



School Professional Development Plan

District Name	School Name	Principal Name	Plan Begin/End Dates
Freehold Borough School District	Park Avenue Elementary School	Patrick Mulhern	July 2021 - June 2022

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Continue to build all classroom teachers capacity to raise student achievement in English Language Arts through the implementation of Reading and Writing Workshop Model, and Balanced Literacy program.	<ul style="list-style-type: none"> • Teachers • Paraprofessionals • Literacy Coach • School Administrators 	<ul style="list-style-type: none"> • District’s most current (2019) NJSLA Data shows proficiency rate as follows: <ul style="list-style-type: none"> ELA = 49% Math = 39% • District’s Benchmark Assessments show growth (Form A to C) in average scores as follows: <ul style="list-style-type: none"> ELA Grade 3 = +9% Grade 4 = +16% Grade 5 = +4% • The district newly adopted Words Their Way to support implementation of Reading Foundational Skills standards, and Schoolwide Fundamentals as core resource for Reading, Writing, and Grammar standards.



<p>2</p>	<p>Continue to build capacity of all grade level and subject area teachers for a deeper understanding of NJ Student Learning Standards. In measuring students' mastery of the standards, teachers are using formative and summative assessments in grades 3 through 5 and are creating/utilizing NJSLA like questions to obtain student level data and monitor student growth.</p>	<ul style="list-style-type: none"> • Teachers (grades PK-3) • Paraprofessionals • Literacy Coach • Guidance Counselors • Principal 	<ul style="list-style-type: none"> • In the absence of 2020 NJSLA data, the district referred to the 2019 NJSLA Data Proficiency rate as follows: ELA = 49% Math 39%. mSGP as follows: ELA = 52 Math = 58 • District's Benchmark B Assessment SY19-20 shows average student scores as follows: Grade 3: ELA = 43% Math = 50% Grade 4: ELA = 47% Math = 47% Grade 5: ELA = 50% Math = 52% • State mandate requires students in grades 3-11 to participate in NJSLA state assessments. • Teachers need additional support in implementing Reading Foundational Skills standards. • 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.
<p>3</p>	<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 Development.</p>	<ul style="list-style-type: none"> • All Instructional Staff • Teachers • School Administrators • Child Study Team 	<ul style="list-style-type: none"> • State requirements are in place for implementing the evaluation system based on TEACHNJ Act. • The district will continue to monitor NJDOE's guidelines (Hybrid Learning, 100% Remote Learning, etc.) and will share with staff members. • Most recent (SY 18-19) District Observation Score Summary is as follows: Park Avenue = 3.35



4	Continue to build all classroom teachers' capacity to raise student achievement in all subject areas through effective use of technology .	<ul style="list-style-type: none"> • Teachers • Technology Implementation Mentors (TIMs) • School Administrators 	<ul style="list-style-type: none"> • The school is giving access to technology devices to students in Grades 3 – 5. Staff members need training on best practices in utilizing these devices. • The school 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 school'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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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • School will continue to monitor Reading and Writing Workshop implementation through classroom observations: formal and informal. • School will continue to provide on-going professional development focused on core resource program, Schoolwide Fundamentals, to support Reading Workshop. • School will continue to provide on-going professional development for deeper understanding of Reading Foundational Standards. • Literacy Coach will continue to work closely with teachers in implementing all components of Readers Workshop and Writing Workshop. 	<ul style="list-style-type: none"> • Teachers will attend grade level meetings to be informed on topics which will enhance and support the Reading and Writing Workshop Model. • Teachers will receive additional training on implementing Reading Foundational Skills standards. • Teachers will receive support in their classrooms from Literacy Consultants and in-house Literacy Coach. • Benchmark data will be analyzed at the school and classroom level to modify instruction in a timely manner. • Teachers will be surveyed to best understand and address their needs in the area of ELA.
2	<ul style="list-style-type: none"> • School leaders will continue to attend NJDOE meetings with regards to NJ Student Learning Standards (NJSLS) and turn key to staff. • School will continue to work with colleges and universities with regards to meeting NJSLS. • School will continue to administer benchmark assessments incorporating NJSLS-like questions to measure and monitor 	<ul style="list-style-type: none"> • School will work with district leaders to monitor NJDOE's "Calendar of Events" for upcoming training and information session on NJSLS. • School will continue to participate in various University initiatives that involve NJSLS. • School will continue to utilize LinkIt Benchmark Assessments, to be administered 3-4 times a year.



	<p>student growth in mastering NJSLS.</p> <ul style="list-style-type: none"> • School will include and incorporate Social Emotional Learning (SEL) components when differentiating instruction to support all students. 	<ul style="list-style-type: none"> • School will work with consultants in infusing SEL tenets in helping all students achieve mastery of NJSLS.
3	<ul style="list-style-type: none"> • School will work with District in setting up training with Learning Sciences – Marzano Center for teacher evaluation system, iObservation. • School will provide on-going professional development sessions for teachers and administrators to implement the Marzano Focused Teacher Evaluation Model (MFTE). • School will continue to schedule observations pursuant to district guidelines and Achieve NJ regulations. 	<ul style="list-style-type: none"> • School will continue to review data reports on teacher observations from iObservation platform and plan course of action for teacher support. • School will use data reports on teacher observations from iObservation platform to individualized teacher professional development.
4	<ul style="list-style-type: none"> • School will continue to monitor teaching and learning through classroom observations, formal and informal, ensuring effective use of technology resources. • School will continue to provide on-going professional development focused on utilizing technology resources to enhance student learning. • School 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"> • School will continue to utilize vendors and content specialists in providing differentiated support to teachers with regards to utilizing technology resources to support student learning. • School will provide demo lessons and in-class coaching if needed to further understand ways to utilize technology to support student achievement. • School will analyze Benchmark Assessments in ELA and Math. • School will analyze teacher observation data to further identify needs of staff around NJSLS.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> • Schoolwide Teacher Resources to support Reading and Writing Workshop implementation. • Additional materials to support Reading Foundational Skills will be provided. • Consultants to provide on-going professional development: workshop, in-class support and coaching. • Literacy Coach will provide guidance in using district resources. 	<ul style="list-style-type: none"> • On-going feedback from teachers with regards to on-going training on Readers Workshop and Writers Workshop. • On-going classroom observations, formal and informal, to determine additional needs in implementing Workshop Model. • On-going evaluation on delivery of a Balanced Literacy program.



2	<ul style="list-style-type: none"> • School professional development funds should support teacher training on New Jersey Student Learning Standards. • Colleges and University partnerships • iReady, LinkIt for data driven instruction and effective use of assessment. • NJDOE resources on Social Emotional Learning (SEL). 	<ul style="list-style-type: none"> • Faculty Meeting to include NJSLS in core subject areas. • Faculty Meeting to include data analyses using assessments from LinkIt Benchmark and iReady.
3	<ul style="list-style-type: none"> • Funding for teachers/coordinators to facilitate workshops on Marzano’s research in teaching and learning. • Consultants to provide on-going professional development: workshop, in-class support and coaching. 	<ul style="list-style-type: none"> • On-going feedback from teachers. • Data analyses using formal and informal classroom observations
4	<ul style="list-style-type: none"> • Funding for teachers/coordinators to facilitate workshops on ways to enhance instruction through use of Technology. • Consultants to provide on-going professional development: workshop, in-class support and coaching. 	<ul style="list-style-type: none"> • On-going feedback from teachers. • Data analyses using formal and informal classroom observations

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none"> • Coordinate training dates with district leaders on Readers and Writers Workshop and Balanced Literacy. • Coordinate with consultants: plan for on-going support and feedback to teachers. • Work with Literacy Coach in providing coaching and in-class support. 	<ul style="list-style-type: none"> • Dates of training • Teacher survey to determine plan implementation and additional need



2	<ul style="list-style-type: none"> • Coordinate training dates with district leaders on New Jersey Student Learning Standards • Coordinate with consultants: plan for on-going support and feedback to teachers. • iReady and LinkIt Benchmark data to be shared with faculty 	<ul style="list-style-type: none"> • Dates of training • Teacher survey to determine plan implementation and additional need • Data analyses and meeting with faculty
3	<ul style="list-style-type: none"> • Coordinate training dates with district leaders on New Jersey Student Learning Standards • Coordinate with consultants: plan for on-going support and feedback to teachers. 	<ul style="list-style-type: none"> • Dates of training • Teacher survey to determine plan implementation and additional need
4	<ul style="list-style-type: none"> • Coordinate training dates with district leaders on technology • Coordinate with consultants: plan for on-going support and feedback to teachers. 	<ul style="list-style-type: none"> • Dates of training • Teacher survey to determine plan implementation and additional need

Signature: _____
Principal Signature

_____ Date