



## Franklin Township Public Schools 2018-2019 District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Franklin Township Public Schools	John Ravally, Ed. D.	07/01/18 – 06/30/19

### 1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>District leaders will <b>continue to articulate and reinforce an integrated instructional vision</b> by linking the vision to all training associated with this PD plan. The District’s Instructional Vision Statement: <i>The Franklin Township Public Schools staff and students will participate in a reflective and shared process to ensure ownership for learning. All students will engage in meaningful, data-driven and individualized instruction in a caring and collaborative learning community that fosters college and career readiness and social/emotional development.</i></p>	<p>District and building-based instructional leaders/administrators</p>	<p><a href="#">New Jersey ESSA Overview</a>; Outcomes from the <a href="#">ESSA Stakeholders Planning Meeting</a>, June 2018; 2017-2018 district-wide meeting minutes and survey data indicate the need for continued articulation of the FTPS instructional vision; 2017-2018 ScIP feedback; FHS teacher and student feedback re: realization of vision in classrooms; evaluation system data indicating that there is room for improvement in</p> <ul style="list-style-type: none"> <li>● 3B: Using Questioning and Discussion Techniques</li> <li>● 3C: Engaging Students in Learning</li> <li>● 1F: Designing Student Assessments</li> </ul>
2	<p>District leaders will <b>unify around a collective vision</b> that all children are provided the educational opportunity to reach their greatest potential; <b>improve existing systems of accountability and support</b> to help schools close achievement gaps and raise overall student performance; and <b>empower communities</b></p>	<p>District instructional and certificated non-instructional support staff</p>	<p><a href="#">New Jersey ESSA Overview</a>; 2017 independent audit by EIRC in support of district’s resolution of the recent Office of Civil Rights complaint that confirmed the OCR’s findings; this ongoing training is one of the major action steps required by the OCR for the district to go beyond compliance to develop best practice strategies and cultural change.</p>



	<p><b>with better information</b> so that they may determine and provide what is best for their students for all learners by engaging in training that allows for an integrated approach to addressing these issues.</p>		
3	<p><b>District staff members will explore training opportunities to address student social/emotional learning (SEL) needs.</b></p>	<p>District instructional and certificated non-instructional support staff</p>	<p>2017-2018 School Improvement Panel (SciP) feedback data indicated this was a significant need in virtually all schools; Director of School Management ODR data indicates all grade levels can benefit from SEL training; <a href="#">District-Wide 2018-2019 Professional Development Survey</a>, in which 68.7% of all respondents asked for training in social emotional learning, the highest response percentage of all categories. Additionally, this is a <a href="#">major focus area for the NJDOE</a>.</p>
4	<p><b>Staff members will continue to embrace the Future Ready Schools technology initiative;</b> doing so will enhance teacher and student learning in many ways, including the strategic use of assessment data collection to inform instructional practice.</p>	<p>District instructional and certificated non-instructional support staff</p>	<p><a href="#">District-Wide 2018-2019 Professional Development Survey</a>, in which 48.6% of respondents wanted to learn more about “Google Classroom” and 37.2% of respondents wanted “additional training on...digital learning platforms.” <a href="#">The Future Ready Schools</a> initiative is a focus for schools that are looking to embed best practice with technology use in schools.</p>



5	<p><b>District leadership will support staff member access to professional learning that addresses the New Jersey Student Learning Standards and is differentiated</b> according to each staff member’s needs, in order to support the Franklin Township Public Schools 2018-2019 PD Vision Statement: <i>The Franklin Township Public Schools will offer a program of cohesive professional development that provides choice, enhances student learning, and is differentiated to achieve staff member growth.</i> Staff members have expressed an interest in the following topics, among others:</p> <ul style="list-style-type: none"><li>● Training that brings coherence to our assessments and intervention strategies</li><li>● Content-area and grade-level-based learning</li><li>● STEM and Next Generation Science Standards-based activities in science classrooms</li><li>● Paraprofessional staff member strategies</li><li>● Differentiated Instruction</li><li>● Training on LinkIt! and i-Ready</li><li>● Training to develop strategies for Questioning and Discussion Techniques; Engaging Students in Learning; Designing Student Assessments</li><li>● Explicit reading instruction (Fountas &amp; Pinnell)</li><li>● Orton-Gillingham training for intervention</li><li>● ELL/Sheltered Instruction</li><li>● Developing high quality SGOs</li></ul>	All district instructional and certificated, non-instructional support staff	<p><a href="#">Professional Development Summit</a> in May 2018 allowed instructional teacher leaders from across the district to come together to discuss a vision for professional learning at Franklin. Prior to the meeting, this focus group responded to a survey about PD offerings and programming that have historically been offered. During the meeting, teams discussed and crafted a vision statement for PD in the FTPS. The most consistent theme raised in this summit—and in the district’s 2017-2018 PD Steering Committee meetings – is the importance of continuing to provide appropriate choices for learning and staff presentation of learning.</p>
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## 2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Training that has been earmarked for <b>Goal #1</b> include the following opportunities:</p> <ul style="list-style-type: none"> <li>● School administrator retreat</li> <li>● Monthly administrator and staff meetings</li> <li>● New Teacher Orientation and New Teacher Academy</li> <li>● ESSA Stakeholder Team / Strategic Planning Review</li> <li>● Additional content area and special program initial training activity</li> </ul>	<p>School administrators will have ongoing opportunities throughout the year to continually revisit the district’s instructional vision, including the following vehicles:</p> <ul style="list-style-type: none"> <li>● Content area and special program training</li> <li>● Grapple PLCs</li> <li>● School Improvement Panel (SciP) meetings and follow through training with staff:               <ul style="list-style-type: none"> <li>○ 3B: Using Questioning and Discussion Techniques</li> <li>○ 3C: Engaging Students in Learning</li> <li>○ 1F: Designing Student Assessments</li> </ul> </li> <li>● Follow through for content area and special program training; e.g., reciprocal teaching; sheltered instruction; Grapple PLC follow-up training; Danielson articulation.</li> <li>● Quarterly ESSA Stakeholder Team Meetings</li> </ul>
2	<p>At the district’s annual administrator retreat and in subsequent visits with district equity team teacher-leaders, Ms. Zaretta Hammond, author of <i>Culturally Responsive Teaching and The Brain</i>, will help district administrators continue to build a shared community of knowledge surrounding equity, access, and opportunity, as well as the capacity to address these topics to support <b>Goal #2</b>; in addition, an <b>the District ESSA Stakeholder Team</b> will meet throughout the year on a quarterly basis to take stock of specific measures associated with Goal #2 and to ensure coherence among the various initiatives underway throughout the district that are designed to improve student learning achievement.</p>	<ul style="list-style-type: none"> <li>● Monthly principal, director, supervisor meetings</li> <li>● Monthly Equity Team meetings</li> <li>● Quarterly ESSA Stakeholder Team meetings</li> <li>● Staff meetings and inter-disciplinary PLC Culture/Climate meetings</li> </ul>



3	<p>Initial activities designed to support <b>Goal #3</b> include the following vehicles:</p> <ul style="list-style-type: none"><li>● Dan St. Romain’s keynote address on opening day</li><li>● PBSIS training in September at FHS and elsewhere</li><li>● Kindergarten pilot expansion training</li><li>● Sanford-Harmony / Morning Meeting training</li><li>● Mindfulness training opportunities offered by teachers to their peers in schools throughout the district</li><li>● Advisory Period / Student Mentor training</li></ul>	<ul style="list-style-type: none"><li>● Kindergarten SEL pilot expansion in September and December, plus ongoing communication and feedback from Dan St. Romain throughout the year</li><li>● Follow through training for the continued integration of PBSIS into all schools</li><li>● Turnkey training that examines mindfulness strategies to assist students and staff in the learning process</li><li>● Continued involvement of Director of School Counseling into curriculum development designed to infuse SEL strategies into the PK-12 program of study</li><li>● Ongoing support for PK-5 teachers in Morning Meeting throughout the year</li><li>● Ongoing development of advisory period and peer mentoring programs in secondary, Grades 6-12.</li></ul>
4	<p>To address <b>Goal #4</b>, staff members who have not already become directly involved with the Future Ready Initiative will do so by engaging with the New Jersey Future Ready Digital Learning Framework via the following initial activities:</p> <ul style="list-style-type: none"><li>● Administrator Retreat, including a tech component and that will enable district admins to show how to utilize data more strategically via LinkIt!, Genesis, NJSMART, EdAnalyzer, i-Ready, Naviance, High Scope Preschool Assessment Tool (COR), IEP Direct, Google Apps for Education, etc.</li><li>● Google Classroom, G-Suite, and additional digital apps via:<ul style="list-style-type: none"><li>○ New Teacher Orientation</li><li>○ New Teacher Academy</li><li>○ Opening day PD options</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Staff member PD options on PD Days</li><li>● Tech Tuesdays</li><li>● Workout Wednesdays</li><li>● Ongoing Development of new website and the follow through required by all staff members</li><li>● Ongoing integration of Social Media into school leader practice</li><li>● Clerical staff training on PD Days whenever possible throughout the year</li></ul>



5	<p>Initial training earmarked for <b>Goal #5</b> include the following activities:</p> <ul style="list-style-type: none"> <li>● School administrator retreat: to develop PD options</li> <li>● Monthly administrator and staff meetings: to gather feedback on options and develop more of them</li> <li>● New Teacher Orientation: where new staff will take advantage of appropriate PD options.</li> <li>● Quarterly ESSA Stakeholder Team / Strategic Planning Review activities: to address professional learning as it relates to each strategic planning goal.</li> </ul>	<p>Staff members will have ongoing opportunities throughout the year to continually revisit the district’s instructional vision via training, including the following vehicles:</p> <ul style="list-style-type: none"> <li>● Content area and special program training</li> <li>● Grapple PLCs</li> <li>● School Improvement Panel (SciP) meetings and follow through training with staff: <ul style="list-style-type: none"> <li>○ 3B: Using Questioning and Discussion Techniques</li> <li>○ 3C: Engaging Students in Learning</li> <li>○ 1F: Designing Student Assessments</li> </ul> </li> <li>● New Teacher Academy</li> <li>● Follow through for content area and special program training; e.g., reciprocal teaching; sheltered instruction; Grapple PLC follow-up training; Danielson articulation</li> <li>● Staff member PD options</li> <li>● Quarterly ESSA Stakeholder Team / Strategic Planning Review activities: to address professional learning as it relates to each strategic planning goal.</li> </ul>
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**3: PD Required by Statute or Regulation**

State-mandated PD Activities
<p>All staff members will complete state-mandated training relevant to their particular roles via the GCN platform and via principal supplemental activities.</p>



#### 4: Resources and Justification

##### Resources

Resources for training include the following funds: 1. Local funding 2. Title IIA funding 3. Title III funding for ESL PD. 4. IDEA funding for Special Education PD.

##### Justification

Student learning is impacted directly by the quality of training that instructional and non-instructional, certificated support staff members receive throughout the school year. With this training, the Franklin Township Public Schools will be well equipped for student achievement.

Signature:

\_\_\_\_\_ **Superintendent Signature**

\_\_\_\_\_ **Date**