

# ELMWOOD PARK SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN: 2022-2024

District Name	Administration	Title	Plan Begin/End Dates	Approval Date
Elmwood Park	Anthony Iachetti	Superintendent of Schools	September 2022- June 2024	BOE Meeting August 23, 2022
	Jillian Torrento	Assistant Superintendent of Schools		

## 1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p><b><u>Learning Acceleration and Recovery</u></b></p> <ul style="list-style-type: none"> <li>● The district will implement and facilitate a learning acceleration program, the STEAM Program for students in various grade levels.</li> <li>● The district will also implement and facilitate an ongoing remediation program to address unfinished learning through extra help during the school year and a Summer Learning Academy.</li> <li>● The efficacy of the STEAM Program and Summer Learning Academy will be formally evaluated by the administration through each school year.</li> <li>● Staff members will be provided with ongoing training regarding best instructional strategies and practices designed to reach various learners.</li> <li>● Teachers will be provided time for co-planning and collaborating with colleagues to identify learning gaps and opportunities to address them.</li> <li>● Data will be analyzed to identify students’ instructional levels.</li> <li>● Teachers will be provided with the support and resources needed to accelerate and/or remediate instruction and personalize learning.</li> <li>● Professional learning will be planned to help to ensure high-quality instruction and engaged learning.</li> <li>● Teachers’ planning and implementation of data-driven instruction will be monitored.</li> <li>● The efficacy of instructional programs will continue be evaluated.</li> </ul>	<p style="text-align: center;">Students</p> <p style="text-align: center;">All Staff</p>	<ul style="list-style-type: none"> <li>● NJDOE: <i>The Road Forward</i></li> <li>● NJDOE: <i>The Learning Acceleration Guide</i></li> <li>● 2021-2022 Benchmark Assessments</li> <li>● 2021 Start Strong Assessment Results</li> <li>● 2022 NJSLA Assessment Results</li> <li>● Professional Learning Community (PLC) meeting records</li> </ul> <p>Future Sources of Evidence:</p> <ul style="list-style-type: none"> <li>● 2022, 2023 Start Strong Assessment Scores</li> <li>● 2023, 2024 NJSLA Assessment Scores</li> <li>● 2022-2023, 2023-2024 PLC meeting records</li> </ul>

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2	<p><b>Promoting Social and Emotional Learning (SEL)</b></p> <ul style="list-style-type: none"> <li>● A Wellness Program will be implemented within the district during the 2022-2023 school year.</li> <li>● A specific staff member, “Wellness Coordinator” will be recruited and hired to maintain this program to address the ongoing SEL needs for our students and school communities.</li> <li>● A wellness space will be created in each school building (shared MS/HS).</li> <li>● The SEL program implemented during the previous school years will continue to be monitored for efficacy in Grades Pre-K through 12.</li> <li>● Additional to supplemental programs will be implemented based upon the needs of our students, staff and overall school community.</li> <li>● All SEL programs will be monitored and evaluated periodically through each school year.</li> <li>● Training will be provided to staff regarding expectations, implementation of the program, and evaluation of the efficacy of the program.</li> <li>● Avenues of support and resources with respect to students’ and staff members’ emotional well-being will be provided.</li> </ul>	All Students and Staff	<ul style="list-style-type: none"> <li>● Analysis of student and staff surveys</li> <li>● Review of data obtained through SEL program</li> <li>● Surveys/feedback elicited from faculty regarding staff training</li> <li>● SSDS data reports 2022-2023, 2023-2024</li> </ul>
3	<p><b>Improving Student Achievement in English Language Arts (ELA)</b></p> <ul style="list-style-type: none"> <li>● The newly acquired K-12 benchmark assessment platform, LinkIt, will continue to be utilized for the administration of benchmark assessments and data analysis.</li> <li>● Benchmark assessment data (LinkIt; Canvas) will be used to identify the instructional levels of each individual student.</li> <li>● Instructional materials will continue to be acquired and instructional strategies will be implemented to support ELA instruction that meets the needs of all students.</li> <li>● Readers and Writers Workshop will be implemented at the middle school.</li> <li>● The efficacy of instructional materials (classroom libraries, Fountas and Pinnell materials, and intervention materials) will be evaluated through benchmark assessments and State assessments.</li> <li>● Ongoing professional development will be provided to staff members to ensure proper implementation of LinkIt and best practices as they pertain to literacy instructional strategies.</li> <li>● Teachers’ planning and implementation of data-driven instruction will be monitored.</li> <li>● The efficacy of instructional programs will continue to be evaluated.</li> </ul>	Students K-12	<ul style="list-style-type: none"> <li>● 2021-2022 NJSLA scores indicate a weak student performance in reading strategies.</li> <li>● Benchmark assessment data from 2020-2021 and 2021-2022.</li> </ul> <p>Future Sources of Evidence:</p> <ul style="list-style-type: none"> <li>● 2022, 2023 Start Strong Assessment Scores</li> <li>● 2023, 2024 NJSLA Assessment Scores</li> <li>● 2022-2023, 2023-2024 Benchmark Assessment Data</li> </ul>

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4	<p><b><u>Improving Student Achievement in Mathematics</u></b></p> <ul style="list-style-type: none"><li>● The newly acquired K-12 benchmark assessment platform, LinkIt, will continue to be utilized for the administration of benchmark assessments and data analysis.</li><li>● Benchmark assessment data (LinkIt; Canvas) will be used to identify the instructional levels of each individual student.</li><li>● Instructional materials will continue to be acquired and instructional strategies will be implemented to support Math instruction that meets the needs of all students.</li><li>● The efficacy of classroom mathematics materials (Saavas- enVision series, supplemental learning programs, IXL, math manipulatives, etc.) will be evaluated through benchmark assessments and State assessments.</li><li>● Ongoing professional development will be provided to staff members to ensure proper implementation of LinkIt and best practices as they pertain to mathematical instructional strategies.</li><li>● Teachers' planning and implementation of data-driven instruction will be monitored.</li><li>● The efficacy of instructional programs will continue be evaluated</li></ul>	Students K-12	<ul style="list-style-type: none"><li>● 2021-2022 NJSLA scores indicate a weak student performance in math skills and strategies.</li><li>● Benchmark assessment data from 2020-2021 and 2021-2022.</li></ul> <p>Future Sources of Evidence:</p> <ul style="list-style-type: none"><li>● 2022, 2023 Start Strong Assessment Scores</li><li>● 2023, 2024 NJSLA Assessment Scores</li><li>● 2022-2023, 2023-2024 Benchmark Assessment Data</li></ul>
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<p>5</p>	<p><b><u>Providing an Optimal Learning Environment for Special Education Students and English Language Learners (ELLs)</u></b></p> <ul style="list-style-type: none"> <li>● The implementation of the in-class support (ICS)/collaborative teaching model in K-12 classrooms will continue to be monitored and strengthened.</li> <li>● Training pertaining to ICS classrooms and collaborative teaching techniques will continue to be provided.</li> <li>● Newly purchased instructional/intervention materials will be monitored to meet the needs of all students with a special focus on special education and ELL populations.</li> <li>● The budgeting process used to acquire specific instructional tools and programs for special education and ELL classrooms will be analyzed.</li> <li>● Training to staff on policy and procedures surrounding Intervention and Referral Services (I&amp;RS) will be provided.</li> <li>● Training on intervention strategies to address the needs of various learners will continue to be provided.</li> <li>● I&amp;RS district committees and school lead teams will closely monitor the students' progress.</li> </ul>	<p>Students with IEPs ELLs K-12</p>	<ul style="list-style-type: none"> <li>● Analysis of IEPs</li> <li>● 17% Special Education population</li> <li>● Analysis of the 2021-2022 NJSLA and WIDA scores</li> <li>● Cost to district accommodating out-of-district placements/services</li> </ul> <p>Future Sources of Evidence:</p> <ul style="list-style-type: none"> <li>● 2022, 2023 Start Strong Assessment Scores</li> <li>● 2023, 2024 NJSLA Assessment Scores</li> <li>● 2022-2023, 2023-2024 Benchmark Assessment Data</li> </ul>
<p>6</p>	<p><b><u>Improving Instructional Strategies and Delivery</u></b></p> <ul style="list-style-type: none"> <li>● All instructional staff will be provided with professional development regarding best practices in instruction.</li> <li>● All NJDOE guidance pertaining to observations and evaluations for the 2022-2023 school year will be turn-keyed to staff.</li> <li>● Specific expectations for instruction will be shared with staff.</li> <li>● Time for planning and preparation will be provided.</li> <li>● Effective and engaging remote learning programs will be implemented as they are needed.</li> <li>● Professional development to improve both synchronous and asynchronous instruction will be provided.</li> </ul>	<p>All Teaching Staff</p>	<ul style="list-style-type: none"> <li>● Feedback provided by former committees during 2021-2022 SY</li> <li>● Observation and Evaluation data</li> <li>● Improved instruction will lead to greater student achievement.</li> </ul> <p>Future Sources of Evidence:</p> <ul style="list-style-type: none"> <li>● Feedback provided by former committees during the 2022-2023 and 2023-2024 school years.</li> <li>● 2023, 2024 NJSLA Assessment Scores</li> <li>● 2022-2023, 2023-2024 Benchmark Assessment Data</li> </ul>

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## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p><b><u>Learning Acceleration and Recovery</u></b></p> <ul style="list-style-type: none"> <li>● Provide professional development regarding learning acceleration and remedial strategies.</li> <li>● Provide professional development regarding the use of data to drive instruction at all levels.</li> <li>● Analyze data to identify students' instructional levels.</li> <li>● Provide time for co-planning and collaborating with colleagues, including the analysis of student achievement data.</li> <li>● Provide staff with support and resources to accelerate instruction and personalize learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor lesson plans.</li> <li>● Monitor instruction through formal and informal observations.</li> <li>● Monitor students' progress through benchmark assessments, State assessments, and observations.</li> <li>● Monitor the efficacy of instructional programs through benchmark assessments, State assessments, and observations.</li> <li>● Provide support to staff in need of instructional assistance.</li> </ul>
2	<p><b><u>Promoting Social and Emotional Learning (SEL)</u></b></p> <ul style="list-style-type: none"> <li>● Implement a wellness program- staff member and room at each level.</li> <li>● Continue to facilitate the district-wide SEL program.</li> <li>● Survey staff regarding SEL support needed for students and faculty.</li> <li>● Select committee members.</li> <li>● Analyze data obtained through the SEL program.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to monitor and review the new wellness program as well as the current SEL program and its efficacy in supporting students.</li> <li>● Monitor lesson plans and analyze data obtained through observations.</li> <li>● Continue to explore additional opportunities to acquire materials necessary to support all students and staff members.</li> <li>● Make modifications as needed.</li> <li>● Provide ongoing support to students and staff.</li> </ul>
3	<p><b><u>Improving Student Achievement in English Language Arts (ELA)</u></b></p> <ul style="list-style-type: none"> <li>● Provide professional development regarding the benchmark program to be implemented at each grade level.</li> <li>● Provide turn-key training to appropriate staff.</li> <li>● Continue to sample and purchase instructional materials as per arising need.</li> <li>● Provide professional development to support the implementation of the Readers and Writers Workshop model.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor and review the materials and supplies needed to support student achievement.</li> <li>● Continue to explore additional opportunities to acquire materials necessary to support student achievement.</li> <li>● Continue to provide training on Readers and Writers Workshop for elementary and middle school staff.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Monitor the use of benchmark assessment data to drive instruction through reviews of lesson plans and during formal and informal observations.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor the efficacy of instructional materials (classroom libraries, Fountas and Pinnell materials, and intervention materials) through benchmark assessments and State assessments.</li> <li>● Survey teachers to evaluate the efficacy of instructional programs.</li> </ul>
4	<p><b><u>Improve Student Achievement in Mathematics</u></b></p> <ul style="list-style-type: none"> <li>● Provide professional development regarding the benchmark program to be implemented at each grade level.</li> <li>● Provide turn-key training to appropriate staff.</li> <li>● Continue to sample and purchase instructional materials as per arising need.</li> <li>● Monitor the use of benchmark assessment data to drive instruction through the review of lesson plans and during formal and informal observations.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor and review the materials and supplies needed to support student achievement.</li> <li>● Monitor lesson plans.</li> <li>● Continue to explore further opportunities to acquire materials necessary to support student achievement.</li> <li>● Monitor the efficacy of instructional materials through benchmark assessments and State assessments.</li> <li>● Survey teachers to evaluate the efficacy of instructional programs.</li> </ul>
5	<p><b><u>Providing an Optimal Learning Environment for Special Education Students and English Language Learners (ELLs)</u></b></p> <ul style="list-style-type: none"> <li>● Work with NJDOE Personnel for Guidance (Director of Special Services).</li> <li>● Provide professional development, including Crisis Prevention (CPI), Handle With Care (HWC), Least Restrictive Environment (LRE), effective Individualized Education Plan (IEP) development, and ELL intervention and instructional strategies, to appropriate staff.</li> <li>● Provide professional development regarding instruction in ICS classrooms and collaborative teaching techniques.</li> <li>● Provide turn-key training to staff during faculty/PLC meetings.</li> <li>● Monitor the current co-teaching/ICS classroom model at all levels.</li> <li>● Administer multiple intelligence surveys and benchmark assessments.</li> <li>● Analyze and use assessment data to drive instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct parent meetings.</li> <li>● Conduct budget analysis.</li> <li>● Provide ongoing professional development opportunities on intervention strategies to address the needs of various learners.</li> <li>● Monitor and evaluate the implementation of instructional strategies through an ongoing review of lesson plans and during formal and informal observations.</li> <li>● Monitor weekly lesson plans to ensure that appropriate modifications are being utilized.</li> <li>● Continue to analyze data obtained through various sources (final grades, State assessment scores, benchmark assessments).</li> </ul>

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<b>6</b>	<p><b><u>Improving Instructional Strategies and Delivery</u></b></p> <ul style="list-style-type: none"> <li>● Provide instructional staff with professional development regarding best practices in instruction.</li> <li>● Turn-key all NJDOE guidance pertaining to observations and evaluations for the 2021-2022 school year.</li> <li>● Provide clear expectations for instruction to staff.</li> <li>● Provide time for planning and preparation.</li> <li>● Provide training regarding the instructional programs purchased to support learning for the new school year.</li> <li>● Continue to sample and purchase instructional materials as per arising need.</li> <li>● Monitor the implementation of instructional strategies and use of instructional materials during formal and informal observations and through the use of digital platforms.</li> <li>● Analyze data obtained through benchmark and State assessments, formal observations, walk-throughs, and surveys.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to utilize the District Evaluation Assessment Committee (DEAC) to evaluate and provide feedback on the evaluation tool.</li> <li>● Continue to utilize School Improvement Panels (SIPs) to improve instruction.</li> <li>● Monitor lesson plans, particularly with respect to differentiated instruction.</li> <li>● Continue to monitor instruction through formal and informal observations.</li> <li>● Monitor students' progress through benchmark assessments, State assessments, and observations.</li> <li>● Provide support to staff in need of instructional assistance.</li> <li>● Monitor the teachers' practice scores and provide assistance to those performing at a level deemed to be below "effective."</li> <li>● Hold mid-year meetings to review SGOs and PDP goals with the building principal.</li> <li>● Implement effective and engaging remote learning programs as needed.</li> <li>● Continue to provide professional development on both synchronous and asynchronous instructional strategies to ensure high-quality instruction and engaged learning and improve student achievement.</li> </ul>
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### 3: PD Required by Statute or Regulation

#### State-Mandated PD Activities

<ul style="list-style-type: none"> <li>● Coronavirus: Safety, Security, FERPA</li> <li>● Suicide Prevention</li> <li>● Harassment, Intimidation, and Bullying (HIB)</li> <li>● Substance Abuse</li> <li>● School Safety</li> <li>● Gang Awareness</li> <li>● Student Code of Conduct</li> <li>● Electronic Violence and Vandalism Reporting System (EVVRS)/Student Safety Data System (SSDS)</li> <li>● Hazard Communication</li> <li>● Sexual Harassment and Misconduct</li> </ul>	<ul style="list-style-type: none"> <li>● Alcohol, Tobacco, and Drug Prevention</li> <li>● Concussions</li> <li>● Cardiac and Athletic Screening</li> <li>● Education Evaluations</li> <li>● Affirmative Action</li> <li>● Mentor Training</li> <li>● Communicable Diseases and Health Emergencies</li> <li>● Child Abuse</li> <li>● Cultural Competence and Racial Bias</li> <li>● Diversity and Inclusivity</li> </ul>
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## 4: Resources and Justification

### Resources

To meet the district professional learning (PL) needs, as per this plan, the initial recommendation is to allocate 2% of the budget for this purpose. The allocation of funding will be a combination of state and local funds. Title I money will be used for Memorial Middle School, a school-wide program. SIA Title funding will be used to address a specific targeted population of students at Sixteenth Avenue school, previously identified by the NJDOE. These allocated funds will cover the costs of external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. This plan will encompass all Title II PD activities (ELA, Math, Collaborative Teaching, PLCs, addressing students with special needs, varying learners, technology, data-driven instruction). The plan controls expenses by relying largely on in-district expertise to provide the specified activities. Teacher Orientation Day, three In-Service Days, and three Planning Days will provide time for teacher-directed PL activities. PL activities involving work by collaborative teams will be implemented through the administrative structures and procedures in place at each school.

### Justification

NJSLA data indicated specific instructional areas that require remedial services. The effective implementation of benchmark assessments and intervention strategies is necessary to support instruction and student achievement. A focus on placing students with IEPs in the least restrictive environment will serve to provide this sub-population of students with an optimal learning environment and reduce the budgetary concerns of the school district. An emphasis on eliciting feedback from teaching staff on the evaluation tool and adjusting based on that feedback will lead to a more effective evaluative instrument.

Signatures:

*Anthony Vachetti, Ed.D*

Superintendent Signature

Date 8-30-2022

*Jillian Torrento*

Assistant Superintendent Signature

Date 8-30-2022