



*"A Tradition of Caring"*

# **School Level Plans for Professional Development Implementation**

**2019-2020**

**Gregorio Maceri**

**Superintendent/Principal**

## **South Hackensack School District**

### **School-level Plans for Professional Development Implementation**

"Probably nothing within a school has more impact on children, in terms of skills development, self-confidence, and classroom behavior, than the personal and professional growth of teachers. When teachers individually and collectively examine, question, reflect on their ideals, and develop new practices that lead toward those ideals, the school and its inhabitants are alive. When teachers stop growing, so do their students."

**Roland Barth**

**Run School Run**

#### **Background**

The South Hackensack School District, through its staff development policy, endeavors to make staff members more knowledgeable regarding new developments and changes in their specialized fields and assist them in utilizing new and improved methods in practice.

Programs of in-service training are and will continue to be established to provide an opportunity for the continuous professional and technical growth of staff members to meet the priorities identified within the district. These programs are developed by the Superintendent/Principal in consultation with teaching staff members.

Today's dynamic and rapidly changing society, with the tremendous accumulation of new knowledge and attending obsolescence in some areas of practice, makes it imperative that all administrative and teaching staff members be engaged in a continuous program of professional and technical growth.

The South Hackensack School District's program for staff development, both in-district and out-of-district, shall assist in preparing staff to provide a thorough and efficient educational program for all students being served by the school system.

## **Staff Development Activities**

### **1. Attendance at Out-of-District Activities/Programs**

Teachers and administrators are encouraged to participate in professional meetings and programs through released-time and by providing reimbursement to staff members for registration fees and purchase of relevant materials. Teaching staff members are encouraged to attend: conferences, workshops, seminars and conventions.

Course reimbursement, up to nine credits per year, is given to staff members for post-graduate study.

Classroom visitations to various districts are encouraged. Of special note, cross-school teacher visitations are made involving teachers from Hackensack sending districts, including teachers from Maywood, Rochelle Park, South Hackensack and school districts within the South Bergen Jointure Commission.

Four to Five days are set aside in the school calendar for teacher in-service days. On one or all of these days, the district takes advantage of its membership in the South Bergen Jointure Commission by sending teachers to participate in workshops sponsored by this organization.

### **2. Attendance at In-District Activities/Programs**

In-district workshops will be given at various times during the school year. These in-service workshops will be sponsored by the board/community and from grants awarded to the school district. Topics offered address identified needs of all programs and services provided in the district.

While educators from within the district are encouraged to conduct some courses, educators are sought from outside the district to conduct other courses.

Teaching staff members are also encouraged to visit the classrooms of colleagues within the district.

When necessary/appropriate, time is scheduled during and after the school day in order to have district teachers and administrators address specific curricula needs with outside consultants.

Grade level/area meetings are planned and conducted by selected teacher leaders who meet with their colleagues to discuss pertinent curriculum topics.

3. **Professional Learning Communities** are held throughout the year.
4. **Faculty/Staff meetings** are scheduled each Monday afternoon at 3:25 p.m. throughout the year, unless notified otherwise. At this time, all staff members are given the opportunity to contribute ideas and comments concerning staff development .
5. **Professional Materials** Professional reading materials are available to all staff members. These teaching resource materials contribute to professional growth by presenting current ideas and classroom suggestions on topics such as: New Jersey Student Learning Standards; Professionalism; Ethics; Teaching Techniques; Content Area Discussions; Management; Parent Relationships; Staff Relationships; Communication Skills; Student Behavior; Grading and Testing.

This report does not depict the total year's activities for staff training. Specific arrangements are made according to need on an on-going basis.

A copy of the "South Hackensack's Local Professional Development Plan" for the 2019 - 2020 school year, which was developed using standards set forth by the Professional Teaching Standards Board (PTSB), is attached. This plan was approved by the South Hackensack Board of Education.

Approved at **June 24, 2019** Board of Education meeting.

# SOUTH HACKENSACK SCHOOL DISTRICT

## District and School Professional Development Plan

2019 - 2020

<b>District Name</b> South Hackensack	<b>Superintendent's Name</b> Gregorio Maceri	<b>Plan Begins / Ends Dates</b> July 2019– June 2020
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### I: Professional Learning Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Build the capacity for all teachers to align instruction and assessment with New Jersey State Board of Education approved curricula, including the development/implementation of the NJSLS –Science, English Language Arts and Mathematics curriculum and frameworks.	Teachers for each content area , Principal and Vice Principal	<ul style="list-style-type: none"> <li>• A state mandate required the alignment of the curriculum to the New Jersey Student Learning Standards for ELA, Math, Visual &amp; Performing Arts, Technology, Social Studies and Science;</li> <li>• 2019-2020 NJSLS – All Frameworks and Curriculum Pacing Guides were revised and will be continued to be implemented in the 2019-2020 school year;</li> <li>• Analysis of 2018- 2019 district benchmark assessments data indicated weak student performance in reading comprehension in informational text in phonemic awareness in the primary grades and vocabulary in all grades, therefore the district will continue to implement the “Readers’ Workshop”© model for grades K-5 and focus informational text and application and create a vocabulary assessment for all grades.</li> <li>• The implementation of grades Pre-K to grade 5 NJSLS for Science(3rd year of implementation)</li> <li>• Analysis of 2018-2019 teachers’ professional development implied the need for more teachers to attend out -of- district sustained workshops/</li> </ul>

**SOUTH HACKENSACK SCHOOL DISTRICT**

<b>PL Goal No.</b>	<b>Goals</b>	<b>Identified Group</b>	<b>Rationale/Sources of Evidence</b>
			conferences in all content areas but focusing on Math, Science and Phonemic Awareness.

## SOUTH HACKENSACK SCHOOL DISTRICT

2	<p>Continue implement the “Writer’s Workshop”© model school-wide and continue with the Readers’ Workshop© model for grades Kindergarten through five with support from the Literary Coach.</p>	<p>All ELA Teachers in grades Kindergarten through grade 8</p>	<ul style="list-style-type: none"> <li>● The district’s Literacy Coach will attend a sustained week-long seminar to provide support for the “Readers’ Workshop Model” © ;</li> <li>● The district’s Literacy Coach will continue to attend the monthly “Writer’s Workshop” © meetings with other districts;</li> <li>● Continue to research effective ways to implement both models and turnkey information to faculty at PLC meetings.</li> </ul>
3	<p>Continue to attend and implement the Pre-Kindergarten through Grade Five STEAM Program (Science, Technology, Art, Engineering and Math) in collaboration with the South Bergen Jointure Commission (SBJC) while implementing a transition from computer lab classes to STEAM lab classes and continue to implement year two of a South Hackensack in district grade 6 – 8 STEAM program in collaboration with (SBJC).</p>	<p>All Science Teachers/ Principal / Vice Principal</p>	<ul style="list-style-type: none"> <li>● The district does not have the financial resources to implement a STEAM Program by itself; therefore, our teachers and students are attending the programs provided through the South Bergen Jointure Commission at a minimal fee. SBJC will also provide assistance for South Hackensack to transition the middle school STEAM program in district and assist in transitioning our computers program to a STEAM program for grades K - 5.</li> </ul>
4	<p>Based on a complete analysis of the PARCC results the Math Committee will determine the 2019 – 2020 math SMART goal after areas of weakness are determined. All grades will continue to administer the Pre and Post benchmarks tests to assist in driving instruction.</p> <p>There is district data that indicates a stronger focus needs to be implemented in grades 6-8 math, especially in the sub cluster of “Expressions and Equations”.</p>	<p>All math teachers</p> <p>Grades 6-8 Math teachers</p>	<p>Before creating a SMART goal the Math Committee recommended waiting until September when the results can be shared and analyzed by all teachers.</p> <p>Analysis of PARCC results from the previous year and benchmark tests.</p>

**SOUTH HACKENSACK SCHOOL DISTRICT**

<b>PL Goal No.</b>	<b>Goals</b>	<b>Identified Group</b>	<b>Rationale/Sources of Evidence</b>
5	Three teachers from the district have volunteered to present Professional Development workshops for the South Bergen Jointure Commission's Professional Development Consortium.	ESL Teacher and all faculty ESL Coordinator Literacy Coach and all ELA	<p>Surveys taken have indicated a need for strategies for general education teachers to assist the ELL students in the general education classrooms. The ESL Coordinator will present a workshop for new teachers in "Sheltered Instruction" and present a general education workshop for general education teachers who have ESL students for the district and the South Bergen jointure Commission.</p> <p>Surveys taken have indicated a need for strategies for the implementation of Writer's Workshop® and how to incorporate it effectively with Google classroom, therefore our Literacy Coach, 1<sup>st</sup> grade and 4th grade teacher will present a workshop for all South Bergen Jointure Commission member districts.</p>

**2: Professional Learning Activities**



# SOUTH HACKENSACK SCHOOL DISTRICT

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Principal and Vice Principal will provide time and support for school-based collaborative teams to develop instructional units, assessments and timelines for creating/designing the New Jersey Student Learning Standards pacing guides for Science, English Language Arts and Mathematic	<ul style="list-style-type: none"> <li>Teachers in Grades Pre-K through Grade 5 will continue to implement the New Jersey Student Learning Standards for Science using the newly written and adopted Science Curriculum. Teacher will be encouraged to seek and attend workshop and conferences which will assist with this implementation. Teachers will also implement revised curriculum in all content areas.</li> </ul>
2	Through the district's Literacy Coach there will be ongoing professional development training. The teachers will receive embedded support for the continued implementation of the "Writer's Workshop"© and "Readers' Workshop"© Models for Language Arts Literacy	<ul style="list-style-type: none"> <li>The district's Literacy Coach will continue to attend the monthly "Writer's Workshop"© collaboration meetings with other districts and turn-key additional ideas and methodologies with the faculty in the classroom and at the ELA- PLC meetings.</li> <li>The principal and vice principal will encourage teachers to attend additional "Writer's Workshop"© and or "Readers' Workshop"© trainings and/ or workshops.</li> </ul>
3	The district will continue to send all grades Pre-K to Grade 5 to the South Bergen Jointure Commission's campus for full day and half-day STEAM sessions and collaborate with SBJC in order to transition from a computers based elective to a STEAM based elective. The district will continue to implement an "in house" grade 6 – 8 STEAM in collaboration with the South Bergen Jointure Commission.	<ul style="list-style-type: none"> <li>Teachers will continue to research additional STEAM activities and workshops for their individual classrooms.</li> </ul>

## SOUTH HACKENSACK SCHOOL DISTRICT

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
4	<p>Math Committee will create a SMART Goal to be implemented during the 2019-2020 school year based on the PARRC results from Spring 2019.</p>	<ul style="list-style-type: none"> <li>● Report progress and plans for improvement to the Principal and teachers at faculty and Math PLC meetings</li> </ul>
5	<p>The district's literacy coach, 1<sup>st</sup> grade and 4th grade teacher will present a workshop on Writer's Workshop@/Effective uses with Google classroom for the South Bergen Jointure Commission. The ESL Coordinator will also present a workshop on ESL in the general education classroom.</p>	<ul style="list-style-type: none"> <li>● The teachers will present additional information on the associated topics through the South Bergen Jointure Professional Development Consortium.</li> </ul>

# SOUTH HACKENSACK SCHOOL DISTRICT

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> <li>● Principal and vice principal to provide training and follow-up support.</li> <li>● Dedicated time for collaborative teams to refine aligned lessons and assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback at faculty and PLC meetings to inform colleagues of attended trainings and workshops</li> </ul>
2	<p>Provide funding through the ESSA-ESEA Title funds to support additional workshops for “at risk” students.</p>	<ul style="list-style-type: none"> <li>● Availability of Principal and Vice Principal to support teachers.</li> <li>● Principal/ Vice Principal to advise teachers on needed revisions to SGOs.</li> <li>● Possible interventions for new teachers.</li> </ul>
3	<ul style="list-style-type: none"> <li>● Funding for substitutes while teachers attend workshops.</li> <li>● Dedicated time for collaborative teams to reflect on readings and share evidence of impact on student learning.</li> <li>● Ensure teachers’ access to videos, webinars, and online communities.</li> </ul>	<ul style="list-style-type: none"> <li>● Principal and/ or Vice Principal should recommend teachers to model lessons.</li> <li>● Principals/ Vice Principals should identify teachers who could view model lessons by colleagues.</li> </ul>
4 & 5	<ul style="list-style-type: none"> <li>● Encourage teachers to attend state “Writers’ Workshop”© and Readers’ Workshop” trainings.</li> <li>● Funding to attend training</li> <li>● Funding for substitutes while teachers attend workshops</li> <li>● Ensure teachers’ access to videos, webinars, and online communities.</li> </ul>	<ul style="list-style-type: none"> <li>● Providing technical support for online programs and activities</li> </ul>

## 4: Progress Summary

## SOUTH HACKENSACK SCHOOL DISTRICT

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<p>Teachers' feedback indicates the use of the DRA Reading Program© made a positive impact on student reading and comprehension. The teachers noted the scores provided by the program assisted in reporting to parents at I &amp;RS meetings and / or IEP meetings.</p>	<ul style="list-style-type: none"> <li>● Supervisor's feedback indicates the need for new reading teachers to be trained in the DRA Reading Program© by mentors.</li> <li>● Recommendation that all grade reading teachers to increase class performance by at least one level;</li> <li>● Teachers have requested time during the school year to design common assessments and to complete the alignment work.</li> </ul>
2	<ul style="list-style-type: none"> <li>● Teachers indicate they are satisfied or highly satisfied with quality of student writing</li> </ul>	<p>This year's plan will include using the writing rubric district --wide.</p>
3	<ul style="list-style-type: none"> <li>● Teachers who viewed and collaborated with the STEAM model from the previous year lessons reported they were highly satisfied with what was learned and their ability to transfer learning to their practice and recommend attending sessions in 2019-2020</li> </ul>	<ul style="list-style-type: none"> <li>● The South Hackensack School District has opted to send all students Pre-K - 5 while developing a new STEAM elective and continue to develop an "in house" 6 - 8 STEAM program.</li> </ul>

**The district has decided to use GCN services to provide the following:**

- **Annual full staff Affirmative Action Training;**
- **Annual full staff Harassment , Intimidation and Bullying Prevention Training;**
- **Suicide Prevention Training for new staff members;**
- **McRel Evaluation System Professional Development for new faculty members;**
- **AED/ CPR refresher professional development ( if necessary);**
- **Annual Bloodborne Pathogens training ( for select staff members);**
- **Medical training ( see attachment );**
- **Annual Coaches Training;**
- **Allergy Training and identification of allergic reactions and protocols ;**
- **Annual “Right to Know” training;**
- **Annual Integrated Pest Management training.**

**6: Resources and Justification**

**SOUTH HACKENSACK SCHOOL DISTRICT**

To meet the Professional Learning needs of the district per this plan, the initial recommendation is to allocate 1% of the district budget for this purpose. The allocation will come from the Local Education Agency LEA funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that 5 full days during the school year will be dedicated for teacher-directed Professional Learning activities. Professional Learning activities involving work by collaborative teams will be implemented through the team structures and procedures in place.

**Justification**

2016 -2017 data analysis has identified priority areas related to the supervision of instruction to ensure consistent and successful implementation of the newly revised New Jersey Student Learning Standards and Achieve NJ. High quality professional learning experiences which are necessary to support these initiatives and improve educators' practice will be made available through federal and LEA funding. Emphasis will be placed on the development of Professional Learning Communities, promoting teachers and administrators as reflective practitioners, support for the development of high quality SGOs, and effective data use to drive instruction at the student, class and district level.

**Superintendent's Signature:**

  
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**Gregorio Maceri**

June 24, 2019  
**Date**