

**WEST ORANGE BOARD OF EDUCATION
Public Board Meeting - 8:00 p.m. – August 7, 2012
ADMINISTRATION BUILDING
179 Eagle Rock Avenue**

Final Agenda

- I. ROLL CALL OF THE MEMBERS AND PLEDGE OF ALLEGIANCE
- II. NOTICE OF MEETING:
Please take notice that adequate notice of this meeting has been provided in the following manner:
 - A. That a written notice was sent from the Office of the Secretary of the Board at 4:00 p.m. on July 24, 2012.
 - B. That said notice was sent by regular mail to the West Orange Township Clerk and the Editors of the West Orange Chronicle and the Star-Ledger.
 - C. That said notice was posted in the lobby of the Administration Building of the Board of Education.
- III. CONSIDERATION OF THE CLOSED AND PUBLIC MEETING MINUTES OF July 23, 2012 (Att. #1)
- IV. SUPERINTENDENT’S AND/OR BOARD’S REPORTS
 - A. HIB Report
- V. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS
 - A. PERSONNEL
 - 1. Resignations
 - a.) Superintendent recommends approval of the following resignation(s):

Nicole Chirip, Special Education Instructional Aide, Mt. Pleasant School, effective immediately

Joseph Jean-Baptiste, Lunch Aide, Washington School, effective immediately

2. Rescissions

- a.) **Superintendent recommends approval of the following rescission(s):**

Danielle Cleary, Grade 1 Teacher, Washington School, maternity leave replacement, BA-1, \$240 per diem, effective 9/4/12-12/20/12

3. Appointments

- a.) **Appoint James O'Neill, Interim Superintendent of Schools, at the statutory amount of \$673.07 per diem, effective 8/9/12-6/30/13, unless earlier terminated as per the attached contract, which contract is subject to the approval of the County Executive Superintendent (replacement) (Att. #2)**

- b.) **Superintendent recommends approval of the following appointment(s) at the appropriate contractual rates:**

Susan Kitzen, Itinerant Media Specialist, MA-5, \$58,000, effective 9/1/12 (additional)

Kristi Crincoli, Grade 4 Teacher, St. Cloud School, maternity leave replacement, BA-1, \$240 per diem, effective 9/4/12-6/21/13 (replacement)

Denise Crookhorn, General Education Instructional Aide, Mt. Pleasant School, maternity leave replacement, Non-degree step 4, \$26,104, effective 9/4/12-6/21/13 (replacement)

Deborah Schiraldi, Instructional Aide, Resource Room, Hazel School, BA-1, \$26,140, effective 9/1/12 (replacement)

Peter Dercole, Instructional Aide, Autistic, Pleasantdale School, BA-1, \$26,140, effective 9/1/12 (replacement)

Leonard Ford, Instructional Aide, 504, Pleasantdale School, BA-6, \$27,658, effective 9/1/12 (additional)

Maryellen Fabrizio, Instructional Aide, 504, Redwood School, BA-3, \$27,309, effective 9/1/12 (additional)

Danielle Cleary, Grade 1 Teacher, Washington School, BA-2, \$49,000, effective 9/1/12 (replacement)

Gina Capone, Shared Instructional Assistant, Resource Room, Redwood School, MA-2, \$28,772, effective 9/1/12 (replacement)

Deborah Zarro, Administrative Assistant, Student Support Services, Column 4 Step 10, \$57,113, effective 8/20/12 (replacement)

Morgan Capezzer, School Psychologist, Pleasantdale School, maternity leave replacement, MA-1, \$256.28 per diem, effective 9/4/12-6/21/13 (replacement)

Marcy Madden, Art Teacher, Washington School, maternity leave replacement, BA-1, \$240 per diem, effective 9/4/12-6/21/13 (replacement)

Jennifer Sudol, General Education Kindergarten Aide, Redwood School, BA-2, \$26,784, effective 9/1/12 (additional)

Michael Figueiredo, SLC Project Director, WOHS, \$8,000 stipend annually, \$5,000 for summer work (prorated), paid from SLC grant, effective 8/7/12 (replacement)

Jaime Neyburger, Grade 6-12 Social Studies Teacher, Liberty School, BA-1, \$48,000, effective 9/1/12 (replacement)

Anna McDonnell, Guidance Counselor, WOHS, MA-5, \$58,000, effective 9/1/12 (replacement)

Louis Pallante, AP Coordinator, WOHS, for the 2011-2012 school year, \$2,540 stipend

Luis Flores, Volunteer Football Coach, for the 2012-2013 school year (Att. #3)

4. Leave(s) of Absence

- a.) Superintendent recommends approval of the following leave(s) of absence:**

William Temple, Maintenance Worker, Buildings and Grounds, medical leave of absence, effective retroactive to 7/18/12 – 9/4/12

Mary Anne Rourke, Benefits, Business Office, medical leave of absence, effective 7/30/12 until released by physician

5. Transfers

a.) **Superintendent recommends approval of the following transfer(s):**

**Employee Transfers/Reassignments for the 2012-2013 school year
(Att. #4)**

6. Contract Approval:

1) Dr. Donna Rando, Assistant Superintendent for Curriculum and Instruction, for the 2012-2013 school year, \$199,132 (Att. #5)

2) Mark Kenney, Business Administrator, for the 2012-2013 school year, \$195,966 (Att. #6)

7. Recommend approval of the revised West Orange Board of Education 2012-2013 Organization Chart (Att. #7)

B. CURRICULUM AND INSTRUCTION

1. Recommend approval of Field Trip requests for the 2012-2013 school year (Att. #8)

2. Recommend approval of the 2012-2013 West Orange School District Professional Development Plan (Att. #9)

C. FINANCE

1. Recommend approval of service contract with PTatric Therapy, LLC for physical therapy services for student for 2012 Extended School Year in an amount not to exceed \$600 (Att. #10 - confidential)

2. Recommend approval of tuition for the 2012-2013 School Year, including Extended School Year, Out of District placements as per the attached (Att. #11 - confidential)

3. Recommend approval for renewal of service contract agreement with North Jersey Outreach/KDDS Too, Inc. for support services for student for the 2012-2013 school year in an amount not to exceed \$40,000 (Att. #12 - confidential)

4. **Recommend approval of service contract agreement with Novogrow, LLC for physical therapy services for student for the 2012-2013 school year in an amount not to exceed \$18,000 (Att. #13 - confidential)**

D. REPORTS

VI. REPORT FROM THE BOARD PRESIDENT AND/OR BOARD MEMBERS

VII. MOTION FOR THE NEXT BOARD MEETING to be held at 6:00 p.m. on August 28, 2012 at the Administration Building.

VIII. PETITIONS AND HEARINGS OF CITIZENS

IX. ADJOURNMENT

INTERIM SUPERINTENDENT AGREEMENT

THIS AGREEMENT made this _____ day of August, 2012, by and between the Board of Education of the Township of West Orange, having its principal offices at 179 Eagle Rock Avenue, West Orange, New Jersey 07052 (hereinafter referred to as the “Board”) and Mr. James F. O’Neill (hereinafter referred to as “Mr. O’Neill”), collectively referred to as “the Parties”;

WHEREAS, the Board desires to retain the services of Mr. O’Neill as Interim Superintendent of Schools, and Mr. O’Neill has agreed to provide said services; and the Executive County Superintendent of Schools has approved this Interim Superintendent Agreement; and the Board has approved the appointment of Mr. O’Neill as Interim Superintendent of Schools subject to the terms in this Agreement.

NOW, THEREFORE, the Board and Mr. O’Neill agree as follows:

1. **DUTIES**: The Board hereby agrees to retain Mr. O’Neill as Interim Superintendent of Schools and as such he shall be invested with such duties and responsibilities specified in Title 18A of the New Jersey Statutes and all other applicable laws and regulations, and in accordance with all Board policies, and job descriptions outlining the functions, responsibilities, powers and authority of Superintendent of Schools. Mr. O’Neill agrees to carry out all of the duties of the office of Interim Superintendent, to attend all meetings and school functions required by the Board and to otherwise serve as the temporary chief school administrator of the Board.

2. **CERTIFICATION**: Mr. O’Neill represents that he possesses a valid certification with endorsement of School Administrator issued by the New Jersey State Board of Examiners, which must remain in full force and effect throughout the term of this Agreement. If Mr.

O'Neill's certification is revoked for any reason, this Agreement shall be immediately rendered null and void.

3. **TERM:** The term of this Agreement shall be from August 9, 2012, through June 30, 2013, or until such time as a permanent Superintendent shall commence employment or the Agreement is terminated by either party in accordance with the termination clause of this Agreement. Any extension of the term of this Agreement, must be in writing, by way of an addendum to this Agreement.

4. **COMPENSATION:** Mr. O'Neill shall be compensated at the per diem rate of an annual salary amount of \$175,000.00, which equals six hundred seventy-three dollars and seven cents (\$673.07) (1/260th of \$175,000.00) for the term of this contract.

The parties agree that the daily rate fully compensates Mr. O'Neill for attending Board meetings, Committee meetings, as well as regular and emergency school functions in his role as Interim Superintendent.

Payments will be made to Mr. O'Neill on the District's normal payroll dates and shall be subject to all applicable payroll tax deductions, including check offs for taxes and FICA, but excluding any pension contributions.

5. **WORKWEEK:** The parties agree that Mr. O'Neill will work five (5) days per week, except for those holidays permitted other twelve (12) month employees and the hours of the work day shall be those hours ordinarily required to fulfill the professional responsibilities of the Interim Superintendent of Schools, including but not limited to attendance at evening meetings, conferences, Board meetings, as well as such other meetings and school functions as the Board may require and/or that Mr. O'Neill may deem it necessary to attend.

6. PROFESSIONAL MEMBERSHIP/TRAVEL EXPENSES: As Interim Superintendent, Mr. O'Neill shall serve as the Board's representative to the New Jersey Association of School Administrators and the Essex County Superintendents' Roundtable Association. The Board will assume all membership costs and fees, Mr. O'Neill must obtain prior Board approval to attending professional workshops and conferences. His attendance shall be in accordance with and subject to limitations and requirements imposed by State statutes and administrative regulations governing travel expense reimbursement. The Board will also reimburse Mr. O'Neill for mileage expenses for required automobile business travel outside the District at the rate of \$.31 per mile, in accordance with the 2008 State Appropriations Act, implementing regulations and applicable State OMB Circular provisions, plus actual costs of tolls and parking, in accordance with Board policy and procedures governing same. In the event the State-mandated mileage reimbursement should be repealed or overturned, then reimbursement for business mileage shall be made at the prevailing I.R.S. mileage rate for any required business travel. Mr. O'Neill shall submit monthly expense vouchers for all travel reimbursement.

7. CELL PHONE AND LAPTOP COMPUTER: The Board shall pay Mr. O'Neill the monthly sum of seventy-five (\$75.00) during the term of this Agreement for the use of his cell phone. The Board shall provide Mr. O'Neill with a laptop computer for use in job-related matters. The laptop computer will be returned to the Board at the conclusion of the term of this Agreement.

8. INDEMNIFICATION: Anything contained herein to the contrary notwithstanding, the Board agrees that it shall indemnify Mr. O'Neill from any and all claims, suits, actions and legal proceedings brought against him pursuant to the provisions of *N.J.S.A. 18A:16-6*, *N.J.S.A.*

18A:16-6.1 and any other applicable New Jersey Statutes. Mr. O'Neill agrees to cooperate fully and to assist the Board with its defense of any actions brought against him and/or the Board.

9. TERMINATION: Either party may terminate this Agreement at any time during the term hereof, with or without cause, by providing at least thirty (30) days' written notice to the other party. Notice shall be personally served or sent by certified mail, return receipt requested, or by overnight delivery service. Notice shall be deemed effective upon receipt. In the event of such termination, all compensation and other amounts due hereunder will be paid for the actual number of days worked by Mr. O'Neill.

10. RIGHT TO LEGAL COUNSEL: Mr. O'Neill acknowledges his right to legal counsel during the negotiation, development, and approval of this Contract and he further understands that the Board's legal counsel represents the Board only. Once appointed as Interim Superintendent, Mr. O'Neill shall have the right to contact the Board attorney for legal assistance on all other matters as the need arises in carrying out his duties.

11. ENTIRE AGREEMENT: This Agreement incorporates the parties' entire agreement and complete understanding concerning the terms and conditions of Mr. O'Neill's retention by the Board as Interim Superintendent. This Agreement may not be modified or amended without a written agreement signed by both parties and approved by the Board. Any proposed changes to this Agreement are subject to prior review and approval by the Executive County Superintendent of Schools. This Agreement shall be construed in accordance with the provisions of the laws of New Jersey.

12. SEPARABILITY: In the event that any provision of this Agreement is rendered illegal or unenforceable by a court or agency of competent jurisdiction, the remaining provisions shall remain in full force and effect.

IN WITNESS WHEREOF, the Board has caused this Agreement to be approved and authorized the Board President and Board Secretary to execute this document, and the parties have signed this Agreement on the dates set forth below.

WEST ORANGE BOARD OF EDUCATION

BY: _____
Laura Lab, President

ATTEST:

BY: _____
Mark Kenney, Business
Administrator/Board Secretary

DATED: _____

Mr. James F. O'Neill

WITNESS:

BY: _____

DATED: _____



WEST ORANGE HIGH SCHOOL
Department of Athletics
51 Conforti Avenue
West Orange, New Jersey 07052
Ronald Bligh, Director of Athletics/
Supervisor of Health & Physical Education
(973) 669-5301 ext. 31567
Fax (973) 669-8605
rbligh@woboe.org

July 27, 2012

Public Agenda
Date: 8/7/12
Attachment # 3

To: Dr. Donna Rando, Acting Superintendent
Mrs. Fran Neceskas, Director of Human Resources

Fr: Mr. Arthur Alloggiamento, Principal
Mr. Ronald Bligh, Athletic Director

A handwritten signature in black ink, appearing to be "AA", written over the name Mr. Arthur Alloggiamento.

Below please find our co-curricular recommendations for the 2012-2013 school year. Please have these recommendations approved at the next board meeting. Thank you.

Position	Recommended Coach	Total Amount of Stipend
Volunteer Coach Football	Luis Flores	N/A - OOD

HUMAN RESOURCES DEPARTMENT

Public Agenda
Date: 8/7/12
Attachment # 4

EMPLOYEE TRANSFERS/REASSIGNMENTS FOR THE 2012-2013 SCHOOL YEAR

Administrative recommendations for all transfers/reassignments must be reported to Human Resources Department using the form below. The Human Resources Department will notify the Superintendent and submit a final listing of transfers for Board approval.

All transfer information will be used to update and maintain the following:

1. Systems 3000 Visual Personnel Database
2. AESOP
3. Building Directories
4. Payroll Department
5. Email accounts
6. Phone extensions

Employee Being Transferred	From		To		Effective Date of Transfer	Staff Contacted
	Location	Grade/Subject	Location	Grade/Subject		
Jenna Bleeke	Washington	1 st Grade	Mt. Pleasant	LMC	9/1/2012	Yes
Julie Matz	Mt. Pleasant	LMC	Gregory	LMC	9/1/2012	Yes
Tyler Mandel	Mt. Pleasant	Primary Aut.	Roosevelt	1:1 LLD	9/1/12	Yes
Christina Mistretta	Liberty	MD Program	WOHS	1:1 MCI	9/1/12	Yes
Nicole Jusulavage	Gregory	1:1 Autistic	Edison	1:1 Autistic	9/1/12	Yes
Lindsay DeMaio	Pleasantdale	Preschool ABA	Redwood	1:1 MCI	9/1/12	Yes
Mark Minetti	Edison	1:1 Autistic	Redwood	1:1 MD	9/1/12	Yes
Paula Correira	Mt. Pleasant	1:1 Autistic	Pleasantdale	1:1 Autistic	9/1/12	Yes

Submitted by: _____
Principal

Date: _____



Public Agenda
Date: 8/7/12
Attachment # 15

State of New Jersey

DEPARTMENT OF EDUCATION
Morris County Office
P. O. Box 900
Morristown, New Jersey 07963-0900
Phone: (973) 285-8332
Fax: (973) 285-8341

CHRIS CHRISTIE
Governor
KIM GUADAGNO
Lt. Governor

CHRISTOPHER D. CERF
Acting Commissioner
KATHILEEN C. SERAFINO, Ph.D.
Executive County
Superintendent of Schools

July 19, 2012

Dr. Anthony P. Cavanna
Superintendent of Schools
West Orange Public Schools
179 Eagle Rock Avenue
West Orange, New Jersey 07052

Dear Dr. Cavanno:

I have reviewed the employment contract for Donna Rando, Ed.D., Assistant Superintendent, in accordance with N.J.A.C. 6A:23A-3.1. I have determined that the provisions of the contract are in compliance with the regulations. Therefore, I approve the contract for the period from July 1, 2012 thru June 30, 2013.

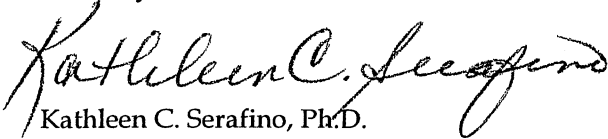
In the event of any conflict between the terms, conditions and provisions of this employment contract and any permissive state or federal law, the law shall take precedence over the contrary provisions.

If during the term of this employment contract, it is found that a specific clause of the contract is illegal in Federal or State law, the remainder of this employment contract, not affected by such a ruling, shall remain in force.

If there are any changes to the terms of this contract, you will need to submit it to me for review and approval prior to the required public notice and hearing of such changes.

Please be reminded that the contract for this position must be submitted annually to the executive county superintendent for review and approval.

Sincerely,


Kathleen C. Serafino, Ph.D.
Executive County Superintendent

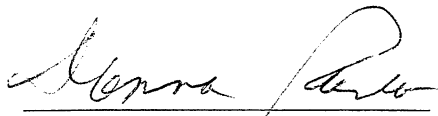
c: Ms. Laura Lab, Board President

WEST ORANGE PUBLIC SCHOOLS

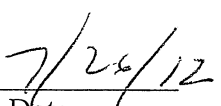
Contract Agreement: West Orange Board of Education and Donna Rando, Ed.D., Assistant Superintendent for Curriculum & Instruction

- A. Salary 2012-2013 \$193,552.36
- B. Longevity Longevity payments of \$5,580 shall be paid during 2012-2013 for administrative service in West Orange.
- C. Work Year July 1 through June 30
The work year for all personnel covered by this contract is commonly referred to as a 12 month contract.
- D. Vacation Days 22 Days
Shall receive a vacation of twenty two (22) working days, accumulated at the rate of two (2) days per month worked.
- E. Holidays Central Office Calendar as approved annually by the Board of Education.
- F. Sick Days 12 per year
Shall be allowed twelve (12) days absence annually with full salary for sickness.
- G. Personal Business 3 per year
Three days of personal leave, with full pay, are permissible without explanation. All personal business days not used during the school year will be converted to sick leave at the end of the school year and added to the employee's accumulated sick leave.
- H. Emergency Days 5 per year
In addition to leave for personal illness as defined previously, the employee may be allowed a maximum of five (5) days in any one year with full salary because of death or serious illness within the immediate family.
- I. Health Insurance Horizon Blue Cross/Blue Shield Direct Access
The Board shall provide medical insurance (employee plus dependents) protection as negotiated between the parties which will include but not be limited to: Vision Care, mental health coverage. The co-pay on office visits in-network will be \$20. Health benefit provisions are subject to ratification of the WOE contract with the Board of Education.
- J. Dental Plan Horizon Blue Cross/Blue Shield PPO
The Board shall provide dental insurance (employee plus dependents) based upon the Usual, Customary and Reasonable (UCR) Fee concept.

- K. Prescription Plan Horizon Blue Cross/Blue Shield PPO
Prescription Drug program with a payments schedule as follows: The co-pay shall be \$5 for generic drugs, \$15 for preferred name brands and \$30 for non-preferred name brand drugs. The mail order cost shall be \$5, but will cover a 90 day supply of generic, preferred or non-preferred name brand drugs.
- L. Tuition Aid/
Professional Dev. \$300 per credit
Board agrees to reimburse the employee up to \$300 for approved course credits completed with a maximum of fifteen (15) course credits taken in any one year (July 1 – June 30)
- M. Conferences One (1) national conference; One (1) state conference; Two (2) other professional conferences approved by the Superintendent of Schools
- N. Car Allowance Business miles to be reimbursed at the NJ State statutory rate.
- O. Accumulated Sick Leave Upon retirement from the State administered system, if the employee has accumulated sick leave days from service in the District, she shall be entitled to receive compensation. The compensation shall be at her then per diem rate using the formula of 1/260th of current year salary multiplied by the accumulated sick days.
- P. Unused Vacation Payment for unused vacation days upon retirement or resignation shall be at the rate of 1/260th of the current per diem amount in the year of retirement or resignation. The accrual of, and payment for, unused vacation leave shall be consistent with NJSA18A:30-9 and NJAC 6A:23A-3.1.
- Q. Travel The Commissioner of Education's March 17, 2008 memorandum in accordance with 18A:11-12 with respect to travel and meal reimbursements as promulgated by the New Jersey Office of Management and Budget (OMB) are limited by statute. Reimbursement will be provided in accordance with these statutes.
- R. Health Benefit Contrib. Pursuant to Public Law 2010, Chapter 2, the employee is required to contribute 1.5% of base salary toward the payment of health benefits coverage, unless other statutory provision applies.



Donna Rando, Ed.D.
Assistant Superintendent for
Curriculum & Instruction



Date

Laura Lab
President, Board of Education

Date

Public Agenda
Date: 8/7/12
Attachment # 6



State of New Jersey

DEPARTMENT OF EDUCATION

Morris County Office
P. O. Box 900
Morristown, New Jersey 07963-0900
Phone: (973) 285-8332
Fax: (973) 285-8341

CHRIS CHRISTIE
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CHRISTOPHER D. CERF
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KATHLEEN C. SERAFINO, PH.D.
*Executive County
Superintendent of Schools*

July 19, 2012

Dr. Anthony P. Cavanna
Superintendent of Schools
West Orange Public Schools
179 Eagle Rock Avenue
West Orange, New Jersey 07052

Dear Dr. Cavanna::

I have reviewed the employment contract for Mark A. Kenney School Business Administrator/Board Secretary, in accordance with N.J.A.C. 6A:23A-3.1. I have determined that the provisions of the contract are in compliance with the regulations. Therefore, I approve the contract for the period from July 1, 2012 thru June 30, 2013.

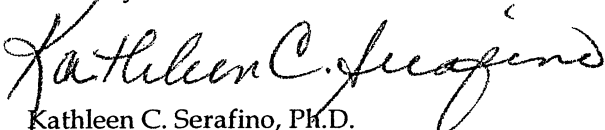
In the event of any conflict between the terms, conditions and provisions of this employment contract and any permissive state or federal law, the law shall take precedence over the contrary provisions.

If during the term of this employment contract, it is found that a specific clause of the contract is illegal in Federal or State law, the remainder of this employment contract, not affected by such a ruling, shall remain in force.

If there are any changes to the terms of this contract, you will need to submit it to me for review and approval prior to the required public notice and hearing of such changes.

Please be reminded that the contract for this position must be submitted annually to the executive county superintendent for review and approval.

Sincerely,


Kathleen C. Serafino, Ph.D.
Executive County Superintendent

c: Ms. Laura Lab , Board President

WEST ORANGE PUBLIC SCHOOLS

Contract Agreement: West Orange Board of Education and Mark A. Kenney, Board Secretary/Business Administrator

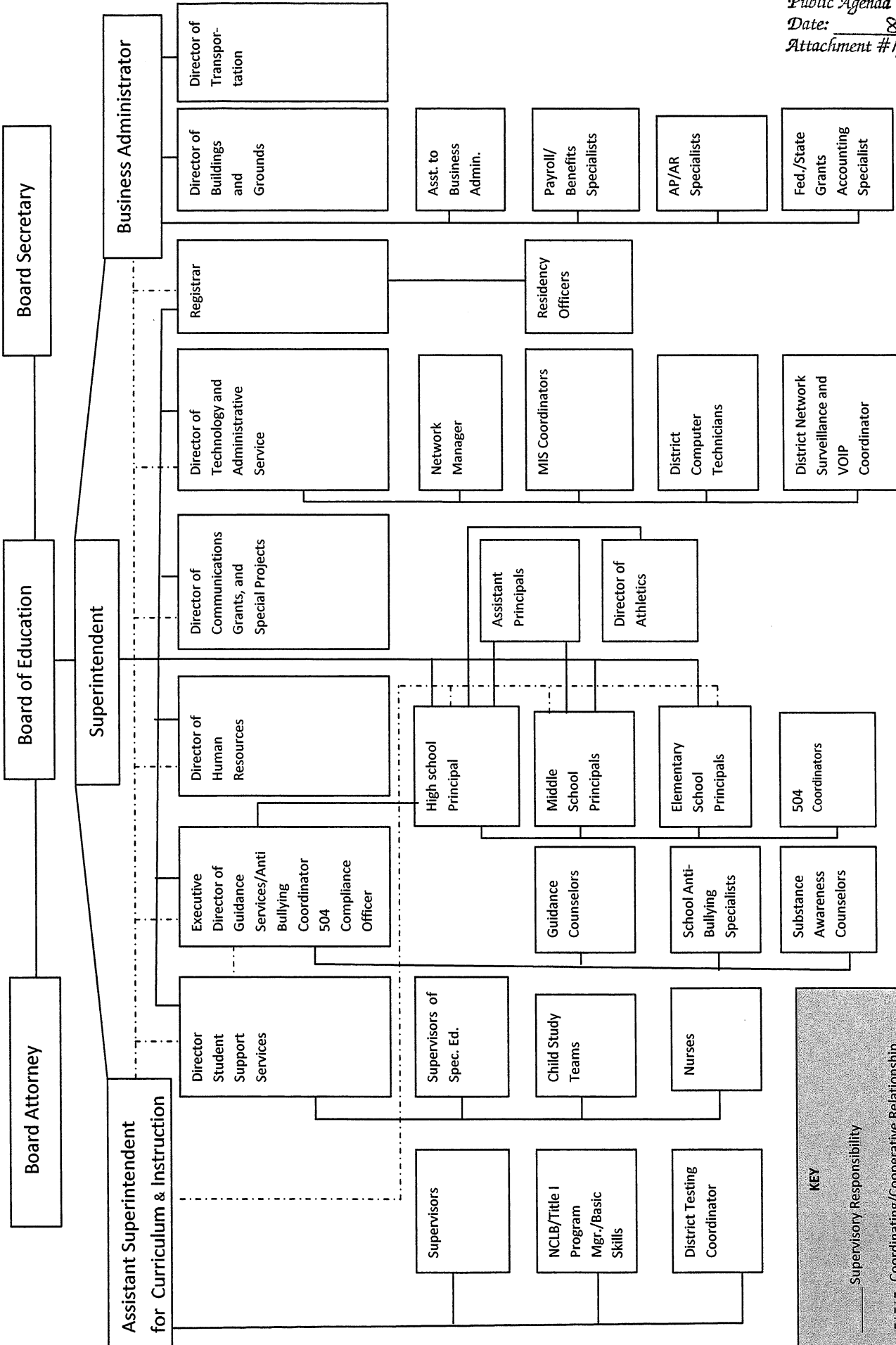
- A. Salary 2012-2013 \$190,386
- B. Longevity Longevity payments of \$5,580 shall be paid during 2012-2013 for administrative service in West Orange
- C. Work Year July 1 through June 30
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- D. Vacation Days 22 Days
Shall receive a vacation of twenty two (22) working days, accumulated at the rate of two (2) days per month worked.
- E. Holidays Central Office Calendar as approved annually by the Board of Education.
- F. Sick Days 12 per year
Shall be allowed twelve (12) days absence annually with full salary for sickness.
- G. Personal Business 3 per year
Three days of personal leave, with full pay, are permissible without explanation. All personal business days not used during the school year will be converted to sick leave at the end of the school year and added to the employee's accumulated sick leave.
- H. Emergency Days 5 per year
In addition to leave for personal illness as defined previously, the employee may be allowed a maximum of five (5) days in any one year with full salary because of death or serious illness within the immediate family.
- I. Health Insurance Horizon Blue Cross/Blue Shield Direct Access
The Board shall provide medical insurance (employee plus dependents) protection as negotiated between the parties which will include but not be limited to: Vision Care, mental health coverage. The co-pay on office visits in-network will be \$20. Health benefit provisions are subject to ratification of the WOECA contract with the Board of Education.
- J. Dental Plan Horizon Blue Cross/Blue Shield PPO
The Board shall provide dental insurance (employee plus dependents) based upon the Usual, Customary and Reasonable (UCR) Fee concept.

- K. Prescription Plan Horizon Blue Cross Blue Shield
Prescription Drug program with a payments schedule as follows:
The co-pay shall be \$5 for generic drugs, \$15 for preferred name brands and \$30 for non-preferred name brand drugs. The mail order cost shall be \$5, but will cover a 90 day supply of generic, preferred or non-preferred name brand drugs.
- L. Tuition Aid/
Professional Dev. \$300 per credit
Board agrees to reimburse the employee up to \$300 for approved course credits completed with a maximum of fifteen (15) course credits taken in any one year (July 1 – June 30)
- M. Conferences One (1) national conference; One (1) state conference; Two (2) other professional conferences approved by the Superintendent of Schools
- N. Car Allowance Business miles to be reimbursed at the NJ State statutory rate.
- O. Accumulated Sick Leave Upon retirement from the State administered system, if the employee has accumulated sick leave days from service in the District, he shall be entitled to receive compensation. The compensation shall be at his then per diem rate using the formula of 1/260th of current year salary multiplied by the accumulated sick days.
- P. Unused Vacation Payment for unused vacation days upon retirement or resignation shall be at the rate of 1/260th of the current per diem amount in the year of retirement or resignation. The accrual of, and payment for, unused vacation leave shall be consistent with NJSA 18A:30-9 and NJAC 6A:23A-3.1.
- Q. Travel The Commissioner of Education's March 17, 2008 memorandum in accordance with 18A:11-12 with respect to travel and meal reimbursements as promulgated by the New Jersey Office of Management and Budget (OMB) are limited by statute. Reimbursement will be provided in accordance with these statutes.
- R. Health Benefit Contrib. Pursuant to Public Law 2010, Chapter 2, the employee is required to contribute 1.5% of base salary toward the payment of health benefits coverage or as applicable with any new statutory provisions.

Mark A. Kenney 7/26/12
Mark A. Kenney Date
Board Secretary/
Business Administrator

Laura Lab Date
President, Board of Education

WEST ORANGE BOARD OF EDUCATION 2012-2013 ORGANIZATION CHART



Public Agenda
 Date: 8/7/12
 Attachment #/ 7

KEY


— Supervisory Responsibility

- - - Coordinating/Cooperative Relationship

NOTE: Principals have the inherent obligation to supervise and evaluate anyone assigned to the building where they provide leadership.

*The Public Schools
West Orange, New Jersey*

Public Agenda
Date: 8/1/12
Attachment # 18

To: Members of the Board of Education
From: Donna Rando Ed.D., Assistant Superintendent 
Date: July 31, 2012
Re: Field Trips

Please place the following on the West Orange Board of Education Meeting Agenda of Tuesday, August 7, 2012 under *Curriculum and Instruction*.

“Recommend acceptance of field trip requests submitted for Board of Education approval.”

See attached.

Thank you.

C: M. Kenney
P. Nicholais
D. Daniel

Field Trips Requests
August 1, 2012

School	Destination	Course/Grade	Teacher	Describe How Activity Relates to Curriculum	Transportation Cost	Source of Funds (i.e., District, School, PTA, Student Activity Account, Student)
Liberty	NYC, Little Italy	Italian Classes	Zamlot	Experience authentic culture festival; immigration lesson	\$710	Students
WOHS	NYC, Little Italy	Italian Classes	Amabile, Zamlot	Experience authentic culture festival; immigration lesson	\$568	Students

The Public Schools
West Orange, New Jersey

Public Agenda

Date: 8/7/12

Attachment # 9

To: Members of the Board of Education
From: Donna Rando, Ed.D., Acting Superintendent *DR*
Date: July 31, 2012
Re: Professional Development Plan

Attached, for your approval, is the West Orange School District Professional Development Plan for 2012-2013 that was submitted to the Office of the County Superintendent on May 14, 2012, and was approved for implementation by the Essex County Professional Development Board.

C: M. Kenney

THE PUBLIC SCHOOLS
WEST ORANGE, NEW JERSEY

ESSEX COUNTY

DISTRICT PROFESSIONAL DEVELOPMENT PLAN
2012-2013 School Year

MAY, 2012

District Professional Development Committee Profile and Sign-Off Sheet

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 Orange Public Schools

District Code: 5680

County Code: 13

District Address: 179 Eagle Rock Avenue

County: Essex

District Factor Group:

Chief School Administrator: Dr. Anthony Cavanna

Date submitted: 5/14/2012

Type of District (check one): Top of Form

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

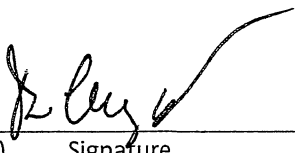
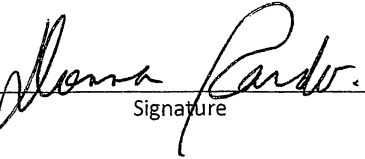
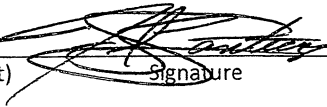


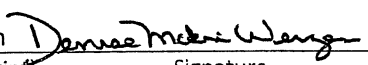
Please provide the following information:

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
Gregory Elementary School	120	K-5	590	53
Hazel Elementary School	130	K-5	370	31
Mt. Pleasant Elementary School	140	K-5	416	40
Pleasantdale Elementary School	150	K-5	454	54
Redwood Elementary School	160	K-5	562	51
St. Cloud Elementary School	170	K-5	391	32
Washington Elementary School	180	K-5	414	43
Edison Middle School	070	6	480	50
Liberty Middle School	135	7-8	545	58
Roosevelt Middle School	090	7-8	471	52
West Orange High School	050	9-12	2120	200

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

Chair:

Dr. Linda Sue Galate		Teacher	8/31/2013	lsgalate@woboe.org
Chair Name (please print)	Signature	Position	Term Expires	Email
Dr. Donna Rando		Assistant Superintendent	8/31/2013	drando@woboe.org
Name (please print)	Signature	Position	Term Expires	Email
Filipe Santiago		Director of Staff Development & Technology	8/31/2013	fsantiago@woboe.org
Name (please print)	Signature	Position	Term Expires	Email
Arlene Brafman		Speech Therapist	8/31/2013	abrafman@woboe.org
Name (please print)	Signature	Position	Term Expires	Email
Ericka Collado		Teacher	8/31/2013	ecollado@woboe.org
Name (please print)	Signature	Position	Term Expires	Email
Denise Werzen		Nurse	8/31/2013	dwerzen@woboe.org
Name (please print)	Signature	Position	Term Expires	Email

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?

2.B.1

Definition: Through a consensus of the school definitions of student achievement, West Orange Public Schools District defines student achievement as: meeting or exceeding the standards for state and local academic assessments, developing strong citizenship and character skills, demonstrating social and interpersonal competence, cultivating life-long responsibility for learning, and applying skills necessary in real life situations.

The West Orange Public Schools in accordance with the New Jersey Core Curriculum Content Standards **and Common Core Standards** has developed its definition of student achievement based on the District's goals which foster pride, develop opportunities for all students at all levels, creates a seamless and well articulated K-12 curriculum, promote collaboration with the community, and delineate a cohesive five year strategic plan. Common to all schools in the District are targeted goals for improvement on state assessments (NJ ASK, HSPA) and narrowing the achievement gap. West Orange follows the guidelines set forth in New Jersey Department of Education's Accountability Standards.

The School Professional Development Committees (**SPDCs**) in each of the District's eleven schools developed broad and comprehensive definitions for student achievement based on formal and informal surveys. The consensus definition of achievement emphasized a holistic perspective on student success. Consequently, the definitions developed for student learning priorities resulted in the following commonalities: meeting or exceeding the standards for state and local academic assessments, developing strong citizenship and character skills, demonstrating social and interpersonal competence, cultivating life-long responsibility for learning and applying skills necessary in real life situations.

Development and implementation of successful achievement strategies by each school professional development PLCs will result in an effective District-wide plan that is modified and adjusted according to on-going data-based results.

2.B.2

The District goals were developed by committee and, upon approval by the County Superintendent's Office, posted on the **District Website: (<http://schools.woboe.org/Board/Documents>)** site for easy access and referral. Professional Learning Communities have been formed at each school throughout the District to facilitate the achievement of all District goals. The District faculty and staff also have been involved in the study of equity issues as they relate to student achievement. The needs assessments described below included the participation of a diverse range of stakeholders (teachers, parents, Board of Education members, administrators, support staff, community members, and students). Diverse assessment strategies were formulated to receive feedback from stakeholders, and utilized extensive data sources. All collected data formed a professional development program that focuses upon enhancing student learning, bridging the learning gap and promoting values the values of life-long learning.

The District's Local Professional Development Committee identified a number of methods that were used to determine the District's professional development needs:

- An evaluative review of student performance on State assessments in grades 3-8 (NJ ASK) and grade 11 (HSPA) was conducted via *Performance Matters* (Comprehensive Assessment and Data Management Platform), which facilitated analysis of State assessment results with midterm and final exam grades, as well as benchmark assessments in grades 3-11. Reviews of this data involved all stakeholders at all levels including school improvement professional learning committees, school and District administrators, board of education members, school faculties, Instructional Cabinet members, management team members, Parent-Teacher Association members and subject area departmental members. Data-based analysis continues throughout the year in each school monitoring individual student performance, benchmark achievement, individual teacher performance (mentoring), content cluster analysis, performance by school, and performance by sub-groups. The results drive all professional development offerings;
- Analysis of Advanced Placement test data over a five-year period monitors and adjusts our Advanced Placement course offerings and instructional support offerings. Professional development needs are identified through statistical analysis and conferences with advanced placement teachers resulting in modification and/or change depending on targeted needs;
- Analysis of test data for five-year periods identified the District's professional development needs in language arts literacy, mathematics, and science education;
- The District-created K-1 Assessments in mathematics and language arts **were revised to include the Common Core Standards** that provide data on student performance, student learning needs, and faculty professional development needs. These student and faculty assessments are used to support professional development offerings;
- West Orange School District is the Essex County Educational Technology Center (ETTC). Student needs particular to West Orange are evidenced in staff development workshops. The curriculum inclusion of technology resulted from student-based surveys and identification by faculty;
- Goals developed from building-based Professional Development Committees were synthesized into SMART goals particular to each school. Meeting state standards, citizenship and character, social and interpersonal development, and lifelong learning/real life skills were identified as common areas for specific staff development workshops;
- Ongoing monitoring practices provided further insight into the District's needs assessment. Additional factors reviewed included student mobility, absenteeism, discipline records, marking period grades, and final report card grades. This review resulted in the identification of additional professional development needs;

- **Surveys continue to be conducted to determine professional development topics for future faculty meetings and professional development offerings. The results identified the following themes: academic needs of the ESL population, effective planning time for grade level and inter-grade level collaboration, a sense of community and good citizenship, in-class support models at the secondary level, integration of technology into instruction, and coaching reluctant learners. This survey was the basis for creation of the following standing PLCs: In-class Support/Co-Teaching Models, Integration of Technology, and Teaching Strategies;**
- **Throughout this professional development process, high school students and faculty were given a survey to complete regarding the In-Class Support/Co-Teaching Model. The results show the desire to boost students' grades and confidence cannot lead to lower expectations for all students. There has to be professional collegiality in an atmosphere of mutual respect and trust of common goal to effectively improve the academic achievement of all students by attaining to their needs. Effective communication, collaboration and planning by both teachers are definitely required to improve the ICS/CTM. Teachers agreed that providing opportunities for workshops and training would help, especially for new teachers and those new to the program. It was suggested that this could be done during an in-service day, delayed openings or with the assistance of established, effective ICS/CTM pairs to provide training and mentoring. Both teachers in teams have to be involved for effective implementation. Also there has to be continuous feedback and collaboration for improvement and dialogue with the support of all stakeholders;**
- **The new Smaller Learning Communities (SLC) grant at West Orange High School encompasses new components that require Professional Development. Offerings include: advisory/coaching, creating Small Learning Communities and extended instructional periods. Further investigation and research into these areas is ongoing and Professional Development needs will be assessed when decisions regarding the SLC grant plan have been determined. WOHS worked with consultants to help make these determinations, as well as assist in designing and implementing such changes. The Center for Secondary School Redesign (CSSR) provides the necessary coaching and professional development in the following areas: School Change Coaching and Organizational Coaching, Pathways to College Support, Coaching Reluctant Learners, Changing Roles, Creating Advisory Programs, Student Personalization, Personal Learning Plans, Student Led Conferences, Data Team Support. Each of these services includes processes for successful implementation that focuses on change leadership, sustaining change, gaining staff buy-in, communication and organizational planning, and school change leadership coaching. This training is on going through the academic year and will provide teachers with support implementing programs such as the SLC Freshman Seminar Program, Learning Strategies Courses, Personal Finance Class – Freshman Seminar.**
- **Middle school level assessment of professional development was team-based and conducted in conjunction with the guidance department based on NJASK results, classroom outcomes, midterm benchmarks, demographics, and evaluation of character assessments;**
- **Elementary school faculty participated in on-going needs assessments created by school-based PLC. Every Day Math programs continue to be implemented this year with staff training on E-Suite Technology Resources. This year K-5 teachers were also trained in Fountas and Pinnell to determine reading levels of individual students in order to be able to determine individual levels of instruction. Additionally, teachers received training on the Readers Workshop model through Lesley University. A District-wide literacy committee was established to review literacy programs for implementation in the fall of 2012. Common preparation periods for grade levels are provided to facilitate implementation and on-going professional support;**

- Additional professional development needs were identified through teacher input and evaluation of District courses and workshops, evaluation of new teacher orientation program, and areas identified by departmental supervisors and building principals;
- **The District has implemented programs to encourage good character development and social responsibility. These include: peer mediation, character counts (Fairness, Caring, Citizenship, Respect, Trustworthiness and Responsibility), HEART (Help, Encouragement, Affirmation, Respect, Tolerance) and KORT (Knights of the Round Table) at the middle school to build intrapersonal management skills and lessons in Second Step Character Education Programs.**

In order to complete the needs assessment process, a variety of methods were used to gather information, analyze data, determine student-learning needs, and determine faculty professional development needs. These included: focus groups, interviews, surveys of a wide range of stakeholders (both electronic and hard copy), group activities, and analysis of District test scores. Administrators and teachers reviewed student performance on State assessments. The District's Administrative Council, (consisting of central office administrators, directors, supervisors, and principals), the Instructional Cabinet (consisting of supervisors), the NCLB/Title I Coordinator, the District Test Coordinator, teachers in the respective subject areas, special education, Basic Skills, and ESL teachers, and other stakeholders participated in the data analysis and the identification of student learning needs and faculty professional development needs.

The analysis of District, standardized and state assessment results was an important part of the needs assessment, and resulted in the development of **school-based** goals that emphasize improvement in student achievement. Each building has developed an action plan to address the goals that focus on the enhancement of student learning as well as the professional development of teachers. The high school has written an extensive school improvement plan for accreditation purposes, which identifies areas of improvement with relation to mathematics test scores, service learning opportunities, beautification efforts, and security issues. Implementation of data is ongoing. **West Orange High School was recognized by Accreditation for Growth for its outstanding program.**

The process of curriculum development and program evaluation continues to focus upon augmenting current procedures, continued integration of the New Jersey Core Curriculum Content Standards **and Common Core Standards**, and the inclusion of active learning strategies, integrating technology, and meeting the needs of diverse learners. The adoption of the Common Core Standards has led to new initiatives in the area of mathematics and literacy. Stakeholders within the District's five-year curriculum development and evaluation process included parental surveys. New budgetary considerations have fostered collaboration among faculty, students, community business and citizenry at large. These results are analyzed in consideration of future curriculum, and current and future professional development needs as they affect students and the community.

2.B.3.

Students' needs **were determined using data from** state testing, grade and department level benchmarks, individual and special needs assessments and at-risk reports, provide the platform for staff development, teaching and learning strategies, implementation of Best Practices, classroom learning walkthroughs, clinical/peer mentoring, interdisciplinary lesson planning, common assessment, vertical articulation, and subject matter benchmarking. The survey analysis of all professional development strategies results in the creation of the West Orange District Plan. **The District developed Red Zone data to identify adult learning needs based on student needs. The data identified areas in need of improvement to drive professional development. Student achievement data is collected from various sources, including**

***Performance Matters* database, which provides teachers with student achievement data related to standardized tests scores and District benchmark assessments.**

A New Jersey Quality Single Accountability Continuum (NJQSAC) Long-Term Improvement Plan Committee consisting of administrators, teachers, and a member of the West Orange Board of Education member developed a Long-Term Improvement Plan to address identified performance indicators. The Long-Term Improvement Plan addressed the areas of data analysis, curriculum, and intervention, and was approved by the New Jersey State Department of Education on February 3, 2010. **The District's NJQSAC evaluation for 2011-12 identified areas in need of improvement in literacy.**

2. B.4

The needs assessments identified the District priorities with its on-going initiatives. These include: implementation of the **Common Core State Standards and Core Curriculum Content Standards** on all levels, improve student performance on state assessments and narrow the achievement gap, follow the guidelines in the New Jersey Department of Education's Accountability Standards, promote good citizenship by implementing conflict resolution, character education and service learning, and integration of technology to promote literacy and mathematics throughout the curriculum as an enhancement to student learning. West Orange is committed to its core values that underpin its educational mission stressing excellence and teamwork in each endeavor and mutual respect within our diverse school community. **The analysis indicates a need for professional development in literacy in moving toward a Balanced Literacy Program. The District is in the process of adopting a Balanced Literacy Program for September 2012. This will drive a significant part of the professional development for the 2012-13 school year, which will be partially conducted with specialist from Lesley University.**

In preparation for the upcoming NJDOE mandate for districts to implement a teacher evaluation program, the West Orange Public Schools has started the process of reviewing four teacher evaluation models. A Teacher Evaluation Committee has been established to review the four models. This year, committee members attended a number of presentations organized by NJDOE and institutions such as the Morris-Jointure Commission to learn about the overall framework of the four models and hear from schools that piloted the teacher evaluation program during the 2011-12 school year. The committee will convene during the latter half of May 2012 to review the four models and listen to presenters, including members of participating schools districts that implemented the pilot program.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

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.

2.C.1

The student learning goals of the West Orange Public School District are dedicated to meet the needs of a diverse student body preparing every West Orange student for college and the workplace. **In July 2011, the District established goals through a committee comprised of various stakeholders to identify needs for the District.** The District's learning goals result in opportunities for each student at every level to be successful through a seamless well articulated K-12 curriculum designed to implement the New Jersey Core Curriculum Standards **and Common Core Standards**. These are assessed by NJ ASK, HPSA, and other local and standardized achievement tests (District K-1 Assessments, In View). Each school has developed students learning goals that are aligned with the District's initiatives and goals.

At the elementary level, the common goals include, increasing performance in all subgroups on state and District assessments and improve instruction and student performance on both state and District tests in the areas of Language Arts and Mathematics. Teachers **continue** to use the *Performance Matters* system to analyze test score data **and District benchmark assessments** in order to improve student achievement.

The District, in conjunction with the town, has fostered student awareness and participation in Green initiatives as well an academic component in science and other curricula. One of the District's goal's (# 4) is to: *Direct the District toward facilities that respect the environment, achieve cost savings and provide opportunities for students in green technologies.*

To this end, teachers and administrators participated in the Green School Leadership Institute in July 2011, which was coordinated by EIRC (Educational Information & Resource Center). During the 2011-12 school year, the District established a Sustainability Committee comprised of teachers, administrators, Board member, parents, students, experts, and West Orange township representatives – councilwoman, and members for Energy Commission and Recycling Program. The Committee applied and was accepted to participate in a three-year grant through EIRC. During the next three years, teachers, administrators, and Board member(s) will participate in the

Green Schools Leadership Institute (<http://www.eirc.org/website/programs-services/green-school-for-teachers/>) where they will develop a strategic plan toward reaching Green Ribbon School status. The plan will focus on facilities as well as the curriculum development and implementation around the theme of Sustainability.

The District also established a Wellness Committee this year comprised of administrators, teachers, Board member, parents, members of Sodexo food services, and health/wellness specialists. The goal of the committee is to empower the students of the West Orange Community to enjoy and benefit healthy lifestyle choices. This will done collaboration with Sodexo food services, teachers, parents and community members to promote healthy living by addressing all areas including curriculum and instruction.

Differentiated Instruction continues to be an ongoing District initiative. Elementary schools target the creation of a learning environment that meets student's educational, social and emotional needs.

During the 2011-2012 academic year, the elementary schools concentrated upon meeting SMART goals as well as developing and implementing an anti-bullying program focusing upon character development.

The fully implemented 90-minute Language Arts literacy block included faculty training that resulted in the complete implementation of Fountas and Pinnell (reading assessment) augmented by a variety of Language Arts programs including Being A Writer and Making Meaning (reading comprehension). Data generated from these programs continue to assess student achievement and success. Everyday Math continues to be implemented in a 75-minute math block. Computer programs such as E-Suite (Math), Study Island and Success Maker augment both programs. Leveled classroom libraries also have been implemented in grades K-2. Parental advisory committees, including Spanish speaking members address the concerns of the bi-lingual and ESL student.

The focus of the middle schools continues to center upon improving NJASK scores with newly adopted Connected Math program and leveled libraries in grade 6. A District-wide anti-bullying initiative involves student ambassadors, speakers, peer mediation and monthly class programs geared toward a variety of character, organizational and study related topics. Data gathered through NJASK scores, classroom assessments, and Performance Matters continues to be used to improve instruction. Strategies for improving instruction include after school targeted and individualized instruction in the areas of Language Arts and Mathematics. These are regularly assessed and adjusted accordingly. Increasing the number of passing grades in academic and related art classes remains a faculty-wide objective.

Professional Learning Communities utilize data driven research to improve student achievement. Current programs are regularly evaluated. SMART goals include the training of faculty toward the enhance student collection and analysis using Performance Matters.

At the high school level, student-learning goals focus on integrating technology into the classroom through technology demonstrations at faculty meetings, development of an online teacher workspace, development of a technology PLC, implementation of a Technology In-Service day, and a staff self-

assessment in the area of technology. **Results of a new survey assess current technological needs/desires resulting in recommendations regarding training as well as hard and software needs. There is ongoing collaboration between the Director of Technology regarding faculty and program needs.** Goals also exist to improve the In-Class Support Co-Teaching Model (ICS/CTM). Discussions are held once a month or once every other month to provide opportunities for pairs in each subject area and administrators to identify strategies that work, areas needing improvement and suggestions on how to improve the program. An In-Class Support Co-Teaching Model PLC was created and works directly with administration to improve operational procedures. Furthermore, high school staff **continue to** receive training on PLCs to work toward improving teaching strategies **that** enhance student learning. Teachers are currently using Edmodo, an online Virtual Teacher Workspace, providing them the opportunity to share information with their peers as well as their students. **Improvements to Power school will enable the content teacher's name appear in the parent portal and on the report card.**

Current professional development initiatives related to a 2.2 million dollar small learning community grant are being implemented. This includes training on how to coach advisory periods, usage of expanded common planning time and teaching within blocked periods.

In accordance with the new HIB law, the District established an HIB committee comprised of teachers, administrators, students, and parents to develop policies and procedures for the implementation of the new mandates. West Orange employees received training on the new HIB law and requirements, which was delivered during faculty and department meetings. In addition to training all staff, administrators attended a number of workshops delivered by organizations such NJASA, NJPSA, and NJDOE. The West Orange Public Schools hosted an HIB presentation by NJASA and EIRC on June 20, 2011. Additionally, 25 staff members (administrators and anti-bullying specialists) participated in an Anti-Bullying Certificate Training program through the Center of Child Advocacy at Montclair State University. The two-day training sessions addressed topics such as: History, Status, and Understanding of Bullying; Nature and Consequences of Bullying; Tips and Effective Strategies for Handling Bullying; Legal Overview; and Conducting Investigations. Staff also had the opportunity to listen to students who were bullying victims.

2.C.2

Professional Development Goals:

- Increase teacher training on data-base systems such as *Performance Matters* to analyze and track student performance;
- Expand support and provide greater articulation to the professional learning committees to improve student achievement on local and state assessments;
- Increase student performance in the areas of Language Arts and Mathematics;
- Incorporate differentiated instruction to facilitate student learning and assess student-learning needs;
- Improve student performance on state assessments (NJ ASK, HSPA, etc.);
- Increase NJASK subgroup scores (economically disadvantaged, African Americans, Hispanics, ELL) by 5% in language arts and math;
- Implement the newly adopted Common Core Standards and New Jersey Core Curriculum Content Standards;

- Train staff on teaching and learning to prepare students with the skills needed for the 21st century, **including a teacher laptop program at Edison Central Six Middle School that addresses technology integration and pedagogy for teaching in the digital age;**
- Expand the use of teleconferencing in schools to promote vertical and horizontal communication between schools and grade levels, as well as increase student participation **and collaboration in global learning projects and online learning environments. The three middle schools started using teleconferencing technologies to increase inter-building communication and facilitate meetings, starting with guidance counselors.**
- **Implement Power School's Parent Portal in order to enhance communication between teachers and parents. Include faculty names as per course taken by student.**
- **Develop and implement District-wide anti-bullying program as per NJ State mandate.**

Increasing performance in the areas of Language Arts and Mathematics has been addressed through grade level meetings, supervisory/professional workshops, in-class support as well as on the middle school level through enhanced, mandated after school programs for specific students towards improvement in math achievement scores **and the implementation of a new math programs: Connected Math, Everyday Math.** Strategies and implementation of differentiated instructional techniques result in improved learning for a variety of at-risk students within the common classroom, measured by data based assessment. Computer based study programs augment traditional learning strategies giving the at-risk student another method toward achievement.

Ongoing District Professional Development Goals:

1. Continue the comprehensive integration of the Professional Development Standards for New Jersey Educators throughout the curriculum;
2. Continue to implement the District initiative on Differentiated Instruction focusing on data-driven assessment thereby maximizing each individual student's learning, and implement classroom learning experiences that address each student's readiness, interests, and learning styles;
3. Continue to support non-tenured staff by providing ongoing professional development through a three year New Teacher Orientation program;
4. Continue to address the needs of mentors and novice teachers through the implementation of the revised District Mentoring Plan;
5. Implement strategies to improve communication with parents/guardians/community resulting in a greater understanding of student academic progress at all education levels, K-12 reflecting the Professional Development Standards for New Jersey Educators;
6. Create professional learning communities to enhance adult learning, create a culture for change, and improve student performance;
7. **Continue to train staff on the implementation of the Common Core Standards;**
8. **Develop and implement an anti bullying program as per NJDOE mandates.**
9. **Continue to develop strategies toward improving student performance and narrowing achievement gaps in standardized tests (NJASK, HSPA);**
10. **Establish District Evaluation Advisory Committee (DEAC) to research, select, and implement a Teacher Evaluation Model for 2012-13 to include multi-year professional development and support.**

2.C.3

The West Orange Public Schools District integrates and aligns its District professional goals, its priorities and its systemic goals of the District with its core values and ongoing District initiative. Professional development goals are aligned with the following District vision and goals:

Vision: Excellence in our Schools

Goal One: Enhance District efforts to develop and implement a student-centered, integrated K-12 curriculum that promotes civic responsibility, social and emotional growth, and academic achievement, which utilizes best practices that are aligned to the core standards and 21st century skills.

Goal Two: Cultivate a safe and secure environment where students are viewed holistically in order to promote academic growth, physical well-being, and the social and emotional development needed to excel and demonstrate mastery as independent 21st century learners.

Goal Three: Direct the District toward facilities that respect the environment, achieve cost savings and provide opportunities for students in green technologies.

Goal Four: Encourage community engagement, enhance strategic partnerships, and promote positive and productive communication with the common purpose of building student success and fostering pride.

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.

2.D.1.

The West Orange Public Schools District continues to offer a variety of professional development opportunities to meet the needs of all stakeholders. The District has several well-established professional development structures that provide training within a variety of contexts.

The following opportunities take place after regular school hours on prescheduled dates:

- Four 90-Minute Extended Meetings throughout the school year, where teachers in the various departments are provided the opportunity to examine student and school data, share instructional strategies, develop common assessments, lessons, scoring rubrics, and more;
- **The District has also built in three professional development half days into the 2011-2012 schedule, resulting in a total of three half days of professional development. West Orange High School also instituted an annual technology training event that takes place in October during a delayed school opening;**
- **West Orange High School had additional professional development days. These additional days were used to bring keynote speakers and to facilitate communication/collaborations within/between departments with the goal of addressing students learning and improving academic achievement. Part of these professional days included presentations by guest speakers such as Dr. Pedro Noguera (Unfinished Business: Closing the Achievement Gap) and Naomi Migliacci (Being Sensitive to the ESL learner and Other Diverse Cultures). A professional development session was implemented to hold Cross-Curricular Conversations, Technology Day and How Common Planning Time Can Best Be Utilized;**
- **In West Orange High School there are numerous committees operating as part of the new SLC (Smaller Learning Communities) grant, all of which provide professional growth**

opportunities for its committee members. The committees include the Scheduling Committee, the Extend Learning Opportunities Committee, the Data Committee, the Professional Development Committee, the Step Up Committee (summer school) and the Advisory Committee;

- Monthly school level and/or department after-school faculty meetings where teachers can learn new strategies and approaches from guest speakers or In-District subject matter experts. Teachers also share knowledge, exchange impressions and reflect upon practices and procedures followed in their classrooms;
- The 3-Year New Teacher program, through which teachers obtain 60 hours of professional development during their first three years. Through this program, teachers are trained on research-based instructional strategies, **incorporating literacy and mathematics across the curriculum**, integrating technology in the curriculum, developing units and lessons following the Understanding by Design framework. The effectiveness of this program is evident in teacher performance throughout the year and includes an evaluation that is conducted at the end of the three years.

The District has established several partnerships that allow our instructional staff the opportunity to enrich their craft through participation in these programs. The format in which these experiences take place vary from online courses, interaction with experts in the field visiting the classroom, attending workshops at local colleges, and participation in summer classes and seminars sponsored by local educational training centers and universities. The partnerships include, but are not limited to the following:

- Partnership with Montclair State University through their CUSP (Creative University-School Partnership) and PRISM (Professional Resources in Science and Math) programs. The workshop experiences will increase mathematical and scientific knowledge and enable transfer to classroom teaching;
- The West Orange Board of Education continues its membership in the Montclair State University Network for Education Renewal. Members of the faculty apply to be clinical faculty members, and participate in action research, study groups, and grant opportunities. Study groups also investigate strategies that have improved student performance on State assessments in the area of language arts literacy and mathematics. West Orange has 68 clinical faculty members. Participants increase skills in methods for improving student behavior and achievement, and how best to teach students with disabilities, as specified in the New Jersey Professional Standards for Teachers and The Federal Elementary and Secondary Education Act (NCLB);
- Training via the ETTC (Educational Technology Training Center) of Essex County. The ETTC offerings range from four-hour courses to multi-day ones where teachers attend classes provided at one of the middle schools in the District;
- Partnership with The Morris-Union Jointure Commission (MUJC), which is a regional collaborative public school district, that provides services and programs to meet the needs of constituent school districts, of which West Orange is one;
- Partnerships with UMDNJ, Essex County College, Caldwell College, and DeVry University to provide teachers with additional professional training opportunities and use of resources. Students have the opportunity to receive credit for participating in these institutions.
- **The West Orange Public Schools Partnered with Lesley University to implement a balanced literacy approach to instruction and adopted the “Being a Writer” program that reflects the Writers Workshop Model and improves students literacy.**
- **Training on Sounds in Motion, a program that helps increase phonemic awareness in non-native speakers and it enriches the learning of native speakers.**
- **Training through Educators for Social Responsibility (ESR);**

- **Partnership with Kean University for teachers to participate in two courses titled training on *Teaching the Holocaust* and *Teaching Prejudice Reduction and Holocaust*. Additionally, a cohort of teachers representing grades K-12 participated in three workshops focusing on the history of African American Culture. This was delivered by Dr. Assanti and turn-keyed in the District by the cohort representatives from each school;**
- **Teaching American History Grant – This year the West Orange Public Schools applied and was awarded a five-year grant which will allow social studies teachers (grades 6-12) to attend courses at Princeton University dealing with the topic of US History, with a focus on the history of the US Constitution. A total of four school districts (cohorts) participated in the program, with West Orange being designated the lead cohort in the grant. During the first year, West Orange teachers spent two weeks during the summer at Princeton University. They attended a course on the Theoretical Foundations of the Constitution and received 3 graduate credits. In addition to attending the summer program, Professor from Princeton University conducted 2-day classes on-site in West Orange to the social studies staff.**

District teachers continue to receive educational technology training via the Educational Technology Training Center of Essex County and the West Orange Professional Development Center. These regional training centers provide a variety of professional opportunities at no cost to District personnel, as well as to teachers from out-of-district for a fee:

- Smart Board: Level 1 Training (Beginners);
- Smart Board: Level 2 Training (Intermediate);
- Smart Board: Content Creation Academy;
- Introduction to Google Docs;
- **Integration of iPads Into Classroom Instruction**
- **Social Networking Tools for Teaching and Learning: Edmodo;**
- **Microsoft Office Tools: Word and Excel**

District initiatives that allow our teachers to obtain professional development during the school day include the following structures:

- **This is the third year that West Orange Public Schools staff continues to participate in professional learning communities.** Members of the PLCs **continue to** reflect and share their own teaching and learning experiences and knowledge with colleagues and received training from District personnel, as well as from out-of-district experts. During 2011-2012 the District **continued** to support PLC initiatives by providing common planning time, in-district and out-of-district;
- **This year Edison Middle School instituted a blocked schedule which includes a daily full period designated for teachers to meet as part of the PLC process.**
- The peer coaching experience where faculty observe exemplary practices implemented by colleagues;
- Informal walkthroughs and formal observations completed by principals and supervisors. Through the use of iPods/iPads principals, supervisors, content specialist, and mentors will conduct observations using content-specific classroom observation templates to assess and ensure congruency of best practices in the classroom;
- The post-observation conferences, after formal observations, serve as a one-to-one coaching opportunity for all teachers;

- The mentoring program for novice teachers and their respective mentor in which mentors continue to be trained to assist new teachers. Mentors attend a District Mentor Training session at the beginning of the academic year and receive a copy of the District Mentor Training Manual developed by the Professional Development Committee. The Professional Development Committee revised and implemented the most recent Mentoring Plan in accordance with the New Jersey State Toolkit. Time continues to be allotted for staff members who serve as mentors to confer with and observe first year teachers in the mentoring program. At the middle school level, teachers are members of teams. The different teams meet during the school day to analyze data, plan lessons, and develop common assessments and rubrics;
- Training from the Reading Specialists and the District's Math Coach during the school day and after school, focusing on Every Day Math, Connected Math, Fountas and Pinnell, and the Amistad program;
- **Revise District template for classroom walkthrough observations to be aligned with Common Core Standards.**

2.D.2

The District continues to focus on training of teaching staff directly related to the key Common Core Standards included in the newly adopted 21st Century Life and Skills. The District specifically addressed those standards dealing with financial literacy, career preparation, and civic and work life through training at administrative council meetings, instructional council meetings, and professional development workshops. Standard 8.1, Educational Technology is currently embedded throughout the curriculum across subject areas. More specifically, extensive training has been provided by out-of-district experts, District experts and through turnkey training in the Language Arts Literacy and Mathematics standard areas according to a grade, ability, and age appropriate approach, so as to make the learning experience meaningful and relevant to our students. The District initiative of closing the achievement gap in the area of mathematics continues to drive teachers training on how to unpack the standards, design lessons that address the big ideas contained within them, and assess the students in ways that consistently demonstrate mastery of skills and knowledge. Administrators and teachers continue to attend out-of-district training sessions and to provide turnkey training to teachers at all levels of instruction. Also, the District continues to align our practices to the NJ standards for educators in order to ensure that the educators present in our classrooms are in compliance with the regulations and expectations placed on them by the NJ Department of Education.

2.D.3

Through 90-Minute Extended Meetings, online courses, videoconferencing sessions, and the New Teacher Orientation program schools with closely aligned professional development needs continue to synchronize their offerings, and thus reduce the cost of the service while providing it to a larger number of educators. The Educational Technology Training Center of Essex County (ETTC) and the West Orange Professional Development Center (WOPDC) have successfully provided viable professional development opportunities to District personnel. Schools that have identified a diversity of professional development goals have used their Extended Meetings, PLCs, and team/collaborative periods to address them. **In 2012-2013, the District will place an emphasis on developing online courses through its educational centers and will continue to attempt to form partnerships with local educational institutions. The District recently adopted a summer credit recovery program where students will take online course at the high school using Educere – a K-12 Online learning provider. It will start**

this coming summer and ongoing evaluation of the program will take place during the implementation period. The District also established a Learning Management System (Moodle) in order to establish an online learning platform to promote and enhance teacher/student communication as well as enhance teaching and learning.

2.D.4

Professional learning gaps not addressed in schools continue to be addressed through District offerings and groups of teachers collaborating on their own specific areas of interest. West Orange will continue to support:

- District offered in-service courses and workshops;
- Securing the services of outside consultants and guest speakers
- Off-district workshops and conferences;
- Action research projects aimed at improving teaching and learning;
- Elementary mathematics committees who design rubrics to ensure aligned and congruent implementation of Every Day Math. **Math enrichment activities as a means to differentiate instruction for diverse learners;**
- **Development of Accelerated Math Program offering algebra I in grade 7;**
- Analysis of student performance using data from *Performance Matters* database to drive professional development and instruction to improve student learning and close the achievement gap.

2.D.5

In their efforts to develop productive team structures and protocols that focus on results for students, teachers and administrators continue to receive support in a variety of ways. As a district, West Orange has representation in many roundtables and committees at the county and state, and national levels. Through these venues, ideas are shared that result in effective implementation of team structures and educational protocols. Teachers and administrators **continue to work through Professional Learning Communities and continue to conduct action research.** Experts are consulted, research was conducted and shared throughout the district, and members of the instructional staff were sent to off-district workshops in order to learn ways in which to improve instruction and students learning. **This is an ongoing process.**

This year Edison Middle School instituted a blocked schedule which includes a daily full period designated for teachers to meet as part of the PLC process. At West Orange High School Smaller Learning Community structures such as the Institute of Math and Science was established. In September 2012, the Humanities Institute will also be established and staff will work through their PLCs to assess, implement, and evaluate the program.

2.D.6

The District's Professional Development Plan is communicated to all stakeholders through different mediums. The plan is posted on the District's web site that is accessible to faculty, staff, and members of the community. Additionally, principals and supervisors discuss the contents of the plan at PLCs, faculty, and department meetings. School administrators use the District's plan as a resource that, when coupled

with the individual school's plan, will yield the desired results of improved teaching and learning. **This information is also presented to parents and community members during Board Meetings.**

2.D.7

For the students in the West Orange Public School District, the goal is to close the achievement gap, especially in the area of mathematics and language arts. Success in this area is contingent upon the District's continuous focus on the newly adopted Common Core Content Standards. **Professional Development District wide has focused on reading and writing skills through the Readers/Writers Worskhop Model and the adopted Everyday Math, Connected Math and Accelerated Math Program. These programs have focus on the conceptual teaching of mathematics. Professional development also addresses the integration of technology into math and language arts curriculum. Educational technology, including the use of interactive whiteboards, facilitates the delivery of differentiated instruction, including special needs students.**

Closing the achievement gap in **language arts and mathematics** requires that students be able to read, comprehend what they read, and write well constructed responses. Since our professional development opportunities offerings will focus on the core curriculum content standard and areas identified in section 2.D.2, there will be a clear alignment between student learning goals and the professional development opportunities available to **all** professional staff.

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 districtwide 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?

2.E.1

The largest systematic time allocated toward creating and implementing professional development goals as they apply to each school and the overall District goals are monthly faculty meetings, monthly interschool subject area faculty meetings, 90-Minute Extended Meetings and common planning time. Each school in West Orange has recognized their own individual needs towards insuring effective and efficient student learning through consistent and embedded Professional Learning Communities.

At the elementary level, common planning periods help implement the Professional Development Plan established by team action plans. Grade-level meetings facilitate discussion and implementation strategies, based upon data-driven information and assessments. This has resulted in more efficient implementation of programs such as K-5 Everyday Math and Everyday Math Online, Fountas and Pinnell, Read 180, Systems 44, and SuccessMaker. A new leveled classroom library system is being implemented. At present, a number of new literacy arts programs are being assessed in order to finalize an implementation. Reading specialists, basic skills teachers, teachers of the gifted and talented, and a math coach are utilized for their expertise in targeted areas of mathematics and literacy. Block scheduling has created a 90-minute literacy arts block and a 75 minute block in mathematics creating at the same time a faculty planning/assessment period.

West Orange has three middle schools: a dedicated six school and two seven-eight schools. Monthly PLC meetings, include faculty from each middle school, and focus upon Languages Arts, Social Studies and Science. Faculty continue to utilize flex-days, learning walks, video-conferencing, collaborative planning, and vertical articulation. Middle school faculty received professional development in the areas of Connected Math, Balanced Literacy, and **the use of *Performance Matters* to analyze student data to drive instruction**. They continue to implement an after school tutoring program toward NJASK test score improvement. The District's consultant is also working with principals and supervisors to create block

scheduling in the middle schools. Six faculty meetings a year are devoted to an aspect of professional development.

At the high school level, teacher duty positions are utilized as time blocks for assisting other faculty as well as providing virtual space online for departmental members as a resource. Two-hour delayed openings **continue** to provide time for a “Technology Day” and opportunities for other staff development. “Teaching In Class Support and Strategies” pairs general education teachers and special education teachers, and is assessed at the end of the academic year. Monthly strategy meetings with ICS/CTM pairs in every subject and administrator identify successful techniques and target areas that may need improvement; their implementation is ongoing. Faculty continues their online grading training, with a program variation that allows parents an open portal to view student achievement. After school tutoring programs (funded by a new SLC grant) in Science, Math, and Language Arts is offered to students in ICS classes. Assessments recognized an increase in student’s support for this program.

2.E.2

All new faculty members are required to complete a three-year In-District program that provides 60 hours of professional development during the summer and after school.

The District provides professional development opportunities through an extensive staff development program offered during the academic year and summer. It provides workshops dedicated to the District’s departmental and grade level goals/initiatives including technology, learning and behavioral strategies, program implementation, data analysis and assessment. This program is assessed annually and changed accordingly to accommodate current needs.

This year K-12 teachers were provided with three professional development days (extended single sessions), which were scheduled on November 8, 2011; January 13, 2012; and February 13, 2012. In addition to the three District professional development days, the high school also had a total of 8 release days for staff to attend professional development sessions aligned with District and school-based goals as part of the Small Learning Communities grant. A similar schedule for professional development will be implemented during the 2012-13 school year.

Faculty **has always been encouraged to participate** in the collaborative programs and access resources **through** Montclair State University’s Network for Educational Renewal (MSUNER). The network provides a professional development program that enhances professional expertise through collaboration with experts in areas that create, guide, or explain national, state and community initiatives, educational research and/or ongoing learning projects. West Orange is also a member of the Morris Union Jointure Commission, which also provides excellent professional development opportunities for staff. Faculty members are encouraged to utilize and share (peer to peer coaching) on line study, professional journals, webinars and other Internet resource websites as well as grant opportunities within each department. In addition, conferences continue to be a mainstay in teacher professional growth. Teachers attend conferences provided by local, state, and national organizations to enhance professional growth.

The District **continues to** work with consultants to improve student learning in the areas of mathematics, K-8, language arts literacy, K-12, creating small learning communities, 9-12, and block scheduling for mathematics and language arts literacy, K-8.

Continuous learning is paramount in the twenty-first century in order to stay abreast of the constant changes that take place in the learning community. Teachers and administrators will continue to work under the PLC framework to critically analyze student data, and teaching practice in an ongoing effort to improve student learning.

School Level Professional Development Planning Template

SECTION SCHOOL 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.

Gregory Elementary School

In the past **Professional Development** at Gregory school has taken on many forms. We have had year long subject area PD themes from reading comprehension to writing to math. The 45-minute and 90-minute monthly staff meetings have been when the majority of our PD has taken place. Presentations to the staff were made by other Gregory school staff members and outside professionals from inside and outside of the District. Additionally, staff members have taken professional days to attend District level and other PD seminars outside of the building. Being able to attend PD workshops (of the staff members choosing) is a privilege that many have appreciated.

Collectively we believe in using multiple sources to evaluate student learning and achievement. We have examined NJ ASK 3, 4 and 5 test scores as well as the Terra Nova 2nd grade tests to drive SMART goals made at each grade level. We have specifically found that at the upper elementary level the expository writing prompt is something that we would like to strive to have our students improve. We use the District's assessments to guide instruction at the lower elementary levels. Overall, we strongly believe that higher levels of advanced proficiency on the state tests in all areas will be an additional indicator of successful learning and achievement at Gregory school. In order to use all of the assessments that we have in place we want to set up more structured time to professional review and share the different results.

We have established school goals that focus on language arts improvement at the lower elementary levels. Specifically, we want to improve learning and achievement so students demonstrate enough improvement on assessments that they are placed out of basic skills instruction. At every grade level we have worked on specific SMART Goals and we want to continue to hone our skills in accomplishing. Furthermore, we believe that more collaboration time and specific training centered on our SMART goals will help us in successfully achieving each goal.

We will continue to align the instruction and learning at Gregory school with the New Jersey Core Content Curriculum Standards and **Common Core Standards**. We want the PD presentations we attend

(in house and out of the District) to specifically target the new instructional programs we will be using and the objectives of our teacher created SMART Goals (such as the PRISM workshop we are currently receiving).

Right now we use our monthly faculty meetings (45 and 90 minute) for professional development. We want to find more time in the school year to collaborate in professional learning communities. The principal and grade level chairs will continue to have regular meetings and keep an open line of communication. Lastly, we plan to keep the strong relationship we have with our PTA to work together in helping provide resources and PD opportunities for the teachers.

To assess whether or not we have achieved optimal PD at Gregory we will give out formative and summative surveys to the entire staff. We will **continue to** examine all tests score results (NJ ASK 3-5, Terra Nova, early elementary district assessments) to determine whether the students have shown a marked improvement by the end of the 2011 school year. We will specifically look for improvements in areas connected to our SMART Goals. We will not only look for an increase in our proficiency levels on the NJ ASK tests, but also and increase in the advanced proficiency levels. Lastly, we want to have common PD goals established in teacher individual professional development plans and we want to create an atmosphere of continual teacher and student improvement through PD efforts.

Gregory School will continue the components of the above plan.

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

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6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

Hazel Elementary School

Within the last year, the Hazel Avenue School professional staff has taken a proactive approach to professional development. Staff has made it common practice, through weekly and monthly grade-level meetings, to evaluate the effectiveness of teaching practices and seek out programs that will expand and foster professional development thereby enhancing the learning experience of their students. Programs, workshops and seminars have been researched and sought out by teachers in order to bring growth and improvement to our teaching/learning environment.

The principal has continuously collaborated with teachers by grade level on a monthly basis in order to monitor and contribute to the growth of all professionals in the building. In addition, collaboration has existed with and will continue to exist with department area supervisors and other experts such as ESL teachers. These practices will continue to be key elements of our new Professional Development Plan.

After discussing and summarizing questionnaires answered by grade level teams, it was determined that the Hazel Avenue School professional staff defines student achievement as:

- Students meeting and exceeding proficiency on local and state assessments.
- Students demonstrating socially responsible choices that reflect good character.
- Students achieving to their individual potential and becoming independent and self-motivated life-long learners who apply knowledge to academic situations in school and real life situations outside of school.
- Students appreciating and respecting diverse cultures and the implications diversity has on the current global society.

On further discussion of data submitted by teacher questionnaires and surveys, three major needs were identified:

- Need to learn ways to effectively address the language barrier with students and parents.

- Need to learn how to inspire independence and self motivation in our students.
- Need to learn how to expand our economically disadvantaged population's background knowledge as it pertains to Language Arts and Mathematics.

Our professional development goals are in alignment with our school and district-wide goal of narrowing the achievement gap. These goals will become aligned by developing more effective pedagogies that will address the specific needs of our identified sub-groups.

Professional learning opportunities will be provided for the staff through weekly scheduled collaboration meetings within grade level teams, monthly grade level team meetings with the principal, with the District's Math coach, with the Reading specialist, the ESL teachers, and Language Arts Literacy Supervisor. Activities such as collaborative planning, walkthroughs, case discussions, and peer review will be facilitated to the staff. Teachers will be provided opportunities to collaboratively analyze data, master intervention and enrichment programs and strategies, and plan targeted instruction for their students. Collaborative grade level teams will create and analyze common assessments in order to assess student progress and create SMART goals. Teachers who attend workshops that address our school's specific needs in Language Arts and Math will turnkey information to the rest of the staff. Further, school based workshops will be conducted by peers and District sponsored workshops will offer continued support in team based learning.

The Professional Development Plan clearly charts weekly common planning times that afford opportunities for collaborative assessment and development of teaching strategies as well as monitor student progress. Further, monthly reports by grade level PLC's on assessment findings and reflections for future areas of growth will be collected by the principal. These will, in turn, be used at grade level articulation meetings.

The natural evaluation of professional learning and development is, in its effect, on student learning. Therefore our growth as a professional learning community will be measured in the success of student learning. Both grade level designed benchmarks as well as District and state assessments will be used to assess the success of our professional development plan.

Our Title 1 School was identified under NCLB as a *School In Need of Improvement* in September of 2011. State test results were used for comparisons; subgroups were then analyzed for strengths and weaknesses and used in the development of a school improvement plan under NCLB. The data revealed that the students had difficulty with higher-order thinking skills as demonstrated by weaknesses in problem-solving areas in mathematics, and analysis and synthesis relating to literacy and writing. Subgroups not meeting AYP lacked the foundational skills needed to take them to higher-level thinking, discriminating, and the critical analysis of text in the expository and informational reading and writing of text.

Data analysis showed that more training on instruction of higher level thinking skills needs to be a focus area for teacher professional development. Building their expertise in the strategic actions needed to be successful in deeper thinking and problem solving will provide the students with the tools needed for taking on the challenges of 21st Century Learning. Title 1 resources were allocated to our school to assist students with increased time-on-task through our Saturday Academy (SAC), the purchase of additional leveled libraries and the new SuccessMaker 4 on-line program.

Teachers meet with approximately 90 students at our SAC who were identified as at-risk students for a total of 25 Saturday sessions of three hours. Mathematics, language arts and computer-assisted technology have helped our students as demonstrated in results from District-wide benchmark assessments and frequent SAC formative assessments. Data is analyzed frequently with SAC teachers and Hazel teachers.

The new SuccessMaker 4 program was purchased recently and teachers have and will continue to receive training in order to further analyze student data to inform their instruction. Continued implementation of the new math program, leveled libraries, new writing program, “Sounds in Motion”, expansion of the READ 180 program, and acquisition of multiple technological materials will assist in closing the achievement gap.

Professional development opportunities for our teachers will continue so that proper implementation occurs and enhances the learning experience for all students, specifically at-risk students. The student’s progress will continue to be monitored by the PLC through collaborative assessment, lesson planning, and data analysis. Furthermore, the PLC’s ability to specifically address student needs and proficiencies is facilitated by new programs such as: Fountas and Pinnell, Performance Matters, and newly developed District assessments. The use of these data analysis tools will enable the PLC and the School Professional Development Committee to focus on closing the achievement gap.

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

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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.

Mt. Pleasant Elementary School

Our main Professional Learning Community (PLC) team began attending State sponsored informational workshops last spring. We held our first strategy session in October and have been meeting consistently since then. We have been examining the Department of Education Tool Kit for Educators, as well as communicating, brainstorming and researching suggested practices for the proper development and implementation of a school level Professional Development Plan.

In order to assess the culture of cooperation, the Mount Pleasant School Staff was asked to reflect on previous staff development in surveys that were administered on Nov 2, 2009 and Nov 16, 2009. One survey asked about our School Culture and the other addressed the following categories: Strengths of the School; Opportunities presented by the School or District; Barriers, Weaknesses, Hindrances; and Future Actions you would like to see. Teachers reflected positively about the strengths of our school. They continuously cited themes of cohesiveness and a willingness to explore and support new ideas and techniques with regards to staff development. They are pleased with the confidence level and high expectations placed upon them to deliver effective instruction. They believe that they worked in a culture that supports them and celebrates their accomplishments. They are extremely proud of the strong traditions at Mount Pleasant School in academics and social awareness. They have a strong unity amongst staff members and feel professionally independent (not micromanaged). They feel there are many professional workshop opportunities presented by the school and District. They feel a growing proficiency with the latest technology and utilize its advantage in designing instructional activities.

Our parents were also surveyed on January 19, 2010 to gain greater insight into their conceptions about teacher learning. All parents surveyed believe there should be a strong commitment to the continuous learning of the staff by district and school. They believe teachers must collaborate in workshops to expand their knowledge base. Parents believe that this knowledge base is crucial to student success. They believe the quality of teaching has a direct effect on student learning and that all teachers marginal, good, or outstanding must continue to improve their craft.

In reflecting of the survey results we were able to identify many positive aspects of previous professional development opportunities as well as areas in which challenges emerged. We also came up with a reflective “picture” of the successes and challenges of our local school as they relate to student learning and professional development needs for our teachers.

Previous professional development opportunities, such as in-district coursework offerings, have been very helpful. In addition, they have been free and offer professional development credit that can be applied to upward movement on the salary scale as well as points earned towards the 100 hours State requirement. Coursework offered included instructional strategies, classroom management techniques and technology training.

Identified areas of challenge include a need for more communication with teachers when planning staff development opportunities and a more intensive effort by the District to train our general education classroom teachers and special area teachers in teaching English Language learners (ELLs) and special education students. Specific areas that were identified include: instructional strategies, classroom management strategies and techniques for inclusion classrooms. The ESL department has monthly strategy sessions within their department on language acquisitions, theory and instructional applications in the classroom. We would like them to share some of their strategies with our staff, perhaps as a workshop during one of our local staff meetings. We would also like to have similar workshops for our staff with the special education teachers.

The majority of special education students remain in the District. In order to meet their needs, we have a pull-out resource room, an in-school behaviorist, an in-school child study team and a reading specialist, as well as self-contained classrooms for our autistic students. These specialists have much that they can offer in regards to training our general classroom teachers and special area teachers (music, gym, art and library) on how to better meet all the needs of the students who have IEPS and 504 plans. It was also noted that there is a need for professional social services.

Another strength we have is the opportunities students have in the fine arts. In addition to general music and art classes weekly, students have the opportunity to participate in studio art, chorus and private instrumental lessons. The fine arts department meets regularly to discuss instructional strategies with the goal of achieving the District’s curriculum goals and continuity across the grade levels. One area that we felt we needed to work on more was a need for increased communication between the fine arts department and the general education classroom teachers in regards to greater development in the area of interdisciplinary learning.

Additionally, we acknowledge our full-time librarian is strength. The librarian works with the classroom teachers to promote interdisciplinary learning. An area we identified that could be expanded within the media center was that of teacher resources and materials for continuing education in the areas discussed. In order to insure that professional learning is addressing student needs and aligned with District and local school goals and priorities, each grade level at our local school has decided upon various S.M.A.R.T. goals. Taking a look at the strengths and weaknesses of our local school helped us identify the areas of need in regards to planning future professional development opportunities for our teachers.

2011: Our School Professional Development Plan for Year One included focused attention on three areas: Teacher learning, student learning and parental involvement. We feel positive about meeting some of

challenges we faced. 1. Based on teacher feedback, we designed our professional development around the skills that teachers indicated they needed more training in. This year's extended meetings included Strategies for Working with Special Education Students in the Mainstream Classroom (strategies for inclusion, behavior, curriculum and interventions), Leveling Libraries, On-Site Technology Tools, and Writer's Workshop. Each meeting was presented by one of our staff professionals. We are in the process of designing feedback forms for the attending teachers in which evaluate the sessions. 2. The area of academic student learning was evaluated through the use of S.M.A.R.T. goals. After the State scores came in we used Performance Matters to evaluate our goals. Grade level Professional Learning Communities (PLCs) re-assessed student needs and created new S.M.A.R.T. goals for 2010-2011. 3. The teachers and principal reached out to parents in a new way this year by hosting two everyday Math nights (October, January) and one Literacy night (March). The events were well attended and the parents provided positive feedback through the surveys distributed. Results of the surveys will be discussed and used to determine the frequency and form of future offerings.

The team feels that we need to continue to work on the areas of interdisciplinary learning, teacher input on and involvement in professional development, and mixed grade level PLCs. Another area that we plan to develop further is that of peer observations in order to share best practices and support one another on improving student achievement. One of the greatest challenges we faced this year was in creating an atmosphere of trust, that this initiative represented proactive change.

2012 Our Professional Learning Community (PLC) team has continued to hold strategy sessions with our staff to evaluate progress in response to the S.M.A.R.T. goals that were set for this year. The main team has been meeting consistently to monitor progress and to arrange and provide staff development based on student and teacher needs. These needs have been targeted by analysis of teacher responses to surveys collected. We have concentrated our efforts in Professional Development (PD) on our Balanced Literacy Program. Examples of topics presented are included in section D.

We began our year with a heartfelt invitation, during orientation, from one of the PLC team members to the entire staff to believe in the professional learning community that we were trying to create. Teachers were reminded that it was a privilege to be given the opportunity to design our own professional development. Everyone was invited to get involved through discussion, through feedback and through participation. We had the pleasure of adding two new team members, who have added fresh insight into the process. This set a very positive tone for the year.

In terms of initiatives, teachers were anxious to receive the training they needed in three areas: 1: the new state mandated bullying law 2: the building emphasis on Handwriting Without Tears and Foundations and 3: the District shift toward leveled libraries and guided reading through Balanced Literacy. We created support for our Balanced Literacy by providing a print and media rich library that engrosses our students in leveled materials that will challenge out students in their instructional as well as independent reading levels. In terms of ongoing initiatives, teachers were pleased to receive the support they needed for the continuation of Everyday Math, Amistad, Performance matters and the expansion of team teaching through inclusion. Our in-class resource has been expanded to include two grade levels. We have found a high degree of success with classified students that have a special education teacher partnering with a general education

teacher. Two final areas we continued to develop were collaboration between the media specialist and the classroom teacher in terms of resources, shared lessons and curricular support and increased communication between the fine arts teachers and the general education teachers to expand interdisciplinary activities that cluster around our writing program.

Looking forward to next year, teachers are excited to each have SmartBoards in their classrooms and curious about upcoming changes such as the implementation of the Common Core Standards, the new teacher evaluation procedures and the conversion from the IR&S to RTI process for at risk students. We have applied for Bristol-Meyers Squibb Grant for Teaching Excellence in the hope of providing teachers in the building with professional development in Sheltered Instruction Observation Protocol (SIOP) to enhance their efficacy in working with at risk students. We will also continue with the monthly ELL teaching strategy sessions that were implemented in 2010.

The PLC team has concerns for next year that teachers are feeling overwhelmed by the number of new programs they must assimilate. We have tried to open lines of communication (suggestion box, informal conversations, e-mail) in order to stay in tune with teacher needs and maintain a positive environment. We will especially be looking into an "e-box" where teachers can feel safe in sharing their thoughts and ideas.

School Level Professional Development Planning Template

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Pleasantdale Elementary School

We, at Pleasantdale, always strove to increase our test scores without considering the effects of climate and culture on our students as learners. In the past, we worked to find new and better ways to improve our instruction without considering the necessary elements behind student success. Pleasantdale may have “missed the forest for the trees” so to speak. What we were missing was the true definition of student achievement. When a student comes prepared to learn in a positive, collaborative, interactive, and streamlined setting, they in turn become better learners. “Research has indicated that schools are more effective when there is a positive school climate. School climate has been linked to increased student learning and achievement, better socio-emotional health among students and staff, more cooperation and higher moral and improved social interactions among school members.” (Cohen, Pickeral, and McClosky, 2008, Sergiovanni and Starratt, 2007 & Tableman, 2004)

We identified ways we could best meet the needs of our student learners. Our professional learning goal became, “to develop a school community that includes students, parents and teachers based on collaborative ownership and collective efforts.” We came to the conclusion that a three-pronged approach was tantamount and had to incorporate all players in student learning. To accomplish this, we produced three sub goals that will help us move towards achieving our main goal.

The first is to improve faculty and staff collaboration by working towards streamlined, efficient and effective PLCs. Our staff determined that while we collaborate on a grade/disciplinary level, we were

lacking in collaboration across grades and disciplines. Our first sub goal concentrates on how we will more effectively collaborate as a staff. Teacher collaboration will lead to student achievement.

During the 2011-2012 school year, several support structures were put into place to promote collegial conversations and collaboration among staff members. First, during the summer of 2011, three teachers and the principal met on numerous occasions to develop an effective master schedule which provided the maximum instructional time for all students, compliance with the IEPs of students with disabilities, and afforded teachers common planning time with grade level colleagues.

Additionally, a Peer Coaching pilot program was initiated as part of an action research study conducted by the principal as part of her doctoral program. This action research explored the effects of peer coaching on instructional practice, use of common planning time, and teacher perceptions of peer coaching as professional development. A pilot study took place in Pre-K-Grade 5. Fifteen participants utilized the *2 + 2 Performance Appraisal Model for Collaborative Peer Coaching* designed by Dwight W. Allen and Alyce C. LeBlanc. Data collection instruments included an online survey before and after the pilot study. At the conclusion of the pilot study, two focus groups and four individual face to face interviews were conducted.

Data analysis revealed that peer coaching impacted aspects of teachers' instructional practice. Participants reported an increased repertoire of instructional skills. Participants cited areas of growth in classroom management, knowledge of the curriculum in grades other than the one to which they are currently assigned and knowledge of students to assist in informing instruction.

The frequency of the use of common planning time for collaboration was increased. Common planning time was utilized for collaborative planning and reflection of teaching practice. Scheduling time and finding time to conduct peer observations were the biggest challenges reported.

Participants shared that peer coaching increased confidence and reduced isolation. Analysis of the qualitative data indicated that peer coaching was perceived as an effective means of professional development in part because it takes place in an authentic environment and is self-directed. Participants report an increase in motivation when learning is personalized or self-directed.

The second is to promote positive student-student and student-teacher interactions through character development. According to Sprague (2004), improving school climate means improving relationships not only among adults but also among students. Noonan (2004) states that students who feel valued, cared for and respected are motivated to work harder and consider the needs and feelings of others. We took

this research seriously when considering our second goal. We will work, through a variety of avenues to create more responsible, independent learners who have a stake in their education.

During the 2011-2012 school year, Pleasantdale School formed a School Safety Committee which included faculty and staff as well as parent representation. All members of the School Safety Team attended workshops and seminars to learn about the state's new Harassment Intimidation and Bullying law. Workshops were held in the District as well as at Montclair State University. All members also attended a training provided by the Essex County Bar Foundation. This workshop was particularly useful because we were provided with an anti-bullying curriculum for our teachers.

The third goal is to improve parent participation. Many teachers, through a survey, indicated the need for more parent involvement. We need to consider the needs of all parents when it comes to language, transportation and general availability. Our school will work towards promoting an environment where all parents feel welcome and are encouraged to become integral players in their child's learning.

To accomplish these goals we will incorporate a number of different actions and strategies. These will include, but aren't limited to increased opportunities for Professional Development based on teachers as leaders. **(See information on Peer coaching above)**We will include workshops, PLC meetings, common planning time, and continued education as means to improve in all areas. We will begin to develop and implement a number of different initiatives (outlined in our SmartGoals) that will enable us to reach our goal.

We will evaluate our Professional Learning goals at the end of the first year by improving parental involvement in school functions, decreasing suspension and detention rates, increasing homework consistency and improving test scores. These will all be documented as tangible data. In addition, we will as professionals, self-evaluate, survey and determine our needs and strengths going forward.

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Redwood Elementary School

1. Reflection: The professional development that is in place currently addresses areas for growth as Redwood explores gaps in learning among the students, but we realize the importance to always explore strategies necessary for closing the gaps completely.
2. Needs Assessment: Through school-wide surveys and data collection of District testing and state testing results, the need for the closing of achievement gaps is most significant as it relates to our diverse student population.
3. Professional Development Goals: Our professional goal continues to be the determination to help all learners, in all subgroups, achieve to their highest level of potential and proficiency.
4. Professional Development Opportunities: The West Orange School District has always afforded the staff many opportunities for professional development. The committee looks forward to this best practice to continue, as well as, the introduction of new meeting topics for our school faculty meetings based on needs assessment.
5. The faculty will have many opportunities for learning instructional strategies to address the achievement gap among students in all subgroups at Redwood School. This best current practice will be further enhanced as teachers meet even more deliberate to collaborate on research-based methods for closing the gap.
6. Evaluation: Evaluation of our professional goals will be primarily assessed through our district and state testing results. We look forward to digging into the data to see that the implementation of the plan most demonstrates successful and positive outcomes.

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St Cloud Elementary School

The St. Cloud School Professional Development Plan for 2011-2012 summarizes professional development, student achievement, professional goals, student goals, professional learning opportunities and resources.

A positive aspect of staff development was the use of Bloom's Taxonomy to improve upon the way we implement differentiation in our classrooms. The elements of differentiated instruction that will be leverage into the new plan are collaboration, technology (promethean and **Smart Boards**, laptops, classroom computers, DANA's), and District offered courses.

The staff at St. Cloud Elementary School defines student achievement in this way:

- Students behavior reflects creativity, happiness, and cooperation
- Students exhibit high self esteem and confidence
- Students effectively work in cooperative groups to improve learning and social development
- Students become life long learners who make connections,
- Students apply knowledge, question, analyze, explain, and think critically
- Students perform to the best of their ability as measured through observation, benchmarks, and state assessments

Professional learning needs of staff were obtained through surveys. Our needs include a lack of common planning time, professional learning opportunities, and resources. Our NJASK results show there are discrepancies in student achievement.

The goal of moving teachers toward professional *learning* in the area of Language Arts is connected to student learning goals by providing instruction and intervention needed to meet grade level standards for all sub-groups.

The processes and structures the school will use for professional learning opportunities are staff development of differentiated instruction through 90 minute meetings, building meetings, in-service workshops, department meetings and technology. Grade levels will develop partnerships by vertical articulation and common planning time. Cross grade level teams will focus on a common goal and common assessment tools. Peer observations are one way teams can support one another. Teacher learning will meet the needs of various student populations by training with differentiated instruction, utilizing reading specialist, and department supervisors.

Resources that were identified that will ensure professional learning are monthly faculty meetings, 90 minute staff meetings, creation of a 90 minute literacy block, and common planning time through weekly collaborations, utilizing the Reading Specialist and the Language Arts supervisor.

Our plan to evaluate the professional development for the first year will include the following tools: *Success Analysis Protocol*, *Summative Reflection Protocol*, and *Professional Learning Communities* surveys. Additionally we will follow a time frame that helps us monitor our progress.

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Washington Elementary School

In previous professional development, the ninety-minute faculty meetings centered on the concept of differentiated learning. Lessons and strategies were planned by teachers to facilitate differentiated instruction.

The results of the instructional design were guided by school, District and state goals. **This year professional development included training in Fountas & Pinnell Reading Assessments, Reading Workshop Models, Being a Writer, HIB Laws (Harassment, Intimidation and Bullying), Amistad Education and Everyday Math.**

In order to improve student achievement and close the achievement gap, block scheduling **has allowed** uninterrupted instructional time for literacy and math. Goals and assessments **have been** developed to close the achievement gap; keeping in mind that Washington School is a Title I school. Issues such as student mobility, socioeconomic status, Special Ed, and ESL are an ongoing focus for planning and instruction.

Effective professional development is essential for teacher's growth and student achievement. Within the context of teachers as a community of collaborative learners, grade levels will use research based assessments that will accelerate student learning and improve teachers practice. We **have** established a process for monitoring student progress in a formative and summative manner, implementing efficient use of planning, selecting, and analyzing uniform assessment within grade levels. The establishment of collaborative learning teams will ensure continuity and clearly stated attainable goals. Block time for grade level planning **still remains** unavailable.

Staff development **has focused** on analyzing and implementing the new math series. District staff development days **have been** used to in-service teachers in the implementation of the new math program

and literacy programs. Other staff development **is** ongoing through job-embedded workshops and meetings.

Teachers work in collaborative grade level teams that include classroom teachers, the principal, BSI Teachers, the Math **Supervisor**, Special Education Teachers, **the Reading Specialist and the Librarian.** Teachers were not offered opportunities to observe model lessons, shadow peers, or coaching. Teachers have opportunities to examine student data and collaborate with support staff to plan instructions that include interventions for targeted students. The Read 180 Program provides lexile scores and indicators of progress for Basic Skills Students.

Faculty meetings and extended sessions have been the designated times for establishing the goals of the learning community. As time progresses, alternative ways of providing time will be explored. Teachers **have developed** grade level action plans for professional development meetings.

Formative assessments **were** used throughout the school year. Data **was** collected on all students to determine the project's effectiveness. The data **included** common assessment and activities. **The resulting data determined the interventions used based on student needs.** Collaborative notes will record use of protocols for examining student work, lesson plans and observations. Teacher surveys will be ongoing throughout the project, assessing staff development and its impact on teaching practices and student achievement.

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Edison Middle School

2012 Reflection

During the 2011 – 2012 the SWPD committee underwent several personnel changes to include more representation from all the main subject areas. In its current form, the committee consists of the language arts coordinator, a math teacher, a science teacher, a special education social studies teacher and the school library media specialist. After the personnel changes, only two of the original SWPD committee members who crafted the plan were still on the committee. Several meetings were used to inform the new members of the role of the committee and the scope of the plan.

The main focus of the other meetings was to **develop assessments that would measure the impact of the newly adopted block schedule on student achievement and to assess the effectiveness of the anti-bullying measures implemented during the 2011-2012 year.** The SWPDC is exploring several options to improve communication among the committee members and between the SWPDC and central office administration including online collaboration resources such as Edmodo. Specifically, the SWPDC needs to be assigned a more active role in planning professional development and to acquire assessment data of the professional development that has been offered by the District.

The District provided for more professional development time. Two extended single session days were built into the calendar where teachers stayed for professional development after the students were dismissed. Each academic department received training based on their content areas. 90-minute department meetings focused on specific instructional practices and/or data analysis relating to the learning needs of the students and to the implementation of the new initiatives.

With guidance from the Math Supervisor and the building administration, the Connected Math Program was implemented fully by all Edison math teachers. Several workshops were provided

during the year. Regular department meetings and 90-minute department meetings were also used for professional development and for collaboration among the math teachers.

One of the significant changes to instruction was scheduling. When this plan was written in 2010, Edison was on a 9-period day and instructional periods were 42 minutes. During the 2011 – 2012 year, Edison is on a 10-period day. Each period lasts 38 minutes, but all the content area classes meet for double periods in a block schedule. Language Arts and Reading, which used to be two separate classes, were combined into a single, integrated instructional period. Math also meets for a block of two periods. Science and Social Studies meet in a block, but on alternating days so students do not see their social studies and science teachers every day. Music and Physical Education also meet on alternating days, but only for a single 38-minute period.

Since the SWPDC is now comprised of teachers from each of the core content areas and a related arts teacher, the committee was able to assess the mandated changes to the schedule and the curriculum as it affected each content area by meeting in PLC and department meetings.

A major change in the schedule that directly supports the intrapersonal skill achievement goal is the introduction of a homeroom during period 1 and the development of a KORT class. In September 2011, the period 1 block was designated as KORT (Knights of the Round Table). The purpose of this period is to build intrapersonal management skills as well as continue lessons in the Second Step Character Education Program. During KORT time, teachers follow a specific curriculum that builds student skill in goal-setting, time-management, study-skills, note-taking and organization of their materials. Most staff feels that the homeroom period has been instrumental in supporting student success, but they would like to continue to see the KORT curriculum evolve to provide content that is more meaningful and relevant to the students.

In order to support students in meeting these achievement goals, the administration has instituted the following changes:

- A 44-minute homeroom period during period 1 each day where students can engage in the following activities that will support and enhance learning.
During the homeroom period, students:
 - Eat breakfast as per a newly adopted “Grab and Go” breakfast program;
 - Get additional help from subject area teachers;
 - Read self-selected reading books;
 - Organize their materials.
- Once per month, the homeroom period is used for specific lessons on goal-setting, study-skills, personal financial planning, note-taking and time management.

A 10-period block schedule was implemented in September 2011. The SWPDC has developed a student survey regarding their opinions about the block schedule. A teacher survey, administered after the first marking period indicated that the teachers who have extended time found that students benefit enormously from the extended time. Benchmark scores support this. Although their group was too small for data analysis based on a survey, the Related Arts teachers completed a narrative assessment of the 10-period day and the block schedule. The Related Arts Teachers

who have had their instructional time reduced to 38 minutes recognize that while this schedule makes it more challenging to follow their curricula, they also acknowledge the benefit to students in tested subject areas. Since improved scores on state and local assessments is one of the goals for student achievement at Edison, the Related Arts teachers appreciate the value of giving the students more time for their language arts and math classes. The SWPDC will develop another survey for teachers at the end of the year.

Rather than create an additional committee to serve as the interdisciplinary PLC, the SWPDC is comprised of teachers from each subject area and from Related Arts. By working within each subject area PLC, the SWPDC was able to work with their peers to make some important changes to the NJASK tutorial. While the instructional practice has not changed substantially, it is still an after school tutorial class, the selection process has been refined to ensure that the most at-risk students participate in the tutorial. Additionally, the math teachers have developed Anchor Packets for all students to use. These packets consist of various math problems that focus on the skills and knowledge needed for NJASK. All students, regardless of whether they participate in NJASK Tutorial or not, complete the packets independently and the problems are reviewed and analyzed with the teachers during the math block.

As part of the newly implemented block scheduling, the math and writing enrichment courses have been eliminated as separate classes, but there are still Accelerated Language Arts and Accelerated Math classes. Students who achieve high scores on state and local assessments and who have been successful in their elementary math classes are tracked into these courses where they work at a more accelerated and intensive pace than their grade level peers. The High Aptitude Program still exists separate from Accelerated Language Arts, but the writing skills have been included as part of the HAP curriculum. The learning goals and the curricula for these courses will continue to be developed during the 2012-2013 year.

The staff was asked to vote on an administrative initiative to implement a 10 period day. The 2011 – 2012 school year moved to a block schedule. Each period lasts 38 minutes, but all the content area classes meet for double periods in a block schedule.

Each subject area PLC developed specific SMART goals for the students that align with the student achievement goals articulated in the professional development plan. Through an ongoing, organic process, teachers identified students in need of specific skill reinforcement in each subject area and developed flexible tutoring schedules during the period 1 homeroom.

The members of the SWPDC met with their subject area PLC's to develop and implement benchmark assessments within each of their disciplines, as per the District's mandate. Some of the subject area PLCs have been able to review the results of these assessments in order to evaluate student growth.

The District implemented two additional In-Service professional development half days. The topic of discussion for professional development was chosen by each academic PLC. In addition, each subject area meets one time per week as an entire PLC department and one time per week as a "mini – PLC" in which 2 or more individuals from the department meet for common planning.

The staff and administration at Edison Middle School collaborated closely with the Director of Technology to install Smart Boards in nearly every classroom. Local administration provided the staff with numerous professional development opportunities during scheduled PLC times over the course of the school year.

During PLC time and during department meetings, staff worked to assess current teaching practices and to develop new strategies for the various implementations in math and language arts that align more closely with student need as per local and state test results. A new supervisor was hired mid-year for science and the District plans to hire new supervisors for social studies and for language arts. During the 2011-2012 year, in lieu of a supervisor, the language arts department was overseen by an interim language arts coordinator.

The District provided training for the Language Arts teachers in the area of Fountas and Pinnell. Out-of-District training was provided for math teachers in the area of Connected Math Program.

The SWPDC has prepared a survey for students regarding block scheduling. A block scheduling survey was also given to the academic core area teachers. The results were shared with the faculty. Since the Related Arts teachers comprise a population that is too small to give reliable data through a survey, they composed a narrative assessment that they shared with building administration of the new schedule.

During subject area PLC's, core subject teachers recognized the benefits of having more time on task that the 10-period block schedule allows. During the 2011-2012 year, many PLC topics on the area of "instructional time-on-task." This additional time-on task and developing lessons and new resources that maximize the block schedule.

During the 2011 – 2012 school year, the SWPDC met with subject area PLC's to get feedback on professional development needs for each subject area. The committee advised the building administrators about these needs and professional development opportunities were crafted around the Connected Math Program, Fountas and Pinnell and the Reader's Workshop Model, the Guided Reading Program, Peer Collaboration for Smart Board Lesson Development and Using the Block Schedule.

Some subject area teachers, especially Language Arts Literacy, requested particular types of professional development to support balanced literacy. Some of these requests were able to be filled, but more professional development is needed. The math teachers continue to participate in professional development as per the Connected Math Program. Social Studies and Science teachers did not receive any professional development specific to their content areas, however the hiring of new supervisors for these subjects will allow for greater opportunities in the 2012-2013 year.

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Liberty Middle School

There are various key elements of the previous professional development plan that will influence the new plan. One practice that should remain incorporated into the new professional development plan is the 90-minute meetings. During this focused planning time, supervisors and teachers can analyze and interpret the most valuable teaching strategies. Another salient component of staff development is the Tier I training. It would be advantageous to take the concept of incorporating basic technology into strategic lessons one step further. This would subsequently encourage teachers to model 21st century skills to the students.

Professional development should be infused into the 90-minute meetings during the 2012-2013 school year. Supervisors must plan a clear, concise agenda for each of these meetings that address the specific needs of each department. Teachers will then be able to work collaboratively to link their professional development goals of each meeting to student achievement in the classroom. Teachers need the professional development to be meaningful. Leadership provided by Department Supervisors and Administration is essential to success. Liberty Middle School teachers must be supported with relevant technological training. Professional development for the various technology offerings in West Orange must be conveniently offered to staff on scheduled professional development days. This time must be built into the school calendar through the use of half days, department meeting, faculty meetings, and 90-minute meetings. Teachers must be supported with the diverse technological initiatives. Teachers need time and training to effectively integrate these new concepts into everyday lessons.

As previously stated, Liberty Middle School staff defines student achievement with the following statements:

1. Students will display well-adjusted behaviors (emotionally, socially, and behaviorally).
2. Students will demonstrate accountability for individual learning.
3. Students will apply skills and concepts taught into real life situations.
4. More students will "test" proficient on the NJASK and benchmark tests.

The needs assessment revealed there is a discrepancy between the teachers' perception of student achievement and the need for tangible data to measure student achievement.

The 2012-2013 needs assessment revealed the need for more initiatives that will contribute to student achievement. In this survey teachers offered mandatory parent involvement and student accountability as critical factors for student success. The SMART Goal

The professional development goals related to student learning goals are as follows:

- 1 Establish teams with a shared vision, goal and commitment by increasing student NJ ASK scores by 5%.
- 2 Have faculty participate in a NJASK workshop with regard to a uniform method of teaching "How to answer an open-ended" and "How to write the 5 paragraph essay" for example.
- 3 Improve various means of parent/teacher communications and correspondence by training and supporting staff members to utilize technology such as SharePoint, Power School, email, and voice mail.
- 4 **Implement the "town meeting" for all teachers and administrators wherein an open, honest environment is encouraged without fear of retribution.**

During the 2012-2013 school year, professional learning communities will continue for reading/English, math, social studies, and science. These PLC's will be used to discuss specific curriculum, including teaching curriculum strategies, recognizing problem areas, and ways to improve academic success. More proactive work needs to be done in order to meet the smart goals therefore new programs will be implemented. **Department PLC's will continue as well. The Town Meeting PLC will be added.**

A few resources will ensure the veracity of professional learning. One of these checks and balances is the documentation that will occur during faculty, department, 90 minute and PLC meetings. Another means of assurance will be student achievement as measured by marking period grades, classroom assessments and state testing. One last resource to ensure professional growth is through the use of professional surveys and reflective discussion groups. In addition minutes will be taken at "town meetings" documenting them. A follow up on what implementations and changes have been made as a result of the suggestions and idea that are brought up at these meetings will be documented.

The professional development goals will be evaluated in the following ways.

1. Formative and summative assessments
2. State testing
3. Teacher surveys
4. Classroom observations
5. Lesson Plans
6. Benchmark testing
7. Random Testing

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6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

Roosevelt Middle School

Previous professional development has established a precedent of collaborative teaching at Roosevelt Middle School. There are a plethora of past practices that will allow the staff to assimilate a new plan into the current methods of instruction. The staff is already assembled into teams that regularly teach across the curriculum. I&RS plans are regularly employed to modify student instruction, cross curriculum units are taught to illustrate the connection between subjects and differentiated instruction methods are modeled for students to succeed across varied learning styles. Furthering the staff's aptitude to work cooperatively will enhance the ability of the school to directly address the achievement gap suggested by the data. In this way Roosevelt's past professional development is consistent with the maturation of the current design for a professional development plan.

Roosevelt's definition of student achievement consists of the following components: that each student will show improvement over their previous year's ASK scores, that each student will be responsible and accountable for leaving the classroom with more knowledge and cognitive ability than when they entered the room, that each student will show achievement through end products specific to the nature of the class, and that each student will demonstrate and maintain high character throughout the school year both inside and outside of the classroom. Therefore identification of academic trends have been established, interpreted and addressed in the needs assessment.

The professional development goals of an across the board 5% increase of students moving from partially-proficient to proficient on the NJASK for both Language Arts Literacy and Mathematics, a 5% decrease in at-risk students who have more than 2 D's or F's for a quarter in any subjects, students that will improve upon demonstrating good character and school citizenship which will in turn decrease the number of detentions and suspensions by 10% and a 5% increase in academic performance among African-American and Hispanic students on standardized testing to address the achievement gap are designed based on teacher surveys and current data. It is the express intention of the staff that an implementation of the PDP will yield positive results toward these ends.

The staff will be required to develop a comprehensive plan to ensure that professional development is occurring. This plan will include bullet point forms documenting progress in team meetings. PDP assemblies will also include agendas and meeting minutes for all topics discussed during flex schedule meetings.

The goals for evaluation during the first year will include the implementation of data into our current system of team teaching. By using data in this fashion the staff will be able to evaluate, quantify and modify the PDP. This should allow the staff to more efficiently identify areas of concern and improve the academic environment for the students.

2010-2011 Update

The first year of the SPDP has brought many changes to how data is collected, analyzed and used to aid our students in being successful learners. Through programs like Performance Matters and Power School, as well as the implementation of common benchmarks and midterm exams, information has been gathered about all students. This data collection has allowed us to pinpoint those students most at-risk and provide them with the needed support to be successful.

Plans have been put in place to continue with this data collection and analysis to ensure that these students are being helped. In addition, new aspects (listed below) will be implemented to aid in communication among staff, parents, teachers and students.

- Monthly PLC meetings for Language Arts, Science and Social Studies that will be held in conjunction with Liberty Middle School
- In-house weekly curriculum meetings between 7th and 8th grades to aid in vertical articulation as well curriculum development
- Weekly I&RS meetings to address the ongoing process, tracking sheets and potential candidates
- Teacher walkthroughs to observe colleagues teaching styles as well as classroom management
- Promotion of the Essex ETTC for technology integration support
- Common meeting time to integrate core curriculum within the Technology Education and Business Education programs
- Continued use of common assessments (benchmarks and midterms) and use of Performance Matters to aid in identifying at-risk students

This year was a transition year at Roosevelt with both a new principal and a new vice principal. Due to this transition, implementation of certain areas did not occur, but we will continue to implement them for the upcoming 2012-2013 school year.

Due to this transition, the following updates will be looked at for the 2012-2013 school year.

- In-house weekly curriculum meetings between 7th and 8th grades to aid in vertical articulation as well curriculum development (7th grade began this during 2011-2012)
- Weekly I&RS meetings to address the ongoing process, tracking sheets and potential candidates
- Teacher walkthroughs to observe colleagues teaching styles as well as classroom management
- Common meeting time to integrate core curriculum within the Technology Education and Business Education programs

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

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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.

West Orange High School

A need for professional development exists in the areas of integrating technology in the classroom, the In-Class Support Co-Teaching Model (ICS/CTM) and the implementation of an advisory/coaching model. PLCs are functioning in these areas as well as departmentally. West Orange High School's (WOHS) definition of student achievement encompasses many areas. Student achievement includes continuously increasing the percentage of students taking AP Courses and Honors Courses, obtaining high scores on Advanced Placement exams, passing scores on the HSPA, as well as moving students into the Advanced Proficient range in Language Arts Literacy and Mathematics, passing scores on Subject Area End Of Course Tests, obtaining successful SAT scores, students achieving noteworthy grade point averages, obtaining a high Student Course Passing Rate in all classes, a high percentage of students going to further education, grade improvement from marking period to marking period, and student advancement from college-prep to honors and honors to Advanced Placement courses. Academics are important, but not the only measure of achievement at WOHS. Involvement in athletics and co-curricular activities, engagement in community service learning projects, becoming a good citizen and demonstrating proper social interpersonal skills are also measures of achievement. The student behavior that we are trying to create is to strive for excellence through rigorous and comprehensive programs in order to become active members of our community, and to emerge as life long learners.

The identified schools professional development goals which impact student learning are:

- WOHS Faculty meetings are currently being utilized as a forum to include staff training on how to incorporate technology into the classroom. An online Virtual Teacher Workspace (Edmodo) was established through assistance of the District's Technology Team allowing teachers to collaborate, exchange instructional ideas, exchange technology tips, ask for assistance and establish a staff interactive blog space. Currently a little more than half of the faculty are Edmodo users.

- A WOHS Technology Professional Learning Community was established to focus upon the assessment of the District's tiered classes to include a minimum basic skills set that reflects a 21st century skills set as well as integrate critical software and hardware needs. **This PLC will reconvene in early 2012 to coordinate, distribute and compile the results of a new survey to assess current technology needs/desires, and will then continue to meet to make recommendations to the Director of Technology regarding training and hardware and software needs. Also, this PLC will investigate staff members interested in turn-keying technology PD at faculty meetings.**
- WOHS Technology Professional Learning Community conducted two hours of technology staff training during the **2011-2012** school year in conjunction with the District's technology team.
- Teacher self-assessment pre-survey was done in **January** to identify areas of **staff proficiency and weakness** before the **February** staff technology training. A survey will be conducted in May to show evidence of increased professional development in technology.
- ICS/CTM PLC will provide **building-level** workshops **2012** to learn effective strategies for staff to collaborate in the ICS/CTM.
- ICS/CTM PLC of general and special education teachers **continues** to investigate solutions for the best results in the ICS/CTM program and to rework the ICS/CTM setting to include shared lesson planning, delivery and assessment of student achievement.
- Roundtable discussions will occur once every month or every other month **for the ICS/CTM pairs**. This will provide the much needed opportunity for ICS/CTM pairs in each subject area and administrators to identify strategies that works, what needs to be improved on and suggestions on how to enact such improvements. The members of the ICS/CTM PLC subcommittee will be the facilitators for the proposed roundtable discussions.
- Continue to maintain administrative communication in order to provide support in providing and maintaining set guidelines created **in 2010** by the ICS/CTM PLC subcommittee to serve as a framework for **administrators**; to create pairs of general and special education teachers that function with respect to personalities as well as content **knowledge**.
- The goal is to have both teacher names appear in Power School and on student report cards. Currently, ICS/CTM pairs have access to student info/attendance and progress report on Power School, **but only the content teacher's name is listed on academic documents and Power School**.
- To create common planning time for paired teachers to meet for curriculum and instructional strategy planning and to receive master schedule information earlier. **To have the Master Schedule completed prior to the closing of school in June to provide adequate notice and preparation for ICS/CTM pairs to prepare for the following academic year.**
- Structure time for ICS/CTM pairs to meet during the summer to discuss curriculum, instructional strategies and IEP modifications.
- To make ICS team teaching workshops and materials a part of the new teacher training in August. The ICS team teachers will be encouraged to attend the workshop with the incoming new teachers.
- To have the WOHS ICS/CTM PLC subcommittee members meet with middle school teachers representing each subject area to identify and share information on the criteria for student recommendations into ICS classes, level of expectations and skills students need to have to succeed in **an ICS** setting.
- Expand the PD committee to include a member from each department to focus specifically on the SLC grant.
- Conduct training for staff with regards to implementing Freshman **Seminar**.
- **Request additional professional development days from the Board of Education which will be used as common planning time.**

There are processes, structures and resources that are required for this plan to be enacted and sustained. Time for professional development is the biggest challenge and as such, delayed openings, utilization of 90-minute meetings, and training during new teacher meetings, training during faculty meetings, summer training, and half day trainings will be made. Other creative usage of time for professional development include an online virtual classroom for staff (**edmodo.com**), and attempts to build common planning time (in particular for the ICS/CTM pairs). There is 50+ dedicated staff members serve on professional development PLCs and sub-committees. Their sole purpose is to enact this school plan. Furthermore, the plan supports school, District and state initiatives and goals already in existence and endorsed by Board of Education as critical and achievable. The authors believe the plan is solid and accomplishable because of this great support from the District, upper management, administrators, and the staff at large. In fact, the 2011-2012 calendar now includes **eight** early release days for professional development to occur. Also, our SLC grant will hopefully allows us to build a bell schedule with common planning time and time for PD.

This plan will be evaluated in many formats, including but not limited to surveying, documents of evidence, creation of policies, training signature sheets, approval of modifications in school day for trainings, minutes of PLC meetings, and evidence of online faculty collaboration. Documentation of increased student work demonstrating technology as a learning tool, professional development offerings, the decrease in failing grades, and greater participation in technology trainings will also serve as evaluative measures.