School Professional Development Committee Profile and Sign-Off Sheet

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

SECTION   SCHOOL PROFILE

Name of School: <u>CAREER AND INNOVATION ACADEMY OF ORANGE</u>

School Address: <u>123 Cleveland Street, Orange, NJ 07050</u>

Principai:<u>Mr. Jason Belton</u>   E-mail beltonja@orange.k12.nj.us   Phone:

Grade levels: _9>!:-..:12=-._____   Student Enrollment: ____:'0_____ _

Staff (provide number of staff members in each category):

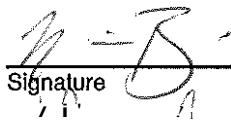Teachers: __**1**__ Content Area   _____ Special Education   __**j**__ Special Area Teachers (Arts, Phys. Ed, Tech)
            _____ Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
            _____ Paraprofessionals

Administrators: __*i*_

Date submitted_____

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

Chair:

Name (please print)	Signature	Position	Term Expires	Email
Nicholaos Balios		Health & PE		baliosni@orange.k12.nj.us
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BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

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

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

1. N/A

2. Certain PD offerings allowed for immediate transfer into classroom practice. Examples include: cooperative learning strategies, designing learning tasks with increased rigor, developing essential questions, designing 3-part objectives, using the Smart Board to enhance learning and the sharing of an activity or lesson by a peer, or an activity found on-line at a reliable educational website. District or school initiatives such as the use of benchmark assessments have provided teachers with student data that can guide their interactions with students and provide a basis by which to design instruction specific to students' needs. Through common planning meetings, teachers at department level often consult with each other when planning for student instruction or creating an assessment. Research supports that when teachers work collaboratively to plan, analyze student data and assess student work, improved instruction occurs and assignments and assessments more closely align to lesson objectives and state standards.

3. Our school recognizes that a focus on professional development and a consistent improvement in teacher practice has a favorable effect on other aspects of student life in CIAO including attendance, honor roll, suspensions, standardized test scores; guidance department referrals, portfolios assessments, discipline referrals, phone calls home to parents to discuss student progress, etc. As professionals we understand the value of collaboration among peers, discussing student progress and gains (and the

reason for them) and the sharing of things we've done that impact student learning. Common planning time embedded in the schedule supports teacher collaboration.

4. CIAO has school improvement goals and pupil performance objectives that are specific to the school andjor district initiatives. Our goal as a school is to look at the priorities and needs of our students and make decisions based on our findings and that directly impact student performance. The goal of the school is to address this through professional development and through focused attention to the achievement goals embodied in the Common Core Standards.

5. The amount of time that teachers are afforded to collaborate, plan, design instruction, etc. has historically presented itself as an obstacle to the promotion of the development of teachers. The school/district has addressed this with allocated time in the school calendar for district in-service days and school faculty meetings. The school has also embedded common planning time in the day schedule to allow for professional collaboration. As a school we must look at the way time is allocated to see if there are different ways to free up time so teachers can meet and work in meaningful ways. A concentrated focus on specific and meaningful goals that has been identified as being essential to the promotion of student's achievement. To this charge CIAO is committed to creating SMART goals that are (Specific in what is to be accomplished, identifies how the goal will be Measured, Attainable in the fact that it can be accomplished, Results based-identifYing benchmarks and outcomes for the goal, and Time-bound to a specific timeframe for completion of the goal(s)). Any goals determined by the school should be written in the SMART goal format and reviewed regularly to monitor asses and modifY initiatives/strategies for student success.

6. CIAO will strive to proactively meet the challenges of instituting progressive professional development school-wide. We recognize and look to build upon the combined expertise of our faculty to move the agenda of the school/district and promote student achievement. Mapping out a timeline for our school goals is another way to keep the plan in check The development of a professional development calendar that outlines and tracks our goals and initiatives for the year will assist in the successful implementation of our PD plan. The PD committee will look to attain meaningful data and analyze such to monitor progress and make adjustments to the PD plan as needed. We will use the goals inherent to the Core Content Standards as the basis for professional development and student outcomes.

BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

B. Needs Assessment (Section 2)

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

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

1. The school defines student achievement as the evidence of knowledge and growth in our students' social, academic, and emotional development. Success will be measured by assessment data, documentation of delive1y of counseling services, student discipline records, participation in extracurricular and athletic activities as well as the implementation of curriculum-based courses of study that address and promote active student participation in the change process.
2. The primary advisory and collaborative decision making body that is charged with the advising governance of the school as a whole is the School Management Team (SMT) and the school community/stakeholders via SMT subcommittees. This advisory group routinely analyzes school performance data from varied sources.
These includes:
   - Big Picture (Foundational Goals)
   - State Assessments (HSPA, ACCESS)
   - District Benchmark Tests (Study Island Assessments)
   - SchooljTeacher created assessments (tests, midterm/final semester exams)
   - Stakeholder interests (via surveys; formaljinfonnal discussions)
   - Instructional assessment data from focused walkthroughs

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The SMT takes into account all factors within the school system, identifies obstacles that exist that impede student achievement and makes recommendations of possible instructional strategies to reduce such obstacles.

3. The school's unified action plan will be used as a guide for decisions making. The agendas are set based upon the needs outlined in these documents. Examples includes:
   a. Smart Board Training
   b. Training in interpretation and application of student data

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C. Professional Development Goals for the School (Section 2)

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

1. Our student learning goals include:
   a. A reduction in student failures by 5% as measured by a decrease from each consecutive grading marking cycle **1 –** 4.
   b. A reduction in student failures on HSPA by 5% as measured by percentage on "not proficient" in March test administration compared to percentage of "not proficient" in October test administration.
2. Our professional development goals include:
   a. Teacher will use technological resources to deliver engaging, aligned, and rigorous instruction.
   b. Teacher will demonstrate effective classroom management.
   c. Teacher will collaborate within their content area by sharing best practices in a consistent collaborative setting.
   d. Teachers will develop cross-content instructional learning activities to reinforce collaboration and critical academic skills across all contents.
   e. Teachers will incorporate into their repertoire cooperative learning opportunities for students.
   f. Teachers will be well versed in multiple strategies and modalities, including cooperative learning, Socratic questioning, and differentiated instruction.
   g. The school will commit to equip each room with SmartBoard hardware and software, supply in-class support for proper instructional use of all available

hardware and software, and the district will provide for the maintenance of all technological hardware and for the proper function of software.

3. Professional development has been centered on strategies that have been proven to show results in raising student achievement. Examples include:
   a. SmartBoard training
   b. Vertical Articulation
   c. Socratic Questioning
   d. Cooperative Learning

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!D. School Professional Development Opportunities (Section 2)

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

1. Our methodology for delivery of professional development is blended. We deliver professional development school-wide and subject specific. Embedded in teacher schedules are allocated times for teachers to meet professionally in the context of content level meetings with the opportunity to review student work or create and develop common assessments. Due to the diversity of our programs we address the needs of regular instruction, and special needs (SN).
2. The purpose of all professional development is to ultimately raise student achievement. The focus on critical reasoning, writing as a process, and instructional rigor leads itself to the more effective preparation of students for local and state assessments as well as post-secondary preparedness and/or employment readiness.
3. The professional development plan will be included in the teacher handbook and posted on the school's website. We will also continue to update staff on upcoming/ongoing professional development at both the local and state levels.

BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
E. Professional Development Resources (Section 2)

1. Include a description of time allocation and supporting resources needed to meet professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative professional learning?   What resources materials and consultant expertise are provided for professional learning?
2. Identify the resources and structures in place in the school that demonstrates that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer after school opportunities.

1. Common Planning Time (CPT) meetings, faculty meetings, job embedded coaching, and district level training sessions are means by which staff has met to address our professional development goals. Most of these opportunities are embedded within the teacher's individual schedule.   Staff members, administrative team members, and consultants are utilized to turnkey, support, and mentor implementation of strategies and instructional practices.
2. In addition to professional development days that are embedded in the school calendar, we collaborate with other schools and consultants. Staff members are allowed to audit classes, conduct focus walks, and receive job-embedded coaching and required to select three classes during the year to observe peer instructional delivery.

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F. Ongoing Assessment and Evaluation of the School Professional Development Plan (Section 2)

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

1. Educators will learn to integrate diverse techniques and differentiated instruction as a part of their instructional delivery. Teachers will use online resources and this will be documented in observations and walkthroughs. Teachers will be able to plan in an effective manner. The activities will address diverse student needs which will be evidenced by a submission of lesson plans and observations. Best practices will be employed by teachers as evidenced by students engaged in cooperative learning activities that are aligned and rigorous, by increased student engagement and academic performance, and by observed behaviors documented in formaljinformal observations and walkthroughs.
2. The sources that we will use represent formative and summative data. The HSPA cycle 1 and 2 data, Study Island data, student portfolios and report card data are examples of some of the sources that we will use.
3. There are both qualitative tools that we will review. Student reports, minutes from students intervention teams, student attendance data, discipline records, and interim progress reports are representative samples of the data that is available to us.
4. The professional development plan addresses instructional alignment, rigor, and student engagement. The evidence that we responded to this need is in the design of the master schedule. Our schedule will: (1) Maximize instructional and prep time by

minimizing the number of different classrooms each teacher will be scheduled; (2)
Maximize teacher resources (maps, charts, posters, books, and rubrics) by allocating
rooms by subject content area; (3) maximize teacher instructional focus. Contractual
agreements with consultants are specifically designed to encourage and support job
embedded professional development.

5. We are currently creating 3 focus groups which will include: structured to learn
    structured to teach, and structured to lead.