

Hamilton Township School District Professional Development Plan (PDP) 2021-2022

District Name	Administration:	Plan Begin/End Dates
Hamilton Township School District	Darren W. Palmer Michael Diorio Melanie Lisitski Lisely Mendez Staff: Jeff Gildiner, Jaqueline Radice, Stephanie Gibbons	July 2021-June 2022

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	NJTSS/RTI/Differentiation At the school level, increase teacher understanding of the components of Multi-Tiered Systems of Support to meet the academic, behavioral, health, enrichment and social/emotional needs of all students. Utilize programs to track RTI student data and progress.	Administrators, and teaching staff	<ul style="list-style-type: none"> ● A consistent number of I&RS referrals during the 2019-2020 school year. ● Implementation of formal RTI time within student and teacher schedules. ● Analysis of NJSLA and district data ● Teacher observation data (Marzano domain 2, 3,4) ● Numbers of students requiring Tier 1 and 2 interventions. ● Success of past I and R S achievement. ● Implementation of QSAC Requirements.
2	Social-Emotional Learning Standards	Administrators, and teaching	<ul style="list-style-type: none"> ● Analysis of current SEL programs offered at the 3 schools.

	<p>To build the capacity of educators at the Davies school to incorporate the instructional practices and philosophies of the growth mindset to support the social and emotional needs of all students by utilizing the Second Step SEL curriculum.</p>	<p>staff, Counselors/Social Workers, CST, & RTI, Master Teachers, PIRT Teachers.</p>	<ul style="list-style-type: none"> ● Analysis of behavior data collected through Genesis, I&RS, CST, and P.I.R.T.. ● A consistent number of students requiring behavioral and academic assistance. ● Social-emotional skills are crucial for children to become successful both socially and academically. ● Empirical research supports the benefits of a well-established classroom community. ● Growth Mindset will create a learning environment for students which is supportive and productive, helping to address the diverse social and emotional needs of all students. ● District HIB and Student Safety Data System (SSDS) and acceptable use data. ● Student data suggests a need for an awareness of social and emotional support in our classrooms. ● An increased number of students and families in need of social-emotional support beyond the classroom.
<p>3</p>	<p>Data Analysis</p> <p>Build capacity of educators at the Davies school to engage in continuous growth with a focus on data analysis, alignment of formative and summative assessments to the NJSLS and providing and using data to make instructional decisions. (Consider learning loss due to COVID - 19 pandemic)</p>	<p>All Pre-K through 8th Grade Certified Staff. All Administrators</p>	<p>Analysis of the types of interventions developed for students by the I and R S Committees and Child Study Team indicate a need for professional development. Analysis of assessment results indicated a need in this area as well, especially after the return from the pandemic. It is important to provide opportunities of collaborative and reflective practice that is a cycle of continuous improvement, promote collective responsibility for student learning and support alignment of school and district goals.</p>

2. Professional Learning Activities

PL Goal No.	Initial Activities	Follow-Up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Implementation of formal RTI process in each of the schools. ● K-1 schedules will include allotted time for differentiated small group instruction ● Ongoing professional development provided by district math and literacy coaches ● Adoption of NWEA Universal Screener ● Implementation of Predetermined Progress Monitoring Programs that support Phonics and fluency as well as comprehension in grade 3 - 8. ● Administration of Diagnostic Screener for students at risk ● Standards-based benchmark assessments ● Provide ongoing professional development to classroom teachers on Tiered Interventions ● Teachers will continue to utilize professional development days, vertical and horizontal articulation, department meetings, school-based meetings to continue to develop a greater understanding of best instructional practices 	<ul style="list-style-type: none"> ● Provide before/after school PD opportunities to teachers and staff ● Interventionists and Coordinators will provide additional resources and in-class support as needed ● Utilize PLCs to analyze data ● Administrators will provide time and support for school-based collaborative teams to receive professional development for learning instructional practices ● Administrators will support teachers through content/grade level meetings, model lessons, and providing instructional feedback ● Disaggregate data from common assessments and universal screeners ● Use data to inform instruction and employ differentiated grouping.
2	<ul style="list-style-type: none"> ● Implement professional development for staff, students and parents on the importance of social-emotional learning. ● Formulate a committee to examine the impact of our social emotional programs on students. ● Secure materials and resources to support social-emotional learning 	<ul style="list-style-type: none"> ● Continue to analyze behavioral data and develop interventions to address needs as they arise. ● Review and analyze the success of interventions implemented through Realtime data, as well as teacher and student surveys.

	<p>and growth mindset.</p> <ul style="list-style-type: none"> Develop and collaborate with community partners to increase opportunities for family engagement. 	<ul style="list-style-type: none"> Continue to implement Positive Behavioral Interventions & Supports through PIRT, RTI, CST in conjunction with the Director of Elementary Education. Continuing the use of PBIS behavioral support.
3.	<ul style="list-style-type: none"> Professional Development for staff in this area, use of data to improve instructional practices. NWEA MAP data analysis training based on the RIT and percentage scores as well as data analysis in the growth metrics. Training on the MTSS and PLC's to regularly utilize protocols to identify student learning goals, setting learning goals for their students. 	<ul style="list-style-type: none"> Analyze data to drive instruction, Collaborative grade level/subject area meetings to monitor assess and adjust practice, review pacing guides, implement new instructional strategies in the classrooms, use of RTI Team to improve the use of data to drive instruction and provide intervention.

3. PD Required by Statute or Regulation

State- Mandated PD Activities

- Core state regulations for professional development will be addressed through GCN
- All staff will complete Child Abuse Reporting video and quiz <https://www.reportingchildabuse.nj.org/>
- Reading Disabilities/Dyslexia training for staff members will be presented by our Administrative Staff and Orton-Gillingham trained district staff members. These pieces of training will be held during Faculty Meetings, PLCs, and modeled lessons in the classrooms.
- New employees will receive: Suicide Prevention, HIB, Crisis Management, and Child Abuse Reporting.
- All district policies and regulations posted on the school/district website for staff and parents to access at any time.
- Staff at Davies will review and acknowledge and review the policies and regulations of the district.

4 Resources and Justification

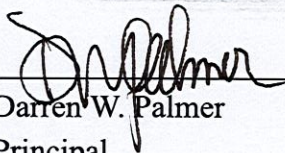
Resources

To meet the professional learning needs of the Davies school per this plan, the school's budget, including Title I/SIA monies, along with local funds are deployed accordingly. The school budget addresses costs for supplies, materials, technology resources, staff stipends, travel expenses connected to curriculum and professional development. The plan controls expenses by relying largely on in-district expertise to provide specified activities. During the 2020-2021 school year, the district calendar stipulates that 3 full days during the school year will be dedicated to professional development experiences for certificated staff members, in addition to several four hour sessions to deliver professional learning sessions. These professional learning activities include working in collaborative teams over the course of the year in grade-level teams, special area groups and curriculum writers. This work will be implemented through these team structures, as well as procedures in place at each school.

Justification

2021-2022 data and curriculum analysis, as well as feedback from district teachers and administrators, has served as information to identify the goals in the areas related to curriculum and instruction, as well as social and emotional learning to ensure consistent and successful implementation of the NJSLs. High-quality professional learning experiences are necessary to support these initiatives and improve educators' practice. Emphasis will be placed on the development of goals for struggling students, as well as the development of a growth of a positive mindset, through the district's instructional coaches, RTI committee, promoting teachers and administrators as reflective practitioners, and effective assessment tools and data to drive instruction at the student, class, school and district levels.

Signature:


Darren W. Palmer
Principal


Date