



**Pleasantville Public Schools**



**Home of the Greyhounds**

**DISTRICT  
PROFESSIONAL DEVELOPMENT  
PLAN**

**2018-2019**

**Office of Curriculum and Instruction  
801 Mill Road, 3<sup>rd</sup> Floor  
Pleasantville, NJ 08232  
Published: 2018**

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

## 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. Clarence Alston, Superintendent

Type of District: Pre-Kindergarten-12th

### List of school buildings and grades

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

## **Administration**

Dr. Clarence Alston  
Superintendent of Schools

Elisha Thompkins  
Business Administrator/Board Secretary

Dr. Garnell Bailey  
Assistant Superintendent

Dr. Noëlle Jacquelin  
Director of Curriculum and Instruction

Ms. Nanette Stuart, Principal on Special Assignment  
Mrs. Lisa Stuart-Smith, 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  
Ms. Rayna Hendricks, Principal - Pleasantville Middle School  
Mr. Howard Johnson, Principal - Pleasantville High School

## **Board of Education**

Ms. Carla Thomas, President  
Mr. James Barclay, Vice President

Ms. Elysa Sanchez  
Ms. Anny Melo  
Mr. Lawrence Davenport

Ms. Bernice Couch  
Mr. Hassan Callaway  
Mr. James Buford  
Hanah Erikson

## District Professional Development Committee (Spring 2018)

<b>Name</b>	<b>Signature</b>	<b>Position</b>
Dr. Noelle Jacquelin <i>*joined 8/18</i>		Director of Curriculum & Instruction
Christine Teeney		Teacher Coordinator
Lindsey Marchesani		PHS Math Coach
Kelsey Shockley		PHS ELA Coach
Joseph Lewis		MSP Math Coach
Ericka Watson		District SE Coach
Aaron Washington		District Tech Coach
Kaisha Medina		Elementary ELA Coach
Alison Cordivari		Elementary Math Coach
Renee Gensamer		District ELL Coach
John Toland		PreK Master Teacher
Katie Kunze		PreK Master Teacher
Jennifer Elwell		PreK Master Teacher

## District Professional Development Plan 2018-2019

District Name	Superintendent Name	Plan Begin/End Dates
Pleasantville Public Schools	Dr. Clarence Alston	7/2018 to 6/2019

### 1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p><b>College and Career Readiness</b></p> <p>Continued emphasis on the development of students' college and career readiness skills and the expansion of relevant programs.</p>	<p>K-12 general education teachers</p> <p>K-12 special education teachers</p> <p>Administrators</p> <p>Guidance</p> <p>College and other post-secondary institutions</p>	<ul style="list-style-type: none"> <li>● Lexile levels obtained from digital literacy resources indicate that students are performing at a variety of different reading levels; there is a need for PD regarding modeling, reasoning, and application skills</li> <li>● Lesson design demonstrates a need for fidelity in implementing best teaching practices to improve reading, writing, mathematics, science, social studies and CTE instruction</li> <li>● Analysis of district benchmark assessments and Spring PARCC assessment indicated a range in student performance regarding analyzing complex text, responding through texts via writing and the mastery of modeling, reasoning, and application skills in mathematics.</li> <li>● According to the state New Jersey Student Learning Standards 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</li> <li>● Need to build student capacity to write expository and research-based essays to achieve</li> </ul>

			<p>success at collegiate level courses at both MSP and PHS</p> <ul style="list-style-type: none"> <li>• There are new NJSL-S state assessments (science)</li> <li>• Analyses of curriculum, walkthrough data, and teacher evaluation scores</li> </ul>
2	<p><b>Data Analysis and Assessments in Relation to Local, State, and Federal Expectations (General Population/Subgroups)</b></p> <p>Support teachers and administrators in creating valid and reliable assessments, analyzing assessment results, modifying instruction to meet student needs, and reassessing to monitor growth.</p> <p>Build capacity of all administrators and teachers in understanding the increased rigor of the state standards and their impact on lesson design, curricula, and local, state, and federal assessment performance in relation to all subgroups.</p>	<p>K-12 general education teachers</p> <p>K-12 special education teachers</p> <p>Administrators</p> <p>Guidance</p> <p>Department of Education liaisons</p>	<ul style="list-style-type: none"> <li>• Student management systems provide administrators and teachers with direct access to students' assessments and multiple data points to drive PLC conversations</li> <li>• A growing body of research points to job-embedded and collaborative professional learning as an important strategy for improving teacher effectiveness</li> <li>• Analyses of curriculum, walkthrough data and teacher and administrator evaluation scores</li> <li>• Administrative feedback</li> <li>• Annual school planning meeting notes</li> <li>• PLC agendas</li> <li>• review of prior PD agendas</li> <li>• Analyses of locally developed student performance data</li> <li>• Analyses of PARCC student performance data; District and individual schools' PARCC data show proficiency rates are below state average overall and in specific subgroup categories</li> <li>• Lesson plan reviews</li> <li>• State mandate requires alignment of curricula to New Jersey Student Learning Standards. In grades K-5, state mandates science curriculum be aligned to NJSL-Science or Next Generation Science Standards (NGSS). District and individual schools' PARCC data show</li> </ul>

			<p>proficiency rates are below state average overall and in specific subgroup categories</p> <ul style="list-style-type: none"> <li>• The district has identified the need for professional development with the increased rigor required by the state standards and their impact on assessments. Specifically, there is a need for professional development related to English Language Arts/Literacy standards, reading and writing across the curriculum, and mathematic operations and algebraic concepts.</li> </ul>
<p>3</p>	<p><b>ELL/Bilingual Learners</b></p> <p>Extend understanding of the essential structures of ELL and bilingual education in order to improve service delivery for ELLs and to increase their academic achievement based upon grade level content standards; increase understanding of how students differ in their approaches to learning to better understand cultural uniqueness of ELLs; increase teacher knowledge and application of linguistic ELL approaches.</p>	<p>K-12 general education teachers  K-12 special education teachers  Administrators  Guidance  ELL grant-funded PD and instructional providers  College and community liaisons</p>	<ul style="list-style-type: none"> <li>• A majority of the students enter the district from homes where a language other than English is spoken</li> <li>• Analyses of demographic information</li> <li>• There is a need to research and implement new vocabulary teaching strategies, procedures, and activities within classrooms so that ELL students will better retain, comprehend, and utilize the new vocabulary learned in their everyday communication and transfer the information to other settings</li> <li>• There is a need to improve instructional skills in working with English Language Learners and to create additional opportunities for students that allow for personal experiences/enhanced dual language schemata in order to improve achievement in all content areas based on grade level benchmarks</li> <li>• Assessment results demonstrate there remains potential work to</li> </ul>

			<p>be done in order to extend understanding of the essential structures of ESL and Bilingual Education and the academic content areas in order to improve service delivery for English Language Learners and to increase their academic achievement based upon grade level content standards.</p>
4	<p><b>Social and Emotional Intelligence Regarding Staff and Students</b></p> <p>Continue to improve school climate and culture to support teaching and learning and to address social and behavioral needs for students.</p>	All district employees	<ul style="list-style-type: none"> <li>● I&amp;RS data</li> <li>● Student surveys</li> <li>● Analysis of absenteeism data</li> <li>● Analysis of discipline referrals</li> <li>● Risk assessments</li> <li>● Increased immigrant enrollment/demographic data</li> <li>● HIBster</li> <li>● PBSIS data</li> <li>● Crisis intervention data</li> <li>● Increased transient population</li> </ul>



## 2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>● Improve instruction in all academic areas through professional development days, vertical and horizontal articulation, department meetings, and school-based meetings to ensure the use of best practices in order to facilitate student college and career readiness</li> <li>● Implement college and career readiness programs</li> <li>● District/school leadership will attend trainings and/or webinars in order to ensure the advancement of the college and career readiness goal</li> </ul>	<ul style="list-style-type: none"> <li>● District professional development and PLCs</li> <li>● Course curriculum revisions and additions</li> <li>● Implementation of K-2 standards-based report cards</li> <li>● Use of revised common standards-based assessments</li> <li>● Analyze data to drive instruction</li> <li>● Continue college feeder programming</li> <li>● Support teachers through walkthroughs, model lessons, providing instructional feedback and the reflective supervisory model</li> <li>● Create and expand partnerships with New Jersey colleges and identify additional resources for articulated dual credit programs and other post-secondary liaisons</li> <li>● Implement the Pleasantville Public Schools Early College Program</li> <li>● Create and implement a technology-based framework to ensure the fidelity of digital programs</li> <li>● Research will be disseminated</li> </ul>
2	<ul style="list-style-type: none"> <li>● District wide professional development will focus on research based lesson design and delivery, valid and reliable assessment design, and Standards</li> <li>● Teachers will participate in data driven PLCs to develop goals to improve instructional practices</li> <li>● Subgroup interventions will be developed by teacher groups and monitored by principals with reporting and assistance by district administrators</li> <li>● Administrators will attend district PLCs within the school</li> <li>● Individualized and group professional development will be offered</li> </ul>	<ul style="list-style-type: none"> <li>● PLC documentation</li> <li>● Information will be turn-keyed and presented to all stakeholders</li> <li>● PLC information will be shared by principals with district leadership to improve instructional practices</li> <li>● Research will be disseminated</li> </ul>

<p><b>3</b></p>	<ul style="list-style-type: none"> <li>● Administrators will independently and collaboratively examine relevant New Jersey Bilingual Code</li> <li>● Title-funded coordinator will disseminate testing and professional development information</li> <li>● Administrators will provide opportunities for internal and external professional development related to ELLs</li> </ul>	<ul style="list-style-type: none"> <li>● Research will be disseminated</li> <li>● DOE meetings, as possible, will be attended by administrators/coordinator</li> </ul>
<p><b>4</b></p>	<ul style="list-style-type: none"> <li>● The Principal in charge of Safety will work with colleagues to create a district-wide crisis management plan</li> <li>● Principals will work with their leadership teams to articulate specific social/emotional supports within their schools</li> <li>● Outside emotional/behavioral community support will be investigated</li> <li>● Professional development related to social emotional intelligence will be offered to all staff</li> </ul>	<ul style="list-style-type: none"> <li>● Create a crisis management team for each building to address both student and staff needs</li> <li>● Create a district-wide crisis management team to address both student and staff needs</li> <li>● Create a social and emotional health team for each building to address both student and staff needs</li> <li>● Research will be disseminated</li> </ul>

### 3: PD Required by Statute or Regulation

State-mandated PD Activities
State-Mandated Professional Development Topics Areas
<b>Reading Disabilities</b>
<b>Prevention</b>
Suicide Prevention
Harassment, Intimidation & Bullying
Recognition of Substance Abuse
<b>School Safety, Security, and Code of Student Conduct</b>
School Safety
Law Enforcement Operations
Gang Awareness Training for School Administrators
Code of Student Conduct
Potentially Missing/Abused Children Reporting
Electronic Violence & Vandalism Reporting System
<b>Health</b>
Communicable Diseases and Asthma
Use of Nebulizer, Glucagon and Epinephrine
Diabetic Student Health Plan
General Student Needs Recognition
Blood-borne Pathogens
Alcohol, Tobacco & Drug Prevention & Intervention
Career & Technical Education

<b>Interscholastic Athletics</b>	
Athletic Head Injury Safety Training Program	
Cardiac andAthletic Screenings	
<b>Educator Evaluation</b>	
Training for administrators, evaluators, teachers and staff on the evaluation system	
<b>Additional Professional Development Topics</b>	
Ethics, Law, Governance, Harassment, Intimidation and Bullying	
Bilingual Education and Special Education Training	
Equity & Affirmative Action	
Integrated Pest Management	
Pre-school Training	
Teacher Mentor Training	

#### 4: Resources and Justification

##### Resources

To meet the needs of the professional development plan (PDP), funds will be allocated through the Office of Curriculum and Instruction, Title II funds, and individual school professional development (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 providers 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; consequently, relying on District Coaches and teachers to provide specific professional development activities are effective options. Based on the district calendar and teacher contract, one full and eight half professional developments days will be planned focusing on professional learning activities for this school year. Specifically, CSI 3 workshops sponsored by the NJDOE at no cost will be scheduled for teachers and administrators to attend Stockton University and/or the ETTC. Budgeted ETTC hours will be utilized with trainers presenting to teachers in-district for in-services to utilize 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.

**Justification**

Analyses of PARCC ELA and math assessment results, other district assessments, lesson plans/lesson plan reviews, 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. The district professional learning communities (PLCs) model will benefit greatly from a 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 are necessary to support and improve the district goals/initiatives to enhance educators' practice. Placing emphasis on the development of teachers and administrators as reflective practitioners, the implementation of quality technical instruction, and the usage of data-driven instruction will increase student achievement.

**Signature:**

\_\_\_\_\_ **Superintendent Signature**

\_\_\_\_\_ **Date**