



**Pleasantville Public Schools  
District Professional Development Plan  
2023-2024**

**Office of Curriculum and Instruction  
801 Mill Road  
3rd Floor**

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Section District Profile 1

Name of District: Pleasantville Public Schools

District Code: 4180 County Code: 01

District Address: 801 Mill Road, Pleasantville, NJ 08232

County: Atlantic

District Factor Group: A

Chief School Administrator: Dr. Marilyn Martinez, Superintendent

Type of District: Pre-Kindergarten-12th

List of school buildings and grades

<b>Name of Building</b>	<b>School Code</b>	<b>Grades</b>
Pre-Kindergarten Early Childhood Center	100	3f-4f
Leeds Avenue Elementary School	080	PreK-5
North Main Street Elementary School	085	PreK-5
South Main Street Elementary School	095	K-5
Washington Avenue School	060	K-5
Pleasantville Middle School	055	6-8
Pleasantville High School	050	9-12

**Administration**

**Dr. Marilyn Martinez**  
**Superintendent of Schools**

Ms. Daile White  
Business Administrator/Board Secretary

Dr. Felecia Hyman-Medley  
Assistant Superintendent of Curriculum and Instruction

Dr. Darlyne de Haan  
Director of Curriculum and Instruction

Dr. Sherry Spence-Mitchem, Principal- Leeds Avenue School  
Mrs. Teresa McGaney-Guy, Principal- North Main Street School  
Ms. Victoria Williamson, Principal- South Main Street Avenue School  
Ms. Cynthia Ruiz-Cooper-Principal- Washington Avenue School  
Ms. Erin Randolph-Principal - Pleasantville Middle School  
Dr. Lapell Chapman, Principal - Pleasantville High School  
Dr. Rayna Hendricks-Principal-Alternative Programs

**Board of Education**

**Ms. Doris Rowell, President**  
Ms. Sharnell Morgan, Vice President

Ms. Alejandrina Alberto  
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Ms. Andrea Gray

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Ms. Patricia King

District Professional Development Plan 2023-2024

District Name	Superintendent Name	Plan Begin/End Dates
Pleasantville Public Schools	Dr. Marilyn Martinez	7/2023 to 6/2024

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p><b>Data Analysis</b></p> <ul style="list-style-type: none"> <li>To develop and implement a progress monitoring plan using student data assessment for data analysis in schools and central administration to: 1) increase reading and math proficiency across all grades; 2) increase student average daily attendance; and 3) decrease chronic absenteeism.</li> </ul>	District and Building Administrators	<p>The New Jersey Department of Education establishes Student Learning Standards as the foundation for grade level expectations. State (NJSLA) assesses the attainment toward the grade-level expectations. Additionally, assessments such as ACCESS, monitor the attainment of language acquisition for our English Learners. Data from district assessments (i.e. I-ready, Achieve3000, End of Cycle Assessments, and Performance Tasks, Unit Assessments, etc.) demonstrate student growth and can be used to determine the effectiveness of instruction and curriculum. Keeping a close pulse on the data of the district will ensure identification of successes and problems.</p>

<p>1a</p>	<p>To conduct data analysis to monitor the effectiveness and implementation with fidelity of the curriculum, interventions, instructional practices and other school programs.</p>	<p>District and Building Administrators</p>	<p>The New Jersey Department of Education establishes Student Learning Standards as the foundation for grade level expectations. State (NJSLA) assesses the attainment toward the grade-level expectations. Additionally, assessments such as ACCESS, monitor the attainment of language acquisition for our English Learners. Data from district assessments (i.e. i-ready, Achieve3000, End of Cycle Assessments, and Performance Tasks, Unit Assessments, etc.) demonstrate student growth and can be used to determine the effectiveness of instruction and curriculum. Keeping a close pulse on the data of the district will ensure identification of successes and problems.</p>
<p>2</p>	<p><b>Instructional</b> To build the instructional capacity of our teachers and school leaders particularly the implementation of the curriculum. To develop equitable teaching practices within the classroom.</p>	<p>Curriculum and Instruction Team/ Teachers/Instructional Support Staff/Supervisors</p>	<p>The NJ Professional Standards for Teachers (NJAC 6A:9-3.3) outline the need for professional development for teachers. To ensure teachers are equipped for teaching and students for learning, there is a need to focus on: Standard 1: Learner Development and Standard 4: Content Knowledge. Additionally, Standard 2: Learner Differences is critical as our district population consists of 19.96% English Learners Evidence of such practices can be collected through walkthroughs, observations and during PLCs. /Teacher Surveys, State and Local Assessment Data. A majority of the students enter the district from homes where a language other than English is spoken. A Continuation of Analysis of demographic information due to a transient population.</p>

<p><b>2a</b></p>	<p>To increase teacher and leadership's knowledge and skills on instructional modifications and differentiation to improve math and reading proficiency across all grade levels using MTSS as needed.</p>	<p>Curriculum and Instruction Team/ Teachers/Instructional Support Staff/Supervisors</p>	<p>The NJ Professional Standards for Teachers (NJAC 6A:9-3.3) outline the need for professional development for teachers. To ensure teachers are equipped for teaching and students for learning, there is a need to focus on: Standard 1: Learner Development and Standard 4: Content Knowledge. Additionally, Standard 2: Learner Differences is critical as our district population consists of 69.5% English Learners Evidence of such practices can be collected through walkthroughs, observations and during PLCs. /Teacher Surveys, State and Local Assessment Data. A majority of the students enter the district from homes where a language other than English is spoken. A Continuation of Analysis of demographic information due to a transient population.</p>
<p><b>2b</b></p>	<p>To provide all staff with competencies training and culturally responsive teaching practices to improve reading and math proficiency across all grade levels.</p>	<p>Curriculum and Instruction Team/ Teachers/Instructional Support Staff/Supervisors</p>	<p>The NJ Professional Standards for Teachers (NJAC 6A:9-3.3) outline the need for professional development for teachers. To ensure teachers are equipped for teaching and students for learning, there is a need to focus on Standard 1: Learner Development and Standard 4: Content Knowledge. Additionally, Standard 2: Learner Differences is critical as our district population consists of 19.96% English Learners. Evidence of such practices can be collected through walkthroughs, observations and during PLCs. /Teacher Surveys, State and Local Assessment Data.</p>

<p>2c</p>	<p>To increase teacher and leadership's skills on bilingual/dual language instruction for preK-12 grades to increase reading and math proficiency across all grade levels.</p>	<p>Teachers/ Instructional Support Staff/Supervisors</p>	<p>Continuing to follow the NJ Standards for Teachers, specifically Standard 3: Learning Environments, there is a need to focus on instructional time. By understanding the basics, such as how to implement the gradual release of responsibility, modeling skills, differentiating instruction, and managing time, our teachers will advance their professional practice and positively affect student outcomes. Audits of lesson plans, walk-throughs and observations will provide evidence of such practices</p>
<p>2d</p>	<p>To gain a better understanding of inclusivity in the classroom to provide learning experience that allows students from all backgrounds, learning styles and abilities to be successful.</p>	<p>Teachers, Paraprofessionals Instructional support Staff</p>	<p>Inclusive teaching refers to a variety of teaching approaches that strive to address the needs of all students. Inclusive teaching provides a learning experience that allows students from all backgrounds, learning styles and abilities to be successful. Inclusive teaching strategies contribute to an inclusive learning environment in which all students feel equally valued. Inclusivity in the classroom implies that the classroom environment is one in which all students feel that their contributions and perspectives are equally valued and respected (Cal Poly).</p>

3	<p><b>Social and Emotional Learning (SEL) Regarding Staff and Students</b></p> <p>Continue to improve school climate and culture to support teaching and learning and to address social-emotional and behavioral needs for staff and students.</p>	Teachers/ Instructional Support Staff/Supervisors	<p>Due to the pandemic, there is a need to continue to foster a supportive social and emotional environment that promotes physical and emotional well-being and strong relationships between students, staff, and families. Prioritizing the whole child's needs will be addressed using the following: /I&amp;RS Data, MTSS, Discipline Referrals, Guidance Counselor Logs, Second Step SEL Program Data, Student/Teacher Survey Data.</p>
4	<p>To train school leaders on Response to Trauma and The Healthy Heart Program</p>	School Leaders	<p>Due to the pandemic, there is a need to continue to foster a supportive social and emotional environment that promotes physical and emotional well-being and strong relationships between students, staff, and families. Prioritizing the whole child's needs will be addressed using the following: /I&amp;RS Data, Discipline Referrals, Guidance Counselor Logs, Second Step SEL Program Data, Student/Teacher Survey Data.</p>
5	<p>To train school leaders on The Nurturing Heart Program</p>	<p>School Leaders Central Administration Leaders</p>	<p>Due to the pandemic, there is a need to continue to foster a supportive social and emotional environment that promotes physical and emotional well-being and strong relationships between students, staff, and families. The Nurtured Heart Approach® (NHA) is a therapeutic method to help children and adults with challenging behaviors. The approach focuses on creating connected relationships, emphasizing positive behavior, and transforming difficult intensities into abundant Inner Wealth.</p>



**2: Professional Learning Activities**

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>Evaluate district-wide benchmarks used to monitor all students and address learning loss/gains.</li> <li>Train all stakeholders on the analysis of assessments and to create an action plan for their schools.</li> <li>Provide access to data to all stakeholders and training for district and building administrators, and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Support stakeholders in analyzing data at the district, building and classroom levels.</li> <li>Analyze and breakdown data to identify areas of strengths and weaknesses based on the NJSLs.</li> <li>Teachers will participate in data-driven PLCs to develop goals to improve instructional practices.</li> <li>Compare district data to state-wide assessment data to identify gaps in curriculum/instruction.</li> </ul>
2	<ul style="list-style-type: none"> <li>Informal Survey of professional development needs district-wide and school-based.</li> <li>Collaborate with a dual language program consultant to support our bilingual students starting in grades PreK-2</li> </ul>	<ul style="list-style-type: none"> <li>Develop and provide after-school professional development sessions based on identified needs and aligned to district goals/PDP.</li> <li>Train cohorts of teachers in the Dual Language program that provides support for English Learners in Bilingual as well as Mainstream classrooms.</li> </ul>
3	<ul style="list-style-type: none"> <li>Lesson plan audit to determine level of instructional planning and rigor of assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Train teachers on Gradual Release of Responsibility as a method for planning.</li> <li>Change format of online lesson planning to reflect GRR.</li> </ul>

### 3: Professional Development Required by Statute or Regulation

#### State-mandated Professional Development Activities

All State-Mandated Professional Development Topics Areas to be completed via Safe Schools, but not limited to:

- Right To Know
- Child Find
- Suicide Prevention
- Harassment, Intimidation & Bullying
- Recognition of Substance Abuse
- Communicable Diseases
- Use of Nebulizer, Glucagon, and Epinephrine
- Asthma
- Diabetic Student Health Plan
- General Student Needs Recognition
- Bloodborne Pathogens
- Alcohol, Tobacco & Drug Prevention & Intervention
- Career & Technical Education
- CPR/AED Training
- Lyme Disease
- Epilepsy and Seizure Disorders
- Mental Health-Recognize Anxiety Symptoms

#### Safety and Security

- Emergency Plans and School Safety Teams
- School Safety
- Student Code of Conduct
- Potentially Missing/Abused Children
- Report Student Safety Data
- Conducting Fire- Drills and Emergency Drills

### **Interscholastic Athletics**

- Athletic Head Injury Safety Training Program
- Cardiac and Athletic Screenings

### **Educator Evaluation**

- Training for administrators, evaluators, teachers, and staff on the evaluation system

### **Additional Professional Development Topics**

- Ethics, Law, Governance, Harassment, Intimidation, and Bullying
- Bilingual Education and Special Education Training
- Equity & Affirmative Action
- Integrated Pest Management
- Special Education Training
- Pre-school Training-Developmentally Appropriate Practices
- Autism
- Child Abuse
- Domestic Violence
- Teacher Mentor Training
- MTSS
- NJSMART

## NJ professional development Requirements in Statute and Regulation

### 4: Resources and Justification

#### Resources

To meet the professional development plan (professional development), funds will be allocated through the Office of Curriculum and Instruction, Title II funds, and individual school professional development (professional development) budgets for these purposes. The allocation will come from a combination of state and federal funds and will be adjusted accordingly, pending board approval. This amount will cover costs for external providers' in-district and out-of-district training, materials, technology resources, travel expenses, online resources, and staff stipends. Turn-key training will be utilized to control district professional development expenses; consequently, relying on the Curriculum and Instruction Department and teachers to provide specific professional development activities are effective options. Based on the district calendar and teacher contract, three full and two half professional development days will focus on professional learning activities for this school year. Budgeted ETTC hours will be utilized with trainers presenting to teachers in-district for in-services to use ETTC hours. After school and/or summer, professional development sessions will be offered and/or available to meet the needs for specialized or specific practices for teachers and administration.

**Justification**

The Curriculum and Instruction Team of the Pleasantville Public School District continues to explore ways to build teachers' and administrators' capacity to serve as effective practitioners under the philosophy Serve, Support and Sustain. It is the commitment of the C&I team to make data-based decisions, support new and differentiated strategies for professional development, as well as research-based approaches to sustain the effective elements of improved teaching and learning.

Analyses of New Jersey Student Learning Assessment Spring 2022 (NJSLA) ELA, math and science assessment results, End of Cycle Assessments, teacher and administrator evaluation data, and the district-wide professional development survey have identified a need to prioritize improved instruction to ensure consistent and successful implementation of the New Jersey Student Learning Standards and the Technology Standards with fidelity. The district will also focus on Social Emotional Learning (SEL) and meeting the whole child's needs.

The professional learning communities (PLCs) model will benefit greatly from the continuity of services across the district. The PLC goals, according to this plan, will ensure PLCs across the district are data-driven. High-quality professional learning communities must support and improve the district goals/initiatives to enhance educators' practice. Emphasizing teachers' and administrators' development and building capacity as reflective practitioners, implementing quality technical instruction, and the usage of data-driven instruction will increase student achievement.

Signature: *Marilyn Martinez* *September 21, 2023*  
Superintendent Signature Date