

**BLACK HORSE PIKE  
REGIONAL SCHOOL  
DISTRICT**

*PROFESSIONAL DEVELOPMENT PLAN*

*2020-2021*

# Black Horse Pike Regional School District

## Professional Development Plan

### 2020-21

#### Section 1: REFLECTION

1. We have three Regional High Schools in our Regional High School District. They are Triton Regional High School, Highland Regional High School and Timber Creek Regional High School. By way of assessing our professional development efforts through asking participants and staff, we were able to identify the positive aspects of our professional development opportunities. The following positive aspects were identified: a.) summer professional development workshops, especially in technology use and remote learning; (b.) our Professional Learning Community, OnCourse Lesson Planner, (c.) a greater emphasis for teacher collaboration; (d.) We have had a lot of PD on Google Classroom from our Instructional Technology Coordinator. We have also had a lot of PD by other teachers on effective ways to teach remotely because of the pandemic. Even though all of these efforts improved professional practice and led to enhance student/teacher relationships, there were a couple challenges. First... all of the workshops for the Summer of 2020 had to be completed remotely. But the major challenge is dedicating the financial resources and time to increase the opportunities for teacher collaboration. Use of Title II funding and budgeted money for staff presentations, we were able to complete the PD needed. Secondly, providing relevant consultants and speakers to address our staff and student needs is a challenge at times. We have had the most success when we involve our own talented staff in designing and delivering meaningful professional development.
2. We have attempted to offer staff development that redefines how knowledge and skills gained from staff development opportunities impact professional practice and student learning. Our staff development programs *are* addressing student learning needs. We have remedial and enrichment Title I funded programs to improve student achievement as well as summer reading programs. We are also able to offer afterschool help for students in reviewing for their benchmark (End of Course Assessments) in Language Arts and Mathematics at Highland and Triton. With the introduction of so many new technology resources, we have offered professional development opportunities that present new knowledge on how to operate those technology resources in order to differentiate instruction and provide immediate feedback to students. All teachers now use Google Classroom as well as many other online resources such as Kahoot, Nearpod, Desmos and OnCourse. We also have Instructional Technology Superusers in the buildings. They hold afterschool workshops to help teachers incorporate technology into their classrooms to help with student participation and collaboration. During PLC meetings, teachers are updating existing syllabi to reflect the Common Core State Standards. We have continued to re-write our curriculum as well. This is a process that has taken a great deal of time and collaboration, but will help to scaffold skills, and align to the standards. The new curricula will specifically address learning styles and student needs.

## Section 2: NEEDS ASSESSMENT

1. Student achievement is defined by several characteristics that include performance on the PSAT, NJSLA, course benchmark assessments, involvement in the school community, and the ability of our students to give back to the larger community. All of our clubs are encouraged to participate in community service. We also consider the number of students participating in Honors/AP courses, the number of students enrolling in four and two year colleges, and the number of students finding success in vocational programs. The committee will analyze these data points and formulate a comprehensive plan to address any deficiencies.
2. The School District Supervisory and Administrative team gathers input through various means throughout the year, including Home and School Council (PTP) meetings with parents, professional development evaluations, and school based school improvement committees. The District Administrative team synthesizes all those data points of interest and creates a prioritized list of goals. Those goals are communicated to teachers, administrators, supervisors and parents in written form, posted on our website, at Back to School Night, Home and School Council Meetings. We have continued to distribute monthly newsletters and Spotlights via our List- serv. We continue to communicate by use of Twitter each day as well. We have conducted district wide needs assessments several times throughout the school year with student, parent, administrative, and teacher committees and conducted on-line surveys to assess our needs as well.
3. The key data points include NJSLA and PSAT scores for students from economically disadvantaged homes, demographics of our students, and students with disabilities. We also noted a need to improve our Math and Language Arts performance as measured by the PSAT which we continue to give to all 10<sup>th</sup> and 11<sup>th</sup> grade students (and 12<sup>th</sup> grade students who have still not passed an accepted exam for graduation). Identifying the performance gaps, especially in a context comparison with other schools in the same District Factor Group (**DE**), will enable us to design a professional development plan that addresses these teaching/learning needs. Through the analysis of these data, we have Title I Math tutoring programs for Highland and Triton. Based on various test scores, our Reading Enhancement program has been successful in increasing students' reading levels in their freshmen year, and IXL (an on-line program that analyzes students' reading levels and adjusts the on-line articles they read accordingly) help bridge these students into their sophomore year. For 2019-2020, we used IXL for all subject area for Special Education and our Reading Enhancement programs. We also used it in our ELL classes at Triton. We have also identified a need to help better our inclusion partnerships. We will continue this in 2020-2021.

In our desire to improve course assessment scores, NJSLA, PSAT, SAT and AP scores, we continue to revise programs of study, meet in PLC to evaluate students' academic progress on these assessments, and discuss strategies for greater success. A greater emphasis has been placed on real world writing. Because of the professional development opportunities teachers are better prepared to teach writing instruction. Students are showing improvement in expository writing. All courses of study are being rewritten and shaped by enduring understandings and essential questions emphasizing problem solving, higher level thinking skills, and inquiry- based learning. Through horizontal and vertical PLC teams, teachers are discussing ways to more carefully scaffold skills to promote greater students understanding and retention of content. We will continue our efforts to incorporate the Reading and Writing New Jersey Student Learning Standards into all curricula as well.

4. Based on the needs assessment, increased time for teacher collaboration, which can be utilized for developing common lessons and assessments, is needed. So in the future, we will support the creation, implementation, and function of professional learning communities.

## Section 3: DISTRICT GOALS

1. Listed below are the district goals synthesized from the school-based professional development plans:
  - Promote effective ways students can learn remotely and ways teachers can effectively convey content remotely.
  - Promote learning as a lifelong process.
  - Develop the ability to seek information, reason logically and use this information to solve problems.
  - Develop an awareness of civic rights and responsibilities and develop abilities required to be a positive contributor to society.
  - Develop an understanding of the need for moral responsibility, ethical behavior, and a sense of values.
  - Increase horizontal and vertical articulation in courses.
  - Improve students' writing skills by incorporating the CCSS for Writing in all curricula.
  - Utilize the SciPs (School Improvement Panels) to assess Professional Development Needs.
  - Increase implementation of Writing/Literacy Across the Curriculum, Cornell Note taking for freshmen, Socratic Seminars, SEL, and the continued implementation of the Stronge Model for Teacher Evaluation.
  - Integrate the use of technology into curricular areas (e.g. Google Classroom)
  - Integrate Social and Emotional Learning into the curricular areas
  - Institute Restorative Practices in each school to help our students take ownership of their actions.
  
2. SMART Goals:
  - 1) We will promote life-long learning by integrating inquiry based learning across the curriculum. This would be accomplished by integrating more use of information sources and media into assignments that require high level cognitive skills. Success in meeting this goal would be reflected in student achievement on assessments in their courses, and on improvements in the quality of required assignments at each grade level.
  - 2) We will increase our expectations for teacher collaboration in Professional Learning Communities over the course of the next two school years by asking horizontal articulation and vertical articulation teams to meet at least once a month to reflect on lessons taught, assemble common assessments, and analyze their collective and individual results. This goal will produce greater continuity among common courses, increased focus on student learning needs, and improve instructional quality.
  - 3) We will offer job-embedded and summer professional development opportunities that raise the level of student and teacher engagement and instructional rigor.
  - 4) Continue with articulation with the middle schools in the areas of science, math and language arts to help the flow of content into the high schools. Sharing the high school curricula with the middle schools will ease the transition for students.
  - 5) Offer collaboration between the areas of Science and Math to determine the skills necessary for success in both disciplines. The curricula writing will demonstrate this collaboration. The English Coach will be utilized in Science, and Social studies to demonstrate the proper use of Rubrics to increase inter-rater reliability when grading papers and lab reports.
  - 6) Have Professional Development on Restorative Practices for school administrators and teacher committees to turn-key these practices throughout the year for all teachers and educational specialists.

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3. There is a strong relationship between our school district goals and professional development goals, as well as a correlation with the New Jersey Student Learning Standards, and NJ Professional Development Standards. With the advent of our collaborative professional learning community focus, we will embrace the spirit of the standards by empowering educators to be their own facilitators of professional growth.

## Section 4: DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

1. We will look to continue to offer professional development to all staff to help them improve their ability to teach and provide instruction that will lead to successful student learning. We will continue to plan professional development workshops during our in-service days in September, October and March by establishing relationships with higher education professionals, utilizing community resources, offering embedded on-going professional development, and from educational service groups. *Note: these dates may change due to the pandemic... and some may be done remotely.* We have added 4 half days of Professional Development this year as well to address the SGO process and restorative practices. One of the days devotes part to Wellness (February)... something teachers and professionals often neglect but NEED especially during this time of pandemic. We have utilized the expertise of our staff to provide professional development for their colleagues throughout the school year. Our summer professional development opportunities have been a continued success. We have recruited more in-house teachers to conduct more of our summer workshops and utilized the ScIPs to identify which proposed workshops will be the most useful. Our district values working with teachers to make sure they are given the opportunity and support to try newly acquired teaching skills. Providing opportunities for teachers to develop their teaching skills throughout the year has helped our students to achieve. Collaborating as teams, teachers will analyze student work, align curricula, and create common assessments. By comparing student achievement data, teams will be able to determine the success of classroom instruction and address additional needs of the student population, such as further differentiated instruction. Teachers can attend workshops which focus on an area related to their particular needs and use this new knowledge to be more effective in the classroom. We also have instructional coaches for both Language Arts and Math to teach model lessons and best practices. In the 2019-2020 school year, we added a New Teacher coordinator to help our first and second year teachers succeed which we will continue in 2020-21. In the 2016-2017 school year, we have hired an Instructional Technology Coordinator to provide further professional development opportunities for teachers as we rolled out our teacher one to one initiative. In 2017-18, we rolled out our 1:1 student Chromebook initiative which was massively successful AND extremely prescient given need during the current pandemic. The Instructional Technology Coordinator was instrumental in the successful implementation of Google Classroom, and Google Drive.
  
3. Based on Feedback and ScIPs... professional development will include the following to help teachers to...

PROFESSIONAL DEVELOPMENT PLAN GOALS
Acquire the skills necessary to assist students to achieve success on state-mandated assessments (NJSLA) and End of Course Assessments, and PSAT, regardless of content area.
Improve technological proficiency and better understand how technology can be used to enhance the learning process and communication with parents.
Acquire skills necessary to successfully deliver curricular content remotely to students.
Expand and enhance instructional skills.
Heighten awareness of our increasingly diverse student population to create a more inclusive school environment. Closing the Achievement Gap.
Value life long learning.
Contribute to on-going curriculum development and revision.

Expand and enrich content area knowledge.
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Cultivate supportive relationships within the parents, guardians, families, and agencies in the larger community to support students' learning and well-being.
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3. Resources and financial means will be pulled to accommodate commonalities among the three school's plans. Conversely, as a result of each school's diverse student population, the district will support staff development needs as identified and needed.
4. As students, curricula, state mandates, and test results change, so too will our professional development efforts. The district professional development plan addresses the need to improve *Writing and Literacy Across the Curriculum*, which is a continued definitive school district goal for the 2020-2021 school year. We believe that literacy strengthens learning across multiple disciplines and breeds higher order thinking, so it will continue to be developed as part of a professional development district plan.
5. Teachers and administrators have attended workshops and trainings on the Stronge Model (Frontline My Learning Plan) and Oncourse trainings to help collaborate on lessons, and create websites.
6. The district plan will be communicated to all stakeholders via the district webpage, staff meetings, and at department meetings.
7. Our school's professional development plan is based on research-based and data-driven best practices.
8. The district will also continue training teachers in the use of Google Classroom and Google Drive.
9. The district will continue to Train Teachers on the Stronge Model Evaluation System, as well as re-certify administrators who do evaluations. Teachers will be trained in their beginning of the year department meetings and administrators will be re-trained in the August Administrator meetings at the end of the summer.

## **Section 5: PROFESSIONAL DEVELOPMENT RESOURCES**

1. The school year schedule has been modified to incorporate professional development: two days at the beginning of the school year in September, a full day at the end of September, two half-days in October, a half day in December, a full day in February and three half-days in May. Collaborative time will be provided for PLC teams. Our rotating schedule with common lunch continues to make time available to collaborate for the purpose of professional learning. We will also look to take advantage of the in-service days (full and half days in September, February and March), summer professional development opportunities, and department meetings to use for all teachers to collaborate and share.

*NOTE: these dates may have to be changed or done remotely due to the pandemic and changing circumstances.*

2. The various resources available for professional development include books, on-line resources, and presenters, some of whom we anticipate will come directly from the faculty and staff. The peer coaches are also used to provide resources and feedback to teachers on best practices. The peer coaches have also been successful at pairing teachers for a more collaborative process. Our Instructional Technology Coordinator is a great resource for help in the classroom, as well as conducting workshops throughout the year and after school. This process has been especially valuable for new teachers, in addition to the new teacher coordinator. New teachers this year will have two full day PLCs with the New Teacher Coordinator: Building rapport and classroom management, and establishing relationships. One full day PLC will be in October, and one will be in January. Some examples of summer workshops for ALL staff are:

- Working with Google Forms
- Effectively teaching remotely
- Effective Inclusion partnerships
- Go Guardian
- Games and Activities for all disciplines
- Quality Questioning
- Responding to Kids in Crisis
- Implementing Mindfulness and Yoga
- SmartBoard Basics
- Interactive Assessment tools
- SmartNotebook
- De-escalation techniques
- G-Suite
- Google Drawing
- Teaching to the ELL student
- Coaching in the classroom

3. Our district leadership engages all stakeholders by relying on the input from the school-based professional development plans. Again, we collect data from several points: surveys and questionnaires, professional development summary reports, professional development evaluations, informal dialogue, ScIP meetings, DEAC meetings, Comprehensive Equity Team meetings, and Home and School Council (PTP) meetings.



## **Section 6: ONGOING ASSESSMENT AND EVALUATION OF THE SCHOOL PD PLAN**

1. As a result of a Professional Development Plan, teachers will develop collaborative skills. They will gain skills to integrate technology, such as Google Classroom, into their curricular areas. They will be more masterful of content knowledge and more aware of the needs of individual students. Teachers will show increased implementation of OnCourse collaboration, website design, and sharing of lesson plans as well as develop collaborative skills. This will be evident in observations, increased academic achievement and decreased discipline referrals. The student data that will be used to determine how these knowledge, skills or behaviors impact student learning, include student attendance, decreased discipline referrals, honor roll status, increased academic achievement, extra-curricular involvement, and college enrollment rates. Restorative Practices used districtwide for 2020-2021 will help students take ownership of their own behavior and their own success.

2. The School Professional Development Plan will encourage job-embedded collaboration by providing increased availability for teachers to collaborate and share ideas for lessons or information gained from outside workshops. We constantly seek feedback concerning all aspects of professional development. This is done in a variety of ways:

- On-line feedback forms completed at the end of each summer workshop
- Feedback from Supervisors after PD days
- Input from supervisors and administrators
- Teacher anecdotal evidence and survey evidence
- School based professional development committees
- Google surveys/forms
- Analysis of all assessments, breaking them down into grade categories to plan instruction and using assessment audits
- Title I BSIP (Basic Skills) teachers analyzing student at-risk proficiency status

3. We ask all professional development participants to fill out a feedback form, which allows us to determine the efficacy of each program. The responses are used to improve the quality of professional development. When staff attends outside workshops and seminars they are frequently asked to share what they have learned at department meetings. This allows supervisors and staff to comment and critique the information passed on through a collaborative process.

4. Data, which are needed to address student learning and staff development needs include, disciplinary referrals, attendance records, participation in co-curricular activities, four-year and two-year college enrollment rates, NJSLA performance, PSAT performance, and AP course enrollment. Additionally, the school district collects data from surveys and questionnaires, staff development feedback/evaluation forms, informal dialogue, and school improvement committees to determine the effectiveness of staff development. Teachers can also be asked to provide feedback after each Professional Development session in faculty and department meetings.

## **Section 7: PLAN SUMMARY FOR THE DISTRICT**

In our schools, we will continue to encourage and incorporate technology and peer collaboration into the classroom. There has been an influx of new strategies and ideas that have introduced over the years and follow-up for the various ideas and best practices will also be encouraged. Our schools believe that student achievement is a top priority. However, we do not believe in focusing strictly on test scores. Our schools want students to achieve their personal best at all times. We want to develop student success and create an environment where any improvement is a commendable one. At our schools, student achievement means that students will not only be proficient on statewide assessments but they will be a whole person who can positively contribute to a global society. Student success is only achieved with good teachers leading the lesson. For this, we must provide relevant and valuable professional development opportunities. Enhancing Quality Questioning is also a focus in the schools to allow teachers to collect good data through questioning. This encourages student thought and collaboration. Professional development will be done through team based workshops and increased awareness of on-line resources. In addition, we will use various outside venues such as Rowan University, Camden County College, the Bureau of Education Research, Garden State Equity and other places which host valuable workshops to increase our knowledge and become better educators. We will also increase the use of teacher led workshops to teach new strategies. This will be an opportunity to share what works with our current demographics and determine what is giving our colleagues success. Teams will look at student work and create common assessments together through teacher collaboration, program studies, and through aligned curriculum. The use of benchmark testing will also be tool to gather more data on student performance. Team members will hold each other accountable for following the procedures set forth. By comparing data, teams will be able to determine what is working and what needs to be assessed as far as classroom instruction. The use of the peer coaches will provide an assessment of strategies a teacher is using, and look to incorporate different strategies into the lessons. Differentiated instruction can also help address the needs of the student population. Teachers can attend workshops which focus on an area related to their particular needs and use this new knowledge to be more effective in the classroom.

Professional development will be provided in department meetings as well as teacher collaboration. Teachers also have the ability to look back on lessons which did not run as smoothly as planned and adjust to make future lessons more effective. In order to make sure professional learning is on-going, we will need to have a scheduled day and/or time to meet as a group to collaborate. Common planning time is something which will continue because of our common lunch period for students. Various resources have been made available for professional learning. These resources include books, presenters, on-line resources, consultant tips are commonly e-mailed to the staff and articles related to specific topics are also provided. The district provides in-service time during half-days and when the students are not in session. As of the writing, our PD days for the first semester have been eliminated due to the pandemic and because of our Hybrid Model for students' return to school. However, as of this writing, we are beginning to develop ways for virtual PLC's and PD opportunities for teachers. In addition, workshops are provided throughout the summer and at various times after school. The school also offers professional development after school at for those who volunteer to attend based on their individual needs. Teachers also have the opportunity to attend workshops outside of the district. In the areas of Math, English, Social Studies and Science, we have full day focused PLC meetings with staff in each core subject as well.

Each department is working to meet the needs of the NJSLs, and the NGSS. They are creating assessments that reflect this and that will be able to be utilized during the upcoming year both as an assessment and as data that will be looked at to help the student and the teacher.

Our math department has continued to use a program named Alex that helps the students master math skills.

In our desire to give all students the opportunity to be successful, we have implemented Title I programs for two of our schools which include:

1. **Math Tutoring for four hours** each day. This program is only in our Title I identified schools and will be adjusted as needed due to the pandemic and the new Hybrid model.

2. **Literary Cafe-** In workshop style, students practiced various reading and writing strategies to build foundations and to increase stamina. Students also select and read books in book club fashion by reading selected titles and participating in group discussions. This is planned for the second half of the year due to the pandemic and students not being able to stay after school.

3. **End of the Year Review Sessions-** A series of 8 sessions directed to assist Title I students in preparing for their final assessments in English and Math

4. **Summer Bridge program for incoming students for Algebra I**

5. **Summer Reading Enhancement Bridge program:** These students continue their literacy skills over the summer to help avoid the “Summer Slide” in Lexile as they enter into English II.

6. **Summer School for students who fail a course throughout the year**

\* There were incentives from Barnes and Noble Book Stores given to students who attended sessions.

It is the expectation of the district that all pupils achieve the New Jersey Student Learning Standards at all levels. We are dedicated to providing our students an opportunity to achieve academic goals, develop good citizenship skills, and make a positive contribution to society. We want to develop student success and create an environment where any improvement is a commendable one. Student success is measured by standardized tests, benchmark testing, marking period grades, attendance and lateness to school, disciplinary referrals, and both formative and summative assessments by their teachers. In addition, we consider the number of students who attend community colleges, four year colleges, vocational schools and the military. These data, compiled from all grade levels, are analyzed to determine what professional development is needed and what new programs we need to offer.

We will continue with our full day PLCs for English, Math, Social Studies and Science, as well as structure the Common Lunch PLCs where the most teachers are able to participate once school resumes its normal schedule following the pandemic. We will continue to offer afterschool opportunities and utilize the resources already in our buildings to offer the most effective and most well received professional development possible focused on the success of our students.