



Englewood Public School District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Englewood Public School District	Dr. Ronald Bolandi	July 2021-June 2022

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Design and implement a systemic professional development plan responsive to student performance data to support and maximize the learning needs of students via a comprehensive RTI program;	District Administrators, Teachers, Academic Coaches	Rationale/Sources of Evidence Qualitative data from needs assessment indicates that staff at all levels need additional training on: <ul style="list-style-type: none">• Developing a sustainable system for collecting valid and reliable student performance data for the purpose of remediation and enrichment.• Supporting teachers on the utilization of student performance data to personalize instruction.• Assuring that student performance and other essential data is transparent, systematically available, and accessible to all administrators, teachers, in a timely fashion and in a user-friendly format.• Knowledge of longitudinal Standards.• The use of supplemental resources, formative assessments.



2	Accelerate the foundational literacy and numeracy skills of all students, while addressing the achievement gap of under-performing students due to academic gaps and social emotional deficits due to the pandemic and other factors;	District Administrators, Teachers, Academic Coaches	Rationale/Sources of Evidence Documented significant achievement gaps in literacy and mathematics starting in the primary grades and growing wider with each passing grade; Analyses of District's Assessment Implementation Plan: ExactPath Reading. ExactPath Mathematics. Access Assessments. NJSLA Assessments. Local Formative Assessments.
---	---	---	--



3	Dramatically improve the district's technology utilization to support management, communication, and classroom instruction.	District Administrators, Teachers, Academic Coaches	<p>Rationale/Sources of Evidence</p> <p>Qualitative data from needs assessment indicates that staff at all levels need additional training on:</p> <p>Utilization of technology for collaboration.</p> <p>Utilization of hardware for instructional purposes.</p> <p>Utilization of software for instructional purposes.</p> <p>Utilization of assessment software.</p> <p>Utilization of all of the above to support remote learning.</p> <p>Pedagogy associated with remote learning.</p>
4	EPSD will attract and retain highly qualified and certified professionals for all positions and assure that all instructional staff is supported with quality professional development essential to accelerate student achievement.	Superintendent and District Administration	<p>Rationale/Sources of Evidence</p> <p>Staff does not reflect the student population.</p> <p>High Turnover of Staff.</p> <p>Poor Student Performance.</p> <hr/> <p>Observation Documents.</p> <p>Staffing Reports.</p> <p>Hiring Procedure Documents.</p>



5	Develop and implement a discipline program aligned to the principles of Restorative Justice.		Rationale/Sources of Evidence
---	--	--	--------------------------------------

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	The vision, roles, responsibilities to empower staff in implementation of a highly effective RTI program using universal screening and formative will be documented and used at each school at each grade level by all teachers to accelerate student learning.	<p>Teachers will leverage the use of data to maximize student achievement for all students at multiple Tiers of instruction.</p> <p>Teachers will verify the accuracy of universal screening data using existing curricular resources / diagnostic reports / longitudinal anchor tasks etc. with individual students.</p> <p>Teachers will use universal screening, and summative data to plan instruction (modification of unit goals / objectives) as well as process and product for individual students.</p>



		Teachers will collect and use formative data, (frequent checks for understanding) to inform daily instructional decisions and support the individual needs of students.
2.	<p>Solidify a sustainable system for collecting data with valid and reliable longitudinal student performance data in literacy and mathematics K to 12 integrated with student demographic and other essential fields;</p> <p>Embed professional development into the existing school day with scheduled PLC's of teachers supported by academic coaches and other professional staff;</p>	<p>Ongoing professional development on:</p> <ul style="list-style-type: none">• Standards and Content.• Using student performance and other pertinent data in unit and lesson planning.• Constructing learning activities that are explicitly connected to individual student goals using Universal Screening in conjunction with district curriculum / approved resources.• Using / posting exemplary anchor sets of students work and uses them during instruction.• Task-analyses to interpret purpose and use of different assessments (grading, informing instruction, assessing prior knowledge etc.)• Analyzing student work and formative and diagnostic assessments to measure student growth and guide instructional decisions• Use universal screening data to monitor / inform student growth, transfer skills, instructional effectiveness• Teaching students how to establish long term goals and monitor progress (DA)
3.	<p>Conduct an audit of the district's technology systems, hardware, software, management, and instructional resources.</p>	<p>Embed technology staff development into the staff development plan: Training is needed in:</p> <p>Collaboration and remote instruction. Instructional hardware. Instructional software. Assessment software.</p>



4.	-Director of HR will evaluate current hiring practices, interviewing practices; relationships with colleges and universities; evaluation processes; new and novice teacher support; teacher orientation programs; staff development focus; utilization or instructional coaches; school schedules for systemic staff development opportunities.	Training on hiring practices; evaluation for support and staff development alignment. On-going proactive differentiated support and training for new and novice non-tenured teachers.
5.	Develop a discipline program aligned to the principles of Restorative Justice.	Implementation of Restorative Justice framework, principles, and processes

3: PD Required by Statute or Regulation

State-mandated PD Activities

State-mandated PD and Determined Activities

Statutory/Regulatory Guidance	Statute/Regulation	Recipients	Time
Reading Disabilities Instruction on screening, intervention, accommodation, and use of technology students with reading disabilities, including dyslexia, for certain teaching staff members/	NJSA 18A:6-131	<ul style="list-style-type: none"> General Education Teachers employed in K-3 Special education and basic skills teachers English as a Second Language Teachers Reading Specialists Learning Disabilities Teacher Consultants Speech-Language Specialists 	2 hours annually
b. Prevention: Suicide, Substance Abuse, Harassment, Intimidation, and Bullying			
Suicide Prevention All teaching staff members must attend instruction in suicide prevention as part of an individual's PD requirement. While this is not an	NJSA 18A:6-112	<ul style="list-style-type: none"> Teaching staff members is a member of the professional staff of a board of education who holds a valid and effective standard, provisional or 	2 hours every 5 years



annual requirement for all teaching staff members, the district must ensure that it is made available to those who have not completed the requirement (e.g. new staff, staff who were absent during the last session.)		emergency certificate, including, teachers, administrators, school nurse, and school athletic trainer. 18:A:1-1)	
Harassment, Intimidation and Bullying The district BOE is required to review the training needs of district staff for the effective implementation of the HIB policies, procedures. Programs, and initiatives and to implement locally determined staff training programs.	NJSA 18A:37 – 17b and c., NJAC 6A:16-7.7	<ul style="list-style-type: none"> Public school teachers School employees Volunteers with student contact Contracted service providers 	Training of district policy: Annually; Training on prevention: 2 hours per 5 years
Recognition of Substance Abuse: In-service training program instruction for the identification of symptoms and behavioral patterns; appropriate intervention strategies; and the prevention, early intervention, treatment and rehabilitation of individuals who show symptoms of substance abuse.	NJSA 18A:40A-15, NJAC 6A:16-3.1(a)(4)	Public School Instructional Teachers	No Min. Req; training must be reviewed; updated annually
Statutory/Regulatory Guidance	Statute/Regulation	Recipients	Time
School Safety: In-service training program to enable employees to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the district board of education's plans procedures and mechanisms for school safety and security	N.J.A.C. 6A:16-5.1(d)	District Employees	Within 60 days of employment; Must be reviewed and updated annually



Law Enforcement Operations: In-service training must be provided on policies and procedures established in the subchapter on law enforcement operations for substances, weapons and safety and the exchange of information regarding the practices of the education and law enforcement agencies	N.J.A.C. 6A:16- 6.2(b)12	School Staff	Not Specific
Mandatory Gang Awareness Training for School Administrators: Administrators in their initial year of employment must attend a seminar developed by the Office of the Attorney General and provided annually in each county on the topic of how to recognize signs of gang involvement or activity. A seminar of equivalent	N.J.S.A. 52:17B-4.7	School Administrators	During first year of employment as an administrator
Code of Student Conduct: District boards of education provide all employees training on the code of student conduct, including training on the prevention, intervention, and remediation of student conduct in violation of the board of education's code of student conduct	N.J.A.C. 6A:16- 7.1(a)4	District Employees	Annually
Potentially Missing/Abused Children Reporting: Training on procedures for the early detection of missing, abused, or neglected children through notification of,	N.J.S.A. 18A:36-25, N.J.A.C. 6A:16-11	Employees • Volunteers • Intern	New employees as part of their orientation. Otherwise as determined by the district board of education.



reporting to, and cooperation with the appropriate law enforcement and child welfare authorities.			
School Safety Teams: At least one PD opportunity in effective school climate improvement, practices, programs, or approaches.	N.J.S.A. 18A:37- 21(b) & (d)	• School Safety Team members (School safety team: school principal or designee, a teacher, an anti-bullying specialist, a parent of a current student, and any other discretionary members.)	N/A
School Safety Specialist2: The superintendent in each school district must designate a school safety specialist. The school safety specialist must acquire certification through participating in the New Jersey School Safety Specialist Academy	N.J.S.A. 18A:17-43.2 N.J.S.A. 18A:17-43.3	The school administrator designated by the school district superintendent as the School Safety Specialist. Every school district must have a designated School Safety Specialist	Every School Safety Specialist must attain certification once appointed
Incident Reporting of Violence, Vandalism and Alcohol and Other Drug Abuse: The chief school administrator must provide for the annual training of staff to prepare them to fulfill the reporting of weapons possession, violence, vandalism, alcohol, and drug abuse	N.J.S.A. 18A:17-46, N.J.A.C. 6A:16-5.3 (d)2	School Staff	Annually
d. Health			
Communicable Diseases: A medical inspector or nurse must lecture teachers concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the	N.J.S.A. 18A:40-3, N.J.A.C. 6A:16-2.3(b)(xv)	Teachers	N/A



promotion of health and the prevention of disease			
Use of Nebulizer: Certified school nurses or other persons authorized to administer asthma medication are required to receive training in airway management and on the use of nebulizers and inhalers consistent with nationally recognized standards.	N.J.S.A. 18A:40- 12.8(a), N.J.A.C. 6A:16- 2.3(b)2	School Nurse	Not Specific
Asthma: The Commissioner must assure that annual asthma education opportunities are made available for school physicians and all teaching staff. The NJ Pediatric and Adult	N.J.S.A. 18A:40-12.9	• Teaching Staff • Medical Inspectors; • School Physicians	Education opportunities available annually
Diabetic Student Health Plan: Training by the school nurse in the care of students with diabetes.	N.J.S.A. 18A:40- 12.13(d)	Appropriate staff members including staff working with school-sponsored programs outside of the regular school day, as provided in the individualized health care plan and the individualized emergency health care plan.	N/A
School Nurse Delegate for Glucagon: The school nurse or other qualified health care professional must train school district employees who volunteer to administer glucagon to a student with diabetes who is experiencing severe hypoglycemia when the school nurse is not physically present.	N.J.S.A. 18A:40- 12.14, N.J.A.C. 6A:16- 2.3(b)3vii	• Appropriate staff - Volunteers designated by the school's assigned nurse to administer glucagon when that nurse is not physically present	N/A



Training of Delegates for Epinephrine Administration: The certified school nurse in consultation with the board of education, or the chief school administrator of a nonpublic school, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building	N.J.S.A. 18A:40- 12.6(c), N.J.A.C. 6A:16- 2.3(b)3vii	Appropriate Staff	N/A
General Student Needs Recognition: Training in human growth and development; substance abuse and dependency; and human and intercultural relations; and formal inclusion into each endorsement holder's PD plan.	N.J.S.A. 18A:40- 3.3(a), N.J.A.C. 6A:9B14.3(d) and 14.4(d)	School Nurse and Endorsement Holders	20 hours during the initial 3 years
Bloodborne Pathogens: Staff designated as at-risk of exposure under the district's Exposure Control Plan require training and schools must also identify students at risk of exposure due to occupational training programs and provide equivalent training	N.J.S.A. 34:6A-25 et seq	School Staff	Annually
Alcohol, Tobacco, and Other Drug Prevention and Intervention: District boards of education must ensure all education staff members receive in-service training in alcohol, tobacco, and other drug abuse prevention and intervention.	N.J.S.A. 18A:40A-3, 15, N.J.A.C. 6A:16- 3.1(a)4	Educational Staff Members	Annually



Career and Technical Education: Initial training on safety and health issues prior to working or participating in any career and technical education course or program.	N.J.A.C. 6A:19-6. 4(d)8	• All new CTE staff and students	Prior to prior to working or participating in CTE
CPR/AED Training Required3: All public and nonpublic schools must have individuals trained in CPR and AED use.	N.J.S.A. 18A:40-41a through 41c	• A designated staff member trained in CPR/AED must be present for athletic events or team practices • Every school must have at least 5 school employees certified in CPR/AED as part of their action plan for responding to a sudden cardiac event	N/A
Lyme Disease: Training of all teachers who instruct students with Lyme disease which emphasizes the special needs and problems of students with the disease, in order to provide information about how best to teach those students.	N.J.S.A. 18A:35-5.3	Teachers of students with Lyme disease	
e. Interscholastic Athletics			
Interscholastic Athletic Head Injury Safety Training Program: School physicians, any person who coaches a public-school district or nonpublic school interscholastic sport or cheerleading program, and an athletic trainer involved in a public or nonpublic school interscholastic sports program or cheerleading	N.J.S.A. 18A:40-41.2	• School Physicians • Athletic Trainers • Coaches	Complete an interscholastic athletic head injury safety training program Distribute fact sheet annually to every student athlete and parent/guardian of student athlete



program are required to complete training in head injury prevention and management.			
School Physician Completion of Cardiac Assessment PD Module: A contract between a school district and a school physician shall include a statement of assurance that the school physician has completed the Student Athlete Cardiac Screening professional development module. 3	N.J.S.A. 18A:40-1.1	School Physician	
Student-Athlete Cardiac Assessment Professional Development Module: A physician, advanced practice nurse, or physician assistant who performs a student athlete's annual physical examination prior to the student's participation in a school sponsored interscholastic or intramural athletic team or squad must complete the Student-Athlete Cardiac Screening professional development module and certify on the Pre-participation Physical Evaluation form attesting to the completion of the module.	N.J.S.A. 18A:40-41d 18A:40-41.7	• Physicians , Advanced Practice Nurses, Physician's Assistants	N/A
f. Additional Professional Development Topics			
Educator Evaluation: Training on the district's evaluation rubrics, policy, and procedures and any relevant educator practice instrument. Teachers new to the	N.J.S.A. 18A:6- 123(b) (10), N.J.A.C. 6A:10- 2.2(b)(1)	Teaching Staff Members	Annually



district require more thorough training.			
Educator Evaluation: Training on the teacher and principal practice instruments for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals.	N.J.A.C. 6A:10- 2.2(b)2,3	Supervisors who conduct observations of teachers, principals, assistant principals or vice-principals for the purpose of evaluation	Before conducting any observations; refreshed annually
Ethics, Law, Governance, Harassment, Intimidation, and Bullying: A school leader shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required pursuant to State Board of Education regulations. Information on the prevention of harassment, intimidation, and bullying shall also be included in the training	N.J.S.A. 18A:26-8.2, N.J.A.C. 6A:9C4.3(a)5	Active school leaders serving on a permanent or interim basis whose positions require possession of the supervisor, principal or chief school administrator endorsement	Specific training needs of each school leader are to be reviewed annually
Bilingual Education In-service Training: District boards of education must develop a plan for in-service training for bilingual, ESL, and mainstream teachers; administrators5 who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan must include instructional strategies to help ELLs meet the CCCS and the WIDA	N.J.A.C. 6A:15-1.8	<ul style="list-style-type: none"> • Bilingual and ESL teachers • Mainstream teachers • Administrators who supervise bilingual/ESL programs • Administrators and any personnel who observe and evaluate teachers of ELLs 	



English language development standards. All bilingual and ESL teachers must receive training in the use of the ESL curriculum.			
Equity and Affirmative Action: District boards of education must provide training for all school personnel on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	N.J.A.C. 6A:7- 1.6	<ul style="list-style-type: none"> • Certified and Non- certified staff 	New staff within 1st year. All staff on a continuing basis (as determined by district)
Integrated Pest Management (IPM): The IPM coordinator must train school staff involved with the implementation of the school's IPM Policy and Plan on the components pertaining to their school	N.J.A.C. 7:30-13.2(c)	School staff involved with implementation of IPM plan	Not Specific
Integrated Pest Management: The school and the Integrated Pest Management coordinator are responsible for educating the school community about potential pest problems and methods used to manage them.	N.J.A.C.7:30- 13.2(c)	<ul style="list-style-type: none"> • Teachers, Staff, Students, Parents/Guardians 	Not specific



<p>Special Education Training: A district receiving IDEA assistance must identify in its special education plan the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services; insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and provide for joint training activities of parents and special education, related services and general education personnel.</p>	<p>N.J.A.C. 6A:14- 1.2(b)14</p>	<p>Professional and paraprofessional staff who provide special education, general education or related services</p>	<p>In accordance with approved special education plan</p>
<p>Preschool Training: A district receiving Early Childhood Program Aid shall provide professional development and training specific to preschool education for all early childhood education administrators, teachers and teacher assistants</p>	<p>N.J.A.C. 6A:13A3.1(c)8</p>	<p>Early childhood education administrators, teachers and teacher assistants</p>	<p>In accordance with approved preschool education plan</p>
<p>Teacher Mentor Training: Mentors working with novice provisional teachers as part of the district mentoring program must complete a comprehensive mentor training program that includes, at a minimum, training program with a curriculum that includes, at a minimum, training on the school district's teaching evaluation rubric and practice</p>	<p>N.J.A.C. 6A: 9C-5.2(a)7</p>	<ul style="list-style-type: none"> • Mentor teachers assigned to work 1-1 with novice provisional teachers 	<p>Before serving as a mentor</p>



instrument, Professional Standards for Teachers, CCCS, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice.			
I&RS Referral: The function of the system of intervention and referral services in each school building shall be to provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties;	N.J.A.C. 6A:16- 8.2(a)4	Staff members who identify learning, behavior and health difficulties through the I&RS process	N/A
NJ SMART: The school district shall ensure that teachers, school administrators and central office supervisors receive training in NJ SMART and its data query resources.	N.J.A.C. 6A:13- 2.1(d)3	• Teachers, School-Based Administrators, Central Office Supervisors	Not specific



4: Resources and Justification

Resources

- Fiscal support from the BOE- The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. Costs are inclusive of external providers/consultants, teacher salaries (literacy coach), materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends.
- On-going embedded professional learning opportunities- Five full in-service days during the school year will be dedicated for PL activities.
- Development of an Administrator PLCs (meeting held once a month) -Training of District Administrators to deepen their understanding of the role professional learning plays in supporting student success and teacher efficacy.
- Novice teachers and experienced teachers new to the district will attend a two-day summer institute.
- PL activities involving work by collaborative teams will be implemented through the team structures and procedures in place at each school.

Justification

Our district recognizes the importance of consistent and successful implementation of the NJSLs and building staff capacity on the implement of effective instruction aligned with the district curriculum and NJSLs. Specifically targeting areas in need as identified through data analysis, inclusive of state and district assessments. Additionally, given the current crisis the district has identified the need to leverage access to technology for students and staff. High quality professional learning experiences are necessary to support these initiatives and improve educators' practice. Emphasis will be placed on the development of quality instructional practices (synchronous and asynchronous), SEL and Mental Health, promoting administrators as reflective educational leaders, and effective data use to drive instruction at the student, class, school, and district levels.

This plan emphasizes the district need of increased student achievement through strengthening teacher effectiveness, enriching student engagement and increasing academic rigor. All goals are measurable and all professional development activities are purposeful, meaningful and sustainable.

Signature:

Superintendent Signature

Date