



2016 - 2017

*School-level Plans
for
Professional Development
Implementation*

South Hackensack School District
Memorial School
Dyer Avenue
South Hackensack, New Jersey 07606-1537

Mr. 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 and the School Improvement Panel (SCIP)

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, primarily focusing on embedded professional development.

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.

South Hackensack School District

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.

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.

South Hackensack School District

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 (NJSLS); Partnership for Assessment of Readiness for College and Careers (PARCC); 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 2016 -2017 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.



**NEW JERSEY DEPARTMENT OF EDUCATION
STATEMENT OF ASSURANCE
for the requirements of the
DISTRICT PROFESSIONAL DEVELOPMENT PLAN
and
DISTRICT MENTORING PLAN**

Please complete and return this form to the County Office of Education by September 1, 2016 for the 2016-2017 school year.*

DATE August 12, 2016 for SCHOOL YEAR 2016 – 2017

SCHOOL DISTRICT South Hackensack School District

COUNTY Bergen

ADDRESS Memorial School

Dyer Avenue

CITY/TOWN South Hackensack , New Jersey ZIP 07606-1537

CHIEF SCHOOL ADMINISTRATOR Gregorio Maceri

PHONE 201-440-2782 EX .140 E-MAIL gmaceri@shmemorial.org

For my district, this Statement of Assurance covers (select one):

- SECTIONS 1 and 2 - DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLAN and MENTORING PLAN (required for all but nonpublic schools and a very small number of charter schools)**
- SECTION 1 ONLY - DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLAN (option only for charter schools that exclusively hire novice teachers under the Charter School Certificate of Eligibility)**
- SECTION 2 ONLY – DISTRICT MENTORING PLAN (option only for nonpublic schools who enroll novice teachers into the Provisional Teaching Process)**

*Nonpublics email or fax Section 2 only to:

NJ Department of Education
Office of Certification and Induction
C/O PTP

Email: provisional.teacher@doe.state.nj.us

Fax: 609-984-3356



STATEMENT OF ASSURANCE
SECTION 1
DISTRICT PROFESSIONAL DEVELOPMENT PLAN

The district-level professional development plan (PDP) has been developed in accordance with all regulations as specified in *N.J.A.C. 6A:9C-4.2*, including, but not limited to, the following:

- The school district PDP provides information on school-level and districtwide professional learning opportunities, the resources being allocated toward their support, and a justification for the expenditures.
- The school district PDP includes any professional development required by statute or regulation.
- School-level professional development plans have been reviewed to inform the district PDP.
- The learning needs of students, teachers, and school leaders have been assessed based on educator evaluation data, school-level plans, and data from school- and district-level performances.
- The school district PDP supports and implements professional learning that addresses the NJ Core Curriculum Content Standards and aligns with the Standards for Professional Learning in *N.J.A.C. 6A:9C-3.3* and the Professional Standards for Teachers and the Professional Standards for School Leaders in *N.J.A.C. 6A:9-3*.
- The school district PDP is reviewed on an annual basis to assess its effectiveness and revised, as necessary, to meet the school district’s learning goals for students, teachers, and school leaders.
- The school district PDP has been presented to the district board of education to review for fiscal impact.

By signing below, you are attesting to the accuracy of this document.

<i>Signature, Chief School Administrator</i>	Gregorio Maceri <i>Printed Name</i>
South Hackensack <i>District Name</i>	August 22, 2016 <i>Date</i>



STATEMENT OF ASSURANCE
SECTION 2
DISTRICT MENTORING PLAN

The district mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers including novice provisional teachers who hold a CE or CEAS, as specified in *N.J.A.C. 6A:9C-5.1*, including, but not limited to, the following:

- All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures, including, but not limited to, introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric, including setting and assessing student learning through student growth objectives.
- All non-tenured teachers in their first year of employment receive individualized supports and activities that have been assigned at the school district's discretion and are aligned with the Professional Standards for Teachers at *N.J.A.C. 6A:9-3.3*, the Standards for Professional Learning at *N.J.A.C. 6A:9C-3.3*, and the school district's Commissioner-approved teaching practice instrument.
- All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-to-one mentor upon beginning their contracted teaching assignment.
- All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program.
- Each mentor teacher holds a teacher certification, has at least three years of experience, and has taught full-time for at least two years within the last five years.
- The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
- Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in *N.J.A.C. 6A:9C-5.2(a)4* regarding summative evaluation ratings.*
- Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument,* the New Jersey Professional Standards for Teachers, the New Jersey Core Curriculum Content Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- The district mentoring plan has been submitted to the district board of education for review of fiscal impact.
- The district mentoring plan has been shared with each school improvement panel.
- Mentoring time is logged and mentor payments are handled through the district office.

By signing below, you are attesting to the accuracy of this document.

Signature, Chief School Administrator

Gregorio Maceri
Printed Name

South Hackensack
District Name

August 22, 2016
Date

*Charter and nonpublic schools may use their own system of teacher evaluation.



SOUTH HACKENSACK SCHOOL DISTRICT

District and School Professional Development Plan 2016 - 2017

District Name South Hackensack	Superintendent's Name Gregorio Maceri	Plan Begins / Ends Dates July 2016 – June 2017
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1: 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 of the NJSL – Science, English Language Arts and Mathematics curriculum and frameworks.	Teachers for each content area, Principal and Supervisor	<ul style="list-style-type: none"> A state mandate requires the alignment of the curriculum to the New Jersey Student Learning Standards for ELA, Math and Science; 2016-2017 NJSL – ELA Frameworks and Curriculum Pacing Guides need revising; 2016-2017 NJSL – Mathematics Frameworks and Curriculum Pacing Guides need revising; Analysis of 2015-2016 of district benchmark assessment data indicated weak student performance in reading comprehension in informational text, therefore the district will implement the “Readers’ Workshop”© model for grades K-3; Analysis of 2015 - 2016 teachers’ professional development implied the need for more teachers to attend out-of-district sustained workshops/conferences in all content areas.



SOUTH HACKENSACK SCHOOL DISTRICT

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
2	Continue implement the "Writer's Workshop"© model school-wide and introduce the Readers' Workshop© model for grades Kindergarten through three with support from the Literary Coach.	All ELA Teachers in grades Kindergarten through grade 8	<ul style="list-style-type: none"> The district's Literacy Coach will attend a sustained week-long seminar to provide support for the "Readers' Workshop Model" © ; The district's Literacy Coach will continue to attend the monthly "Writer's Workshop" © meetings with other districts; Continue to research effective ways to implement both models and turnkey information to faculty at PLC meetings.
3	Continue to attend and implement the Pre-Kindergarten through Grade Eight STEAM Program (Science, Technology, Art, Engineering and Math) in collaboration with the South Bergen Jointure Commission (SBJC)	All Science Teachers/ Principal / Supervisor	<ul style="list-style-type: none"> 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.
4	Based on a complete analysis of the PARCC results the Math Committee will determine the 2016-2017 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. 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".	All math teachers Grades 6-8 Math teachers	<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>



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PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
5	Two teachers from the district have volunteered to present Professional Development workshops for the South Bergen Jointure Commission's Professional Development Consortium.	Science Teacher for grade 6-8 ESL Coordinator	The new NJSLs – Science for grades 6-8 are mandated for implementation as of September 2016. Surveys taken have indicated a need for strategies for general education teachers to assist the ELL students in the general education classrooms.



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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Principal and supervisor 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 for Science, English Language Arts and Mathematic	<ul style="list-style-type: none"> In collaboration with the South Bergen Jointure Commission Teachers will attend curriculum writing sessions for the implementation of NJ SLS – for Science for grades 6-8 and additional attendance at work sessions for writing the grade K-5 the curriculum units. The teachers will be given time and support to collaborate across all grade levels to revise the current ELA and Math CCSS to the updated NJSLs and frameworks.
2	Through the district's Literacy Coach 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 The district's Literacy Coach will attend the NJDOE sponsored sustained six –day "Literacy Coaches Consortium" in Monroe Township, NJ at the FEA Center.	<ul style="list-style-type: none"> 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. The principal and supervisors will encourage teachers to attend additional "Writer's Workshop"© and or "Readers' Workshop"© trainings and/ or workshops.
3	The district will continue to send all grades Pre-K to Grade 8 to the South Bergen Jointure Commission's campus for full day and half-day STEAM sessions.	<ul style="list-style-type: none"> Teachers will continue to research additional STEAM activities and workshops for their individual classrooms.



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PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
4	<p>Math Committee will create a SMART Goal to be implemented during the 2016 -2017 school year based on the PARRC results from 2015-2016.</p> <p>In the Spring of 2016, the district sent three mathematics teachers to a professional development experience in Algebra I for middle grades mathematics. The workshop was a week-long sustained (estimated time of 30 hours) professional development workshop. The Professional Resources in Science and Mathematics (PRISM) department at Montclair State University provided this workshop.</p>	<ul style="list-style-type: none">• Report progress and plans for improvement to the Principal and teachers at faculty and Math PLC meetings• The three teachers will turnkey new strategies and methodologies learned from the workshop to the faculty and share resources and obtained at the PRISM Workshop.
5	<p>The district's 6-8 science teacher will present a full day workshop at the South Bergen Jointure Commission facility on the new NJ SLS –Science grade 6-8 standards and guidelines for implementation.</p>	<ul style="list-style-type: none">• The 6-8 science teacher will present additional information, strategies and guidelines for creating the new Science Curriculum to the in-district K- 5 faculty members.



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3: Essential Resources

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



SOUTH HACKENSACK SCHOOL DISTRICT

4: Progress Summary

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 &RS meetings and / or IEP meetings.</p>	<ul style="list-style-type: none"> • Supervisor's feedback indicates the need for new reading teachers to be trained in the DRA Reading Program© by mentors. • Recommendation that all grade reading teachers to increase class performance by at least one level; • Teachers have requested time during the school year to design common assessments and to complete the alignment work.
2	<ul style="list-style-type: none"> • Teachers indicate they are satisfied or highly satisfied with quality of student writing 	<p>This year's plan will include using the writing rubric district --wide.</p>
3	<ul style="list-style-type: none"> • 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 2016-2017 	<ul style="list-style-type: none"> • The South Hackensack School District has opted to send all students Pre-K - 8



5: Professional Development Required by Statute or Regulation

State-mandated PD Activities

- 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.



SOUTH HACKENSACK SCHOOL DISTRICT

6: Resources and Justification


Resources

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 Federal and 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

2015 -2016 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: _____



Gregorio Maceri

August 22, 2016
Date