FRANKLIN

School Professional Development Committee
Profile and Sign-Off Sheet

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Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

SECTION ❶ SCHOOL PROFILE

Name of School: FRANKLIN ELEMENTARY SCHOOL

School Address: 1550 LINDY TERR

Principal: COREY LOWERY   E-mail clowery@twpunionschools.org   Phone

Grade Levels: K - 4   Student Enrollment: 455

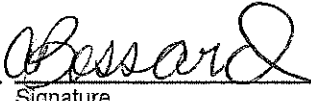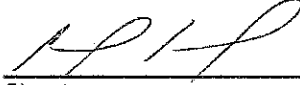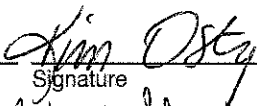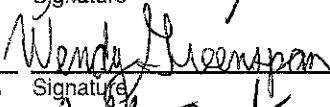**Staff (provide number of staff members in each category):**
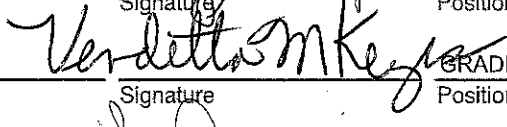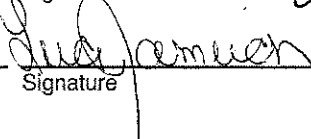
Teachers: __24__ Content Area   __3__ Special Education   __6__ Special Area Teachers (Arts, Phys. Ed, Tech)
_____ Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
_____ Paraprofessionals

Administrators: __1__

Date submitted _____

Please provide the following information for the School Professional Development Committee:

Chair:

ALTHEA BOSSARD	*(signature)*	AAP	TBD	abossard@twpunionschools.org
Chair Name (please print)	Signature	Position	Term Expires	Email
COREY LOWERY	*(signature)*	PRINCIPAL	TBD	clowery@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email
KIM OSTY	*(signature)*	AAP	TBD	kosty@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email
WENDY GREENSPAN	*(signature)*	SPEC. ED	TBD	wgreenspan@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email
VENDETTA KEYES	*(signature)*	GRADE 1	TBD	vkeyes@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email
LISA JAMISON	*(signature)*	PTA - PRES	TBD	jb2fam5@yahoo.com
Name (please print)	Signature	Position	Term Expires	Email

TEMPLATE FOR

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2014-2015

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN: A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
5. What challenges has the district or school faced in the past in providing professional development?
6. How will these challenges be addressed in this School Professional Development Plan?

A. Reflection

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained or replicated?

The 2013-2015 professional development (PD) programs for staff members of the Township of Union public schools continued the practice of scheduling three five-hour days of training. Staff development consisted of district mandated training as well as limited building based training. Topics for these sessions were intended to respond to district and building needs. Such topics included but were not limited to: writing, Go Math, SGO's, Common Core State Standards, differentiated learning, and classroom management.

In addition, we have implemented after school programs that are enrichment based and geared towards testing. Students are taken out of their chorus program and given extra instruction on areas that need improvement. They are also given opportunities to improve by attending a morning Success Maker reading program and a lunch Success Maker math program.

2. How did those opportunities address the needs of staff and enhance student learning?

Examples of staff preferences were based on surveys, faculty meetings, professional learning communities (PLC) meetings, grade-level meetings, and Common Core standards. Projects and lessons created by teachers with newly acquired learning resulted in enhanced student learning. Cooperative groups, hands-on activities, movement, multi-cultural lessons are just a few

examples of enhanced student learning. Informal and formal assessments, discussions, and independent student interest, such as using the library are evidence of student growth.

3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.

Although this committee does not have access to all of the professional development evaluations, through our grade level meetings, common planning time, and professional learning communities (PLC) meetings, teachers have been able to incorporate knowledge into the classroom and enhance their practices. This has been documented through lesson plans, public displays, showcases, and performance and portfolio assessments. Data sheets are filled out monthly to show student learning.

4. How has the previous professional learning been aligned to the district and school priorities and key initiatives and programs?

Previous professional learning has been aligned to district and school priorities by required Success Maker and Waterford training. Some of our requests have been fulfilled such as the writing workshop programs, Go Math and Guided Reading.

5. What challenges has the district or school faced in the past in providing professional development?

Challenges our school has faced in the past in providing professional development have been monetary, outreach, and research issues. Too often professional development has been problem-based rather than solution focused.

6. How will these challenges be addressed in this School Professional Development Plan?

We can solicit businesses for equipment, personnel, contributions, and write grants to address the monetary issue. We can develop a network with in and out of district teachers to inspire and enhance learning. Being aware of successful trends and programs via the internet can also aid in our challenges.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
B. Needs Assessment

Provide the definition for question (1) and then describe the answers to (2) and (3) in narrative form:

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.

B. Needs Assessment
1. What is the school's definition of student achievement?
Our definition of student achievement is meeting the building objectives and goals, which are increasing language arts and math test scores. However there is a need to emphasize educating the whole student. We have expectations for character development through programs and processes to advance the expectations, which appear to be in levels of low priority. Student success should look like discovery such as in learning centers, theory and practice in real life problem solving strategies, being able to use technology, expression through writing, all of which can result in higher test scores.
2. See Attached (Data Sheet)
3. The school committee is using school-based performance and other data to drive the professional development needs in the school by tallying teacher survey results regarding the needs of our school. There were two opportunities to gather information. The results tell us the following were areas most commonly expressed: technology, learning centers, special needs planning, and classroom management.

SECTION ❷ BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
C. Professional Development Goals for the School

1. List the school's established student learning goals and other learning needs. These should:
   - be based on school district goals;
   - be aligned to school improvement plans;
   - be based on an analysis of the Needs Assessment Data;
   - support enhanced student learning; and
   - be measurable and attainable.
2. List your school's professional development goals. These should be specific, measurable, achievable, relevant, and time-bound.
   a. Specific: Be specific about what is to be accomplished
   b. Measurable: Identify how the goal will be measured
   c. Attainable: Ensure the capacity exists to accomplish the goal
   d. Results Based: Identify the benchmarks and outcomes for the goal
   e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how your professional development goals align with your school goals.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

D. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school. For instance, will professional development be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
3. Indicate the connection between student learning goals and the professional development within the school.
4 How will the school communicate the professional development plan to all staff members?

C. School Professional Development Opportunities

    1. Describe the professional development structures and designs in the school.
Professional development will be designed as workshops and team-based learning. We offer parent nights through the district. We partner grade levels to collaborate together. These teams work to develop grading rubrics consistent with each grade level. Training in special education inclusion will address students' needs. There are horizontal meetings across the district.

    2. What are some of the key NJCCSS areas on which the school will focus their professional development?
Language Arts literacy and writing are some of the key NJCCSS on which the school will focus their professional development.

    3. Indicate the connection between student learning goals and the professional development within the school.
The teachers have to be trained in accordance with the students' learning needs.

    4. How will the school communicate the professional development plan to all staff members?
The school will communicate the professional development plan through the professional learning portal, emails and reminders in writing.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
E. Professional Development Resources

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?

2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.

E. Professional Development Resources

1. Include a description of time, allocation, and resources to meet the learning goals.
Time is provided after school through PLC's, grade level meetings, and faculty meetings. Due to the lack of common planning time, teachers utilize their lunch breaks as a common planning time. The third and fourth grade teachers in the building have common planning times once per week. Special area teachers meet with their corresponding groups on a monthly basis. Teachers also participate in vertical and horizontal meetings throughout the school year. Fellow teachers and outside providers offer expertise. PowerPoint presentations and hand-outs of provided as resource materials. Teachers meet for grade level meetings weekly during their chorus periods. In those meetings, teachers discuss planning; give assistance and ideas of how to implement a new resource and what has been working effectively in their classrooms.

2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners.
We offer professional development classes after school as well as continuing education programs as well as during the summer.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
   - How might you consider holding focus groups to get teacher input on needed professional learning?
   - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
   - How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

1. What knowledge, skills, or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?

Educators will gain an increased understanding of writing skills, technology, mainstreaming special education student, and parental involvement. Evidence will be more programs related to upgraded areas of learning as well as increased student performance.

2. What student data will be used to determine how these knowledge, skills, and behaviors impacted student learning?

We will use student performance portfolios, informal and formal assessments, mirrored assessments, bi-yearly proficiency assessments, and conferencing, reflection, and student test scores. Data sheets are filled out each marking period.

3. What additional data is needed to support the program evaluation process?
None at this time.

4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?

The School Professional Development Plan will encourage teachers to implement knowledge and experience into their classrooms. Evidence is in teacher's feedback and student performance.

5. What data are needed to answer the following evaluation questions?

We used faculty meetings to get teacher input on needed professional learning as well as the information and suggestions gathered from teacher input in the Professional Learning Communities. We can consider using technology to make surveys on the computer. Surveys are distributed via email, hand-carried mail, newsletter, and website. Feedback will be examined through evaluation forms on the computer.

SECTION ❸ SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

    D. School Professional Development Plan Summary

Key elements of previous professional development we will use as leverage in the new plan will be Teach-scape training, writing, differentiated instruction, classroom management and technology. Our definition of student achievement is meeting the building objectives and goals, which are increasing language arts and math test scores. However there is a need to emphasize educating the whole student. We have expectations for character development through programs and processes to advance the expectations, which appear to be in levels of low priority. Student success should look like discovery such as in learning centers, theory and practice in real life problem solving strategies, being able to use technology, expression through writing, all of which can result in higher test scores. List the school's established student learning goals and the other learning needs.

- Increase student learning
- Increase standardized test scores
- Improve character development

    E. List your school's professional development goals.

- Technology
- Writing
- Parental Involvement
- Achieving grants
- Special Education
- Pull Out Programs
- Character Development

    5. Describe the professional development structures and designs in the school.

Professional development will be designed as workshops and team-based learning. We offer parent nights through the Title 1 Program. We partner grade levels to collaborate together. These teams work to develop new ways to teach math and language arts lessons and align them to the Common Core State Standards. Training in Guided reading and differentiated instruction will address students needs.

    6. What are some of the key NJCCSS areas on which the school will focus their professional development?

Language Arts literacy, writing and math are some of the key NJCCSS on which the school will focus their professional development.

    7. Indicate the connection between student learning goals and the professional

development within the school.

The teachers have to be trained in accordance with the students' learning needs in order to see an increase in achievement in the students.

8. How will the school communicate the professional development plan to all staff members?

The school will communicate the professional development plan through the professional learning portal, emails and reminders in writing. Include a description of time, allocation, and resources to meet the learning goals.

Time is provided after school hours through PLC's, grade level common planning meetings, and faculty meetings. Fellow teachers and outside providers offer expertise. PowerPoint presentations and hand-outs are provided as resource materials.

9. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners.

We offer professional development classes after school as well as continuing education programs.

10. What knowledge, skills, or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?

Educators will gain an increased understanding of writing skills, technology, mainstreaming special education student, and parental involvement. Evidence will be more programs related to upgraded areas of learning as well as increased student performance.

12. What student data will be used to determine how these knowledge, skills, and behaviors impacted student learning?

We will use student performance portfolios, informal and formal assessments, conferencing, reflection, and student test scores. Data sheets, mirrored assessments and the proficiencies will also be used to determine how these skills, behaviors have impacted student learning.

13. What additional data is needed to support the program evaluation process?

None at this time.

14. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?

The School Professional Development Plan will encourage teachers to implement knowledge and experience into their classrooms. Evidence is in teacher's feedback and student performance.

15. What data are needed to answer the following evaluation questions?

We used faculty meetings to get teacher input on needed professional learning. We can consider using technology to make surveys on the computer. Surveys are distributed via email, hand-carried mail, newsletter, and website. Feedback will be examined through evaluation forms on the computer.

PROF. DAY

FRANKLIN SCHOOL	DATE 11/5
~~FACULTY MEETING SIGN-IN SHEET~~	
TEACHER	**INITIAL**
Terry Andriulli	_(signature)_
Jane Colford /Kayla Fuchs	Kayla Fuchs
Nikki Gangemi	Nikki Gangemi
Carol Godfrey	Carol Godfrey
Robyn ~~Grant~~ Kratz	Robyn Kratz
Vivek Kalola	Kalola
Denise Kelly	Denise Kelly
Cindy Klimchock	Cindy Klimchock
John Kraly	_(signature)_
Carol Longley	Longley
Marilyn Manigault	Marilyn Manigault
Courtney McCarthy	Courtney McCarthy
Delia McLean Absent	
Susanne Mercado	Susanne Mercado
Jamie Mobley	Jan Mobley
Lori O'Grady	Lori O'Grady
Barbara Olas	Barbara Olas
Jennifer Ramsay	Jennifer Ramsay
Casey Santo Hollenbeck	CH
Josie Santoro	Maggie Santos
Maggie Santos	Josie Santoro
Roseanne Schur	Roseanne Schur
Cindy Scobee	Cindy Scobee
Patti Weber	Patti Weber

PROF. DAY

FRANKLIN SCHOOL	DATE 11/5
FACULTY MEETING SIGN-IN SHEET	
SPECIAL AREA	
TEACHER	**INITIAL**
Althea Bossard	*AB.*
Christina Boston	
Mariann Chinsky	*MChinsky*
Christine Drivas	
Wendy Greenspan	*W. Greenspan*
Sharon Haliniewski	
Erin Jackson (Franklin - Livingston)	*E Jackson*
Jodi Klausner	
Lynne Mancinelli	
Bonnie Mauer	
Monica McGovern	
Marvin Navata	
Kim Osty	
Martha Recalde	*MRecalde*
Cathy Schackman	
~~Dan Seugling~~	
Christina Shahid	*CS*
Craig Wojcik	*CW*
Russ Wyckoff	*RW - RW*
Gerry Yoselevich	
Verietta Reyes	