers the knowledge and tools to deliver a new model of instruction, specifically to reach a higher level of thinking from students.

As required by the advent of School Based Professional Development the District established teams by December 1, 2008. These teams met for all day workshops during the 2008-2009 school year and throughout the summer to work through the resource: *Collaborative Professional Learning in School and Beyond: A Toolkit for New Jersey*. These meetings, led by the chair of the local professional development committee helped to change the paradigm of professional development from being “something that you get to something that you do.” During the 2009-2010 school year, the chair presented to the administrative council, met individually with the staff of all the schools at faculty meetings, and worked extensively with each team at their schools to work on the school based professional development plans. Many

members have indicated through both verbal and written responses that this process was the best professional development that they have experienced in their careers.

Each school based team was provided with at least two days to meet over the summer months to analyze data and plan activities for the upcoming school year. This will continue for the 2011-2012 school year. In the fall, the district professional development team met with all of the school based teams so that progress could be discussed and information on the new plan process could be disseminated. The chair of the district committee met individually with each team several times during the year. School based teams meet frequently to reflect, plan, and adjust based on their school needs.

Brick Township continues to be responsive to teacher needs. For example, when testing indicates a need for improvement in a specific area, teachers are afforded opportunities to learn about the latest research and techniques through either in house or outside in-service activities. A teacher of technology is always available to assist and train teachers in identified areas to improve instruction and infuse technology into the curriculum. *We no longer have teachers of technology.* Technology workshops are supportive of all district initiatives. Literacy and Math coaches are available to Title I Schools to enhance professional learning and model lessons. Every attempt is made to support groups of professionals as they participate in their personal areas of study.


The current plan incorporated a tremendous amount of common planning time meetings for all levels. This framework served as an excellent instrument for teachers to collaborate, analyze data, learn new techniques and strategies, reflect on the impact they had on student achievement and design common lessons and assessments. Teachers are assuming more responsibility for their own professional development and are embracing the school based model. This is especially evident in the high schools. This same structure will be used as we move forward.

Additional challenges that have emerged and need to be addressed in providing high quality professional learning opportunities include: limited funding, time constraints, and in some instances a disengaged culture. The school district has limited funds to distribute fairly and is facing additional budget cuts, thereby reducing monetary allocations for obtaining and securing presenters, consultants, resources, and paid teacher release time. In some schools a "School Culture" survey, indicated that some staff members find it difficult to trust and depend on each other and the administration. They revealed that they do not believe that there are high expectations for staff members. To address this situation, the identified schools are increasing communication and planning team building activities. Almost every school identified a lack of time as a challenge. To this end, each school has committed to seek creative ways to provide additional time for collaboration. *Although time continues to be an issue, cultural changes have been positive. Teachers are taking on a more active role in their professional development as they begin to feel greater empowerment as they witness their learning increasing student achievement.*

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.

Question 2

The district has used qualitative and quantitative measures to assist in the evaluation of the continued opportunities to grow professionally. Survey data from parents, students and teachers were interpreted to determine and sustain adult learning priorities in order to foster the continuous development of students. Documentation was collected to assess the improvement of




teacher practices and student learning. Professional development opportunities were directly aligned with district and school goals that embraced and supported each educator's subject matter and pedagogical content knowledge. These opportunities prepared educators to hold high expectations for the achievement of all students and to support their learning development. This was evident through lesson design and planning to enable educators to select, construct and implement assessment strategies for monitoring student learning. Each member is an active participant of the professional community engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to directly enhance the teaching and learning process.

This links to the Professional Development Standards for NJ Educators Standard 1.


Question 3

The major focus of the previous plans was to provide professional development opportunities that assist staff in closing the achievement gap for all students. Overarching themes were in student motivation and engagement, lesson design and development, differentiated instruction to meet the needs of all learners, and best practices as defined by Marzano. To that end, it was critical that all professional development efforts be aligned to the district and school goals and initiatives. For example: district and school priorities included professional learning to improve literacy instruction to assist students to meet and exceed the New Jersey Core Curriculum Content Standards. Beginning in 2007-2008, the district launched a new researched based balanced literacy program accompanied by appropriate professional development.




At the beginning of year one, teachers were introduced to the program at a district level by attending a voluntary summer workshop during which representatives from Harcourt demonstrated an overview of the program and its materials. At the building level, a more comprehensive introduction was created in the form of Power Point presentations including a detailed overview of the materials of the new language arts program, weekly schedules for instruction of the language arts components, a timeline for curriculum implementation, and how to incorporate specific strategies for meeting the needs of all learners. District grade level meetings addressed broad areas of need, including follow-up visits from the Harcourt representatives and workshops on the delivery of guided reading instruction. Building level grade level meetings targeted more specific skills and strategies required for effective instruction, such as classroom management, cooperative learning, and additional development in the area of guided reading. Common planning times, faculty meetings, and additional small group meetings were held to provide additional support and information as teachers began to implement the program and identified areas of difficulty or concern. For newly hired teachers, the Induction Committee and mentors further supported these initiatives.

Based on teacher surveys and administrative observations, the focus of year two was on the writing component of the literacy program. Monthly grade level meetings provided additional strategies for improved writing instruction. Since the Harcourt Brace writing component utilizes ***Six Traits of Writing***, the individual traits of writing were discussed, and activities and ideas for incorporating these traits into writing instruction were provided and shared among grade level team members. The district provided professional development and support in the areas of intervention strategies and supplemental program such as ***Project Read***.



Teacher surveys were administered to gauge improvement in the teachers' understanding of the program, comfort level with the materials, and overall improvement in the area of literacy instruction. Additionally, teacher input was gathered regarding the program and to identify




areas requiring further professional development. An analysis of the data showed that teachers' abilities and comfort level with the program increased over the two year period. As a result, the amount of time dedicated to writing instruction increased from year one to year two. Harcourt Brace benchmark assessment and NJASK scores were compared to assess the impact of the literacy program on student performance. An analysis of the Harcourt data showed that three out of the four grade levels increased test scores over the two year period.

This process was applied to other district initiatives such as mathematics, block scheduling, and technology. On-going systemic professional development will continue to be aligned to the district's goals and initiatives to promote successful change.

During this past year professional development on the elementary level concentrated on assisting teachers in embracing and improving their practice of teaching inquiry based mathematics. To that end teachers were provided with several full day trainings, the October 11th professional day was dedicated to the mathematics initiative, grade level meetings concentrated on analyzing data and designing lessons accordingly and monthly common planning time meetings provided the framework for teachers to engage in conversations on how to effectively use their assessment binders to drive instruction and increase student achievement.

The middle schools used unit meetings to uncover best practices, implement them in the classroom, and reconvene to discuss the effectiveness on student achievement.



On the high school level, cohorts addressed Math and English HSAP preparation by developing open-ended questions that reflect the standards of both subjects. These questions were developed in cohort meetings, across the curriculum and were organized on the school share drive allowing easy access for the teaching staff in their do-no activities. Cohorts also worked to update and standardize all WebPages to increase the amount and type of communication available to students and parents. At risk students, alternative assessment techniques, and questioning were also tackled by the cohorts.

This links to the Professional Development Standards for NJ Educators Standards 4 and 5.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN: 2 B. Needs Assessment

Provide the definition for question (1) and then provide responses to the remaining questions::

1. Each district has developed an initial definition of student achievement. What commonalities do you notice in the definitions? What student learning priorities are highlighted in the definitions? How will the LPDC support these definitions as they develop the local plan?
2. How did the district committee communicate student learning priorities to the schools for school planning? How has the district committee sought input for district priorities for professional development? Summarize the formal or informal needs assessments that were conducted to identify adult learning priorities focused on student learning gaps?
3. Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.
4. What did the final analysis of the needs assessments show to be district priorities?

Brick Township Public Schools

Question 1

Almost every school included something in their definition of student achievement about meeting and/or exceeding State and Federal standards. They also addressed motivation, application, and measurable growth and progress in academic as well as social and emotional realms. More than half spoke to the need to develop life long learners with skills needed for meeting the challenges of the 21st Century. Definitions also discussed the importance of communication, collaboration, exploration, investigation, and critical thinking so that students are able to apply knowledge and skills to solve real life problems. The LPDC will support these definitions by modeling the skills for staff members in workshops, supporting teachers in researching best practices, and encouraging high quality differentiation so that teachers can meet the needs of all students. The LPDC will follow the assumption adopted by the National Staff Development Council that states: *Professional learning results in changes in teacher practice and student learning.* Coaches and teacher leaders will work together to clarify level of learning outcomes and follow the five levels of learning framework. It is the vision of the LPDC that school based professional learning will lead to transformational learning that will impact knowledge, attitude, skill, aspiration, and behavior that has a greater likelihood of producing results for students that with either informational or procedural learning.

Most of the schools made little or no modifications to their schools definition of student achievement.

Question 2

During the 2008 -2009 school year and throughout the summer, school teams met during district wide workshops to work through the toolkit provided by the state. Much work was done to convey the vision and the goals. Team building activities were presented so that collegiality and trust could be built district wide and to model activities that could be taken back to the individual schools to initiate and sustain professional conversations about professional learning. Needs assessments were taken and analyzed. Many of these were taken directly from the toolkit. During the fall of 2009 the LPDC chair meet with administrators and building teams to convey information and to share student learning priorities. Every school based team did some form of needs assessment with staff members. Some were simple paper and pencil questionnaires and

some were more formal surveys using Survey Monkey. Surveys asked for identification of exemplar professional development, the pros and cons of previous professional development and how professional learning impacts students. Staff members were asked what is relevant to their area of instruction and how they use data to drive and make adjustments to their lessons. Every workshop, meeting, and presentation is connected with an exit survey that asks: what did you learn; how will you use it in your classroom; and what do you need. Schools are encouraged to share their findings with the LPDC and to formulate their plans based on the needs of the staff as they focus on student learning and achievement.

Beginning in the spring of 2010 school based teams began taking a more active role in designing, presenting, and evaluating professional development for their staff members. They were provided with days in the summer to plan and work as a team. All schools prepared and issued various surveys to assist them in determining need and effectiveness. Teams met in the fall of 2010 to update the LPDC and to learn of their new responsibilities. The chair of the LPDC is available for consultation on an as needed basis. This will continue as we move forward.

Question 3

Key data used by the district when creating the plan included DIBEL data, NJASK, and HSPA results, as well as staff and community interviews, questionnaires, and surveys. Feedback was collected from community members at board of education meetings and formal and informal needs assessments done at both district and school levels.

Additionally, data from teacher assessment binders, common assessments, writing samples graded collaboratively, and parent university nights have been used when formulating professional development and writing the plan.

Question 4

The final analysis overwhelmingly indicated that staff members are seeking additional information on mathematical content being assessed, the methods and strategies needed to increase the effectiveness of teaching in a block scheduling framework, and promoting inquiry based science and mathematics to build stronger analytical problem solving skills. Data also indicated a need to continue professional learning in reading intervention strategies, improving writing and communication skills, differentiated instruction to meet the needs of all learners, and using technology to insure competency in 21st Century learning.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN: 2 C. Professional Development Goals for the District

Provide your responses to the following questions:

1. List the district's established student learning goals and other learning needs. These should: be based on an overview of the schools' goals; an analysis of the needs assessment data; be directly tied to enhanced student learning; and be measurable and attainable.
2. List the professional development goals for the district. These could be SMART goals.
 - a. Specific: Be specific about what is to be accomplished
 - b. Measurable: Identify how the goal will be measured
 - c. Attainable: Ensure the capacity exists to accomplish the goal
 - d. Results Based: Identify the benchmarks and outcomes for the goal
 - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how the district professional development goals align with the district priorities goals and the systemic goals of the district.

Brick Township Public Schools

Question 1


As a district, Brick Township strives to increase the level of student performance in all content areas thereby closing the achievement gap and encouraging all students to reach advanced levels of proficiency. Most goals were developed in response to standardized test data analysis by content area and subgroup populations.

School Goals

Brick Community Primary Learning Center

Student Learning Goals

The Primary Learning Center uses student learning goals and needs based objectives in concert with district guidelines as well as curriculum needs. In turn, these standards match the NJCCCS for all kindergarten students. Currently, new math programs are being piloted within the Brick Community Primary Learning Center. Both programs are inquiry based and use manipulatives as a tool to accomplish the objective that is being taught. The school based action plan's goal is to create a Professional Learning Community that supplements and endorses high quality instruction and learning to ensure student success and greater achievement. Based on a longitudinal district wide Needs Assessment Study the deficit areas were specific to the subject of mathematics. The testing results indicated specific areas in which students scored low. In addition, not all teachers use the same math program within the Primary Learning Center as we are piloting an additional math program. In the past, a pre and post math assessment were provided to students of the school. However, the data gathered was not used to drive instruction. After developing our Professional Development goals we will be using assessment data to plan instruction and improve overall student achievement. In order to meet this goal, a math committee was formed and has been actively investigating means of better provision of instruction specific to math. Additionally, our math curriculum has assessments to guide us in



accurate benchmarks and measurement of student performance. Next year all teachers will be implementing a uniform math program and will be using the same assessments that are based on the new math program that is enacted.


An interdisciplinary approach will allow for continuation of the mathematics initiative, as well as target all literacy components to address the needs of young learners.

Drum Point Road Elementary School

Student Learning Goals

Building level objectives were developed in response to NJ ASK data analysis by content area and subgroup populations. We determined that by June 2011, the percentage of special education students and economically disadvantaged students moving into fourth and fifth grades who were partially proficient in language arts literacy would decrease by 10% as a result of targeted analysis of individual test results, restructuring of special education programming, progress monitoring of student performance, collegial dialogue and parental involvement. Additional learning needs were identified through action research, formal and informal measures, DIBELS Benchmark and Progress Monitoring data, APA and ACCESS scores, student portfolios and anecdotal records. Data yielded that particular emphasis needed to be placed on special populations such as special education, ELL, Basic Skills, Gifted and Talented. The district initiative to adopt a Standards Based Mathematics program is currently underway. Students will need to develop the skills necessary to be successful using inquiry based learning.

As soon as the testing results are in for the 2010-2011 school year adjustments will be made to the number of students moving into proficient and advanced proficient status.



Educational Enrichment Center

Student Learning Goals

The students will improve language, cognitive skills, physical abilities, social/emotional and behavior by working within the *Creative Curriculum* framework. This goal will be measured and attained through careful documentation of student progress using formal and informal assessments, anecdotal records, teacher observations, and data collections.


Emma Havens Young Elementary School

Student Learning Goals

Goal #1:

Students will demonstrate proficiency in writing by being active participants in the writing process and showing a two point growth in performance on classroom based assessments when evaluated using the NJ Holistic Scoring Rubric.

Seventy five percent of students in grades 3 through 5 will demonstrate proficiency in writing by achieving a minimum score of 3 when evaluated using the NJ Holistic Scoring Rubric



Goal #2

Students will demonstrate growth in reading comprehension by participating in sustained independent reading activities and guided reading instruction and demonstrating a 10% growth in identified skills as measured on benchmark assessments.

The English Language Learner will be supported by the school community to be incorporated into the social and academic programs in order to improve their second language acquisition.

Goal #3

Students will show an increase in respectful behavior to adults and students in the EHY learning community as measured by teacher surveys administered on a quarterly basis.

Students will demonstrate a decrease in the incidents of verbal and physical offenses within the school environment.

Goal #4

Students will show an increase in their ability to work collaboratively in groups as measured by teacher and student surveys administered on a quarterly basis.

Herbertsville Elementary School

School District Goal: Closing the achievement gap

- Provide students with inquiry based mathematical thinking
- Children will explore mathematical thinking and rational for problem solving
- Foster development of life long skills and applications within mathematic arena that will benefit the entire learning community
- ***Focus on developing strategies to improve student writing***
- ***Children will become active participants in the Writing Workshop model***
- ***Foster development of life long writing skills to apply across all types of writing***

Student Learning Goals

Goal #1

By May 2011, 75% of Herbertsville student population will achieve at or above the proficiency level in math as measured by the NJASK.

Goal#2

By June 2011, all Herbertsville classroom teachers will participate in on-going professional development activities to mathematical reasoning and thinking via in-services, faculty meeting and collegiality with the district math supervisor which will foster student growth and achievement as measured via surveys and self-reflection.

By May 2012, 79 % of Herbertsville student population will achieve at or above the proficiency level in Language Arts Literacy as measured by the NJ ASK


By June 2012, all Herbertsville classroom teachers will participate in on-going professional development activities in writing and thinking via in-services, faculty meetings and collegiality with the district curriculum supervisors which will foster student growth and achievement as measured via surveys and self-reflection.



Lanes Mill Elementary School

Student Learning Goals

The school's established student learning goals and other learning needs based on the school district goals include implementing inquiry based mathematics curriculum, redesign of the science curriculum and a technology curriculum with a culminating assessment. These goals have been introduced to close the student achievement gap while increasing self efficacy. This aligns with the Professional Development Standards for NJ Educators Standard 8 which applies knowledge about adult learning and change. Our focus is on curricular development, which addresses the needs of providing students with inquiry based mathematical thinking. Due to the fact that this is a new initiative, within our district, the needs assessment survey supplied us with the rationale for training provided. The implementation of a mathematics coach and a science coach is moving the school forward by providing support and training to staff members and students. The driving force behind the mathematics goals is to provide students with opportunities to take risks and explore mathematical thinking and rationale for problem solving. This will eventually transcend into an increase in test scores for open-ended questions of the state standardized assessments. In addition, these methods foster the development of life-long skills and applications within the mathematics arena. This goal will be measured and attained through careful documentation of student progress through formal and informal assessments, anecdotal records, teacher observations, the use and exploration of manipulatives and the ability to rationalize their use with rubrics. The rationale for this focus is the realization that all teachers will be implementing a new inquiry based mathematics program next school year. These efforts will provide staff members with insights into the upcoming change in program which will ultimately benefit the entire learning community. This aligns with the Professional Development Standards for NJ Educators Standards 4, 5 & 6 which fosters data driven, research-based and evaluative best practices.




By June 2012, 77% of the Lanes Mill population will demonstrate adequate or strong command of mathematical procedures through inquiry based problem solving skills as measured by the NJ four-point scoring rubric via pre and post assessments.


By June 2012, all Lanes Mill classroom teachers will participate in continued professional development activities which relate to mathematical reasoning and thinking skills via in-service workshops, faculty meetings, and mathematical writing and reasoning support utilizing district personnel (math coach, curriculum supervisors, administrators, literacy coach and basic skills instructors)

Midstreams Elementary School

Student Learning Goals

By June 2011, there will be a 5% increase in the number of students in grades two through five achieving Proficient/Advanced Proficient compared to the technology assessment given in 2009-2010 school year.






By June 2011, 83% of the students in grades three and five will attain Proficiency or above on the spring administration of the Math NJASK test.

By June 2011, the school mean on the Writing Section of the NJASK will increase 5 points at grades, three, four and five compared to the spring 2009 test scores.

As soon as the testing results are in for the 2010-2011 school year adjustments will be made to the number of students moving into proficient and advanced proficient status.


Osbornville Elementary School

Student Learning Goals



Osbornville School's established learning goals are based on literacy and mathematics. Based on our school district's goals and our NJASK assessment, one school goal is the improvement of writing on standardized tests. As a school community, writing is an area of concern. Both writing as a narrative tool and as a response to literature have shown to be weak areas on standardized testing. Our focus is on enhancing the literacy curriculum through data analysis which will help identify areas of concern. In addition, we will continue to foster an eclectic approach to writing based on student needs. Therefore, teachers have access to a variety of resources. Examples include Better Answers by Ardith Cole, Units of Study for Primary and Intermediate Writing, by Lucy Calkins, Six Traits of Writing, and Writingfix.com. Team teaching and model lessons from our literacy coach will help to provide insight as to how to improve instructional techniques in this area. An additional learning goal and other learning needs based on the school district goals include implementing inquiry based mathematics curriculum. These goals have been introduced to close the student achievement gap while increasing self efficacy. This aligns with the Professional Development Standards for NJ Educators Standard 8 which applies knowledge about adult learning and change. Our focus is on curricular development, which addresses the needs of providing students with inquiry based mathematical thinking. The implementation of a mathematics coach is moving the school forward by providing support and training to staff members and students. The driving force behind the mathematics goal is to provide students with opportunities to take risks and explore mathematical thinking and rationale for problem solving. This will eventually transcend into an increase in test scores for open-ended questions on the state standardized assessments. In addition, these methods foster the development of life-long skills and applications within the mathematics arena. These goals will be measured and attained through careful documentation of student progress using formal and informal assessments, anecdotal records, and teacher observations. The use and exploration of manipulatives and the ability to rationalize their use with rubrics are examples of ongoing formative assessments. The rationale for this focus is the realization that all teachers will be implementing a new inquiry based mathematics program next school year. These efforts will provide staff members with insights into the upcoming change in program which will ultimately benefit the entire learning community. This aligns with the Professional Development Standards for NJ Educators Standards 4, 5 & 6 which fosters data driven, research-based and evaluative best practices.

Veterans Memorial Elementary School



Our learning goals are aligned to NJCCC standards and closing the achievement gap. Our School based objectives are based on NJASK data. May 2010 data shows that there are several underperforming subgroups in literacy and math: Title 1 students, economically disadvantaged, and special education.

School Based Objective #1- By June 2011, 75% of the students in grades 3, 4, 5 will score at or above proficient on the Literacy portion of NJASK through the utilization of professional development opportunities aligned to data analysis, differentiated instruction, research based practices, collaborative planning, and remediation activities for targeted student populations (Title 1, Economically Disadvantaged, Special Education).

As soon as the testing results are in for the 2010-2011 school year adjustments will be made to the number of students moving into proficient and advanced proficient status.

School Based Objective #2- By June 2011, there will be a 5% increase in the number of grade 3, 4, 5 Title 1, Economically Disadvantaged, and Special Education students reaching the AYP mathematics benchmark through the utilization of professional development opportunities aligned to data analysis and inquiry based instruction through collaborative planning.

As soon as the testing results are in for the 2010-2011 school year adjustments will be made to the number of students moving into proficient and advanced proficient status.

Other learning needs are aligned to the cognitive, social, physical, and emotional needs of our students.

Lake Riviera Middle School

Student Achievement Goal:

Student Learning Goal	To improve student achievement in all academic areas and with a focus on Language Arts and Math via improved Reading, Comprehension, Response to open-ended questions and thereby reduce by 10% the number of students achieving partially proficient on the NJASK 6, 7, 8.	
	#3 - Subgroup or Population:	#4 - Subgroup or Population:
Population Letter & Problem Number	3A LA D Economically Disadvantaged	3B Math B Students with Disabilities
Describe the priority problem(s)	Reading, Comprehension, Response to open-ended questions	Reading, Comprehension, Response to open-ended questions
Describe the root causes of the problem(s)	Could be traced to socio-economic factors, learning disabilities, and the need to provide staff with researched based best practices strategies, materials, and tools to address the issues.	Could be traced to socio-economic factors, learning disabilities, and the need to provide staff with researched based best practices strategies, materials, and tools to address the issues.
CAPA finding related to the priority problem		
Content area missed	LA	Math
Grade span	6 th -8 th	6 th -8 th
Name of scientifically based program/strategy to address problem	Research Based Models of Instruction (Best Practices)	Research Based Models of Instruction (Best Practices)
What are the indicators of success for evaluating the program/strategy?	Post Assessment	Post Assessment
Measurement tool	AYP and NJ ASK	AYP and NJ ASK
Person responsible for implementing program or strategy	LRMS Administration	LRMS Administration

How does the strategy/program align with the NJ CCCS?	Research Based Models of Instruction (Best Practices) align and support NJCCCS	Research Based Models of Instruction (Best Practices) align and support NJCCCS
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Veteran Memorial Middle School

Student learning goals:

Support district goals as summarized in the District's Mission Statement:

The Brick Township Public School District, in partnership with our families and community, is committed to high expectations and excellence for all students and staff. Mastery of the Core Curriculum Content Standards and a desire for lifelong learning are promoted through cultivating students' unique strengths and talents in an engaging, safe, and nurturing environment.

These goals are based on the school's improvement plan, with a primary focus on improving student achievement as defined in Section 2B Needs Assessment.

Student learning goals and needs:

1. Development of students' critical thinking skills by increasing their ability to problem solve as measured by both open-ended and authentic assessment.
2. Retention of skills and knowledge to allow articulation both vertically and horizontally.
3. Application/transfer of skills and knowledge to real-life experiences, increasing the relevance of the curriculum to students' lives.
4. Increase in the number of students moving from partially proficient to proficient and from proficient to advanced proficient on standardized tests in order to close the achievement gap of targeted sub-groups.

Brick Township High School

Student Learning Goals

1. The school-wide goal is to integrate mathematical application thereby improving student achievement in math which will result in improved HSPA scores. This plan is based on pre-assessment of the sophomore class, Do-Now math strategies which include marking period assessment, PSAT scores, and examining data from Study Island. The driving force behind the mathematics goal is to provide students with opportunities to build stronger analytical and open-ended skills for problem solving. This goal will be measured and attained through their marking period assessments, comparison of the 2010 sophomore HSPA scores to the 2011 junior HSPA scores of the same students, comparing the PSAT scores to the SAT scores, and examining data from Study Island. These efforts will provide staff members with insights which will ultimately benefit the entire learning community. This aligns with the Professional Development Standards

for NJ Educators Standards 3, 4, 5 and 6 which fosters data-driven, research-based and evaluative best practices.

As soon as the testing results are in for the 2010-2011 school year adjustments will be made to the number of students moving into proficient and advanced proficient status.

2. By October 2011, Brick Township High School students will demonstrate stronger analytical and open-ended, problem-solving skills in mathematics which can be measured by a 10% improvement in the Math HSPA scores in the general population.

As soon as the testing results are in for the 2010-2011 school year adjustments will be made to the number of students moving into proficient and advanced proficient status.

Brick Memorial High School

Student Learning Goals

To continue the implantation of differentiated instruction to meet the needs of students functioning within a wide range of levels.

To Increase in the number of students moving from partially proficient to proficient and from proficient to advanced proficient on standardized tests in order to close the achievement gap of targeted sub-groups

To demonstrate stronger analytical and open-ended, problem solving skills in mathematics which can be measured by improved HSPA test scores for the overall population.

Taking into account the goals set by each school. The district goal is that there will be a 5% increase in 85% of the students as measured by standardized testing.

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.

Question 2

District Professional Development Goals

The following district goals directly align with school based goals:

By June 2012, staff will work collaboratively to enhance their content knowledge and delivery of research based practices that promote student achievement.

By June 2012, staff will work within a learning community culture created through a shared vision for student learning, collaborative active, and collective responsibility.

By June 2012, staff will increase knowledge and uses of all technology equipment and programs as documented by usage of such, computer reports, and lesson plans.

By June 2012, staff will attend and participate in ongoing professional development in inquiry-based mathematics instruction utilizing data analysis results as evidenced by schedules, agendas, and sign-in sheets.

By June 2012, staff will attend and participate in ongoing professional development in the area of writing. New writing strategies including, but not limited, to “Framing Your Thoughts,” “The Six Traits of Writing,” and Writers’ Workshop will be implemented into lesson designing as evidenced by schedules, agendas, and sign-in sheets.

By June 2012, staff will attend and participate in ongoing professional development in the area of mathematical problem solving. They will work collaboratively to develop strategies and techniques for developing stronger analytical skills in students. Schedules, agendas, and sign-in sheets will serve as documentation.

By June 2012, academic teachers, special education inclusion teachers, and BSI teachers will collaborate frequently to determine students’ needs and skill deficiencies and to schedule services and interventions.

By June 2012 administration, teachers, counselors, and parents will share a vision, dedication, and direction to help with not only the implementation of data driven decisions, but actual dedication to the follow-thru of such strong academic programming.

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.


Question 3

The following is a summary of the District Goals as supplied from Central Administration:

- Improve academic performance and achievement for schools in need of improvement
- Implement block scheduling at the high schools
- Revise and update curriculum at the elementary level
- Align academic departments closing gaps in communication. Implement vertical articulation to create a positive learning community sharing common beliefs and the overall mission
- *Implement collaborative professional development with the middle schools that is aligned with the elementary and high schools.*
- *Monitor progress of curriculum, especially LAL and Mathematics*
- *Utilize existing technology to enhance the instructional program and student academic achievement*
- *Implement options and alternatives for programs to create revenue stream*

Direct and systemic alignment can be seen by reviewing the district professional development goals:

- All schools, not only those identified as schools in need of improvement, have embraced the goal of increasing student achievement at all levels and in all content areas.

- 
- Both high schools are committed to work collegially to continue the implementation of block scheduling. They will work to refine and readjust lesson design and development to meet the needs of the adolescent learner participating in block scheduling.
 - As always, teachers will be afforded the opportunity to participate in curriculum work at all levels and across all content areas to assure that everything is current and aligned with revised standards.
 - All schools have arranged for vertical articulation that will foster increased consistency in academic departments and transitions.
 - All schools have arranged for horizontal articulation that will foster increased consistency across all grade levels and disciplines.

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN: 2 D. District Professional Development Opportunities

Provide your responses to the following questions:

1. Describe the professional development structures and processes that will be used in the district. For instance, will professional development opportunities be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will district offerings provide sustained support for implementation of new skills? How will consultants, institutes, and conferences support district professional development goals? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key core curriculum content standard areas on which your district will focus the professional development? What other district initiatives will be targeted for intensive learning?
3. How will the district support groups of schools whose professional development goals are closely aligned? How will the district support the diversity of school professional development goals?
4. How will the district address professional learning gaps not addressed in schools?
5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?
6. How will the district plan be communicated to all stakeholders?
7. Summarize the connection between student learning goals and the professional development opportunities.

Brick Township Public Schools


Question 1

The district has scheduled two full in-service days for all staff members. The focus of these days will be major initiatives such as inquiry mathematics, analytical problem solving, block scheduling, *literacy*, etc. These days will also afford the opportunity for special area teachers and auxiliary personnel to come together as learning communities to work intensely on professional development that will improve their practice. For example: music staff may gather to work on their skills and develop lessons using Garage Band, the paraprofessionals will be trained in specific models of the inclusive classroom to increase their effectiveness in the academic progress of their students, world language and ELL teachers will have the opportunity to work collegially to update pacing guides and insure consistency. The district is also providing for *one* early dismissal day to allow the schools to work *on building initiatives*, through team based learning, for an extended period of time.

Schools will be encouraged to arrange for increased common planning time so that professionals can work on student data analysis, high quality student work, increased lesson differentiation, and advanced lesson design and development.

During common planning time professionals will also work with formative and summative assessments in all content areas, to drive instruction and increase the effectiveness of differentiated instruction.

Every opportunity for online learning through nings, wikis and shared sites will be explored.



Teachers will be provided with the opportunity to attend out of district workshops to improve their practice and turnkey the information and their expertise upon their return. Faculty meetings, grade level meetings, and common planning times will serve as possible forums for sharing information.


The district will continue to support full day workshops for non-tenured teachers through the Recruitment and Induction program. Master teachers will be invited to serve as presenters thereby increasing their professional practice. Workshops will be offered to tenured staff on an as needed basis.

Content professional development will be provided during common planning times, before school and after school meetings. For example, these meetings will be used to support the establishment of a quality inquiry based mathematics program at the elementary level, provide ongoing support to special education teachers, and establish the mechanisms for which literacy strategies that are responsive to student data can be discussed.

During the summer the District will support a plethora of workshops from which staff can select including curriculum revisions, best practices workshops in which teachers share their successes, and initial training on new series adoptions, etc.

This links to the Professional Development Standards for NJ Educators 1 through 11.

Question 2




At all levels, the district has decided to have a large concentration on mathematics. This decision was derived from teacher surveys, standardized test data, and the fact that the district is adopting a new math program. The new program is based on inquiry mathematics which is a paradigm shift from the traditional program that it has used for years. Within this framework will be a focus on problem solving. Students will learn mathematics through problem solving, inquiry, and discovery. They will use communication to organize and clarify their mathematical thinking and recognize recurring themes across mathematical domains. Literacy was also one of the key content areas that were identified through teacher surveys and standardized test data. Concentration will be mostly in the areas of writing and reading comprehension and closing the achievement gap for target groups.

With so much emphasis on mathematics many schools have decided to continue with the initiative but also include more literacy and writing with a concentration on cross-curricula design.

During the second year of the installment of block scheduling, the district is committed to provide additional job-embedded professional development to further refine and improve the framework.

The district will also pursue intensive learning through technology to meet the needs of the 21st century learner. Teachers will work collaboratively to increase their own skills and comfort level so that they can infuse more technology into their lesson designs.



The district will also support teachers as they seek ways to improve their practice in differentiating instruction to meet the needs of the diverse learning population. This also includes gifted and special education.

Continuation of best practices based on the works of Marzano, Schlecty, Tomlinson, Wiggins, and McTighe will also provide a framework for collegial discussions.

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.

Question 3

The district will support groups of schools with similar professional development goals through the two all day professional days as well as through release time, before school, after school, department and grade level meetings. Curriculum supervisors will lead initiatives with the support of literacy, math, and technology coaches. District learning teams will be formed such as: school based professional development teams, nurses; art teachers; music teachers; librarians; BSI teachers; world language teachers; paraprofessionals; etc. As each school develops their professional academy, they will be asked to post their schedules on a share site so that teachers can avail themselves of the various workshops that are presented before or after school. Each school will be encouraged to take responsibility for the professional development needs that are unique to their building. They will be able to seek needed resources and materials such as budgeting for professional materials for a study group or obtaining a consultant or speaker when needed. Here too, professional learning teams will be encouraged so that staff members with similar interests can pursue them in depth.

Special Education personnel were afforded three open house opportunities. These mini conventions were available to pre-kindergarten through high school teachers, administrators, paraprofessionals, therapists, and CST members. Conversation Cafes and Think Tanks centered on current issues pertinent to specific personnel. There was also a gallery of strategies and techniques that staff could learn about and implement in their classroom. These afternoons were so successful that they will be continued in the upcoming year.

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.


Question 4

To insure that the district is meeting the professional learning needs of all staff members, district surveys will continue to be administered through the district professional development team. Administrators will meet monthly to discuss any gaps that may appear and seek assistance from the curriculum staff. District initiatives will be monitored by the curriculum supervisors and action plans will be created when necessary. As always, Brick is responsive to the needs of the staff and students.

This links to the Professional Development Standards for NJ Educators Standard 1.

Question 5

Throughout the process of changing to more of a school based professional development model, administrators and teachers have been supported by the chair of the district professional development committee. A series of workshops were created and presented to staff members so that they worked through the toolkit that was provided by the State Department. This helped to create a common vision, framework and language for basing the work of the school teams. As the teams began writing their plans the chair was available for support and consultations. The district has every intention of encouraging this to continue. Curriculum supervisors, coaches,



and master teachers will also be available to lead groups in peeling standards, analyzing data, and providing the impetus for professional discussions on improving professional practices and fostering student achievement. Many staff members are familiar with protocols for looking at student work and working collegially. Each school will be encouraged to refine the protocols to accommodate the school culture.

Each school based professional development team will have the opportunity to meet at least two days during the summer to analyze data and plan activities for the 2011 – 2012 school year. The chair of the district professional development committee will continue to be available as a consultant on an as needed basis.


This links to the Professional Development Standards for NJ Educators Standard 8.

Question 6

Prior to submission, the district professional development committee presented the plan to the board of education. The process was explained in depth and questions were answered. Once the plan is approved and accepted by the county each school based team will present the final plan at a faculty meeting. The plan in its entirety will be posted on the district web page.

This links to the Professional Development Standards for NJ Educators Standard 8.

Question 7




There is a direct correlation between the student learning goals and the professional development opportunities.

For the learning goals rooted in mathematics, the initiative will begin with in-service for all elementary staff on the program adopted. The district mathematics supervisors will support the initiative with additional workshops throughout the year that are responsive to the needs of the teachers and students. Teachers will work together in collegial groups to discuss best practices, analyze data, and adjust lessons. On the secondary level, the connection between student learning goals and the professional development will be evidenced by the reflection of the S.M.A.R.T. goals in teacher lesson planning and daily activities. The effect of the professional development will be demonstrated by student performance on pre and post tests related to the S.M.A.R.T. goals and the NJCCCS.

For literacy goals, staff will continue to meet collegially to analyze data such as DIBELS scores, writing samples, and standardized tests in order to design lessons to meet the needs of the students, remediate skills, and enhance advanced learning of concepts.

Teachers in all disciplines will continue to meet collaboratively to delve into issues that are pertinent to their content and the needs of their students.

Teachers will attend workshops in suggested areas, particularly those that will increase their knowledge and skill base in teaching in a block schedule, differentiating instruction, and best practices. These professional opportunities will be available both in district and out of district.



Workshops, cohorts, collegial conversations, math committees, and assessment teams will continue to be responsive to the professional development needs of the staff and the learning needs of the students.

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.



District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2 E. Professional Development Resources

Provide your responses to the following questions:


1. Include a description of time allocation and supporting resources needed to meet the professional development goals. You can indicate the kinds of time opportunities you are creating in the district. For instance, are you offering learning opportunities in which teachers are encouraged to network within and across schools? What district policies are in place to provide time for collaborative professional learning? Are staff meetings and districtwide convocations and institutes focused on student learning? How has the district identified expertise internal and external that will support professional learning priorities?
2. Identify the resources and structures in place in the district that demonstrate that the district community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days, summer academies, coaching and mentoring or after school learning opportunities. Identify the resources that will support educators in improving practices, such as research, professional periodicals, consultants, and conferences linked to the needs of district and school staff.
3. How does leadership engage all stakeholders in making the change needed to support collaborative professional learning?



Brick Township Public Schools


Question 1

The district has approved two full professional days for the 2010-2011 school year as well as two early dismissal days. ***There will be one early dismissal day during the 2011-2012 school year.*** It is the intent that the two full days will provide learning opportunities for all staff members to discover and improve methods to increase student learning. The framework of the day allows for elementary, middle, and high school teachers to network across schools. It also provides an avenue for special area teachers to get together for vertical articulation. As previously stated a major focus will be on mathematics and literacy. This is based on test scores, teacher surveys, and student needs. Every school has arranged for common planning time and continually seeks ways to increase collaboration time for teachers. Release time is available in certain instances however, it is dependent on budgetary constraints. The early dismissal day provides an opportunity for teachers to work within their schools.



On the secondary level, the district supports the schools initiative to establish team based professional development by placing staff into multiple cohorts. These cohorts will have common weekly planning time and will be flexible, with people being members of more than one group, some of which will be departmental, grade level, and cross-curricular. Some of these meetings will be devoted to creating common assessments. Teams will be supported in observing the practices of other team members, by including an administrative liaison and professional development committee member within each cohort. These people will turnkey information between the different cohort groups. Teachers will also be encouraged to observe


colleagues during cohort prep time and will make use of the share drive to highlight lesson plans and projects as well as student work.



Contractually, the district provides for teachers to attend faculty, school grade level, and district grade level meetings. All of these meetings are designed around student learning. Frequently teachers are willing to attend additional meetings so that they can enhance their learning and improve their practice. Specific groups such as special education teachers, world language teachers, and enrichment teacher meet outside of the school day for professional development targeted for their student populations. Agendas clearly indicate that student learning is the focus of meetings.

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.

Question 2



Historically Brick Township has always been dedicated to the professional growth of staff members. Even before local professional development committees were required to submit plans to the state, Brick had structures in place such as: district professional days, summer academies in which a multitude of workshops were offered, the creation of learning communities interested in intensely studying specific works, action research projects; the availability of consultants to work with the district, and a high quality new teacher program. The district has been very supportive of the school based professional development initiative by sponsoring full day workshops for all team members, allowing the chair to present at administrative meetings, and providing release time for team members to work on the plans. Central administration has encouraged common planning opportunities for teachers and allows building administrators to be creative in the ways in which they provide time for teachers to pursue professional interests.


Over the years the district has developed a strong cohort of mentors and master teachers. In the summer this dedicated group convenes to create and peer review workshops that are then presented to new teachers during their week of induction. This same group writes and edits newsletters for beginning staff and mentors. They also facilitate monthly meetings for non-tenured staff to discuss issues specific to their needs.

All schools have professional libraries that they will continue to add to so that staff may avail themselves to the resources.


As the district moves forward it is with confidence that the board, administration, and the community will continue to support professional development with as much dedication as it has in the past.

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.

Question 3



Several years ago a core group of administrators formed a cohort to intensely study learning communities and lesson design. This group branched off into several different fractions to meet the needs of the district. For example, they helped to form the literacy leaders' academy, the recruitment and induction team, various strategic planning committees, inquiry mathematics committees, and block scheduling researchers. Although these groups were led by



administrators they drew their membership from a wide variety of stakeholders, including teachers, paraprofessionals, board of education, and community members. When the school based professional development teams were initiated, administrators attended workshops along with team members to work through the tool kit and increase their knowledge base so they could effectively work as a team member in their schools.

School based professional development teams have grown and the support of the initiative has increased. Clearly the establishment of school based teams, master teachers, and cohorts are building leadership capacity in the teachers.

This links to the Professional Development Standards for NJ Educators Standard 8.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

Provide your responses to the following questions:

1. What knowledge, skills or behaviors will educators learn as a result of the District Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impact student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the District Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? For instance, the Local Professional Development Committee might consider the following questions:
 - How might you consider holding district-wide focus groups or conduct surveys to get feedback on district professional development offerings?
 - How might you use school level program evaluation data to provide more input on the district professional development plan?
 - How might you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?


Brick Township Public Schools

Question 1

First, and probably foremost, all staff members will learn that professional development is something that you do and not something that you get. They will experience the benefits of school based professional development and realize that it is the process that improves practice not the attending of a one time, one shot workshop. They will also develop the ability to engage in professional discussions about student work in an objective manner and eliminate perceived personal attacks on their teaching as evidenced by surveys and school climate. This will be evidenced in feedback forms, surveys, and interviews.

All staff members will obtain the knowledge, skills, and behaviors required by educators to work in a collaborative, cross-curricular cohort comprised of teachers and administrators. Meetings will develop skills that allow teachers to identify needs, design plans to meet those needs, and assess the plans' effectiveness. Evidence of skill development will be determined through observation and minutes of cohort meetings, review of lesson plans, and staff surveys designed to assess the level of staff collaboration and collegiality.

More specifically, in some schools the professional development plans will allow teachers to instruct students, apply assessment data to drive instruction, utilize effective classroom management procedures and strategies to implement manipulatives for inquiry based learning. Assessment surveys and forms will identify strengths and weaknesses. Turnkey presentations will allow teachers to reflect and share best teacher practices. Teachers will be able to identify and rate effective methods of teaching based on student profiles. In other schools educators will develop a refined knowledge of the NJ Holistic scoring rubric for writing as evidenced by the documented and detailed examples for each rubric.



In all school, teachers will meet to reflect on their improved practices and the impact it has on student achievement. They will collect data and retain assessment binders with information on student progress. They will collaborate to design and share lessons that remediate and enhance student learning.

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.

Question 2

Informal assessments such as Study Island and teacher created projects will be used to identify levels of mastery and areas of student growth. Screening tools such as DIBELS, Core Phonics, DRIs and DRAs, as well as writing samples will be used to assess how knowledge, skills, and behaviors have impacted student learning. ***Teachers will continue to perfect assessment binders and collaborate to create common assessments, and use scoring guides to insure consistency.*** Teacher created assessments, pre and post tests, and student work samples will also serve as indicators. Standardized test scores will continue to be analyzed to identify current academic levels and abilities which can be used to determine instruction that would be most effective and meaningful.

This links to the Professional Development Standards for NJ Educators Standard 5.



Question 3

Longitudinal data on students including their learning profiles need to be tracked and analyzed to evaluate the program. ***Specialized groups need to develop more efficient and effective ways of collecting, storing, retrieving, and using longitudinal data.***

This links to the Professional Development Standards for NJ Educators Standard 5.

Question 4

The school based professional development plans encourage job embedded collaboration in several ways. First, staff members who attend in and out of district workshops will be encouraged to turnkey information during department, faculty, and grade level meetings. After presentations, group members will participate in structured conversations to discuss the many ways that the concepts can be incorporated into the classroom. Best practices, lesson designs, and videotaped lessons will be collected and shared by each group. Staff members will be encouraged to observe their peers. The district will provide in-service opportunities to provide a consistent message, which will allow for continuity among the adult learners. The evidence to support this includes staff sign-in sheets and minutes from meetings. Evidence will also be realized through student achievement.

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.





Question 5

In an effort to assess and evaluate each school's professional development program, the professional development team will formulate an informal survey to solicit feedback. Staff will participate in surveys throughout the school year. Periodically, meetings will be held to reflect on the information. As data is interpreted, the school based team will share the information with other school based teams and the local professional development committee to make recommendations for future staff development. This data will drive further staff development opportunities. It is important to note that this process is on-going and cyclical in nature.

This links to the Professional Development Standards for NJ Educators Standard 5.

School Level Professional Development Planning Template

SECTION PLAN SUMMARY FOR DISTRICT PLAN

3

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

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4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

Brick Township Public Schools

Question 1

REFLECTION

Positive aspects of the previous professional development opportunities in the district that should be retained and replicated include the following:

- Recruitment and Induction with Mentoring Program
- Professional days built into the school calendar
- In-district workshops responsive to the needs of students and staff members
- Out of district workshops that are turn-keyed to colleagues
- Summer Training Programs
- Reimbursement for National Board Certification
- Tuition reimbursement for continuing education
- Participation in grant funded programs like the American Institute for History Education
- *Participation in the Impact Grant with Georgian Court University in Literacy, Mathematics, and Social Studies*
- District based professional development that allows for collaboration and articulation
- Opportunities to participate on school based committees that originated at the district level and connect to district goals
- The analysis of student data related to state assessment and multiple measures to sustain continuous student improvement
- Customized professional development based on the needs of the student population and staff
- Opportunities for horizontal and vertical articulation
- Opportunities for staff to research and share best practices and innovative teaching strategies
- Collegial conversations and common planning time
- Building leadership capacity in master teachers and mentors
- Opportunities for choice in workshop topics

- Allowing the staff to determine their needs
- Allowing teachers and paraprofessionals to receive the same training
Providing training specific to the roles of paraprofessionals
- Hiring experts and consultants when necessary

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.

Question 2

Needs Assessment

All members of the school based professional development teams participated in various needs assessments during the initial training. Current professional development practices were identified and analyzed for effectiveness, while gaps and inconsistencies were discovered. Team members brought various needs assessment tools back to their schools and the process began.
Needs are continually assessed through surveys and collegial conversations.

In early September, all elementary staff attended a workshop presented by Victoria Duff and began to define student achievement. This laid the ground work for all schools to reflect on their vision. *In early fall the school based professional development teams reconvened to determine where each school was on the road to professional learning communities and how they were progressing with their plan.*

Some of the commonalities discovered in the definitions of student achievement were:

- All schools included some thing about meeting or exceeding state and federal standards
- All schools included something about providing safe and secure learning environments
- Most schools included something about learning to work collaboratively as global citizens with 21st Century skills
- Most schools included something about life long learning
- Most schools included something about character education
- Several schools included the word measurable in their definition

Most schools decided to stay with their original definition of student achievement. The few changes were as follows:

Students treated with respect will return the respect

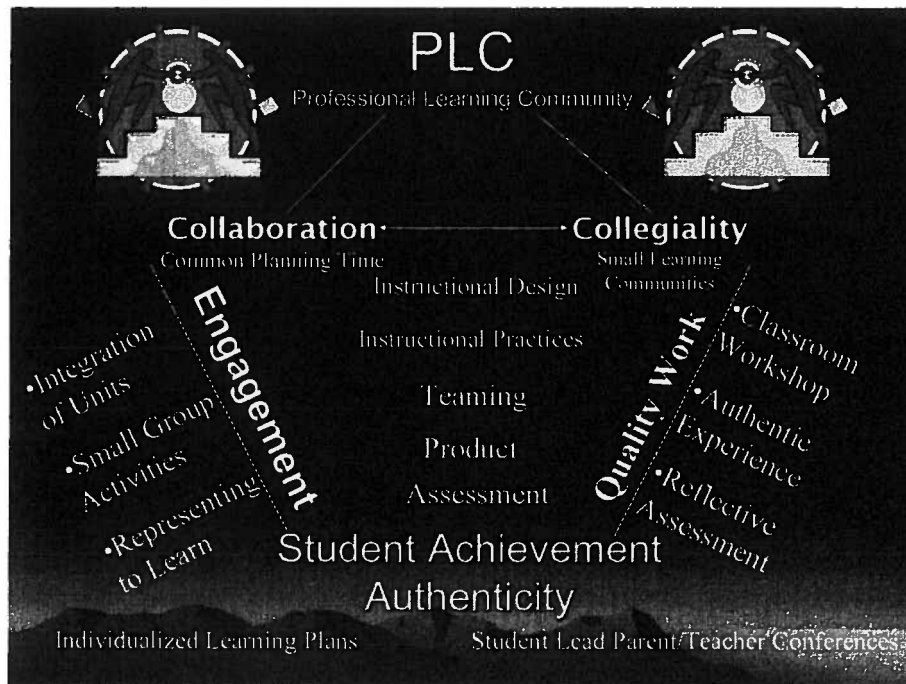
Through the guidance and support of teachers and counselors strong learning communities are established

To verbally summarize the definitions:

Student achievement is measurable growth and progress in meeting state and federal standards in core curriculum content areas, active participation, making connections to real life problem solving, development of academic and social skills, optimizing potential, demonstrating good character through exerting self-confidence, self-realization, and self-motivation in addition to being collaborative learners and effective communicators.

To visually summarize the definitions:

Definition of Student Achievement



The following topics were identified through additional needs assessments

- Inquiry Mathematics
- Technology
- Literacy
- Writing
- Social Skills
- Special Education Issues
- Stress Management
- Character Education
- Best Practices
- Translating Research into Action
- Differentiated Instruction
- Multiple Intelligences and Learning Styles
- Effective Workshop Presentation (Training the Trainer)
- Professional Learning Communities
- Collaboration with Colleagues (Vertical and Horizontal Articulation)
- Consistency in Grade Level Planning
- Pre-School Specific Developmentally Appropriate Practices
- Additional Resources
- TIME

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.



Question 3

Student learning goals and professional development are intertwined. Professional learning enables educators to create effective, high functioning learning communities with the goal of improved student achievement. The educator examines the needs of the students based upon various assessment tools and establishes student learning goals. Based upon the needs of the students, the educator builds the appropriate instructional repertoire and pedagogical knowledge needed by actively participating in professional development.

A summary of district professional development goals connected to student learning goals:


- To create, ***implement and perfect*** professional growth plans aligned to each school's definition of student achievement that incorporate research based practices and goals aligned to the school and district data
- To provide professional learning opportunities to analyze data and strip standards to improve instruction in order to close the gap in student achievement in the particular areas of literacy and mathematics
- To provide flexible opportunities to meet the need of staff with regard to new initiatives such as Study Island, Learnia, and Project Read
- To provide staff with learning opportunities on practical ways to integrate mathematical application thereby improving student achievement in mathematics with will result in improved HSPA scores
- To engage teachers in the identification of student exemplars to serve as benchmarks for each grade level, and be consistent within the grade level in the grading process for writing workshop. To afford teachers the opportunity to participate in information gathering for best practices in cooperative learning and building respect
- To increase knowledge and uses of new technology equipment and programs as documented by usage, lesson plans, and cross-curricula integration
- To form action research groups to intensely work within the Creative Curriculum Framework to improve language, cognitive skills, physical abilities, and social and emotional behavior
- ***To create common units of study and share resources***
- To increase knowledge and use of research models of instruction (Best Practices)
- To increase knowledge and use of formative and summative assessment to drive instruction in the classroom
- To increase knowledge and use of data analysis to drive instruction in the classroom

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.




Question 4

All schools will embrace and encourage school based learning. Professional structures and designs are directly related to content, process and context which support the continuing



development of learning communities. Common planning time is the foundation that supports professional development. All professional development efforts at the building and district level are aligned to the district/school goals and designed to address the instructional demands of the diverse needs of our student population. Professional development is ongoing and job-embedded with a strong focus on standards-based instruction. Teachers create on-going reflection on school/student data as part of professional focus groups. Peer coaching, mentoring, new teacher induction, and classroom walk-throughs are all examples of professional development designs. The district and school websites offer teachers the opportunity to access the curriculum on-line and provides ample resources to meet the needs of all adult learners. Other technological structures such as the school share drive, webinars, and the use of interactive eno boards will support team learning and maximize time. Educators partner with content area coaches, master teachers, district curriculum supervisors, and building level administrators to support them in their efforts.

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- Professional days that are embedded into the district calendar
 - Cohorts of educators will be established, with people being members of more than one group, some of which will be departmental, grade level, and cross-curricular.
 - District and site-based workshops that increase teachers' knowledge and instructional skills in sustained, intensive, classroom focused and ongoing activities which enhance student learning
 - Provide time and resources for learning, practice, and follow-up thereby engaging collegial consultation, collaboration, grade level articulation, and learning to support professional development
 - Improve understanding of the academic, social, emotional, and physical needs of each learner to ensure that educators utilize appropriate teaching skills to enable students to meet or exceed their potential
 - Engage in research-validated practices including empirical research and consensus of professional opinion in teaching, learning, and leadership
 - Encourage educators to develop a variety of classroom based assessment skills that include data analysis and formative assessments that drive instruction
 - Integrate new learning into the curriculum and the classroom that are reflective of the NJCCCS
 - Provide learning experiences based upon knowledge of adult learning and development
 - Assess learning activities in terms of their impact on teaching practices and student learning and achievement
 - Create an educational environment that fosters continuous improvement, empowers all teachers, administrators, child study team personnel, therapists and paraprofessionals to work effectively with parents and community partners for the betterment of the student population
 - Seek continual reflections and feedback to drive the revision and creation of future professional learning
 - ***Continually evaluate the effectiveness the professional development had on student achievement***

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.

Question 5

The resources and structures in place in the district and at school levels include:

- Dedicated professional learning days embedded in the district calendar
- Common planning times within the school day
- Monthly grade level meetings
- District and building based committees
- Recruitment and Induction team (district and building based)
- Literacy Committee (district and building based)
- Inquiry Mathematics Committee (district and building based)
- Faculty meetings with breakout sessions
- Paraprofessional workshops sponsored by the district and BTASA
- Cross-curricular and content area workshops offered over the summer
- Continuous technology support
- Opportunities to attend out of district workshops
- Study groups
- Teacher Academies
- **Parent Universities**
- **Parent Math Nights**
- **Parent Literacy Nights**
- Opportunities for special area teachers and nurses to meet
- Vertical articulation
- Horizontal Articulation
- Transitional Articulation
- Ongoing support and model lessons presented by coaches, consultants, and supervisors
- On-line tutorials and videos
- Progress monitoring
- Updated student profile information
- School based professional development teams
- District professional development team
- Ongoing surveys and needs assessments
- **Special Education Open Houses**
- TIME

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.

Question 6

A variety of measures will be used to facilitate reflection and gauge the impact of instructional practice on student achievement. Surveys, rubrics and reflection journals will determine the practicality and relevance of content; knowledge and effectiveness of facilitator, and impact on student achievement. Focus groups will be organized to discuss and examine survey and rubric results. ***Increased use of Survey Monkey to obtain data on perceived needs, wants, and attitudes will provide valuable information. Collegial conversations will also insure a wealth of information is obtained about current practices and student achievement.***

This links to the Professional Development Standards for NJ Educators Standards 1 through 11.

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

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The key elements from past professional development include having teachers available to answer questions based on their presentation. In addition, using items from the presentation and implementing it within the classroom. The Primary Learning Centers definition of student achievement is to include a positive learning environment to promote future learning success. Students leave as confident lifelong learners where they are intrinsically motivated. In addition, students are able to function within the academic environment and contribute to society in a positive manner. Students should be able to understand and appreciate the world around them. We will continue to have our own staff present workshops that are relevant to our curriculum. The staff continues to strive for a well balanced curriculum to address emotional, social and academic components of a child's development. Our staff development will be determined by using surveys and questionnaires completed by the staff on their interest and needs. Small group in-service based within the Primary Learning Center will allow the faculty more meaningful and valid information evaluating professional development. Having small group in-service will ensure that our staff will receive the strategies and techniques needed to enhance kindergarten student level of achievement. The sharing within our own community will allow us to continue to embrace differentiated instruction and a multi-sensory approach to student learning. Teachers will be able to adjust, modify, and adapt lessons while collaborating during professional development. Assessments which include; Everyday Mathematics assessments, DIBELS assessments and Harcourt assessments will be used to gather data and drive instruction to isolate specific skills. This will result in a positive correlation to student achievement. Teacher feedback is pertinent to professional development growth and student progress. Our district provides in-service days, monthly faculty meetings, common planning time meetings, and teacher accountability that reflect the Professional Improvement Plan. Practices of the educators will need to be adapted to the inquiry based learning methods of mathematics. An interdisciplinary approach will target all literacy components to address the needs of young learners. Within the classroom different materials, methods, and assessments will be utilized to develop our PIP.

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN


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Brick Memorial High School

1. Positive aspects of the previous professional development opportunities in the district that should be retained and replicated include the following: the New Teacher Induction Program, professional development days built into our school calendar, in-district and out-of-district professional development workshops, reimbursement for National Board Certification, summer training programs, grant funded programs like the American Institute for History Education and tuition reimbursement for continuing education.
2. The school's definition of student achievement is a combination of (1) meeting state and federal standards, as well as (2) growing in areas such as athletics, community service and leadership. The staff works very hard to provide an appropriate level of differentiated instruction which addresses a student's individual, as well as, a student's collaborative talent and abilities.
3. The school based professional development committee has produced a survey to help determine staff development needs. The results of this survey will guide the committee to develop professional development opportunities that help the staff. In addition the school based professional development committee will continue to survey the staff to ascertain other needs in the area of professional development so that we as a learning community can maximize learning opportunities for the staff. The driving force behind this plan is to enhance student learning by improving professional development opportunities at Brick Memorial High School. The students will benefit in all areas of student achievement if the teachers are all working to improve as a learning community. The specific goals of this plan is to put in place a structure that will facilitate the set up of cohorts of teachers and provide a means that will allow the use of department meeting times for collective staff development.
4. The professional development structure and design for the school will be two fold. We will take a team based approach with the staff being placed into multiple cohorts as well as making better use of departmental meeting days. The cohorts will have common weekly planning time and will be flexible, with people being members of more than one group, some of which will be departmental, grade level, and cross-curricular. Common assessments, (district wide final exams, Do Now packets, and quarterly assessments of such), will be worked on during the monthly department meetings. In addition a schedule will be set up to make the days that there are departmental meetings opportunities for all of the teachers to chose a specific area that they may desire some additional training. The classes to be given will be determined by surveys sent out to the staff.



The cohort will be supported in observing the practices of other team members by the professional development committee member within each cohort. These people will turnkey information between the different cohort groups and share that information at either department meetings or with other cohort groups. Teachers will also be encouraged to observe colleagues during cohort prep time and will make use of the share drive to highlight lesson plans and projects as well as student work.

Monthly faculty and department meetings will also be used to disseminate exemplary practices of individual teams and/or team members. The needs of all student populations will be addressed through differentiated instruction, initiated by the input brought from the staff responsible for each of these varied groups. The cohorts which are cross curricular will contain staff from all educational areas allowing them a venue to highlight areas of concern specific to them.

5. There are currently resources and structures in place in our school that support professional development. Time will be provided on a weekly, monthly, and annual basis. Grouping for development will vary from cohorts, departments, full building staff, and district-wide employees. The district will also support staff in seeking individual professional opportunities.
 6. Evidence of skill development will be determined through observation of cohort meetings, review of lesson plans, and staff surveys designed to assess the level of staff collaboration and collegiality. The student data used to determine how these knowledge skill behaviors impact student learning include a comparison of student performance on the HSPA and SAT performance tests.
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School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

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5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

1. Positive aspects of the previous professional development opportunities in the district that should be retained and replicated include the following: the New Teacher Induction Program, professional development days built into our school calendar, in-district and out-of-district professional development workshops, reimbursement for National Board Certification, summer training programs, and tuition reimbursement for continuing education.

2. The school's definition of student achievement is a combination of (1) meeting state and federal standards, as well as (2) providing a safe learning environment that fosters engaged discovery by all of the participants. The staff works very hard to provide an appropriate level of differentiated instruction which addresses a student's individual, as well as, a student's collaborative talent and abilities.

The school based professional development committee has produced a survey to help determine staff development needs. The results of this survey will guide the committee to develop professional development opportunities that help the staff meet the 2010-2011 school-wide math initiative. The survey addresses four specific areas to the educators:

- a. Familiarity of the math content being assessed.
- b. Knowledge of the technology available in the school that supports the initiative.
- c. The amount of time available to the faculty to access this technology.
- d. Identification of support materials needed by the faculty to support this initiative.

3. The school-wide goal is to integrate mathematical application thereby improving student achievement in math which will result in improved HSPA scores. This plan is based on pre-assessment of the sophomore class, Do Now math strategies which include marking period assessment, PSAT scores, and examining data from Study Island. The driving force behind the mathematics goal is to provide students with opportunities to build stronger analytical and open-ended skills for problem solving.

4. The professional development structure and design for the school will be team based with the staff being placed into multiple cohorts. These cohorts will have common weekly planning time and will be flexible, with people being members of more than one group, some of which will be departmental, grade level, and cross-curricular. Common assessments, (district wide final

exams, Do Now packets, and quarterly assessments of such), will be worked on during the monthly department meetings. Teams will be supported in observing the practices of other team members by including an administrative liaison and professional development committee member within each cohort. These people will turnkey information between the different cohort groups. Teachers will also be encouraged to observe colleagues during cohort prep time and will make use of the share drive to highlight lesson plans and projects as well as student work. Monthly faculty and department meetings will also be used to disseminate exemplary practices of individual teams and/or team members. The needs of all student populations will be addressed through differentiated instruction, initiated by the input brought from the staff responsible for each of these varied groups. The cohorts which are cross curricular will contain staff from all educational areas allowing them a venue to highlight areas of concern specific to them.

5. There are currently resources and structures in place in our school that support professional development. Time will be provided on a weekly, monthly, and annual basis. Grouping for development will vary from cohorts, departments, full building staff, and district-wide employees. The district will also support staff in seeking individual professional opportunities.

6. Evidence of skill development will be determined through observation of cohort meetings, review of lesson plans, and staff surveys designed to assess the level of staff collaboration and collegiality. The student data used to determine how these knowledge skills behaviors impact student learning include a comparison of student performance on the HSPA math test completed by all sophomores in March of 2010 and the results of the same students on the 2011 HSPA math test. Student SAT scores and performance on Study Island Standardized Assessments will also be utilized. In addition, math teachers will utilize data derived from daily Do Nows, related to HSPA concepts, to drive planning and instruction.

The School Based Professional Development Team for Brick Township High School has recommended that no changes be made to the current (2010-2011) school based professional development plan for the 2011/2012 school year. The framework for the current development plan has proven to be very successful in identifying, analyzing and addressing the needs of our students and staff.

The following sequential list represents the school objectives at Brick Township High School addressed through the School Based Development plan for the 2010-2011 school year;

- a. Cohorts addressed Math and English HSPA preparation by developing Open-Ended questions that reflect the standards for both subjects. These questions were developed in the cohort meetings, across the curriculum and were organized on the school share drive allowing easy access for the teaching staff in their do-now activities.***
- b. Cohorts then worked on Web Page development. The process included training for the cohorts provided by the district technology department. The staff then worked in their cohorts updating their individual web pages. This process addressed multiple objectives; first, standardization by department of the content required for the staff webpages. Second, the Brick Township High School staff created new web pages to accommodate a new retrieval portal which allows for an increase in the amount and type of communication available to our students and parents.***
- c. The principal, who is the administrative team member of the BTHS School Base Professional Development team, recommended that the cohorts next focus on the at-risk population of the school body. Training was provided through the cohorts, for all faculty members by an instructor from The Institute for Prevention, out of Saint***

- Barnabas Behavioral Health. The training provided insight on identifying and then taking the proper and necessary steps to help at-risk-teens.*
- d. Next the School Based Professional team provided information on alternative assessment techniques/strategies used in the classroom. Cohorts engaged in formative discussion on this topic bringing forth examples that individual teachers found successful in their class. Teachers were then offered the option to volunteer for observations of alternative assessment in participating classrooms.*
 - e. The next two objectives for the professional development cohorts, which have been developed by the SBPDT, but not started, both center on instructional techniques. First, the cohorts will examine, and reflect on the types of questioning done in the classroom. Options will be provided and as with the alternative assessment, volunteers will be encouraged to observe questioning techniques in participating classrooms. Secondly, the cohorts will look at the type and amount of co-curricular lessons being used in the classes of BTHS. Participants will be asked to provide an example of a co-curricular lesson they have previously used, and in the cohorts members will design co-curricular lessons for future use in the classroom.*
 - f. For the final school objective of the 2010-2011 school year the SBPDT will provide technical assistance on using the full capability of our web-based grading program, Genesis. Currently a significant number of parents use Parent Portal to access the progress of their individual student. The cohorts will look at expanding the staff use of Genesis in order to enhance the staff to parent contact.*
 - g. During the last faculty meeting a evaluation survey will be given to all faculty to measure (a) a collective perception of school culture, and (b) the quality of the professional development provided during this past school year. These responses will be analyzed by the BTHS School Based Professional Development team over the summer for planning purposes for the 2011-2012 school year.*
- The School Based Professional Development team for Brick Township High School employed individual evaluations for each of the items listed above. Further, while there is diversity in the type of evaluations used, each followed the standards of the SMART model provided by the State of New Jersey in the Professional Development Toolkit. These evaluations are available upon request.*

Respectfully submitted by Michael Fletcher, NBCT AYA Social Studies on behalf of the BTHS School Based Professional Development Team.

School Level Professional Development Planning Template

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1. District based professional development allows for collaboration and articulation among the professional staff. This provides opportunities to guide and foster student development and improvement for appropriate expectations of various student learners using multiple sources of research, data and resources that will enhance student learning. Numerous opportunities exist at the building level to participate in various committees that originated at the district level and connect to district goals. For example, our Literacy, Induction, and Technology committees have been customized to meet staff needs. Additionally, our staff has participated in embedded professional development that was provided through common planning times within each grade level and faculty meetings across the grade levels. This allowed our teachers collaboration and articulation on topics related to our curriculum and student achievement and provided opportunities for collegial interaction. Student data related to state assessment and multiple measures is continually analyzed, interpreted and evaluated leading to and sustaining continuous student improvement.

In an effort to realize this definition our vision includes the following elements:

- **Professional development activities and evaluation of activities that match the content that is being instructed**
- **Job – embedded learning**
- **Adequate time for inquiry, implementation, and research-validated learning using data to make professional development decisions**
- **Advance teacher understanding of effective instructional strategies influenced by scientifically-based research that increases student learning which reflects the Brick Township curriculum, the national standards, and the New Jersey Core Curriculum Content Standards**
- **A supportive atmosphere that provides focused and ongoing professional development with time well allocated**
- **Family, parents, and community involvement in student education**
- **High quality teaching that supports subject matter mastery**

2. Students achieve when they are able to explore, investigate, and critically examine their world in order to develop into strong, well-rounded young adults equipped to meet the demands of an ever-changing society. Students should be afforded every opportunity to discover their unique strengths and talents during their elementary school years. Achievement occurs when teachers hold high expectations for every student and believe that every student can be successful. Successful students remain challenged by learning activities that are designed by their teachers to enhance higher order thinking skills and problem solving. Learning communities that are exciting and motivating to students occur when teachers model their own willingness to experiment, collaborate with others, take risks and embrace life-long learning. The result is a "can do" climate in which everyone in the learning community sets high standards and works to assist students in reaching those standards. During the 2010-2011 school year, professional development priorities include the following:

- Implementation of new Standards-based mathematics program – district goal
- Continuation of reading intervention strategies including Project Read strands
- Differentiated Instruction
- Multiple Intelligences and Learning Styles
- Professional Learning Communities
- Effective Workshop Presentation: Turnkey Training
- Managing Literacy Centers in the Classroom
- Formative and Summative Assessment

During the 2011-2012 school year, professional development priorities include the following:

- Implementation of new Standards-based mathematics program – district goal
- *Six Traits of Writing* across grade levels
- Differentiated Instruction
- Multiple Intelligences and Learning Styles
- Professional Learning Communities
- Classroom Centers
- Formative and Summative Assessment
- Implementation and improvement of co teaching model and in class support strategies

3. Student learning goals and professional development are intertwined. Professional development enables educators to create effective, high functioning learning communities with the goal of improved student achievement. The educator examines the needs of the students based upon various assessment tools and establishes student learning goals. Based upon the needs of the students, the educator builds the appropriate instructional repertoire and pedagogical knowledge needed by actively participating in professional development. **Classroom management support will be provided so teachers are able to implement the new mathematics program effectively and efficiently utilizing differentiated instruction techniques to maximize the achievement and understanding of the program. Efforts will be made to provide teacher support for analyzing and disaggregating assessment data to place students on a developmental continuum and implement instruction based on these identified needs.**

4. The professional structures and designs at Drum Point Road School are directly related to content, process and context which support the continuing development of learning communities. Common planning time is the foundation that supports professional development. All professional development efforts at the building level are aligned to the district/school goals and designed to address the instructional demands of a diverse needs of our student population. Professional development is ongoing and job-embedded with a strong focus on standards-based instruction. Teachers create on-going reflection on school/student data as part of professional learning through professional improvement plans, grade level meetings and cross curricular focus groups. Peer coaching, mentoring, new teacher induction, and classroom walk-throughs are all examples of professional development designs. The district and school websites offer teachers the opportunity to access the curriculum on-line and provides ample resources to meet the needs of all adult learners. Other technological structures such as the school share drive, webinars, and the use of interactive eno boards will support team learning and maximize time. Drum Point educators partner with content area coaches, district curriculum supervisors and building level administrators to support them in their efforts. **Professionals engage in research-validated practices including empirical research and the consensus of professional opinion in teaching, learning, and leadership. They create an educational environment that fosters continuous improvement and challenges traditional roles and relationships among educators. We empower all teachers, administrators, child study team personnel, and therapists to work effectively with parents and community partners for the betterment of the student population**

5. The resources and structures in place at Drum Point Road School include the following:
 - Dedicated professional learning days are embedded in the district calendar
 - Common Planning Times within the school day
 - Monthly grade level meetings
 - District and building based committees
 - Induction Committee (District and Building Based)
 - Literacy Committee (District and Building Based)
 - Faculty meetings with break out sessions
 - Brick Education Association sponsored workshops for paraprofessionals to become highly qualified
 - Literacy/Math/Technology Workshops offered over the summer
 - Continuous Technology Supports
 - Mandated health updates provided by School Nurse
 - Ongoing Survey Needs Assessment

6. A variety of measures will be used to facilitate reflection and gauge the impact of instructional practices on student achievement. Surveys, rubrics and reflection journals will determine the practicality and relevance of content; knowledge and effectiveness of facilitator, and impact on student achievement. Focus groups will be organized to discuss and examine survey and rubric results. **The Local Professional Development Committee will ensure that the needs of our staff and students are addressed in an effort to achieve our goals.**

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

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1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
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5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

Challenges that Emma Havens Young School faced during the 2010-2011 school year included changes in administration, a significant number of partially proficient scores across grades 3 through 5, Emma Havens Young School housing the ELL population for the district, and adoption of constructivist mathematics district-wide. As a result, the professional development opportunities were modified to reflect the needs of the school. Goals were designed to meet these challenges for the 2011-2012 school year.

Student achievement is defined at Emma Havens Young as the demonstration of measurable growth in a student's academic, social and emotional development. Students should be able to show mastery of grade level concepts in order to develop into independent learners. Improvement in grades and self-esteem enable students to take risks and apply newly gained knowledge to real life situations. Student achievement is confirmed when students feel success and pride in their work while continuing to achieve at the highest level.

Goals and objectives were established based on an analysis of discipline infractions, the addition of the ELL population to the building, and NJ ASK test scores. Formal and informal measures were utilized to gather quantitative and qualitative data. Each member of the professional community engages in a wide range of reflective practices while pursuing opportunities to grow professionally. Based on the diversity of our student population, staff continuously identifies student and professional needs.

Student Learning Goals

Goal #1:

Seventy five percent of students in grades 3 through 5 will demonstrate proficiency in writing by achieving a minimum score of 3 when evaluated using the NJ Holistic Scoring Rubric.

Goal #2

The English Language Learner will be supported by the school community to be incorporated into the social and academic programs in order to improve their second language acquisition.

Goal #3

Students will demonstrate a decrease in the incidents of verbal and physical offenses within the school environment.

Professional Learning Goals

- Assist educators in acquiring content knowledge within their own discipline and in application to other disciplines (1-1.1)
- Plan and design approaches and strategies to support the intellectual, social, and personal development of each learner (2-2.2)
- Plan and design instructional strategies for inclusive classrooms (2-2.5)
- Assist educators in adapting instruction based on observation and analysis of student work and assessment (4-4.1)
- Utilize a careful analysis of classroom, school, educator self assessment, and other data to guide future professional development efforts (7-7.1)
- Foster continuous improvement by recognizing collegial support and interaction as essential to every aspect of education (9-9.1)

Professional development will be offered through collegial conversations, common planning times and staff meetings providing opportunities for both voluntary and required activities to meet our goals. These formats offer occasions for small and large group discussions as well as within grade level and across grade level articulation. NJ Core Curriculum Content areas to be addressed include W 3.1 through W 3.3; W 4.1 through 4.3; W 5.1 through 5.3; SL 3.1 through SL 3.6; SL 4.1 through 4.6; SL 5.1 through 5.6. Student learning goals and professional development are intertwined. Professional development enables educators to create effective, high functioning learning communities with the goal of improved student achievement. The educator examines the needs of the students based upon various assessment tools and establishes student learning goals. Based upon the needs of the students, the educator builds the appropriate instructional repertoire and pedagogical knowledge needed by actively participating in professional development. The school will communicate the professional development plan to all staff members through a variety of print and electronic media in concert with conferencing/meetings among colleagues.

Resources: Time is allotted through efficient and creative scheduling. Common planning time, scheduled professional development sessions and staff meeting times are reserved on the master calendar. In addition the District allots professional development time in the yearly calendar. This allows for thoughtful planning and meaningful learning opportunities. It also allows for groups to collaborate in a variety of configurations. Resources such as books, web sites, and district personnel have been identified; yet, the search for other resources is ongoing. Professional learning opportunities are identified on the school calendar in September. Topics/Agendas are identified as the meeting dates draw near.

As a result of the School Professional Development Plan, educators will learn knowledge, skills and behaviors that directly improve the academic and social/emotional achievement of all students. Teachers will gain a deeper understanding of concepts and structures of English Language Learners as they relate to the New Jersey Core Curriculum Content Standards and WIDA Standards. This will empower educators to connect their learning to instructional practices and to incorporate new concepts. Teachers will develop the ability to create a supportive, safe and respectful learning environment that encourages positive social interactions, active engagement in learning and self-motivation. Student writing samples and identified growth from year to year will determine the impact of professional learning in the area of writing.

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6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

1. Previous professional development opportunities that proved most appropriate included the following elements:

- Both teachers and paraprofessionals received the same presentations
 - Staff determined their own needs
 - Experts on the topic were the presenters
 - Topics discussed were relevant to student populations
2. The EEC defines student achievement as the observable ongoing development of a student's social/emotional, physical, cognitive, language and behavioral function. The needs assessment identified Preschool specific developmentally appropriate practice as an area for professional development.
 3. The EEC has adopted developmentally appropriate practice for preschoolers. Our goals are to improve language, cognitive skills, physical abilities, social/emotional and behavior by working within the Creative Curriculum framework. (Trister-Dodge, Colker, Heroman, 2002) Goals will be measured and attained through careful documentation of student progress using formal and informal assessments, anecdotal records, teacher observations, and data collection.
 4. The professional development at the EEC will be offered through team based learning opportunities structured through common planning time, faculty meetings, professional development days, online support and any other relevant workshops offered inside and outside the district. Partnerships with other districts implementing Creative Curriculum (i.e. Little Egg Harbor) will continue. ***We are unable to continue partnerships with other districts at this time.*** Opportunities will be created for teachers to observe other classrooms within the building.
 5. The resources that will ensure professional learning include workshop reviews shared at faculty meetings, building surveys and questionnaires and access to consultants. ***Specifically trained outside consultants are not available at this time***
 6. Professional development will be evaluated by reviewing surveys, continued dialog between professionals and administrative input.

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-
1. The opportunity to customize the professional development based on the needs of the student population in the school as well as the needs of the staff. The convenience for vertical and horizontal articulation among staff members, the opportunity for the staff to research and share best practices or new innovative teaching strategies.
 2. Student achievement is meeting the state and federal standards but it is also is about creating a learning environment that promotes student growth. Based on the needs assessments it yielded the need for support in the areas of writing, math and technology; collaboration will all colleagues (vertical & horizontal articulation); develop consistency each grade level for instructional planning; allocate reasonable time for professional development; turnkey presenter should be provided with adequate training and material to present to the staff and provided customized professional development for special area, BSI and resource teachers.
 3. The school district goal is closing the achievement gap. Therefore, Herbertsville will provide students with inquiry based mathematical thinking as well as tools from the Writer's Workshop model to improve writing. The professional development plan will be for 79% of Herbertsville student population to achieve at or above the proficiency level as measured by NJASK.
 4. Needs assessment from the staff will be very important to develop the structure of professional development as well the district goals, state test scores, DIBELS, student observations and recommendations by school and/or district administrators.
 5. Allocate a full day instead of half a day for professional development; grade level meetings; common planning period allowing staff to meet and discuss new instructional strategies and/or new resources available for instruction. Develop professional learning communities to research best practices currently in place, explore free online webinars or podcasts, and discuss ways to implement into teaching practices.
 6. The survey results of the needs assessment will help to customize the professional development plan. Each grade level will be asked to submit feedback after each professional development session. The feedback will provide information as to the effectiveness of the professional development session. The goal for the second year of the PD plan will be to provide continuous professional development in the second year of the implementation of the math program, as well as writing strategies that will be effective and will provide the staff with resources and lesson ideas that will be practical to use with their students immediately thereafter.

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In conjunction with the required Professional Development Standards for NJ Educators, the New Jersey Core Curriculum content Standards, and the Definition of Professional Development from No child Left Behind Act, the local Professional Development Committee of the Lanes Mill Elementary School located in Brick Township aspires to guide and facilitate opportunities for ongoing sustained learning experiences that will enhance student content learning. Activities will improve and increase teachers' knowledge of the academic subjects teachers teach thereby, improving classroom management skills which will have a positive and lasting impact on classroom instruction. The committee will facilitate, implement, and evaluate profession development opportunities throughout the year. These opportunities will enhance the delivery of instruction and educational services to students and promote mastery of national and New Jersey Core Curriculum Content Standards.

The Lanes Mill Elementary School's definition of student achievement is to meet the state and federal standards, but more importantly to achieve a teacher and learning environment where children feel safe and cared for. Students will know that they have the right and the responsibility to learn and take every opportunity and make the most of it. The staff at Lanes Mill works tirelessly to create classrooms that are so engaging that every child wants to be here. It is our firm belief that if you treat students with respect they will return the respect. Through the guidance and support of counselors and teachers trained in the emotional intelligences we create a learning environment whose common vocabulary instills a strong sense of community. This shared vision enables the growth and development of the school where all students' individual achievements are celebrated and encouraged. Our school is a place where our students are expected to achieve their full potential and be

responsible learners and citizens. Our students feel safe, happy and supported by this learning community.

In effort to realize this definition our vision includes the following elements:

- Professional development activities and evaluation of activities that match the content that is being instructed
- Job-embedded learning
- Adequate time for inquiry, implementation, and research-validated learning using data to make professional development decisions
- Advance teacher understanding of effective instructional strategies influenced by scientifically-based research that increases student learning which reflects the Brick Township curriculum, the national standards, and the New Jersey Core Curriculum Content Standards
- A supportive atmosphere that provides focused and ongoing professional development with time well allocated
- Family, parents, and community involvement in student education
- High quality teaching that supports subject matter mastery

The Professional Development goals will be achieved through time allocated for common planning, after-school grade level meetings, summer professional development opportunities, faculty meetings, the teacher talent exchange, in-service opportunities and teacher-directed model lesson demonstration. Supporting resources needed to meet the professional development goals include utilization of the mathematics coach, materials and components provided by the mathematics publisher, scoring rubrics according to the NJ four-point scoring rubric, relevant internet based resources which reinforce curricular standards and objectives. Classroom management support will be provided so teachers are able to implement the new mathematics program effectively and efficiently utilizing differentiated instruction techniques to maximize the achievement and understanding of the program. Efforts will be made to provide teacher support for analyzing and disaggregated assessment data to place students on a developmental continuum and implement instruction based on these identified needs.

Processes and structures that ensure professional development is ongoing include:

- Increase teachers' knowledge and instructional skills in sustained, intensive, classroom focuses and ongoing activities which will enhance student learning
- Promote and maintain the intellectual and financial support necessary for the achievement of professional development plans
- Provide time and resources for learning, practice follow-up thereby engaging in collegial consultation, collaboration, grade level articulation, and learning to support professional development.
- Improve understanding of the academic, social, emotional, and physical needs of each learner and ensure that educators utilize appropriate teaching skills to enable students to meet or exceed their potential
- Engage in research-validated practices including empirical research and the consensus of professional opinion in teaching, learning, and leadership
- Encourage educators to develop a variety of classroom based assessment skills that include data analysis to enhance instruction
- Integrate new learning into the curriculum and the classroom that are reflective of the New Jersey Core Curriculum Content Standards

- Provide learning experiences based upon knowledge of adult learning and development
- Assess learning activities in terms of their impact on teaching practices and student learning achievement
- Create an educational environment that fosters continuous improvement and challenges traditional roles and relationships among educators
- Empower all teachers, administrators, child study team personnel, and therapists to work effectively with parents and community partners for the betterment of the student population

The local Professional Development committee will identify the resources that are most effective towards reaching our SMART goals and implementing our shared vision for inquiry based mathematics instruction. In an effort to ensure the Professional Development is ongoing and meaningful we will strive to:

- Have teachers evaluate every in-service session they attend. Evaluations are designed to assess a variety of program outcomes including the following:
 - Participants' reactions to the session and its value
 - The level and depth of participants' learning
 - Participants anticipated use of knowledge, techniques, and skills
 - Impact of the session on enhancing students' achievement and well being
- Administrators review data from classroom observation to make decisions about the content and type of activities that constitute professional development.
- At the conclusion of the Professional Development programs, administrators and the local Professional Development committee will evaluate the pros and cons of the learning experience. Their recommendations in terms of follow-up and ensuring ongoing collaboration are essential for future planning.

Through the utilization of our school definition of achievement and the professional development goals, opportunities, and resources the staff at Lanes Mill Elementary School will continually strive to improve the teaching and learning of our students. The Local Professional Development Committee will ensure that the needs of our staff and students are addressed in an effort to achieve our SMART goals. This will be achieved through the distribution of a needs assessment to ascertain district needs, a self-reflection to improve classroom practices and the analysis of the pre and post assessments using the NJ four-point scoring rubric.



School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

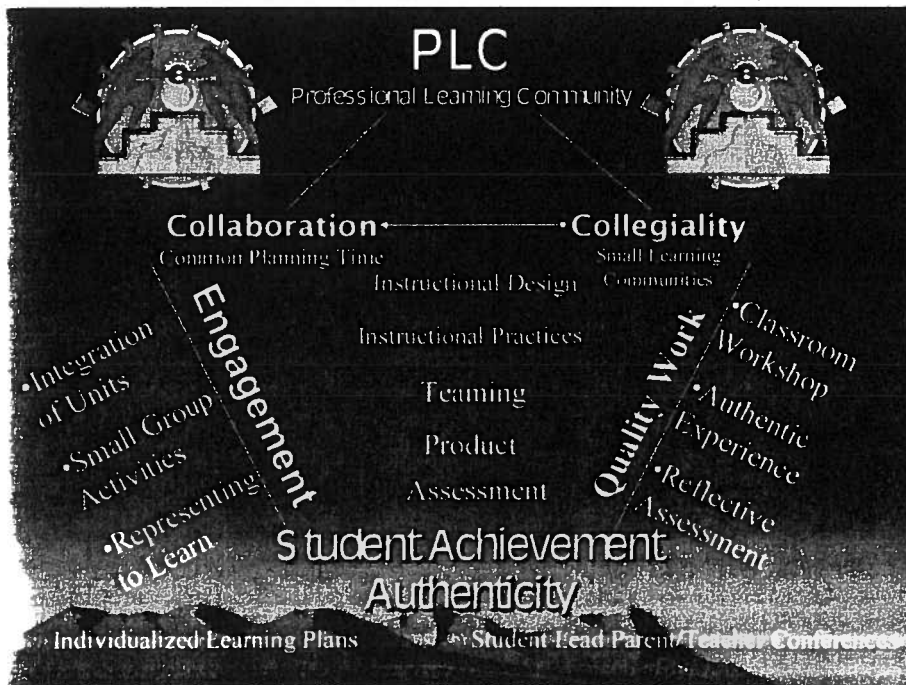
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Reflection:

The need to address specific sub populations while still providing high quality instruction for all students is the goal of the current school professional development plan. The school professional development plan endeavors to accomplish this task by focusing on best practices and translating research into action. Through a focused staff development plan which addresses best practices in classroom instruction and assessment and informs and enlightens staff on the utilization of data we hope to overcome our challenges and have all students meet with success.

Definition of Student Achievement



Student Achievement Goal:

Student Learning Goal	To improve student achievement in all academic areas and with a focus on Language Arts and Math via improved Reading, Comprehension, Response to open-ended questions and thereby reduce by 10% the number of students achieving partially proficient on the NJASK 6,7,8.	
	#3 - Subgroup or Population:	#4 - Subgroup or Population:
Population Letter & Problem Number	3A LA D Economically Disadvantaged	3B Math B Students with Disabilities
Describe the priority problem(s)	Reading, Comprehension, Response to open-ended questions	Reading, Comprehension, Response to open-ended questions
Describe the root causes of the problem(s)	Could be traced to socio-economic factors, learning disabilities, and the need to provide staff with researched based best practices strategies, materials, and tools to address the issues.	Could be traced to socio-economic factors, learning disabilities, and the need to provide staff with researched based best practices strategies, materials, and tools to address the issues.
CAPA finding related to the priority problem		
Content area missed	LA	Math
Grade span	6 th -8 th	6 th -8 th
Name of scientifically based program/strategy to address problem	Research Based Models of Instruction (Best Practices)	Research Based Models of Instruction (Best Practices)
What are the indicators of success for evaluating the program/strategy?	Post Assessment	Post Assessment
Measurement tool	AYP and NJ ASK	AYP and NJ ASK
Person responsible for implementing program or strategy	LRMS Administration	LRMS Administration
How does the strategy/program align with the NJ CCCS?	Research Based Models of Instruction (Best Practices) align and support NJCCCS	Research Based Models of Instruction (Best Practices) align and support NJCCCS

Professional Development Goals:

Professional Development Goal	Increase knowledge and use of Research Based Models of Instruction (Best Practices) Increase knowledge and use of Formative and Summative Assessment to drive instruction in the classroom. Increase knowledge and use of data analysis to drive instruction in the classroom.
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Staff will engage in increasing their knowledge of research based models of instruction—Best Practices. They will then implement those strategies in their classrooms and a rubric will be utilized to collect data regarding the impact of implementing the technique on student learning.

Periodically and at the end of each semester, an evaluation of progress in terms of personal instructional growth and the effects of the PDP on students learning will be conducted. A variety of tools will be utilized to complete these evaluations and include but are not limited to surveys and rubrics to facilitate self-reflection, staff engagement, student engagement, and impact on data driven instructional practice and student achievement. Formative and Summative assessments will also be utilized. Finally an analysis of the SY2009-2010 NJASK scores, SY2010-2011 NJASK Scores, SY2011-2012 NJASK Scores and a study of NJASK scores across a series of years employing a growth model.

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1. Key elements of previous professional development opportunities essential to leverage in our new plan include identification of needs, choice of topics in workshops, turnkey of information and overall format of our school based professional day sessions.

2. At Midstreams we believe student achievement is an ongoing process that encompasses many areas. It involves measurable growth and progress in meeting state and federal standards in all core curriculum content areas, active participation, making connections to real life, problem solving, developing academic and social skills, **applying these skills**, optimizing **personal** potential, demonstrating good character by **being responsible** and through exerting self-confidence, self-reliance, and self-motivation, in addition to being collaborative **and independent** learners, and effective communicators. Key findings from our needs assessments revealed that areas of concern are use of technology, inquiry-based math, and writing.

3. Student learning goals:

- By June 2011, there will be a 5% increase in the number of students in grades two through five achieving Proficient/Advanced Proficient compared to the technology assessment given in 2009-2010 school year.
- By June 2011, 83% of the students in grades three and five will attain Proficiency or above on the Spring administration of the Math NJASK test.
- By June 2011, the school mean on the Writing Section of the NJASK will increase 5 points at grades three, four and five compared to the Spring 2009 test scores.

Our school's professional development goals are:

- By June 2011, staff will increase knowledge and uses of new technology equipment and programs as documented by usage of computer carts. **Power Point Presentations, Every Day Math online suite reports** and lesson plans.
- By June 2011, staff will attend and participate in ongoing professional development in inquiry-based mathematics instruction utilizing data analysis results as evidenced by schedules, agendas and sign-in sheets.
- By June 2011, staff will attend and participate in ongoing professional development in the area of writing through implementing writing strategies including, but not limited to "Framing Your Thoughts" and "The Six Traits of Writing" into lesson designing as evidenced by schedules, agendas and sign-in sheets.

4. As aligned with district guidelines a Professional Development Committee was assembled. The first part of our school's professional development process includes collaboration and discussion within the school based Professional Development Committee. During this time we design surveys for staff, and utilize feedback gained from these surveys to develop, organize, and implement future professional development opportunities. Through daily grade level common planning periods, designated professional development days based on student achievement goals and identified staff needs, school based non-tenured teacher meetings, faculty meetings, and monthly committee meetings; professional development opportunities will be provided.

5. Professional Development resources that ensure ongoing professional learning include time allocation for daily grade level common planning time, committee meetings, faculty meetings, monthly grade level meetings, professional development days, non-tenured staff monthly meetings, collaboration and grade level sharing, mentoring for first year teachers, staff developed workshops, summer district workshops, and out of district workshops. Additional resources also include ongoing support and demonstration lessons provided by literacy coach, math pilot program consultant, curriculum supervisors, online tutorials and videos, State Department of Education updated on-line support and information, professional reading and reflection on current pedagogical trends.

6. Our staff professional goals for evaluation are to communicate the professional development plan through distributing a folder to each staff member that contains this plan along with forms to document collaboration, Professional Growth Plans, and professional development standards. In order to evaluate the Midstreams Professional Development plan, a series of surveys will be developed and distributed to gain feedback on the effectiveness of the Professional Development Plan and Professional Days. The plan will be addressed at faculty meetings and grade level meetings. The committee will tabulate the results to drive the design of future professional development. Staff can use the Professional Development Plan designed by our committee to enhance their Professional Growth Plans for the upcoming school year.

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1. Key elements of the Osbornville Elementary School's professional development are as follows. In conjunction with the required Professional Development Standards for NJ Educators, the New Jersey Core Curriculum Content Standards, and the Definition of Professional Development from the No Child Left Behind Act, the local Professional Development Committee of the Osbornville Elementary School located in Brick Township aspires to guide and facilitate opportunities for ongoing sustained learning experiences that will enhance student content learning. Ongoing professional development will include opportunities for professional growth at the building, district and out of district level. Teachers will continue to meet during common planning times, at faculty meetings and as a part of the Osbornville Teachers Academy at the building level. Grade level meetings and in service days will continue to address areas of need. Teachers will continue to attend out of district workshops and turnkey information for staff as needed. Activities will improve and increase teachers' knowledge of the academic subjects teachers teach thereby, improving classroom instructional skills which will have a positive and lasting impact on classroom instruction. The committee will facilitate, implement, and evaluate professional development opportunities throughout the year. These opportunities will enhance the delivery of instruction and educational services to students and promote mastery of national and New Jersey Core Curriculum Content Standards.

2. Student achievement at Osbornville School is for all students to be successful academically and to be able to apply knowledge to real life situations. We expect our students to meet or exceed the proficient status on NJASK. In addition, we continue to use DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for primary Grades 1 and 2, not only as an indicator of student achievement, but also as a means for individualizing instruction to meet the needs of our early readers. *Additionally, DRA's (Developmental Reading Assessments) are used as a supplemental ancillary instrument to determine reading levels. Leveled Readers are used in conjunction with this tool to tailor a student's ability with appropriate reading/literary materials.* The school's definition of student achievement is to meet the state and federal standards, but more importantly to achieve a teaching and learning environment where children feel safe and cared for. Students will know that they have the right and the responsibility to learn and take every opportunity and make the most of it. We infuse character education into each part of our curriculum. We have developed, and continue to implement a school based character education program.

Our PTA supports our character education program by providing assemblies that complement our efforts in the classroom and promote teamwork and success. Our school is a place where our students are expected to achieve their full potential and be responsible learners and citizens. To that end, our staff must provide for our students using our fullest scope of knowledge. ***In doing so, faculty work closely together and collaborate to develop exemplary lessons that utilize dimensions of each educator's strengths in varying key areas of the curriculum. This paradigm extends to providing extra help in before and after school support based on the teacher's specialized strengths as opposed to providing tutoring or extra help based solely on the students within each teacher's classrooms.*** Our needs assessment has indicated the need for professional development in several key areas. Student Writing, Inquiry Based Mathematics, Character Education, among other issues top our list of areas where our staff feel that professional development will help close the gap in student achievement. This aligns with the Professional Development Standards for NJ Educators Standard 12 which works to improve the learning of all students through community involvement and support.

4. The professional development goals of Osbornville School arise from our needs assessment survey. Our focus is on improving our instruction in order to close the gap in student achievement in the areas of literacy and mathematics.

Our school's professional development goals are:

- By June 2011, in order to move all students towards proficiency in the area of literacy, 70% of Osbornville students in grade 5 will demonstrate proficiency on the writing component of the Harcourt Benchmark Assessment as measured by the NJ holistic scoring rubric ***and those students who do not demonstrate proficiency will be provided interventions tailored to their needs.***
- By June 2011, 70% of the Osbornville student population will demonstrate adequate or strong command of mathematical procedures through inquiry based problem solving skills as measured by the NJ four-point scoring rubric via pre and post assessments. ***Math coaches and supervisors have met monthly with appropriate staff, and will continue to do so, to further bolster and support this goal.***
- By June 2011, all Osbornville classroom teachers will participate in ongoing professional development activities pertaining to mathematical reasoning /thinking and writing instruction via in-services, faculty meetings, workshops, and common planning time meetings with support with the literacy and math coaches. ***Coaches have worked directly within the classroom setting to demonstrate and model effective writing strategies. In accordance, teachers have developed assessment binders as well as scoring guides and planned instruction based on the data these sources have provided. Out of district professional development workshops on reading and writing skills have been effectively "turn-keyed" to other teaching staff at the building-based professional day on January 14th, 2011. Continued follow-up through consistent collaboration with those who attended these workshops will be implemented to assure maximum efficacy. The techniques learned in these trainings. This will be done through regular collaboration at common planning time meetings, building professional days and informal sessions with peers and administration.*** We anticipate that this professional development will result in the increase in student achievement and will be measured by professional development committee surveys.

These goals align with the school goals because these initiatives affect all learners. The ongoing collaboration among teachers through common planning times will allow dialogue and growth in instructional practices. The literacy and math coaches will provide scaffolded support to address needs, concerns and observations to assist with the successful implementation of the literacy initiatives and the new inquiry based mathematics program. This aligns with the Professional Development Standards for NJ Educators Standard 4, 5, 6 and 9.

4. Processes and structures that ensure professional development is ongoing include:

- Through workshops, increase teachers' knowledge and instructional skills in sustained, intensive, classroom focused and ongoing activities which will enhance student learning
- Provide time and resources for learning, practice and follow-up thereby engaging in collegial consultation, collaboration, grade level articulation, and learning to support professional development
- Improve understanding of the academic, social, emotional, and physical needs of each learner and ensure that educators utilize appropriate teaching skills to enable students to meet or exceed their potential
- Engage in research-validated practices including empirical research and the consensus of professional opinion in teaching, learning, and leadership
- Encourage educators to develop a variety of classroom based assessment skills that include data analysis and formative assessments to drive instruction
- Integrate new learning into the curriculum and the classroom that are reflective of the New Jersey Core Curriculum Content Standards
- Provide learning experiences based upon knowledge of adult learning and development
- Assess learning activities in terms of their impact on teaching practices and student learning and achievement
- Create an educational environment that fosters continuous improvement, empower all teachers, administrators, child study team personnel, and therapists to work effectively with parents and community partners for the betterment of the student population
- ***Through Response to Intervention (RTI) staff members (including special area teachers) will strive to provide mentoring to students that may be determined as "at risk."***

5. The local Professional Development Committee will identify the resources that are most effective towards reaching our goals. In an effort to ensure the Professional Development is ongoing and meaningful, the professional development team will formulate an informal survey to solicit feedback. Staff will participate in surveys throughout the school year. As a follow up, we will hold bimonthly meetings to reflect on this information. As we interpret data from our surveys, the professional development team will make recommendations for future staff development. Furthermore, included in the building budget are funds designated for professional books to add to our current professional library.

6. Through the utilization of our school definition of student achievement and the professional development goals, opportunities and resources the staff at Osbornville Elementary School will continually strive to improve the teaching of its staff members and learning of our students. The Local Professional Development Committee will ensure that the needs of our staff and students are addressed in an effort to achieve our goals. We will continue to use needs assessment surveys as well as other informal assessments to critique our professional

development plan. Teachers will continually reflect on classroom practices and indicate areas in which more professional development is needed in order to reach our school's goals.

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
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6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

One page VMES summary of the school based professional development occurred

The Veterans Memorial Elementary School (V.M.E.S.) Based Professional Development Plan for the 2010-2011 is aligned to a professional learning community model. It is based on a shared vision for student learning, collaborative activity, and shared responsibility. The faculty at V.M.E.S. defines student achievement using the following criteria:

- Students are able to set and meet individual goals
- Students are working to their fullest potential to achieve the NJCCC standards
- Students are learning to work collaboratively as global citizens with 21st century skills
- Students are inspired to become life long learners who are able to apply knowledge and skills to solve real life problems

To foster this shared vision of student achievement, the faculty will create professional growth plans aligned to the above definition. These PGPs will incorporate research based practices and goals aligned to school and district data. For example, teachers will design 21st century classrooms that meet the needs of all learners through technology and inquiry based instruction in math and science. With a new mathematics adoption, there will be a heavy emphasis on professional development and training for the implementation of these new materials. Teachers will receive professional development via summer workshops, school based grade level meetings in September, January, and May, the October 11 professional day, monthly grade level meetings with the Math Coach during common planning periods, quarterly district grade level meetings with the Curriculum Supervisor, and during school based early dismissals in January and March. Professional development for Special Area Departments will be planned by the Elementary Curriculum Supervisors and Department Area Supervisors. Teachers will be able to pursue their own professional development activities for the January and March school based professional development days. They will also be able to reflect, self-assess, and set new goals on their final professional day on June 14th. Teachers will have support from their school based administrators, district supervisors, district coaches, and most importantly their peers. Teachers will have weekly common planning periods and professional release time to observe their colleagues and to engage in inter/intra grade level collaborative endeavors aligned to their PGP.

In closing, our professional development goals are aligned to the NJCCC standards and to closing the achievement gap. Our school based objectives are based on NJASK data. Our professional development needs are based on meeting the cognitive, social, physical, and

emotional needs of our students. Staff will work collaboratively to enhance their content knowledge and delivery of research based practices that promote student achievement. These outcomes can be measured by increased collaboration, implementation of research based practices in the content areas, NJASK data, and qualitative data acquired through surveys. There will be a learning community culture created through a shared vision for student learning, collaborative activity, and collective responsibility. The professional development goals are continually re-evaluated and are ongoing throughout the period that this plan is in effect.

Needs Assessment/Professional Development Goals

○ School Based Performance Data:

- NJASK - By June 2011, 73 % of VMES students need to score at or above proficient in Literacy and 69% in Math as measured by NJASK 3, 4, 5
- DIBELS Scores – By June 2011, 90% of VMES students in grades 1 and 2 will meet the spring benchmark.

Professional Day Teacher Survey/Needs Assessment

- Implementing new math program – grades 1-5
- Support for Technology Assessment- grades 2-5, teacher aides
- Social Skills Training- grade 1, MD teachers and teacher aides
- Centers- Math and Literacy- grades 1-5
- Writing Workshop- grades 1-5
- APA- self contained teachers
- VB training- MD teachers, teacher aides
- Restraint Training- MD teachers, teacher aides
- Stress management- all staff

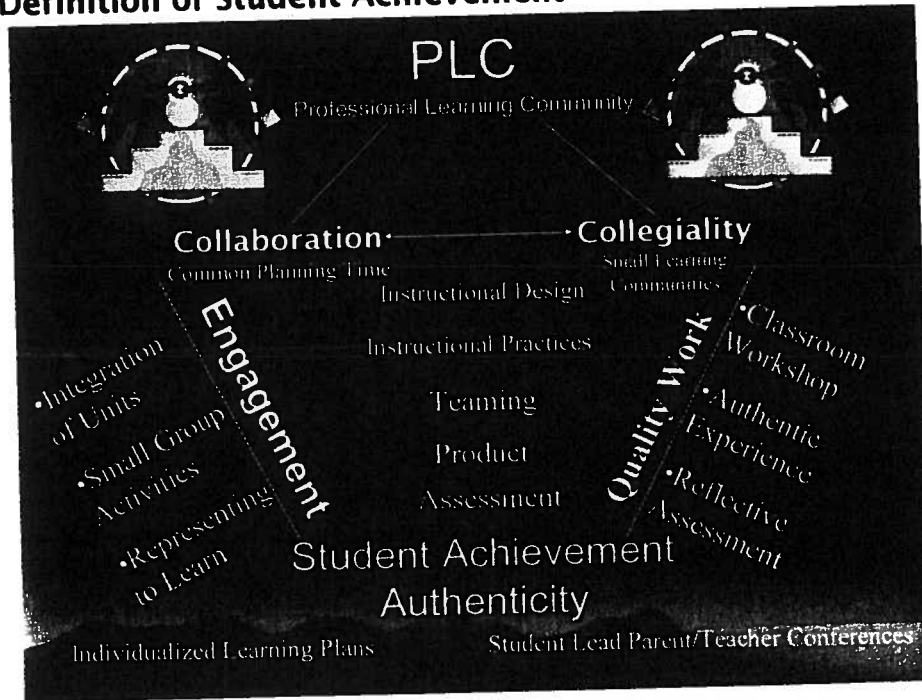
Classroom Data- Teachers chose their own professional development experiences based on their students' needs and their own areas of interest aligned to Professional Growth Plans

SY2011-2012

Reflection:

The need to address specific sub populations while still providing high quality instruction for all students is the goal of the current school professional development plan. The school professional development plan endeavors to accomplish this task by focusing on best practices and translating research into action. Through a focused staff development plan which addresses best practices in classroom instruction and assessment and informs and enlightens staff on the utilization of data we hope to overcome our challenges and have all students meet with success.

Definition of Student Achievement



Student Achievement Goal 2011-2012:

Student Learning Goal	To improve student achievement in all academic areas and with a focus on Language Arts and Math via improved Reading, Comprehension, Response to open-ended questions and thereby reduce by 10% the number of students achieving partially proficient on the NJASK 3, 4, 5.
Describe the priority problem(s)	Reading, Comprehension, Response to open-ended questions
Describe the root causes of the problem(s)	Could be traced to socio-economic factors, learning disabilities, and the need to provide staff with researched based best practices strategies, materials, and tools to address the issues.
Program/strategy to address problem	Research Based Models of Instruction (Best Practices)
Indicators of success for evaluating the program/strategy?	Post Assessment
Measurement tool	AYP and NJ ASK Best Practices Based Formative and Summative Assessment within and across curriculum areas and grade levels
Person responsible for implementing program or strategy	VMES Administration School Based Professional Development Team Turnkey Staff Members District Supervisors
How does the strategy/program align with the NJ CCCS?	Research Based Models of Instruction (Best Practices) align and support NJCCCS

Professional Development Goals 2011-2012:

Professional Development Goal	Increase knowledge and use of Research Based Models of Instruction (Best Practices) Increase knowledge and use of Formative and Summative Assessment to drive instruction in the classroom. Increase knowledge and use of data analysis to drive instruction in the classroom.
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The VMES Learning Community will endeavor to provide staff at all grade levels with the opportunity to explore and implement best practices within each academic area and to experience cross-curricular implementation of best practices. Through this endeavor it is hoped that students will see a connection across the curriculum and become more engaged learners thereby improving achievement. The plan is designed to address the NJ Core Curriculum Content Standards for a multitude of content areas at the Elementary Level for 1st, 2nd, 3rd, 4th, and 5th grade with the common thread focused on reading, writing, and comprehension across the curriculum.

Each Grade Level Team and Specials area team will utilize their common planning time and district staff development days to increase knowledge and use of Research Based Models of Instruction (Best Practices); Increase knowledge and use of Formative and Summative Assessment to drive instruction in the classroom; Increase knowledge and use of data analysis to drive instruction in the classroom. Periodically each grade level and specials area team will evaluate their progress in terms of their personal learning and

the effects of the PDP on students learning. A variety of tools will be utilized to complete these evaluations and include but are not limited to surveys and rubrics to facilitate self reflection, staff engagement, student engagement, and impact on data driven instructional practice and student achievement.

A variety of protocols will be utilized to facilitate the professional development sessions, assessment of the sessions, implementation of action plans designed in the sessions, and monitoring and reevaluation of the action plans. These include but are not limited to:

- Collegial Conversations
- Book Study Teams
- Lesson Design
- Descriptive Review
- Design Qualities
- Engagement Measurement
- After Action Review
- School Standards Framework for Internal Assessment of Instructional Operations

Periodically and at the end of each semester, an evaluation of progress in terms of personal instructional growth and the effects of the PDP on students learning will be conducted. A variety of tools will be utilized to complete these evaluations and include but are not limited to surveys and rubrics to facilitate self reflection, staff engagement, student engagement, and impact on data driven instructional practice and student achievement. Formative and Summative assessments will also be utilized. Finally an analysis of the SY2010-2011 NJASK scores, SY2011-2012 NJASK Scores, and a study of NJASK scores across a series of years employing a growth model.

School Level Professional Development Planning Template

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1. Reflection. The challenges of previous professional development goals have been time and resources. Implementation of a new school schedule made core time meetings difficult for all parties to attend and engage in collegial conversations. Adherence to grade level and content level meetings is a priority for the next school year.

2. Needs Assessment. Validation and reliability of data from the collection methods

- Daily classroom assessments both formal and informal which are consistent with the NJCSSS, District Curriculum and State Test Expectations.
- Analysis of NJ ASK scores provided by the NJDOE and basic data analysis functions.
- AYP Calculator and Confidence Interval to analyze the scores provided by NJDOE
- Study Island electronic collection of data which enables data driven instruction strategies.
- Achieve 3000.

The root cause of the data, revealing that our lowest performing students need assistance in reading, comprehension and responses on open-ended questions in language arts and math respectively, could be traced to socio economic factors and learning disabilities. Other factors may include but are not limited to staff development in best practices to assist staff in addressing the needs of the lowest performing students and the need to upgrade and add to the technological tools used to deliver the best practices.

3. Professional Development Goals. Philosophy. VMMS has implemented a new scheduled class this year with a TAP Period (Targeted Assistance Program) designed to provide data-driven whole-group, small-group and individualized instruction to students in identified area(s) of skills requiring targeted assistance. This period is designed to provide supplemental instruction, above and beyond classroom instruction; hence, it benefits ALL students, including those who fall into the categories of requiring basic skills and gifted and talented programs.

- After initial identification of students is made for teaching teams, students are constantly reviewed using data instruments (standardized testing, formative assessment tools, quarterly reviews, spreadsheet analysis, etc.) and are re-evaluated throughout the year.
- A school-wide assessment in math and literacy will be completed during the first two weeks of school using tools from LEARNIA and Study Island. Ongoing formative assessment will be utilized school-wide.
- Academic teachers, special education inclusion teachers and BSI teachers collaborate frequently to determine students' needs and skill deficiencies and to schedule services. The groups are fluid and may change frequently if needed.
- Curriculum mapping will be developed and implemented during teaching core time to provide consistency in skill instruction in all grade levels with emphasis on math and literacy coordination in all content areas.
- Students enter and exit targeted groups as needed (flexible grouping).
- Although TAP is an extension of literacy and math instruction, it will receive a separate grade on the report card which will be determined by the academic teacher, inclusion teacher, or BSI teacher. TAP grades should reflect skill mastery. Parents will receive a letter explaining the program and the grading system.

- Administration, teachers, counselors and parents share a vision, dedication and direction to help with not only the implementation of data driven decisions, but actual dedication to the follow-thru of such a strong academic program.

The Process

- Spreadsheet – Every teacher gathers data on each student they teach. Data is pulled in the area of grades (past 2 years for the content subject), NJ ASK scores, Learnia/Study Island formative assessment tools
- Skills evaluated will be determined by the newly adopted National Standards in Literacy and Math
- Twice per month, teachers meet and plan skill assessments and review data and problem solve for areas in need of improvement
- Quarterly, BSI and Inclusion teachers meet with administration during team core meeting to monitor progress and review spreadsheets to ensure and discuss continual growth. If growth is not evident, plans are revised to address areas of need.
- TAP dedicated 45 minute period each and every day that is driven by our RTI Tiers of instruction
- Tiers. Student data is reviewed by teaching teams on a bi-weekly basis for areas of need focus (content/subject areas and specific skills areas). Teams modify the groups of students based on need.
- Extension and enrichment activities for high-achieving students in our EXCEL program will also be offered during this period.
- TAP is an **instructional time and student/teacher interaction** and instruction will be taking place. The period may not be used as a study hall or for independent student work. It is important to note that this is also individual student focus time – a monitoring piece for the teachers.
- Progress monitoring is in place by administration through 10 minute Walk Thru (observations).

4. **Professional Development Opportunities.** Professional Development needs to provide teachers the opportunity to participate in vertical and horizontal articulation conversations. The Professional Development needs to take place via content academic coaches, staff designed workshops, educational administrative leaders, consultants, and out-of-district workshops which will then be turn-keyed by staff.

5. **Professional Development Resources.** Teachers are a part of the School Improvement Team and Intervention Committee. Educational Administrative Leaders meet with teachers regularly to discuss standards and essential lessons. Curriculum meetings are held bi-weekly in which grading, curriculum, behavioral expectations, discipline concerns, parental concerns, etc. Academic teams of teachers also meet regularly to analyze assessments and data and create interventions and strategies for students identified as skill deficient. Assessments include classroom formal and informal assessments, as well as the state assessments. Each piece is an integral part in helping teachers, administration, parents and students optimize the learning process.

6. **Evaluation.** The previously mentioned goals will be evaluated through a variety of methods.

- Teacher feedback regarding professional development and the importance and value to their work.
- Staff surveys.
- Student achievement data and analysis.
- Staff interviews ongoing.
- Curriculum and grade level feedback from collaborative meetings.

Analyzing the data from benchmark tests, NJ ASK scores, and additional assessments used.

Additional data that is needed to support the program evaluation process will include pre-assessments to drive instruction. These assessment methods will include summative assessments, and standardized testing within departments.

The School Professional Development Plan allocates time within the daily schedule to meet the needs of the building professional development plan.

The Professional Development Committee will continue the previous year's plan, evaluate and restructure the plan for future years.