



District Professional Development Plan SY 2021-2022

District Name	Superintendent Name	Plan Begin/End Dates
Freehold Borough School District	Dr. Rocco Tomazic	July 2021 – June 2022

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Continue to support all instructional staff in deeper understanding and implementation of NJ Student Learning Standards. In measuring students’ mastery of the standards, instructional staff will be using formative and summative assessments in grades 1 through 8, and will be developing/utilizing NJSLA like questions to obtain student level data and monitor student growth. In Grades K, teachers are utilizing common or grade level assessments aligned to NJSLS.	<ul style="list-style-type: none"> Principals Director of Curriculum & Instruction Director of Special Programs Supervisors Teachers Guidance Counselors Child Study Team 	<ul style="list-style-type: none"> In the absence of 2020 and 2021 NJSLA data, the district referred to the 2019 NJSLA Data. Proficiency rate: ELA = 49% Math 39%. mSGP as follows: ELA = 52 Math = 58 District’s Benchmark B Assessment SY19-20 shows average student scores as follows: <ul style="list-style-type: none"> Grade 1: ELA = 47% Math = 61% Grade 2: ELA = 34% Math = 65% Grade 3: ELA = 43% Math = 50% Grade 4: ELA = 47% Math = 47% Grade 5: ELA = 50.% Math = 52% Grade 6: ELA = 46% Math = 60% Grade 7: ELA = 49% Math = 50% Grade 8: ELA = 53% Math = 40% State mandate requires students in grades 3-11 to participate in NJSLA assessments. This Fall, students in grades 4-8 will take NJDOE’s Strong Start Assessments. State mandate requires continuous review and alignment of curricula to NJSLS. NJDOE adopted new sets of NJSLS for all content areas except ELA and Math. Staff needs support in reviewing and understanding these new sets of standards.



2	<p>Increase all teachers' and administrators' understanding and application of the Marzano Focused Teacher Evaluation Model (MFTE), including how this applies in a 100% Remote Learning and/or Hybrid Learning environments. All classroom observations will include all four domains of teaching as outlined in the MFTE: Standards-based Planning, Standards-based Instruction, Conditions for Learning, and Professional Responsibilities.</p>	<ul style="list-style-type: none">• All Instructional Staff• Teachers• School Administrators• District Administrators• Child Study Team	<ul style="list-style-type: none">• State requirements are in place for implementing the evaluation system based on TEACHNJ Act.• Most recent District Observation Score Summary is as follows. NJDOE cancelled SGPs and SGOs for SY 20-21:<ul style="list-style-type: none">Freehold Intermediate = 3.31Park Avenue = 3.35Freehold Learning Center = 3.33
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<p>3</p>	<p>Continue to build all classroom teachers' capacity to raise student achievement in all subject areas through effective use of technology.</p>	<ul style="list-style-type: none">• Teachers• Technology Implementation Mentors (TIMs)• School Administrators• District Administrators	<ul style="list-style-type: none">• The district is giving access to technology devices to students in PreK – 8. Staff members need training on best practices in utilizing these devices.• In case of emergency school closures, the district may have to operate through 100% Remote Learning or Hybrid Learning. Staff members need training on instructional routines to support these types of learning environments.• The district's core programs include technology or online components. Staff need continuous support in understanding these materials and resources to further enhance student learning.
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<p>4</p>	<p>Continue to provide targeted support to district’s English Language Learners (ELL) population by increasing teachers’ knowledge and application of sheltered instruction. Instructional staff will develop deeper understanding of unique challenges of ELL and SIFE students.</p>	<ul style="list-style-type: none"> • Teachers • Principals • Supervisor of ESL/Bilingual and World Languages • Paraprofessionals • Child Study Team 	<ul style="list-style-type: none"> • District’s population of ELL students is about 19% • Most recent (2019) ACCESS for ELLs scores continue to indicate that students demonstrate limited English language ability. The percentage of students who scored 4 and above Proficiency Level is as follows: Grades K = 8% 1 = 3% 2 = 13% Grades 3 = 38% 4 = 45% 5 = 70% Grades 6 = 9% 7 = 33% 8 = 0% • Sheltered instruction professional learning opportunities are extended to all staff working with schools that have ELL population.
<p>5</p>	<p>Continue to support reading abilities of students with disabilities through differentiated instruction by special education teachers and general education teachers in all setting. Teachers will utilize Workshop Model approach to differentiate instructions.</p>	<ul style="list-style-type: none"> • Teachers • Paraprofessionals • Principals • Director of Special Programs 	<ul style="list-style-type: none"> • District’s 2019 NJSLA data for Special Education students show the following proficiency rate: ELA 3-8 = 7.9% Math 3-8 = 6.9% • District’s iReady Diagnostic Assessments show percentage of Special Education students likely to be proficient in 2019 ELA NJSLA as follows: Grade 3 = 3.7% Grade 6 = 22% Grade 4 = 10% Grade 7 = 9% Grade 5 = 21% Grade 8 = 6.4%



2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • District administrators will continue to attend NJDOE meetings with regards to NJ Student Learning Standards (NJSLS). • District will continue to partner with other districts with regards to NJSLS. • District will continue to work with colleges and universities with regards to meeting NJSLS. • District curriculum committees will continue to be formed to review district curricula in all subject areas. • District will continue to administer benchmark assessments incorporating NJSLA-like questions to measure and monitor student growth in mastering NJSLS. • District will include and incorporate Social Emotional Learning (SEL) components when differentiating instruction to support all students. 	<ul style="list-style-type: none"> • District will monitor NJDOE’s “Calendar of Events” for upcoming training and information session on NJSLS. • District will continue to participate in Monmouth County Curriculum Consortium (MC3) roundtable meetings. In addition, district will continue to participate in meetings with PK-8 districts that feed into Freehold Regional High School District. • District will continue to participate in various University initiatives that involve NJSLS. • District curricula will be revised as needed upon committee’s review and recommendations. • District will continue to utilize LinkIt Benchmark Assessments, to be administered 3-4 times a year. • District will continue to utilize iReady to provide individualized support and help students master grade level standards. • District will work with consultants in infusing SEL tenets in helping all students achieve mastery of NJSLS.
2	<ul style="list-style-type: none"> • District will monitor NJDOE guidance around observations in 100% Remote Learning and/or Hybrid Learning environments. • District will contract Learning Sciences – Marzano Center for teacher evaluation system, iObservation. • District will provide on-going professional development sessions for teachers and administrators to implement the Marzano Focused Teacher Evaluation Model (MFTE). • District will continue to schedule observations pursuant to Achieve NJ regulations. 	<ul style="list-style-type: none"> • Collaborate with other districts in effectively observing and supporting staff members in a 100% Remote Learning and/or Hybrid Learning environment. • District will continue to review data reports on teacher observations from iObservation platform. • District will continue to distribute District Evaluation Protocols and Procedures Manual. • District will implement walkthrough protocol aligned to MFTE.



3	<ul style="list-style-type: none"> • District will continue to monitor teaching and learning through classroom observations, formal and informal, ensuring effective use of technology resources. • District will continue to provide on-going professional development focused on utilizing technology resources to enhance student learning. • District will continue to have Technology Implementation Mentors (TIMs) to support all staff in understanding utilizing technology resources available in the district. 	<ul style="list-style-type: none"> • District will continue to utilize vendors and content specialists in providing differentiated support to teachers with regards to utilizing technology resources to support student learning. • District will provide demo lessons and in-class coaching if needed to further understand ways to utilize technology to support student achievement. • District will analyze Benchmark Assessments in ELA and Math. • District will analyze teacher observation data to further identify needs of staff around NJSLs.
4	<ul style="list-style-type: none"> • District will continue to send administrators and teachers to Sheltered Instruction Observation Protocol (SIOP) training sessions. • District will continue to implement sheltered instruction practices in all classrooms, particularly bilingual and ESL classrooms. 	<ul style="list-style-type: none"> • District will monitor sheltered instruction practices through classroom observations: formal and informal. • Sheltered instruction practices will be included in faculty meetings, grade level, and articulation meetings. • District will continue to collect qualitative data from teachers on their use of sheltered instruction practices.
5	<ul style="list-style-type: none"> • District will continue to send administrators and teachers to state approved training on special education. • District will continue to include differentiated instruction as on-going support for teachers serving students with special needs. • District will continue to provide Reading and Writing Workshop training to all teachers serving students with special needs with focus on accommodations and modifications to meet their IEPs. 	<ul style="list-style-type: none"> • District administrators will monitor differentiated instruction practices through classroom observations: formal and informal. • District will continue to collect qualitative data from teachers on their use of differentiated instruction to meet needs of students with IEPs. • District will continue to utilize adaptive and individualized programs (ie: iReady) to monitor and measure student growth in Reading. • District will continue to find additional resources supportive of the needs of teachers who serve students with special needs.



3: PD Required by Statute or Regulation

Mandatory professional development requirements for particular groups of educators are specified in statute and regulation. These requirements go beyond the core requirements for PD planning and implementation set forth in *N.J.A.C. 6A:9C*.

The requirements are grouped under the following topics:

- A. Reading Disabilities
- B. Prevention: Suicide, Substance Abuse, Harassment, Intimidation, and Bullying
- C. School Safety, Security and Code of Student Conduct
- D. Health
- E. Interscholastic Activities
- F. Additional Professional Development Topics

The comprehensive list of required PD can be found on the following link:

<http://www.state.nj.us/education/profdev/topics/StateRequiredPD.pdf>

Training sessions that are required annually are outlined in the chart below:

Topics
1. Reading Disabilities (minimum 2 hours)
2. Harassment, Intimidation and Bullying Policy
3. Recognition of Substance Abuse
4. School Safety*
5. Code of Student Conduct
6. Electronic Violence and Vandalism Reporting System (EVVRS)
7. Bloodborne Pathogens
8. Alcohol, Tobacco, and Other Drug Prevention and Intervention
9. Lyme Disease
10. Educator Evaluation
11. Potentially Missing/Abused Children Reporting*
12. Equity and Affirmative Action*
<i>*new employees only</i>



4: Resources and Justification

Resources

The Freehold Borough School District identifies district needs on an on-going basis. This needs assessment includes examination of specific professional development and training opportunities for all staff. District administrators work collaboratively with school level administrators and supervisors to properly budget for the relevant needs of staff. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends.

Justification

An in-depth data analysis of state standardized test scores, local benchmarks, school profiles, and performance targets, and regular meetings of PLCs/committees have identified priority areas related to the consistent and successful implementation of the NJSL and AchieveNJ. Emphasis will be placed on data to drive instruction, literacy, targeted student subgroups, and teacher evaluation. In order to provide these beneficial and personalized experiences, collaboration must occur at the building and district level, encompassing specific staff needs, as aligned with curriculum, instruction, assessment, budget, and special programs. The fiscal impact of the professional development program is monitored by administration regularly in order to properly balance addressing the needs of the district in a fiscally responsible manner.

Signature: _____

Superintendent Signature

Date