



District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Franklin Lakes Public Schools	Dr. Lydia E. Furnari	9/1/2017 – 6/30/2018

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	By June 2018 the District will provide 100% of the teaching staff with training and support related to the crafting and achievement of high-quality, measurable, tiered Student Growth Objectives (SGOs) that meet the specific learning needs of students, based upon all of the available historical data, and appropriate pre-assessment data, as well as training and support in the use of data to inform instruction, as measured by professional development agendas, attendance sheets, and documentation related to the SGO process.	All Staff	<ul style="list-style-type: none"> ● SGOs are a requirement of AchieveNJ ● An analysis of SY 2016-2017 aggregate teacher observation data and an analysis of the SGO process for Year 3, conducted by Building Principals and SciP Committee members at each school. ● Changes to Achieve NJ in August 2016 emphasize use of SGO Quality Rating Rubric in development of SGOs. ● Emphasis on teacher collaboration to inform instruction based upon student data ● 2016-17 AchieveNJ SGO data <p style="text-align: center;">Activities Complete</p>
2	By June 2018, the District will provide 100% of the teaching staff with training and support in the development of students' critical thinking/ problem solving skills, thus building the capacity of our staff in this essential 21 st Century skill, as measured by professional development agendas, attendance sheets, turnkey trainings, and lesson plans.	All Staff	<ul style="list-style-type: none"> ● An analysis of SY 2016-2017 school observation data conducted by building Principals and SciP Committee members at each school identified this as a common area of focus. ● An analysis of SY 2016-2017 aggregate district observation data identified this as an area of focus at the June 12, 2017 meeting of the DEAC. ● The majority of individual school PD plans include related to 21st century skills, Project/ Problem-Based Learning, which incorporate critical thinking/ problem-solving. ● Development of critical thinking/ problem-solving skills supports student achievement. <p style="text-align: center;">Activities Complete</p>



3	<p>By June 2018, the District will provide appropriate subsets of the teaching staff with training and support in the implementation of initiatives as outlined in Year Two of the District's Strategic Plan such as:</p> <ul style="list-style-type: none"> • communication/ interpersonal skills • mindfulness • global competence/ education • interdisciplinary approaches to instruction that support deeper student connections and awareness of relevance of content, concepts, and skills between and across content areas/ disciplines 	All or subsets of staff, as appropriate	<ul style="list-style-type: none"> • An assessment of professional training/ development needs as conducted by administration in preparation for Strategic Plan Year 2 implementation. • An analysis of SY 2016-2017 aggregate McREL district observation data conducted during the June 12, 2017 DEAC meeting reinforces some of these as areas for focus • Individual school PD plans reinforce emphasis on such topics <p style="text-align: center;">Activities Complete</p>
4	<p>By June 2018, the District will provide 100% of novice provisional teachers who hold a CE or CEAS with mentoring and support, as specified in <i>N.J.A.C. 6A:9C-5.1</i>, as per the District Mentoring Plan, to be measured by professional development agendas, attendance sheets, etc.</p>	Novice Provisional Teachers with a CE or CEAS	<p>Required per: 6A:9C-5.3 District mentoring plan</p> <p style="text-align: center;">Activities Complete</p>

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • Teachers will be trained in using/creating a common, standards-aligned high quality assessment in each department to be used in creating SGOs in compliance with SGO 2.1. • Teachers will be trained in the use of the SGO Quality Rating Rubric. • Develop a scheduled protocol for regularly analyzing data and planning for instruction. • Develop a scheduled protocol for regular use of staff developer(s) and supervisors to support teachers in the planning and delivery of small group, differentiated instruction. 	<ul style="list-style-type: none"> • Teachers will analyze students' expected vs. actual performance on SGO assessment in order to establish more meaningful targets. • Reflect on effectiveness of initial activities by sharing best practices and determining applicability for teachers' own instructional practices. • Supervisors will continue to support teachers in the application of learning to practice. <p>The SGO process activities noted above were completed at designated intervals. All teacher SGO data was gathered and has become part of the AchieveNJ Teacher Evaluation process as required</p>



2	<ul style="list-style-type: none"> As part of curriculum development and through new curriculum roll out/ implementation, teachers will be trained in inquiry-based approaches to learning, i.e., Understanding By Design with emphasis on development and application of student thinking levels ala Bloom's Taxonomy Continued focus on technology integration, i.e., SAMR Model that supports development of higher order thinking Use of district level assessments and rubrics to promote higher order thinking across disciplines 	<ul style="list-style-type: none"> Teacher observations to emphasize development of student inquiry and application of higher order thinking in the context of 21st century skills Staff developers to provide job-embedded coaching and support with this focus Supervisors will continue to support teachers in the application of learning to practice. <p>Activities related to the observation process including job embedded coaching, higher order thinking and integration of technology are complete.</p>
3	<ul style="list-style-type: none"> District committees, e.g., Franklin Lakes Instructional Council, Curriculum Committees, School Improvement Panels, District Education Advisory Council, Digital Learning Committee, etc. will convene to examine/ study, explore, and plan for implementation of initiatives. Staff developer(s)/ supervisor(s), teacher leaders will and/ or consultants will provide training to those staff members identified as requiring training for implementation of initiatives. Identified departments/ committees/ staff members will read, research, and/ or receive training in strategic plan initiatives 	<ul style="list-style-type: none"> Teachers/ staff members will pursue additional training/ support within or outside of the district, as appropriate, with a goal of turn-key training to and/ or sharing resources with other appropriate staff members. Supervisors will share recommended publications and opportunities for professional development. Supervisors will continue to support teachers in the application of learning to practice. <p>Activities including training, turn-key training, and teacher led PD are complete. All training related to Strategic Plan initiatives identified as priorities was also completed.</p>
4	<ul style="list-style-type: none"> 3 day New Teacher Orientation for all new staff Assignment of provisional teachers with a CEA or CEAS to a formal mentor Mentor training Monthly meetings between mentors and mentees (5) 1 hour after school meetings on appropriate topics for mentored teachers 	<ul style="list-style-type: none"> Assignment of "buddies" to all staff with a standard certification to support transition to FLPS Opportunities to collaborate, share, and/ or participate in peer visitations with highly effective veteran teaching staff <p>All novice teachers received orientation and were assigned mentors or "buddies" as appropriate. 5 monitoring sessions were held.</p>

3: PD Required by Statute or Regulation

State-mandated PD Activities
Reading Disabilities Prevention: Suicide, Substance Abuse, HIB Policy School Safety, Security, and Code of Student Conduct Health: Bloodborne Pathogens, Alcohol, Tobacco, and Other Drug Prevention & Intervention Additional Professional Development Topics <ul style="list-style-type: none"> Educator Evaluation Bilingual Education: ESL Inservice training Equity and Affirmative Action



- Special Education Training
- Teacher Mentor Training
- I&RS Referral
- NJ SMART

All staff completed NJDOE required training sessions through Safe Schools or on site.

4: Resources and Justification

Resources
<p>2017-18 Fiscal Resources:</p> <ul style="list-style-type: none"> • ESSA/ ESEA, Title IIA Funds, 2017-2018: \$17,535.13 • ESSA/ ESEA, Title III Funds, 2017-18 (20% = PD): \$743.20 • District Professional Development budget 2017-18: \$105,485 • School Professional Development Budgets 2017-2018 <ul style="list-style-type: none"> ◦ CRS: \$3,000 ◦ FAMS: \$5,915 ◦ HMR: \$2,230 ◦ WAS: \$1,800 <p>PD Memberships & Networks:</p> <ul style="list-style-type: none"> • The Madison Institute Professional Learning Consortium, 2017-2018 Membership • Northern Valley Curriculum Consortium • Other providers <p>Online Learning Modules: SafeSchools</p> <p>FTE Staff: Mathematics Staff Developer, K-8</p>
Justification
<p>Achieve NJ/ Teacher Evaluation Data FLPS Strategic Plan 2016-2020 Professional Development Requirements in Statute and Regulation School Improvement Panels District Evaluation Advisory Committee</p>

Signature: _____

Superintendent Signature

6/26/18

Date