



2020-2021 Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
South Hunterdon Regional School District	Dr. Charles Shaddow/Mr. Anthony Suozzo	September 2020/June 2021

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Extend and expand strategies used to differentiate for all students' academic needs with a focus on the following groups: <ul style="list-style-type: none"> ● English Language Learners ● Enrichment/High Achieving students ● Special Education students 	General Education Teachers Special Education Teachers Enrichment Teachers ESL Teachers Administration Paraprofessionals	As indicated through surveying all stakeholders (staff members, parents, and students), it has been identified that a focus on continued professional development in these areas and beyond will assist in moving our district forward. In addition to the survey results, continued communications with parents and staff have caused the need for differentiation particularly for our enrichment students as an area of focus.
2	Build continued understanding, commitment, and ownership of the implementation of Social Emotional Learning (SEL) competencies to support mental and emotional well-being.	All Staff Parents	As indicated through our district-wide survey along with feedback informally shared with teachers and administration, there is a continued need for additional professional development with regard to Social Emotional Learning competencies. In grade levels where mindfulness strategies have been fully implemented, students have reported that they benefit from the use of these strategies. Therefore, further implementation will benefit all students.
3	Implement strategies for a more seamless transition between grades, from elementary to middle school, middle school to high school, and high school to college/career.	All Teachers Support Staff Administration	The surveys (referenced above) indicated that our students would benefit from additional post-graduation preparation and exposure to various post-secondary opportunities and support for milestone transitions within our PreK-12 configuration.

2: Professional Learning (PL) Activities



PL Goal	Suggested Initial Activities	Follow-up Activities (as appropriate)
1) Extend and expand strategies used to differentiate for all students' academic needs with a focus on the following groups: <ul style="list-style-type: none"> ● English Language Learners ● Enrichment/High Achieving students ● Special Education students 	Engage the staff in grade level and departmental meetings to revisit the curricula and add to lists of specific methods used to differentiate for English Language Learners, Special Education Students, and students in need of enrichment.	Collect lists from grade levels/departments and include on district share drive for access.
	Provide opportunity at district wide inservice or faculty meetings for staff to engage in data driven instruction decision making practices. Staff will use data to make decisions on how to best address the needs of their students while collaborating with colleagues as needed.	Provide opportunities for staff to continue to meet and/or receive feedback on data driven instructional planning.
	Provide opportunities for staff to conduct peer visitations/observations to strengthen differentiation practices.	Allow time for teachers to reflect with their peers and share information/takeaways either in person or virtually.
	Allow and encourage staff members to attend out of district workshops/conferences where the topic of differentiation is explored.	
2) Build continued understanding, commitment, and ownership of the implementation of Social Emotional Learning (SEL) competencies to support mental and emotional well-being.	Survey staff on the amount of mindfulness practices used in each classroom PreK-12.	Using survey data, make targeted advances towards increasing the mindfulness practices across the district.
	Conscious practice (discipline) - Provide a district wide professional development workshop to further explore ways to infuse conscious discipline practices in both the classroom and throughout the school to align language and approach.	Provide opportunities for staff to conduct peer visitations/observations to strengthen mindfulness and conscious practices.
	Receive feedback of CPI practices from district trained staff.	Provide opportunities for staff to engage in CPI training
	Provide opportunities for new staff to be trained in CPI (verbal component)	
	Conduct parent/guardian information sessions to expand understanding of social emotional learning practices and further engage families in district wide practices.	
	Work in committees to develop successfully transitioning students and staff members back into the buildings following the closure of schools due to the global pandemic. This plan will include transitioning from a	



	virtual learning environment back to an in-person learning environment.	
	Provide resources and available training specific to promoting anti-racism utilizing current events as appropriate at each grade level.	
3) Implement strategies for a more seamless transition between grades, from elementary to middle school, middle school to high school, and high school to college/career.	Career Day - Engage families and surrounding community members in a Career Day presentation/workshop at varying grade levels.	Survey students regarding the experience
	Take Your Child to Work Day Follow-up - Provide Take Your Child to Work Day participants with a questionnaire prior to a day with their parent/mentor to be submitted at the return to school.	Review questionnaires and create a visual way in which to share what was learned with the school community (i.e. virtually or in physical display)
	Begin Scope and Sequence of SEL expectations/transitions (PreK-12) - Begin to compose a Scope and Sequence of Social Emotional Learning expectations/transitions (PreK-12) for students to align practices.	Share this scope and sequence with teachers at all grade levels
	Provide opportunities for vertical articulation between transitioning grade levels within departments to further align curriculum, assessments and performance expectations.	
	Conduct parent/guardian information sessions regarding tips and ways to support students through times of educational transition. (i.e. sixth to seventh, eighth to ninth, and college readiness).	Survey parents and students on perceived preparedness after transitions take place to assess actions taken and actions further needed from the district regarding transitions.

3: PD Required by Statute or Regulation

State-mandated PD Activities

<http://www.state.nj.us/education/profdev/topics/StateRequiredPD.pdf> (Link to required trainings for PreK-12 district staff members) – All staff complete through SafeSchools online training
<https://nj.gov/education/specialed/dyslexia/pd.shtml> (Link to state-mandated dyslexia training resources)

4: Resources and Justification

Resources



Supportive resources:

- 2020-2021 District Calendar (outlines in-service days):
http://shrsd.org/UserFiles/Servers/Server_18481/File/DistrictInfo/DistrictCalendar20-21.pdf
- NJDOE website: <http://www.state.nj.us>
- ESL Model Programs - <https://www.state.nj.us/education/bilingual/resources/slr/model1820.htm>
- Sheltered Instruction Observation Protocol (SIOP) Model - <http://www.cal.org/siop/>
- Edutopia - <https://www.edutopia.org/>
- CASEL - <https://casel.org/>
- NJ Student Learning Standards for Science - <http://www.state.nj.us/education/cccs/2016/science/>
- Social Emotional Learning Competencies - <http://www.nj.gov/education/students/safety/sandp/sel/SELCompetencies.pdf>
- Social Emotional Learning Resources/Information - <http://www.state.nj.us/education/students/safety/sandp/sel/>
- Conscious Discipline - <https://consciousdiscipline.com/>
- Transition Resources:
 - <https://www.publicschoolreview.com/blog/transition-programs-from-middle-school-to-high-school> (MS to HS)
 - <https://yourteenmag.com/teenager-school/teens-high-school/transition-from-middle-school-to-high-school> (Parent - MS to HS)
 - <https://yourteenmag.com/teenager-school/teenager-middle-school/transition-to-middle-school-tips-for-parents> (Parent - ES to MS)
 - <https://www.bing.com/videos/search?q=Transitioning+from+Elementary+to+Middle+School&qv=Transitioning+from+Elementary+to+Middle+School&FORM=VDRE> (videos for all transitions)
 - <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx> (ES to MS)
 - <https://www.wikihow.com/Transition-to-College-Life> (HS to College)

Finances have been budgeted to support this plan in the following areas:

- Professional Development for staff members to go out of district (e.g. registration, mileage, substitute coverage, etc.)
- Training opportunities for staff members that allow professionals from out of the district to come to SHRS D
- Curriculum Writing time for teachers to align curriculum to most up to date standards that includes differentiation strategies
- Funds budgeted for supplies to allow for literature to be distributed to parents and key stakeholders
- Utilization of funds obtained through our district budget as well as grants obtained through our local education foundation (LAEF), parent-teacher organization/association (PTO/PTA), federal funding (i.e. Title I, Title II, Title III, and Title IV), etc.



Justification

Our South Hunterdon Regional School District community greatly values communication as well as developing each student academically as well as socially and emotionally. The data that has been collected from all stakeholders demonstrates these values. As a result of analyzing our annual SHRSD survey data (survey made available to all stakeholders), our Professional Development Plan Committee members have created this plan while keeping the district values front and center. Therefore, our 2020-2021 school year PDP reflects both a plan to assist our entire student population in continuing to grow as well as a plan that addresses our community's desires toward educating the whole child.

Signature:	<u><i>C. M. Shadow</i></u>	<u>06/09/2020</u>
	2019-2020 Interim Superintendent Signature	Date
Signature:	<u><i>Anthony J. Suzzo</i></u>	<u>06/09/2020</u>
	2020-2021 Superintendent Signature	Date

South Hunterdon Regional School District Board of Education Approval Date: June 22, 2020