

District Professional Development Committee Profile and Sign-Off Sheet

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Please write all of your responses for the district 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 DISTRICT PROFILE

1

Name of District: **West New York**

District Code: **5670**

County Code: **17**

District Address: **6028 Broadway West New York, NJ** County: **Hudson**

District Factor Group: **A**

Chief School Administrator: **Mr. John Fauta** Date submitted: **April 15, 2011**

Type of District (check one): **Top of Form**

K-5 K-6 K-12 7-12 9-12 Other (specify):

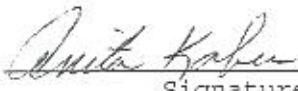
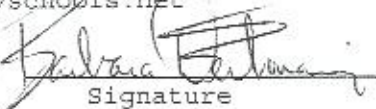

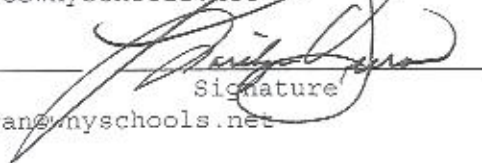
Please provide the following information:

List the names of the school buildings, grades, current student enrollment and number of professional staff members (who hold instructional or educational services licenses):

NAME OF BUILDING	SCHOOL CODE	GRADES	STUDENT ENROLLMENT	STAFF MEMBERS
PS #1	060	K-6	705	102
PS #2	065	K-6	657	78
PS #3	070	K-6	444	50
PS #4	080	K-6	750	89
PS #5	090	K-6	651	72
PS #6	100	K-6	726	71
Middle School	110	7-8	847	98
Memorial High School	050	9-12	1800	165
Early Childhood School	055	Pre-K 4	443	100

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

Chair:

<u>Anita Kober</u> Chair Name (please print) Expires	<u></u> Signature Email: akober@wnyschools.net	<u>Teacher</u> Position	<u>June 30, 2012</u> Term
<u>Barbara Deitmaring</u> Name (please print) Expires	<u></u> Signature Email: bdeitmaring@wnyschools.net	<u>District Sup. El. Ed.</u> Position	<u>June 30, 2012</u> Term
<u>Zoila Corea</u> Name (please print) Expires	<u>on medical leave</u> Signature Email: zcorrea@wnyschools.net	<u>Teacher</u> Position	<u>June 30, 2012</u> Term
<u>Llima Bove</u> Name (please print) Expires	<u></u> Signature Email: lbove@wnyschools.net	<u>Teacher</u> Position	<u>June 30, 2011</u> Term
<u>Marilyn Duran</u> Name (please print) Expires	<u></u> Signature Email: mduran@wnyschools.net	<u>Dir. Of Ed. Programs</u> Position	<u>June 30, 2012</u> Term
<u>Position Vacant</u> Name (please print) Expires	<u></u> Signature Email	<u>Teacher</u> Position	<u>June 30, 2011</u> Term

TEMPLATE FOR

DISTRICT PROFESSIONAL DEVELOPMENT PLAN

2010 -2012

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 BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

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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 your district that you want to retain and replicate? What challenges emerged that require attention?
2. Through previous evaluations of your professional development program have you been able to document how professional development is improving teacher practices and student learning? If yes, describe how you have accomplished this task.
3. How have you ensured that professional learning is addressing student learning needs and is aligned to the district and school priorities and key initiatives and programs?

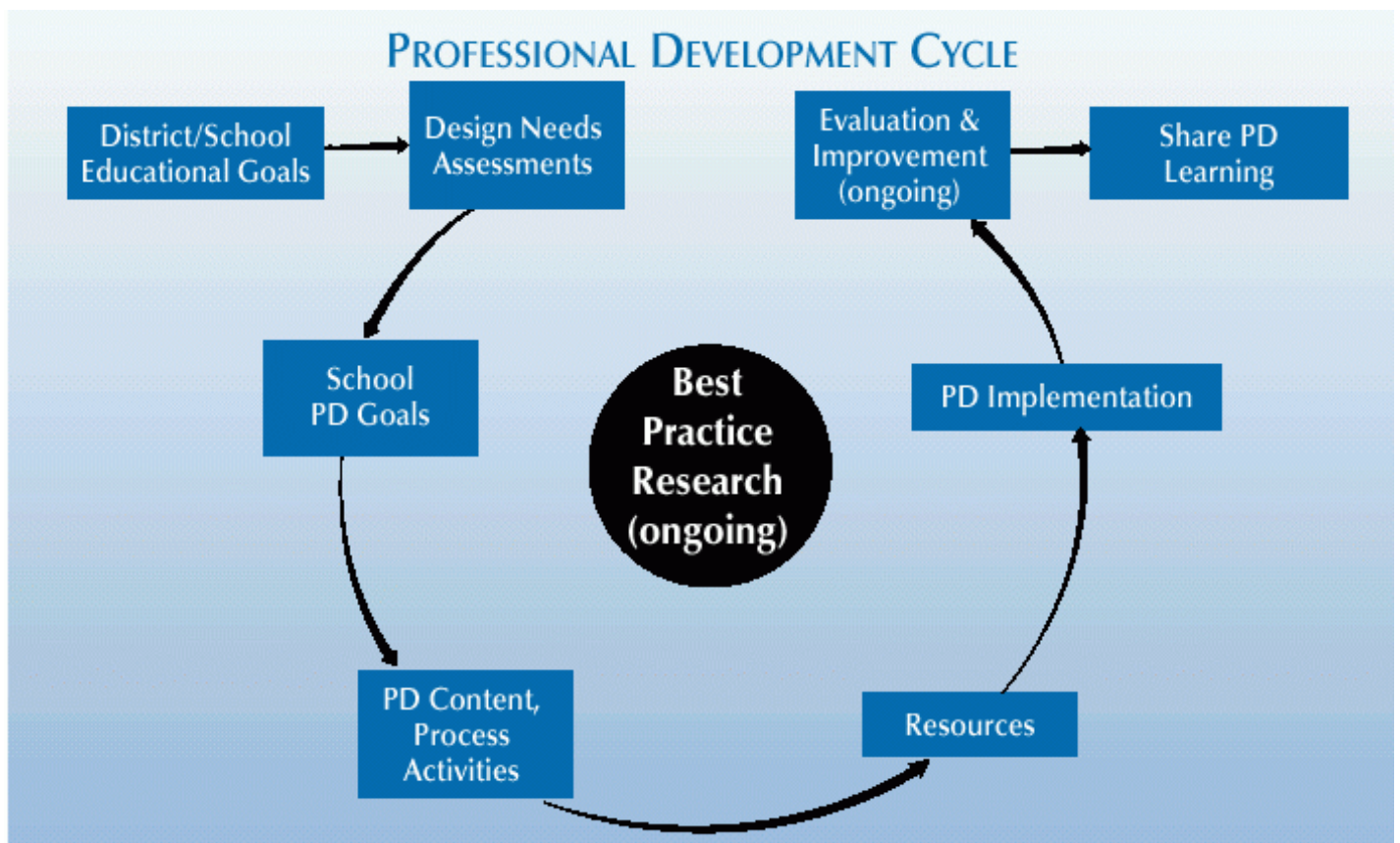
Positive Previous Professional Development Opportunities:

The West New York School District targets best practice research in all curriculum and centers all professional development on the nucleus and supports the role of the turn-key trainer as paramount. As the School-based Professional Development Committees are in place, they are beginning their work to engage the professional teaching staff in daily job-embedded professional learning. Professional development opportunities in Language Arts Literacy, Mathematics and Science are used as an interdisciplinary approach with emphasis on multiple intelligence strategies, communication literacy and higher reasoning/problem solving skills. Curriculum is reviewed and revised as needed. In-district workshops, vertical and horizontal articulation and professional days are offered on a regular basis accompanied with coaching and mentoring follow-ups. Content Supervisors model lessons and address instructional strategies daily. Training is continuing in the following areas: ELAS, Effective Use of the Early Literacy Language Block, Comprehensive Reading Intervention, Safari Montage, Mathematics Technology Integration, Program to Reinforce Least Restrictive Environment for Special Needs Students, Autism Program, Intensive Early Literacy Programs, Easy IEP, Special Education Medicaid Initiative, Family Literacy, Middle School House/Team Design, Life Skills Program, Reading First and Forever at the Middle School Level, Lab Work in the Science Curriculum, ELL in the Mainstream, and **Language Arts Literacy workshops for all disciplines.**

Building Capacity for Inclusive and High Achieving Schools has been implemented in the Elementary, Middle and High Schools of the district. The purpose of this program is to target general education and special education teachers for the purpose of developing strategies and practices which will ensure that differentiation of instruction and modification of curriculum occurs for special needs and at-risk students within the confines of general education classrooms. As Memorial High School continues to formulate **small learning communities**, it is necessary to take a proactive

approach to how special education services are going to be delivered. The school began utilizing a resource consultation/collaboration model called Bridges: Center for Academic Resources & Student Support Services in which the staff is composed of special education teachers who have been assigned to the Humanities, Mathematics and Science Departments. In-class support opportunities are on an as needed basis. In addition, The Accreditation for Growth efforts will be merged with the **Small Learning Community Initiative** to meet the needs of the district’s diverse student population. The improvement of teacher practices and student learning that is aligned to the district and school priorities is evidenced in our Best Practice Research Model. The District’s model to ensure that professional learning is addressing student’s learning needs is met by a unique program mixture consisting of in-district workshops, school workshops, constant in-class support with scheduled coaching and mentoring sessions, **limited teacher reassignments** and professional day usage. In and out of district consultants, supervisors, and turn-key trainers are utilized as experts in the field. The main strategical focus is on curriculum enhancements, interdisciplinary approaches, societal and cultural factors that ensure alignment to school and district goals and objectives. At each school, **Data Analysis Task Forces** are in place to ensure that professional development experiences align with learning goals and objectives. Activities are always evaluated and modified as needed.

Professional Development Chart for West New York



District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

B. Needs Assessment

Provide the definition for question (1) and then provide responses to the remaining questions::

1. Each district has developed an initial definition of student achievement. What commonalities do you notice in the definitions? What student learning priorities are highlighted in the definitions? How will the LPDC support these definitions as they develop the local plan?
2. How did the district committee communicate student learning priorities to the schools for school planning? How has the district committee sought input for district priorities for professional development? Summarize the formal or informal needs assessments that were conducted to identify adult learning priorities focused on student learning gaps?
3. Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.
4. What did the final analysis of the needs assessments show to be district priorities?

The WNY definition of student achievement: All students will be able to attain and apply the skills necessary to achieve academically in core subjects, utilize essential life skills and have a sense of responsibility to their community. The WNY PDC will strive to provide opportunities aligned with the identified learning priorities. Data was analyzed through staff and district discussions, **focus groups**, surveys and detailed evaluations. The WNY PDC met with the School-Based Professional Development Committees to provide guidance in the formulation of each school's plan. School Teams were encouraged to look at their schools from all angles. Feedback was sought from all administrators, supervisors, teachers, staff and all stakeholders that would ensure that student achievement was constantly and continually monitored. The School Leadership Council (SLC), composed of representatives from all stakeholders, assesses/diagnoses needs and works in collaboration with both the school's Needs Assessment Subcommittee and the Curriculum Subcommittee to identify areas of individual student weakness. This identification process is accomplished through review of information from a variety of sources including state tests (NJASK3, NJASK4, NJASK5, NJASK6, NJASK 7, NJASK8, HSPA and End of Course Algebra and Biology, and district tests). The committee members review both item and cluster data to identify areas where groups of students and individual students are deficient. In addition to testing information, a review is made of the student's classroom achievement through report card grades and classroom performance through classroom teacher conferences. Using this multiple measures approach, the specific content of the need can be prescribed to address the individual student's needs in LAL and in math. All students K-6 participate in a Title I School-wide Program with their individual needs addressed through the seamless transition from the classroom to extended day programs. In addition, IEP's for Students with Disabilities and the Maculitis and/or ACCESS tests for ELL/LEP students are reviewed to address their specific needs. **An Elementary Saturday Academy for Grades 3-6 has been implemented to address student achievement needs.**

The West New York Faculty aspires to be an open-minded community of caring people bonded in common purposes:

- To enhance each teacher's inherent devotion to teaching and life-long learning
- To develop a feeling of self-worth and confidence in each teacher through appropriate, interesting, meaningful, sustained, high quality, scientifically research-based and varied professional development experiences
- To help each teacher recognize the positive nature of the district's cultural diversity and how professional training can enhance and utilize that diversity

It is the expectation of the district committee and the entire school district to foster these goals through professional development experiences, the cooperative efforts of the entire faculty and the foresight of the Board of Education to continue to sponsor, offer and encourage workshops and other professional opportunities for teachers. Every teacher will recognize that professional development is a continuing, cumulative process to renewing their commitment to and enthusiasm for learning and instruction creating a better tomorrow for all faculty and staff. The professional development opportunities afforded by this plan reflect the common set of beliefs about teaching and learning to maximize all students' potential for success. The plan is a confluence of the professional development standards for teachers in New Jersey and the Core Curriculum Content Standards that enables all district educators to plan, design, enhance and support higher levels of academic achievement. **As the Common Core Standards are implemented, the District will seek to design effective learning experiences for 21st Century Learners.** Collegial opportunities abound fostering continuous improvement that seek to continuously challenge the traditional roles and relationships of all educators. Great care has been taken to include all populations of learners in subject matter knowledge, diversity and the appropriate learning environments. The Needs Assessment final analysis **shows a priority for LAL writing and comprehensive skills** and more in-depth concentrated cluster skills training.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

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C. Professional Development Goals for the District

Provide your responses to the following questions:

1. List the district's established student learning goals and other learning needs. These should: be based on an overview of the schools' goals; an analysis of the needs assessment data; be directly tied to enhanced student learning; and be measurable and attainable.
2. List the professional development goals for the district. These could be SMART goals.
 - 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 the district professional development goals align with the district priorities goals and the systemic goals of the district.
 1. The District's established learning goals and other learning needs include:
 - **By June 2011, based on NJASK cluster grades 3-5 district results, we will strive to meet all benchmarks set by the State of New Jersey in Language Arts and Math. Based on NJASK results, we will work to narrow the achievement gap of Special Education and LEP students in LAL to achieve the benchmark or a 10% reduction in the failure rate, therefore achieving Safe Harbor, a provision of AYP.**
 - **By June 2011, based on NJASK cluster grades 6-8 district results, we will strive to meet all benchmarks set by the State of New Jersey in Language Arts and Math. Based on NJASK results, we will work to narrow the achievement gap of Special Education and LEP students in LAL to achieve the benchmark or a 10% reduction in the failure rate, therefore achieving Safe Harbor, a provision of AYP.**
 - **By June 2011, based on NJASK cluster grade 11 district results, we will strive to meet all benchmarks set by the State of New Jersey in Language Arts and Math. Based on NJASK results, we will work to narrow the achievement gap of Special Education and LEP students in LAL to achieve the benchmark or a 10% reduction in the failure rate, therefore achieving Safe Harbor, a provision of AYP.**
 2. The Professional Development Goals for the District shall include, but are not limited to the following:
 - Provide on-going professional development experiences that include, but are not limited to such topics as content area training, multiple intelligences, peer mediation and non-bullying techniques, technology, **language arts literacy and new instructional strategies**. This goal will be measured through multiple measures including outcomes of state testing results, teacher evaluation of professional development, and teacher implementation of strategies as noted by lesson plans.
 - Through the alignment of the district plan with the twelve Professional Standards for Educators via the avenue of the Core Curriculum Content Standards **and Common Core Standards**, teachers are encouraged to refine their pedagogy and continue to renew their commitment to student learning and instructional

improvements thereby raising student achievement. This goal will be measured through multiple measures including outcomes of state testing results, teacher evaluation of professional development, and teacher implementation of strategies as noted by lesson plans.

- Turn-keying professional information and knowledge is an essential component of the professional development that takes place. A detailed list of teachers prepared to turn-key professional development is on file in the district. This goal will be measured through multiple measures including outcomes of state testing results, teacher evaluation of professional development, and teacher implementation of strategies as noted by lesson plans.
- The district's cultural diversity is recognized and enhanced with workshops that fulfill the professional development standards through experiences and cooperative efforts. The needs of English Language Learners and Special Needs students are constantly monitored, assessed and revised where necessary. This goal will be measured through multiple measures including outcomes of state testing results, teacher evaluation of professional development, and teacher implementation of strategies as noted by lesson plans.

3. The West New York School District continues to strive for excellence. Having **PS #5 as a school in need of improvement and as a district in need of improvement**, the district will look to provide the best instructional strategies in all areas of the curriculum. Upon the complete examination of the school based professional development plans, the following goals are in place and aligned with the district goals to foster increased student achievement:

- The establishment of **grade level benchmarks in Language Arts** for implementing effective assessments along with the development of innovative and fresh ideas for teaching writing and comprehension skills
- Strengthen the training for all Data Analysis Task Force Team Members for improvement in the identification of cluster scores on standardized tests
- **Increased encouragement in job embedded collaborations in all curriculum areas and focus on the sharing of best practices**

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

D. District Professional Development Opportunities

Provide your responses to the following questions:

1. Describe the professional development structures and processes that will be used in the district. For instance, will professional development opportunities 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 district offerings provide sustained support for implementation of new skills? How will consultants, institutes, and conferences support district professional development goals? 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 core curriculum content standard areas on which your district will focus the professional development? What other district initiatives will be targeted for intensive learning?
3. How will the district support groups of schools whose professional development goals are closely aligned? How will the district support the diversity of school professional development goals?
4. How will the district address professional learning gaps not addressed in schools?
5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?
6. How will the district plan be communicated to all stakeholders?
7. Summarize the connection between student learning goals and the professional development opportunities.

1. The West New York School District will continue to create an environment of growth and natural learning as a daily occurrence with the focus on assisting teachers to learn from each other. School-based learning committees and **Focus Groups** will foster a move toward common goals and the shared vision of each school. **Each school will foster the concept of collaborative time.** Feedback will continue from school administrators, supervisors, teachers and staff to ensure that students' achievement is constantly and continually monitored. The district enjoys a partnership with the Morris Union Jointure Commission, Hudson County Professional Development Consortium, **Hudson County Curriculum Consortium**, Hudson County Gifted & Talented Consortium, Liberty Science Center, local universities, Hudson County ETTC and community and state agencies whereby complimentary seats are offered for workshops of interest in core areas.

2. With an emphasis on Language Arts Literacy, Cross Grade level articulation is scheduled throughout the year **with a strong focus on Language Arts Literacy, mathematics, and science.**

- Development of a Saturday Academy for grades 3-6
- Incorporation of Promethium Boards with on-going professional development

3. The West New York/Eisenhower/Professional Development School Project (WNY/IKE/PDS) is currently active in PS #5 and PS #2. Teachers build on a yearlong classroom project designed to foster higher level thinking and reasoning skills and incorporating technology integration in the core areas. Intense in class support with coaching and mentoring are in place to provide job embedded professional learning opportunities. Areas of concentration to be focused on will be **Language Arts Literacy, writing and comprehension as per each school's needs assessment**. Professional learning opportunities are continually monitored to meet the needs of all student learners and all adult learners. The district plan is hosted on the district website and a copy is housed in each school. Student learning is at the core of the district's beliefs.
4. Because the district believes that professional development goes beyond the scope of the school day, professional development opportunities are addressed through contractual professional workshop days as well as district reassignment days based on staffing needs.
5. Support is provided to staff and administration through the following:
 - Teachers in the Basic Skills Improvement Program work with students identified as "at risk" for additional support in Literacy and Mathematics via a push-in model.
 - Cross Grade level articulation is scheduled throughout the year **with a strong focus on Language Arts Literacy**.
 - District social workers provide professional development opportunities for faculty and staff.
 - The K-6 Mathematics Supervisor and the K-6 Literacy Supervisor provide workshops and learning opportunities throughout the year. Follow-up coaching and mentoring are provided to ensure that areas targeted for improvement are being addressed.
6. The District Plan is communicated to all stakeholders through the District Website and a copy is housed in each school.
7. Professional learning opportunities are continually monitored to meet the needs of all student learners and all adult learners via multiple measures which include outcomes of state testing results, teacher evaluation of professional development, and teacher implementation of strategies as noted by lesson plans.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

E. Professional Development Resources

Provide your responses to the following questions:

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. You can indicate the kinds of time opportunities you are creating in the district. For instance, are you offering learning opportunities in which teachers are encouraged to network within and across schools? What district policies are in place to provide time for collaborative professional learning? Are staff meetings and district-wide convocations and institutes focused on student learning? How has the district identified expertise internal and external that will support professional learning priorities?
2. Identify the resources and structures in place in the district that demonstrate that the district community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days, summer academies, coaching and mentoring or after school learning opportunities. Identify the resources that will support educators in improving practices, such as research, professional periodicals, consultants, and conferences linked to the needs of district and school staff.
3. How does leadership engage all stakeholders in making the change needed to support collaborative professional learning?

The district offers two professional learning days during the school year in addition to **four** articulation sessions for professional dialogue. Common planning times are utilized to maximize the time for professional collaboration. Share folders and the use of **the On Course Curriculum Portal** are available on the web for access to other school's and **Supervisor's** instructional documents. The WNY/IKE/PDS Project hosts a wealth of resource lesson plans and provides constant in-class support via coaching and mentoring for the involved participants. **Focus groups will foster an environment whereby teachers will be able to solidly view the direct and indirect student learning that is taking place.**

- The provision of additional Professional Development opportunities for teachers who work with students identified as both English Language Learners/Limited English Proficient and Students with Disabilities
- The utilization of Dr. Jerry Petroff, from the College of NJ, to provide Professional Development opportunities for staff
- **The increase of supervisory support and lesson modeling in the classroom, especially in the area of LAL**, to address the needs of all populations including Students with Disabilities and Limited English Proficient students based on cluster and item analysis as indicated on State assessments
- **The provision of access to and training for all staff members who interact with Students with Disabilities to read and review the IEP**
- The provision of Professional Development opportunities for staff addressing multiple choice questioning techniques
- **The establishment of a curriculum detailing daily instruction for extended day LAL classes based on the scientifically-based research of our approved reading series**
- The prioritization of the LAL curriculum to identify areas for high interest accommodations for Students with Disabilities and English Language Learners/Limited English Proficient students

Through the combined collaborative planning by the district, administrators, supervisors and teachers and by utilizing all financial, timely and human resources in the most effective

demonstration possible, the district continues to successfully meet the challenging needs of student achievement through the NJCCCS/**Common Core Standards**.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

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

Provide your responses to the following questions:

1. What knowledge, skills or behaviors will educators learn as a result of the District 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 impact student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the District 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? For instance, the Local Professional Development Committee might consider the following questions:
 - How might you consider holding district-wide focus groups or conduct surveys to get feedback on district professional development offerings?
 - How might you use school level program evaluation data to provide more input on the district professional development plan?
 - How might 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?

The West New York School District has its Professional Development Plan structured to meet the following attributes of Professional Development in all measurable goals and objectives:

- Content-specific pedagogy **with a strong focus on improving student achievement in Language Arts Literacy**
- Daily job-embedded structures **with a strong focus on improving student achievement in Language Arts Literacy**
- Team learning **with a strong focus on improving student achievement in Language Arts Literacy**
- Results-driven **with a strong focus on improving student achievement in Language Arts Literacy**
- Student work focused **with a strong focus on improving student achievement in Language Arts Literacy**
- Teacher-driven **with a strong focus on improving student achievement in Language Arts Literacy**

These six areas are constantly reviewed, evaluated and discussed. Changes and modifications are made where necessary to continually improve and strengthen both adult and student learning. Schools administrators support the education of their stakeholders. Copies of evaluations, logs and journals are on file in the district. The District will continue to provide Professional Development In-Service Days as well as **Central Office/Supervisor planned Articulation Days** for departments/curriculum and team meetings. Increased grade level meeting in all schools will be scheduled. Ample time, resources and space will be provided with the continuing support of the WNYPDC and the SBPDC. The WNYEA Treasurer is a long-standing member of the committee and is committed to providing excellent professional learning opportunities. Through collective bargaining negotiations, teachers will continue to be given released and travel time to attend workshops. Planning time is provided for all turn-key trainers. Professional Development hours are awarded to all participants by the district as well as preparation time resources for in-district presenters. Teacher Leaders collaborate with supervisors and administrators on a daily

basis. Principal Leaders meet to collaborate on effective strategies to solve problems and increase student achievement, as well as for professional dialogue and planning. Professional Development activities are offered to the **one non-public elementary school** in the district. An excellent working relationship is enjoyed between the public and non-public schools. District administrators and supervisors are provided with professional offerings that include Technology for Visionary Leaders, **Language Arts Literacy Achievement**, School Safety and Security and School Law.

The West New York School District will continue to refine and target appropriate activities to produce a strong, effective learning community **with a strong focus on improving Language Arts Literacy for all populations.**

Feedback from all Professional Development Activity forms is distributed to all personnel and is reviewed by the local committee. Data is analyzed and used to improve and revise existing practices.

School Level Professional Development Planning Template

SECTION PLAN SUMMARY FOR DISTRICT PLAN

3

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.

PS #1 Summary

PS #1 will make improvements to the curriculum to attain AYP in Language Arts Literacy for the Elementary and Middle Grade Spans. PS #1 will research and find innovative ways to improve and increase AYP in Language Arts Literacy.

The staff, parents and community of Public School Number One work together so that all students can reach their academic potential. PS #1 is excited to work collaboratively to support excellence in student achievement. The students are able to meet challenges with success in order to achieve academically. This enables them to continue their education and accomplish their goals.

The student cluster statistics provided by the Data Analysis Task Force will be used to identify student learning goals. The entire school (K-6 including bilingual, special needs and specialists) will focus on the specific clusters which the Data Analysis Task Force has selected. These clusters will be incorporated into all areas of learning. **All curriculum areas stressed strategies in answering multiple-choice questions. A quarterly Language Arts based theme will be developed and incorporated in all grades and subject areas.** During Articulation and Faculty Meetings, the staff will be provided with various activities and materials. These resources can be utilized by the staff to address the identified student clusters. The staff will provide feedback at future meetings as to the benefits of the activities.

The primary goal is to meet AYP in all populations in Language Arts Literacy in the elementary and middle grade spans. The secondary goal is to ensure that the staff is making use of the activities and materials provided and to encourage the staff to become proactive in the sharing of resources.

PS #1 goals are to provide professional development that addresses student achievement in areas of need such as Language Arts (in order to reach AYP in the elementary and middle school levels) and Math as well as addressing those concerns identified by the staff. By using the indicators that are in place, the hope is to find feedback that is positive, yet constructive. The

results of the plan will then assist the school in facilitating professional development for the future.

PS #2 Summary

Public School Number Two has participated in numerous professional development opportunities such as grade level meetings, technology training, Language Arts and Math workshops etc. These PD opportunities provided the faculty and staff with knowledge and techniques **to promote new teaching strategies** to enhance the learning of all students. The professional development needs are aligned with the CCCS/**Common Core Standards** in order to meet the needs of all students and increase student achievement in all areas. Teachers have expressed preference to workshops that pertain to the subject matter in which they teach. The Professional Development Committee collected and reviewed the teacher completed surveys where teachers were encouraged to voice their needs and concerns in the area of Professional Development. **P.S. #2 has placed strong emphasis on improving test scores in the areas of Language Arts, Mathematics and Science.** Teachers are encouraged to incorporate educational techniques based on Bloom's Taxonomy and Gardner's Multiple Intelligences.

Based on the school's Needs Assessment, Extended Day Classes are offered to all students who have been identified based on the findings of the results from standardized tests and the Needs Assessment Committee. **A specific development of grade level benchmarks would be beneficial in the area of Language Arts instruction.** Based on previous test scores, this is the area where workshops and training is most needed. Teachers have also received training on Phonics based strategies such as Orton Gillingham at the lower grade levels. All Language Arts teachers have met with the District Supervisor and McGraw Hill representatives to support the implementation of the new reading series. Training has also been provided for all teachers by the Mathematics District Supervisor to enhance student achievement in the continuous changes of the standardized tests.

PS #2 has established learning goals including but not limited to, achieving significant increases in student performance to successfully reach adequate yearly progress for all subgroups for the NJ ASK, **WNY District Test** and ACCESS for ELL's. The School Leadership Council is working to address all students' needs. All goals will be measured by feedback provided by supervisors and teachers. The implementation of extended day programs has addressed the needs of these students to increase student performance, especially in the area of Language Arts. **Teachers will use grade level benchmarks for all grade levels in order to maintain ongoing assessment that can drive instruction in order to increase student achievement. A Homework Club is also going to be implemented in the near future to address the needs of those students who have difficulties completing their homework, and for those students who do not have the guidance at home for completing their assignments.** A Reform Committee has also been formed to address the changes that need to be made in order to address the individual needs of all students and insuring that teachers have the support needed in order to accomplish this goal. A Wellness Committee is also being formed to incorporate proper health and wellness instruction in the school community. The Rainbows Program helps those students who are coping with divorce or a death in the family. These are the changes that are being implemented and will continue throughout the year.

PS #3 Summary

Professional development has been successfully aligned to meeting district and school goals. Professional Learning should continue to provide the tools necessary for increasing student achievement on standardized and local assessments. Maintaining those programs that increase achievement in Language Arts and Math will remain a school priority. **Specifically, providing strategies for the multidisciplinary integration of Language Arts to assist faculty in meeting the district goal of achieving AYP in the elementary and middle school grade spans is an area that needs additional professional development.** In addition, staff training in web based applications has proven to be successful and should be incorporated into the new plan as well.

PS #3 will focus on improving achievement on standardized testing in Language Arts, Science, and Mathematics, as well as improving student localized testing and classroom performance. Students are striving to achieve higher gains using Bloom's Taxonomy and Multiple Intelligences. The District's Professional Development model allows teachers the opportunities to continually sharpen their approaches and strategies to support the maximum potential of each student. The Professional Learning Continuum is a confluence of the professional standards for teachers in New Jersey and the Core Curriculum Content Standards that enables all district educators to plan, design, enhance, and support higher levels of academic achievement. Collegial opportunities abound fostering continuous improvement that seek to challenge the traditional roles and relationships of all educators. All curriculum targets best practice research and centers all professional development on the nucleus and supports the role of the turn-key trainer.

In enabling all district educators to plan, design, enhance, and support higher levels of academic achievement, it is important that we focus on those needs expressed through surveys, questionnaires, and other forums. **Essential needs indicated have included further assistance in Language Arts for all grades, guidance in the newly implemented Language Arts curriculum scope and sequence, development on effectively incorporating Language Arts throughout the other content areas, strategies for teaching writing and reading comprehension skills, development in math as provided by our District Supervisor of Math, alternate methods of discipline and motivational strategies, and addressing the specialized needs of students in the mainstreamed classroom.**

Our school continues to meet our professional development goals while aligning them to our school goals for student and staff achievement. **Increasing student achievement in Language Arts in order to reach AYP as well as maintain a high level of student achievement in Math has continues to be a priority, and professional development continues to focus on these areas.**

Addressing the school's goal of increasing achievement in Language Arts and Math for all student populations remains challenging as each classroom's needs are unique. As a result, professional development has been continuously flexible in meeting the various demands of our total population. **All grade level teachers participate in a series of workshops that focus on achievement in Language Arts through its integration into the other core curriculum content areas. Many of these workshops include designing teaching strategies that align with new requirements, such as changes to NJASK.**

Addressing the school's goal of increasing achievement in Language Arts in order to reach AYP as well as maintain a high level of achievement in Math while increasing achievement in Math for all student populations can also be accomplished through a greater awareness of technology. The incorporation of Interactive White Boards in the classroom addresses

multiple intelligences and assists in providing differentiated instruction. Additionally, the incorporation of the web based Easy IEP tool provides all teachers with the ability to accommodate for individual student needs and targeted instruction.

To meet the school goal of increasing school safety for students in all populations, professional development has incorporated both technology as well as the recommendations of specialized outside providers. The web based Power Teacher and Power School enables staff members immediate access to information pertinent to student safety such as emergency contact numbers, approved guardians, health concerns, and other issues specific to individual students. **In an effort to empower our students, our school social worker has conducted workshops that educate our students and staff on the subject of bullying and assault prevention.** In learning how to provide a safer school environment, we hope to increase student achievement.

Scheduled Professional Development Day workshops, which are planned by district supervisors and building principals, target all curriculum areas and are constructed after a review of data analysis. Collaborative meetings at all levels, Professional Articulation Meetings, and in-district workshops provide teachers with the fundamental skills to increase productivity that facilitates student success. Data driven decision making continues to assist teachers with formative classroom assessment to continue to increase student achievement.

The school will continue to employ the Data Analysis Task Force who, in examining standardized testing results, determines the effectiveness of professional learning opportunities and identifies areas of need for future professional development. District-wide assessments and analysis of the student retention rate will continue to be used as indicators in evaluating professional development. Staff feedback will also remain a valuable tool in evaluating professional development. **The continued incorporation of staff surveys, questionnaires, and small, informal focus groups will allow insight into the specific needs of the staff as they strive to increase student achievement.**

PS #3 goals are to provide professional development that addresses student achievement in areas of need such as Language Arts (in order to reach AYP in the elementary and middle school levels) and Math as well as addressing those concerns voiced by the staff. By using the indicators that are in place, the hope is to find feedback that is positive, yet constructive. The results of the plan will then assist the school in facilitating professional development for the future.

PS #4 Summary

PS #4 will continue to provide professional development opportunities to the staff to enhance their pedagogy and life-learning skills. The staff, by continually updating their educational practices, emulates to the students, a desire for life-long learning. Such programs will include presentations for the on-line plan book and grade book as updates become available and necessary. PS #4 will continue to provide training for interactive white boards to enhance creativity in visual acuity and instruction for differentiated learners. In-school support will be maintained by Supervisors, Technology Trainers, and other Administrative personnel to turn-key and articulate information to colleagues and to employ practices in daily teaching strategies.

P.S. #4 will focus on improving student achievement on standardized testing in Language Arts Literacy, Science and Mathematics as well as improving student localized testing and classroom performance. Students are striving to achieve higher gains using Bloom's Taxonomy and Multiple Intelligences. The Data Analysis Task Force has provided a summary report of the New Jersey Assessment of Skills and Knowledge (NJ ASK) results in Math, Language Arts Literacy and Science, delineating partially proficient areas, so that the School Professional Development Committee (SPDC) may consider Professional Development opportunities to address those areas in need of improvement. The committee also uses results from District Quarterly and Yearly Assessments in Math and Language Arts for the same purpose. **Staff members, through a survey conducted by the SBPDC, conveyed the need for more Professional Development opportunities in the areas of integrating Technology in the classroom, fulfilling the requirements of Special Needs Students, Classroom Management Strategies, On-Course, Power Teacher, search engines to access information, and interactive white boards to create enthralling lessons and enhance differentiated instruction through visual acuity.**

Our Professional Development goals align with our school's goals by providing opportunities to attend workshops, collaborate with colleagues (vertically and/or horizontally), and to evaluate and assess the learning process in an effort to increase and enhance student achievement through differentiated learning and multiple intelligences. Our goal as educators is to provide a safe, learning environment for students, using 21st Century skills, to nurture and grow into productive citizens ready for tomorrow's workplace.

District Supervisors provide on-going comprehensive workshops, in-class support and lesson modeling to all faculty and paraprofessionals in order for P. S. #4 students to meet and achieve NJCCCS/**Common Core Standards**. In-class strategies address multiple intelligences by diverse and differentiated learning styles. Collaborative meetings, at all levels, are maximized to the fullest potential, as are Professional Articulation Meetings. In-District workshops provide teachers with the fundamental technological skills that increase teacher productivity to facilitate student success. Data driven decisions continue to assist teachers with formative classroom assessment to continue to increase student achievement. The needs of English Language Learners and Special Needs Students are constantly and closely monitored, assessed and revised, where necessary. The focus of professional development opportunities will include, but not be limited to, Mathematics, Language Arts Literacy and Science. **Also to be included, will be Social Studies, Health and Technology.** After reviewing reports of students' assessments, the Data Analysis Task Force has targeted specific areas of need. As a result of these findings, Professional Development will be aligned with the NJ Core Content Curriculum Standards/**Common Core Standards** to ensure maximum student learning potential. All staff members will receive a copy of the Professional Development Plan via electronic mail, paper copy on record in the main office, and on-line at the West New York School Number Four's web page.

Resources and structures demonstrate that the school community values and nurtures quality professional development for all staff members. District Technology Trainers provide on-going workshops for programs and/or software required by the district. (i.e. on-line grade book, on-line plan book) The district provides four hours of Professional Development on the first day teachers report to school and an additional six hours in October. These days are pre-determined by the District Administration and are incorporated into the school calendar. **Four** articulation days are provided to foster horizontal and vertical communication. District Supervisors provide in-class support to model lessons and assist in curriculum guidance. Contractually, teachers are encouraged to utilize the two allocated Professional Development days to collaborate with peers and to obtain a variety of experiences and strategies to use in the classroom. During the summer, novice teachers are required to attend an in-service workshop which explains district policies, philosophies and structures. Opportunities are offered during the summer to professional staff members.

In order to support the program evaluation process, a needs assessment survey will be conducted to review and update workshops already presented and the implementation of future goals. Workshop evaluations will be taken into careful consideration for the need to have a particular topic presented in the future. **To determine how knowledge, skills or behaviors have impacted student learning, the SBPDC will reflect on results of state assessments, district assessments, and classroom achievement as determined by the teacher. The team would like to formulate focus groups which conduct instruction on a variety of grade levels, disciplines, and cross-curriculum genres.** Careful consideration is given to support the students' classroom achievement and mastery of skills to be tested on state assessments.

PS #5 SUMMARY

The SBPDC at PS#5 looks forward to its task of providing professional development opportunities for the 2011-2012 school year. During this year, PS #5 will focus on efforts, as per the desire of our staff, to providing professional development that concentrates on the language arts literacy deficit of the students. To help with the efforts, PS #5 will be utilizing the assigned professional development days which are built into the school calendar as well as classroom activities that assist students to achieve. New ideas as well as ideas that have worked in the past (e.g., supervisor provided classroom workshops involving the students) will be incorporated. Success will be evaluated and amendments will be made where needed.

Monthly grade-level meetings, cross-level meetings and SLC Committee meetings will continue on a regular basis to identify professional learning needs. Based on the results of teacher surveys, and **the outcome of focus group meetings**, the SBPDC will meet with the administrators and a list of needs will be generated.

PS #5 will provide professional development that is interesting and effective while maintaining a high level of teacher interest. More hands on opportunities will be explored. Professional collaboration and lesson modeling will be shared along with focusing on SMART goals for instructional strategies.

The staff at PS #5 will create an environment that maximizes academic achievement. Students will be challenged to meet high academic standards. The staff will identify weaknesses in student performance and adapt strategies in order to positively affect academic achievement on a continuing basis. Staff will collaborate with parents, guardians and the community to equip students with the skills needed to be lifelong learners.

Data driven decisions continue to assist teachers with formative classroom assessment to increase student achievement. The needs of English Language Learners and Special Needs Students are constantly and closely monitored, assessed and amended where necessary. Professional Development Day workshops target all curriculum areas with a strong focus on Language Arts Literacy by District Supervisors, Building Principals and Central Office. These professional learning opportunities are constructed after a review of data and needs assessment.

The institution of the Elementary Saturday Academy has the main strategic focus on Language Arts Literacy through curriculum enhancements, interdisciplinary approaches and differentiated instructional techniques.

PS #6 (Harry L Bain) SUMMARY

PS #6 experienced many positive aspects of previous professional development opportunities in various subjects such as Language Arts, Science, Math and Technology. Trainings in LAL and Math provided teachers with activities and materials for various leveled learners as well as ELL students. Technologies such as Power School, **Promethean Board and Smart Board continue to** help teachers with time and classroom management. PS #6 has been able to document how professional development is improving teacher practices and student learning by staff surveys, student grades and overall test scores. Although our district has faced various challenges in the past in providing Professional Development, the School Based Professional Development Committee will **continue to** work diligently with administrators to ensure that these challenges are overcome.

The main focus is improving student achievement on standardized tests in Language Arts, as well as Mathematics along with improving student localized assessments and classroom performance. Student success will also include other positive outcomes such as confidence in academic and social situations, student responsibility for learning, and the ability to apply new skills to real life situations. Evidence of professional learning needs of the staff can be found in school-based performance data such as NJASK 3, 4, 5, and 6, ACCESS for ELL students, quarterly math tests, Kindergarten District Assessments and work sampling. Further evidence of professional learning needs have been and will continue to be found through hand written surveys, **as well as web-based surveys** which the School Based Professional Development Committee will examine carefully and **analyze data**. Monthly grade-level meetings, cross-level meetings and SLC Committee meetings will continue on a regular basis to identify professional learning needs. Based on the results of the teacher surveys, and **the outcome of focus group meetings**, the SBPDC met with the administrators and a list of needs were generated.

Based on the results of the NJASK 3, 4, 5, and 6, PS #6 will focus on the area of LAL as well as Math to address the needs of the General Education, Special Education, LEP, Hispanic and Economically Disadvantaged Populations to narrow the achievement gap and positively increase the achievement of the Total Population to achieve the benchmark or a 10% reduction in the failure rate to achieve a safe harbor. Professional Development opportunities will support these goals by offering teachers training during Articulation Days and Professional Development Days in subject areas that will foster student achievement in LAL, Science and Math. Staff members will also be encouraged to attend workshops out-of-district that foster further achievement in these specific subject areas. **Staff members will have the opportunity to attend a graduate level course on Diversity via Kean College.** Data Analysis Task Force Members will assist teachers in identifying “at risk” students, score trends, cluster achievement, and demographic information to positively and effectively address the needs of all students.

District Supervisors provide ongoing comprehensive workshops, in-class support, and lesson modeling to all faculty and paraprofessionals in order for WNY students to meet and achieve NJCCCS/**Common Core Standards**. In-district workshops provide teachers with the fundamental technological skills that increase teacher productivity to facilitate student success. The needs of ELL and Special Needs Students are constantly and closely monitored, assessed, and revised where necessary. Professional Development Day workshops target all curriculum areas and are planned by district supervisors and building principals and are constructed after a review of data analysis. Student learning goals will align with the professional development opportunities offered by the school by concentrating in the subject areas that need improvement based on standardized test results and student performance. The Professional Development Plan will be communicated to staff members through monthly faculty meetings and grade-level meetings, email and hard copies will be distributed to all staff members.

The West New York Professional Development model is a unique program mixture consisting of in-district workshops, constant in-class support with scheduled modeling and mentoring sessions, teacher reassignments and Professional Day usage. All staff members are encouraged to participate in university classes and course work with the offer of tuition reimbursement, state and national conferences, as well as district provided workshops and community events. Various resources and structures will demonstrate that the school community values and nurtures quality professional development for adult learners.

Through the School Professional Development Plan, educators will learn the knowledge, skills and/or behaviors necessary to further foster students' achievement. The West New York School District will continue to provide Professional Development In-Service Days. Past successes indicate that the programs already in place will continue to positively impact student achievement. All programs are continually reviewed, reflected upon and modified as needed. School-based performance data such as standardized tests, district tests and work sampling will continue to be used to measure student achievement.

MIDDLE SCHOOL SUMMARY

All professional development opportunities that helped the school achieve a lower seventh grade retention rate and an improvement in seventh grade and eighth grade test scores especially in sub groups were of various types. They included, but were not limited to workshops and in-class support for differentiated instruction and curriculum mapping; teaming (Common Planning and Small Learning Communities); looping, classroom visits and modeling of lessons by LAL, Special Education and LEP District Supervisors; mentoring; monthly faculty meetings; the School Leadership Council; the Professional Development Committee and the Data Analysis Committee.

The Middle School focuses on improving student achievement on standardized testing in Language Arts, Science and Mathematics as well as improving student localized testing and classroom performance. Students are striving to achieve higher gains using Bloom's Taxonomy and Multiple Intelligences. The district's professional development model allows teachers the opportunities to continually sharpen their approaches and strategies to support the maximum learning potential of each student. The professional learning continuum is a confluence of the professional standards of teachers in New Jersey and the Core Curriculum and Content Standards/Common Core Standards that enables educators to plan, design, enhance and support higher levels of academic achievement. Collegial opportunities abound fostering continuous improvement that seeks to challenge the traditional roles and relationships of all educators. All curriculum targets best practice research and centers all professional development on the nucleus and supports the role of the turn-key trainer.

The West New York Middle School Professional Development goals are connected to the student learning goals for the school/ district on improving student achievement on standardized testing in Language Arts, Science and Mathematics as well as improving student localized testing and classroom performance. The WNY Middle School's Professional Development Plan allows teachers the opportunities to continually sharpen their approaches and strategies to support the maximum learning potential of each student.

The West New York Middle School's effort to provide professional growth that enhances student performance and learning will be achieved through various workshops, in-service training and available professional days and reassignments.

The Professional Development Plan of the WNYMS provides for an ongoing evaluation of the program with feedback from professional development workshops through in- service/workshop evaluation forms which are distributed to all personnel and are reviewed by the appropriate individual(s) and/or committees. In addition, there are articulation meetings where issues are reviewed, revised, revisited and expanded as needed. Also any assessments by school curriculum and technology subcommittees, whereupon said committees will review the evaluation forms for validity and applicability to the needs of students.

Goals for the evaluation of the professional development plan will be to review the seventh grade retention rate and the Science, Language Arts and Mathematics scores of the 7th and 8th Grade NJ ASK scores.

MEMORIAL HIGH SCHOOL SUMMARY

Memorial High School's teachers have various opportunities for Professional Development throughout the year. Through a variety of surveys and evaluations, interests can be organized for future workshops. Staff members can participate in areas in which they are most interested and can then distribute this knowledge to students and other staff members.

The school makes use of standardized tests in addition to local assessments in order to address students' needs. Teachers will attend workshops to learn specific strategies that will improve student scores on these tests. There have been a variety of topics such as **as open ended responses, expository**, speculative writing, and persuasive essays. Although Language Arts is the focus of a majority of professional development, **other departments** also receive a great amount of instruction such as working with graphing calculators, Promethean Boards, math games in the classroom, and others. Along with student standardized testing achievements, the school has conducted self-esteem surveys to identify and address any confidence issues the students may have.

A wide variety of Professional Development is currently offered. Memorial has already created partnerships with Syracuse University, **Kean University, Fairleigh Dickinson, Caldwell College** and Hudson County Community College. The freshman/sophomore loop has cross content groups which convene daily during CPT. These meetings are now aligned in development of end of course assessments, honors level entry exams, **discussing student academic performance and curriculum reinforcement**. Teachers will receive Professional Development on differentiated instruction which, in turn, meets the needs of our varied population. Professional Development is not limited to only workshops. It is available to teachers in a variety of ways, such as one-on-one and small group conferences, department, grade level meetings **and college courses**, as well as turn keying information to staff members after attending workshops.

One of the school's primary Professional Development components will be centered on differentiated instruction. The freshman/sophomore loop **necessitates** differentiated instruction by staff members so they can help the diverse learning levels in the classrooms. The end of course assessment is utilized as a means to gauge the plan's success. Data concerning item analysis of the assessment **is** fundamental in developing student success. By categorizing common errors on these evaluations, **teachers are able to target trouble areas and adjust their teaching methods and styles**.

The district has two Professional Development days built into the school calendar and **four** articulation days. Staff members also have two separate Professional Development days if they choose to attend a workshop of their own interest. The district has a partnership with Morris-Union County Jointure where a variety of Professional Development occasions are available. This will be helpful for teachers since they must accrue 100 Professional Development hours in a five year span. Just as teachers are asked to fill out an evaluation form at the conclusion of each Professional Development session, a similar online survey **is** distributed to staff members to assess the year's Professional Development as a whole.

EARLY CHILDHOOD SCHOOL SUMMARY

The Early Childhood Program has been fine-tuned throughout the years and has been utilized as a model early childhood program throughout the country. Faculty and staff from various early childhood schools and state agencies have visited the West New York Early Childhood Preschool Program to study and replicate the program. Previous professional learning successes indicate that the preschool program continues to positively impact student achievement. The West New York Early Childhood Preschool Program considers the students' achievement results on the Work Sampling Assessment Group Reports and the Needs Assessment Data to measure quality practices within the preschool classrooms and to plan professional development opportunities. The Early Childhood Preschool Program is annually assessed through the Self-Assessment Validation System. The Early Childhood Operational Plan incorporates the results of this system and is continually assessed, monitored and revised according to the program needs. The Operational Plan fosters professional development opportunities and resources that support developmentally appropriate teaching practices and **higher levels of academic achievement for each individual student** utilizing the New Jersey Preschool Teaching and Learning Standards, the Tools of the Mind Curriculum **6th edition** and the Work Sampling Assessment System.

The school's professional development goal is to provide staff development that supports higher academic achievement and creates a positive, learning environment for all stakeholders. The professional development opportunities include, but are not limited to, trainings for: Work Sampling Assessment, Tools of the Mind Curriculum, Early Childhood Environment Rating Scale, Preschool Classroom Mathematic Inventory, Supports for Early Literacy Assessment, Supports for English Language Learners Classroom Assessment, Power School, Lesson Planning, Learning Centers, Classroom Strategies for English Language Learners, Inclusion, Positive Behavioral Support, Preschool Intervention and Referral, and Kindergarten Transition. The professional development opportunities address the needs of the staff and enhance student learning by: providing a safe and educational environment, enhancing all academic areas of learning with the research-based curriculum Tools of the Mind **6th edition**, driving the teachers' instructional practices utilizing Work Sampling Online Assessment, and implementing individualized strategies and interventions.

The preschool program has been able to document the improvement of teacher practices and student learning with results from the Self-Assessment Validation System, and Work Sampling Online Reports. Surveys, workshop evaluations, observations, evaluations and informal assessments within the district are also utilized as documentation. The Early Childhood Program continually and reflects upon the Self-Assessment Validation System to foster professional learning that coincides with the West New York School District Professional Development Plan and the Early Childhood Operational Plan. The Early

Childhood Program maintains an environment of growth and **natural learning** as a daily occurrence.