

Franklin Township Public Schools 2022-2023 District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Franklin Township Public Schools	John Ravally, Ed.D.	07/01/22 – 06/30/23

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>District leaders will continue to articulate and reinforce an integrated instructional vision by linking the vision to all training associated with this PD plan. The 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>In the 2022-2023 School Year, district leaders will reinforce the Accelerated Learning principles they asked teachers to incorporate into delivery of instruction in the previous year in order to differentiate learning topics according to students' unique learning needs as a result of disrupted</p>	District and building-based instructional leaders/administrators	<p>The following sources inform Goal #1: Outcomes from federal programming stakeholder meetings; input from school-based teacher and administrator leaders during the annual PD Summit; District PD survey to all district staff; School Improvement Panel feedback; District-wide student academic achievement data; Teacher evaluation system data, indicating that there is room for improvement in</p> <ul style="list-style-type: none"> • 3B: Using Questioning and Discussion Techniques • 3C: Engaging Students in Learning • 1F: Designing Student Assessments

	instruction during the COVID-19 pandemic.		
2	<p>District leaders will unify around a collective vision that all children are provided the educational opportunity to reach their greatest potential; improve existing systems of accountability and support to help schools close academic achievement gaps and raise overall student performance; and empower communities with better information so that they may determine and provide what is best for all learners by engaging in training that allows for an integrated approach to addressing these issues.</p> <p>To best accomplish this goal, district leaders will support successful implementation of the FTPS District Equity Plan to address the following goal areas:</p> <ul style="list-style-type: none"> ● Domain 1: Anti-Racism ● Domain 2: Cultural & Linguistic Responsiveness ● Domain 3: Equity Literacy ● Domain 4: School Belonging 	District instructional and certificated, non-instructional support staff	Goal #2 builds on the district's work in recent years to resolve an Office of Civil Rights complaint as well as its ongoing efforts to accelerate its advancement of equity in the forms of Culturally and Linguistically Relevant (CLR) pedagogy and anti-racism education. Sources of evidence include disparate academic performance levels among students of color when compared to white students; disproportionate rates of disciplinary actions applied to Black and Hispanic males; and disproportionate under-identification of ESL students for G&T, Honors, and Advanced Placement classes.
3	<p>District staff members will explore training opportunities to address student social/emotional learning (SEL) needs.</p> <p>The district will continue to develop trauma-informed learning environments for students by learning more about Adverse</p>	District instructional and certificated non-instructional support staff	Evidence to support Goal #3 includes a variety of sources: the Director of School management's ODR records by grade level suggest all grade levels can benefit from teacher training in SEL; the FTPS District-Wide 2022-2023 Professional Development Survey, in which the most selected categories for training were Trauma-Informed

	Childhood Experiences (ACEs), resiliency, and working strategically to help students effectively cope with the effects of ACEs while they are in school. Similarly, our district staff members will learn about self-care strategies via Resiliency Team training.		Learning (47%), ACES (45%), and Supporting Students' Social Skill Development (41%); Culture/climate survey data collected throughout the Spring of 2022; and the NJDOE's promotion of student wellness to address students' feelings of belonging and other measures of well-being in schools.
4	Staff members will continue to embrace technology skill development and promote wellness, sustainability and green initiatives identified in the Sustainable Jersey program.	District instructional and certificated non-instructional support staff	The district schools continue to value their Sustainable Jersey certification initiatives, including the Future Ready instructional technology practices embedded within the program, as a foundation for continuous learning. Although most teachers have mastered various technology platforms and approaches to teaching and learning using instructional technology, a cycle of continuous improvement in this area still requires exposure to new platforms and different instructional technology approaches that can enhance student learning experiences. Similarly, as part of the Sustainable Jersey initiative, each school has created a Green Team to promote student wellness, sustainability, and green initiatives. The rationale for this goal resides in the following sources: FTPS District-Wide 2022-2023 Professional Development Survey; the Board of Education's 2022-2023 Sustainability and Green Initiatives goal; and the NJDOE's promotion of student wellness

5	<p>District leadership will support staff member access to professional learning that addresses the New Jersey Student Learning Standards and is differentiated according to each staff member's needs. This will allow the district to live up to its Franklin Township Public Schools 2022-2023 PD Vision Statement: <i>The Franklin Township Public Schools will offer a professional development program characterized by choice, cohesion, and differentiation that maintains equity, and promotes growth and wellness for all.</i> Staff members have expressed interest in the following topics and more:</p> <ul style="list-style-type: none"> • Trauma-Informed Learning • ACES • Supporting Students' Social Skill Development • Connecting Climate/Culture Training to the principles of Culturally and Linguistically Responsive (CLR) pedagogy. • ELA support – Vocabulary and Language standards regarding conventions and mechanics. • Math support – Problem-solving and reasoning; The Five Practices • Technology – Pear Deck, NearPod, Google • Academic Intervention Training • Training on Family Engagement programs 	All district instructional and certificated, non-instructional support staff	<p>For Goal #5, three major sources of data were used: The FTPS District-Wide 2022-2023 Professional Development Survey; ESSA and ESSER stakeholder meetings; and the annual Professional Development Summit, held virtually in June of 2022, which allowed instructional teacher leaders from across the district to come together to discuss a vision for professional learning at Franklin. During the meeting, teams discussed and crafted a vision statement for PD in the FTPS. The most consistent theme raised in this summit was a need to maintain equity in professional development opportunities as well as promotion of professional growth and wellness.</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 Goal #1 includes the following opportunities:</p> <ul style="list-style-type: none"> • School administrator retreat • Monthly administrator and staff meetings • New Teacher Orientation and New Teacher Academy • ESSA and ESSER Stakeholder Meetings • Additional content area and initial special program training activities, especially for Accelerated Learning, SEL, and trauma-informed instruction. 	<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"> • Content area and special program training. • Content area and grade-level PLCs • School Improvement Panel (ScIP) meetings and follow-through training with staff: <ul style="list-style-type: none"> ○ 3B: Using Questioning and Discussion Techniques ○ 3C: Engaging Students in Learning ○ 1F: Designing Student Assessments • Follow-through for content area and special program training; e.g., accelerated learning; reciprocal teaching; sheltered instruction; PLC follow-up training; Danielson articulation.
2	<p>Goal #2 builds on ongoing equity PD, and this summer at New Teacher Orientation and throughout the year, staff members will be provided with follow-up training on Culturally and Linguistically Responsive (CLR) pedagogy. Initial activities include training at the district school administrators' equity retreat; summer training for new teachers at NTO; and during scheduled staff meetings throughout the school year.</p>	<p>Staff member follow-up activities include</p> <ul style="list-style-type: none"> • Ongoing data-driven, goal-setting process that will allow the district to implement actionable goals to animate district equity initiatives. • Monthly principal, director, supervisor meetings. • Monthly District Core Equity Team Committee Meetings. • Monthly training of teacher-led, school-based CLR teams. • Bi-monthly staff meetings to turn-key training that can achieve shared understanding about and implementation of CLR practices.

3	<p>Initial activities designed to support Goal #3 include the following vehicles:</p> <ul style="list-style-type: none"> ● Reflexive exercises among district administrative staff in summer 2022 regarding Panorama data collected during the previous school year. ● District and school-based administrators will strategically collaborate on SEL plans at the Administrator Leadership retreat. 	<p>Follow-up activities for this goal include</p> <ul style="list-style-type: none"> ● District PD in-service days and via other learning opportunities, teachers and administrators will learn more about trauma-informed instruction and other SEL strategies to address generalized concerns as well as student wellness overall. ● Follow-up training for the continued integration of PBSIS into all schools. ● Follow-up training at designated SEL staff meetings at all grade levels throughout the year.
4	<p>To address Goal #4, initial training will take place at the following events:</p> <ul style="list-style-type: none"> ○ Administrator Retreat ○ New Teacher Orientation ○ Opening Day PD for all staff members 	<p>Staff members will have ongoing opportunities throughout the year to address this goal, including</p> <ul style="list-style-type: none"> ● Ongoing PD opportunities throughout the year, especially during staff meetings designated as “SEL” training ● Ongoing technology training ● Tech Tuesdays / Workout Wednesdays ● Green Team-led staff activities for wellness, sustainability, and green initiatives
5	<p>Initial training earmarked for Goal #5 includes the following activities:</p> <ul style="list-style-type: none"> ● School administrator retreat: to develop options ● Monthly administrator and staff meetings: to gather feedback on options and develop more ● New Teacher Orientation: where new staff will take advantage of appropriate PD options. ● Strategic planning process: to address professional learning as it relates to each strategic planning goal. 	<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"> ● Staff member training during in-service PD days ● Content area, grade-level, and special program training ● Utilization of PLCs for data-driven learning ● School Improvement Panel (ScIP) meetings and follow-through training with staff: <ul style="list-style-type: none"> ○ 3B: Using Questioning and Discussion Techniques ○ 3C: Engaging Students in Learning ○ 1F: Designing Student Assessments ● New Teacher Academy

		<ul style="list-style-type: none"> • Follow through for content area and special program training; e.g., reciprocal teaching; math solutions; sheltered instruction; PLC follow-up training; Danielson articulation • Department-led training during Monday Meetings
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3: PD Required by Statute or Regulation

State-mandated PD Activities
All staff members will complete state-mandated training relevant to their particular roles via the GCN platform.

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. 3. Additional federal program funding to address post-pandemic learning needs (ESSER, etc.).
Justification
Student learning is impacted directly by the quality of training for instructional and non-instructional, certificated support staff members. With this training, the Franklin Township Public Schools will be well equipped for student achievement.

Signature: _____
Superintendent Signature

Date