



Pleasantville Public Schools



Home of the Greyhounds

**DISTRICT
PROFESSIONAL DEVELOPMENT
PLAN**

2016-2017

**Office of Curriculum and Instruction
801 Mill Road, 3rd Floor
Pleasantville, NJ 08232
Published: June 2016**

Pleasantville Public Schools District Professional Development Committee Profile and Sign-Off Sheet

Please write all of your response 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 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. Garnell Bailey, Interim Superintendent

Type of District: K-12

List of school buildings and grades

Name of Building	School Code	Grades
Pleasantville High School	050	9-12
Pleasantville Middle School	055	6-8
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
Decatur Avenue Pre-Kindergarten Early Childhood Center	100	3f-4f

Administration

Dr. Garnell Bailey
Interim Superintendent of Schools

Elisha Thompkins
Business Administrator/Board Secretary

Mr. Edward Bonek, Interim Principal - Pleasantville High School
Ms. Rayna Hendricks, Interim Principal - Pleasantville Middle School
Mr. Howard Johnson, Principal - Leeds Avenue School
Mrs. Teresa McGaney-Guy, Principal- North Main Street School
Mrs. Felicia Hyman-Medley, Principal- South Main Street School
Mrs. Cynthia Ruiz-Cooper, Principal- Washington Avenue School
Mrs. Lisa Stuart-Smith, Principal- Early Childhood Center






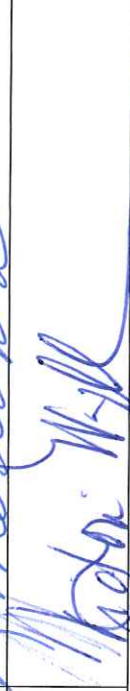
Board of Education

Ms. Carla Thomas, President
Ms. Elysa Sanchez, Vice President

Mr. James D. Barclay
Ms. Bernice Couch
Mr. Lawrence Davenport
Ms. Silvia Landron
Mr. Paul Moore Jr.
Ms. Sharnell S. Morgan
Ms. Ethel Seymore

District Professional Development Committee

Chair: Nanette Stuart-Pitts

Name	Signature	Position
Garnell Bailey		Interim Superintendent
Nanette Stuart-Pitts		District Testing Coordinator/Principal
Allison Cordivari		Academic Coach
Renee Gensamer		Academic Coach
Kaisha Medina		Academic Coach
Victoria Williamson		Academic Coach

District Professional Development Plan 2016-2017

District Name	Superintendent Name	Plan Begin/End Dates
Pleasantville Public Schools	Dr. Garnell Bailey	7/2016 to 6/2017

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	From July 1, 2016 through June 30, 2016 the district will continue to build capacity for teachers to provide effective instruction in reading, understanding complex literature, and informational text.	Curriculum and Instruction, Administrators, Academic Coaches, and Teachers	<ul style="list-style-type: none"> Analysis of 2015-2016 district benchmark assessments and Spring 2016 PARCC assessment indicated low student performance in mastery of working with complex text. According to the state Curricular Framework for English Language Arts all students in grades K-12 need to be exposed to increasingly complex and varied texts over the course of the school year.
2	From July 1, 2016 to June 30, 2017 the district will focus on providing job-embedded professional development for instructional practices in writing to assist students' in their ability to express themselves clearly through the use of written language using the writing process.	Curriculum and Instruction, Administrators, Academic Coaches, and Teachers	<ul style="list-style-type: none"> Analysis of 2015-2016 district benchmark assessments and Spring 2016 PARCC assessment indicated low student performance in mastery of responding to text through writing and the writing process. The district's 2015-2016 Professional Development Survey indicated a need for additional training on the writing process and instructional strategies to support the writing standards.

3	<p>From July 1, 2016 through June 30, 2017 the district will build capacity for all teachers to increase the use of mathematical models, reasoning, and application strategies in mathematics instruction.</p>	<p>Curriculum and Instruction, Administrators, Academic Coaches, and Teachers</p>	<ul style="list-style-type: none"> ● Analysis of 2015-2016 district benchmark assessments and Spring 2016 PARCC assessment indicated low student performance in mastery of modeling, reasoning, and application skills in mathematics. ● Using Modeling, reasoning, and application strategies embedded into the major, supporting, and additional math content standards is critical for conceptual understanding of mathematical concepts K-12.
4	<p>From July 1, 2016 to June 30, 2017 the district will build capacity of administrators and teachers to engage in continuous growth by using job-embedded, collaborative Professional Learning practices focusing on Data Driven PLC's.</p>	<p>Curriculum and Instruction, Administrators, Academic Coaches, and Teachers</p>	<ul style="list-style-type: none"> ● Professional Learning Communities agendas and minutes indicated inconsistencies across the district. ● In 2015-2016 the district implemented edConnect which provides administrators, academic coaches, and teachers with direct access to students' assessments and multiple data points. ● A growing body of research points to job-embedded, collaborative professional learning as an important strategy for improving teacher effectiveness.
5	<p>Continue the development and implementation of initiatives that reinforce the use of technology as a tool for instructional improvement and student achievement, with attention to small group instruction, student engagement, and 21st Century Learning skills.</p>	<p>Curriculum and Instruction, Administrators, Academic Coaches, Technology Coordinators, and Teachers</p>	<ul style="list-style-type: none"> ● The 2015-2016 District Wide Professional Development Survey identified technology as a professional development need to improve instructional practices. ● To prepare for PARCC 2016-2017 and assessments.

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Teachers will continue to utilize Professional Development Days, vertical and horizontal articulation, department meetings, and school-based meetings to develop a greater understanding of text complexity to increase student learning outcomes. Building administrators will attend district trainings and/or webinars on reading complexity to strengthen their background knowledge. 	<ul style="list-style-type: none"> Administrators and Academic Coaches will provide time and support for school based collaborative teams to receive professional development for learning instructional practices for text complexity. Administrators and academic coaches will support teachers through model lessons, walkthroughs, and providing instructional feedback. Administrators, academic coaches, and teachers will meet biweekly in grade level and content meetings to determine next action steps. Conduct monthly data chats to determine student performance and instructional grouping.
2	<ul style="list-style-type: none"> Teachers will continue to utilize Professional Development Days, vertical and horizontal articulation, department meetings, and school-based meetings to continue to develop a greater understanding of teaching the writing process Building administrators will attend district trainings and/or webinars on teaching and observing the writing process and instructional strategies in the classroom. 	<ul style="list-style-type: none"> Administrators and Academic Coaches will provide time and support for school based collaborative teams to receive professional development for learning instructional practices using mathematical models, reasoning, and application skills. Administrators and academic coaches will support teachers through model lessons, walkthroughs, and providing instructional feedback. Administrators, academic coaches, and teachers will meet biweekly in grade level and content meetings to determine next action steps. Conduct monthly data chats to determine student mastery of models, reasoning, and application skills.
3	<ul style="list-style-type: none"> Teachers will continue to utilize Professional Development Days, vertical and horizontal articulation, department meetings, and school-based meetings to continue to 	<ul style="list-style-type: none"> Administrators and Academic Coaches will provide time and support for school based collaborative teams to receive professional development and resources for learning

	<p>develop a greater understanding of mathematical models, reasoning, and application instructional strategies.</p> <ul style="list-style-type: none"> ● Building administrators will attend district trainings and/or webinars on mathematical models, reasoning, and application instructional strategies. 	<p>instructional practices for mathematical models, reasoning, and application skills.</p> <ul style="list-style-type: none"> ● Administrators and academic coaches will support teachers through model lessons, walkthroughs, and providing instructional feedback. ● Administrators, academic coaches, and teachers will meet biweekly in grade level and content meetings to determine next action steps. ● Conduct monthly data chats to determine student mastery of models, reasoning, and application skills.
4	<ul style="list-style-type: none"> ● Teachers and administrators will continue the current PLC model. September and District-wide PD sessions will focus on training/refreshers. ● Teachers will participate in data driven PLC's to develop goals to improve instructional practices. ● Building Administrators will attend district PLC trainings and attend initial PLC Meetings within the school. 	<ul style="list-style-type: none"> ● PLC data will be documented using PLC agendas and minutes. ● Information will be turn-keyed and presented to all stakeholders. ● PLC information will be shared with building administrators and district coaches to improve instructional practices. ● Professional development will be offered based on suggestions, findings and recommendations of the PLC.
5	<ul style="list-style-type: none"> ● Teachers will continue to utilize Professional Development Days, vertical and horizontal articulation, department meetings, and school-based meetings to continue to develop a greater understanding and effective use of technology tools in classroom instruction. ● Building administrators will attend district technology trainings, utilize online learning modules and webinars. 	<ul style="list-style-type: none"> ● Administrators and Academic Coaches will provide time and support for school based collaborative teams to receive professional development for learning instructional practices incorporating technology in the curriculum. ● Administrators, academic coaches, and teachers will meet biweekly in grade level and content meetings to determine next action steps. ● Utilize online learning modules and webinars to increase teacher capacity with instruction using technology.

3: PD Required by Statute or Regulation

State-mandated PD Activities

Dyslexia 2 Hour Training K-3, special education, ESL, and reading/basic skills teachers as mandated by NJDOE
 Safe Schools Online District Online Training
 Suicide Prevention Training

4: Resources and Justification

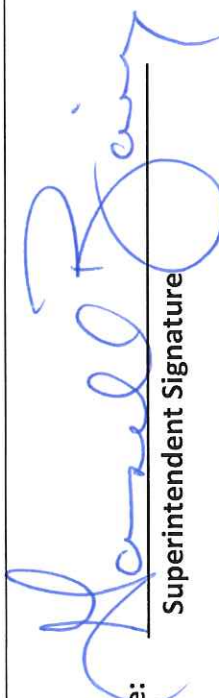
Resources

To meet the needs of the PDP, funds will be allocated through the Office of Curriculum and Instruction, Title II funds and individual school PD 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 provider's in-district and out of district trainings, materials, technology resources, travel expenses, online resources, and staff stipends. Turn-Key Training will be utilized in order to control district PD expenses, relying on District Coaches and teachers to provide specific professional development activities. Per the district calendar and teacher contract, three full PD Days will be planned focusing on teacher directed activities.

Specifically, RAC 7 Workshops sponsored by the NJDOE at no cost will be scheduled for teachers and administrators to attend locally at Stockton University and or the ETTTC. Budgeted ETTTC Hours will be utilized with trainers presenting to teachers in-district to utilize ETTTC hours most effectively. Afterschool and selected Summer Professional Development sessions will be offered to meet the needs for specialized or specific practices.

Justification

2015-2016 analysis of PARCC ELA and Math Assessment Results, Unit Benchmarks, Teacher Evaluation Data, and the District-wide Professional Development Survey has identified priority areas related to the improving instruction in specific areas of ELA, Math, and Technology to ensure consistent and successful implementation of the New Jersey Student Learning Standards and the Technology Standards. The district-wide PLC model is in need of improvement based on inconsistencies across the district. The PLC goals according to this plan will ensure PLC's across the district are data driven based on student achievement goals. High quality professional learning experiences are necessary to support and improve the district goals/initiatives to enhance educators' practice. Emphasis will be placed on the development and promoting teachers and administrators as reflective practitioners, support for the development of quality technological instruction, an effective data use to drive instruction at the student, class, school, and district levels.

Signature:  _____
Date: 7/22/16 _____

Superintendent Signature