



PATERSON PUBLIC SCHOOLS

District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Paterson Public School District	Donnie W. Evans, Ed.D.	July 2016 – June 2017

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>During the 2016-2017 school year, 100% of the Paterson Public Schools District will “fully implement” an aligned instructional system for Common Core State Standards and New Jersey State Learning Standards, as measured by <u>proficient and above ratings</u>/marked student learning objective growth rates (i.e. unit assessments, standardized assessments, STAR), <u>targeted subgroup growth</u> and as guided by the District Strategic Plan ‘Brighter Futures’.</p>	<p>District Office Administrators</p> <p>District/School Support Staff</p> <p>School Administrators</p> <p>Teachers</p> <p>Paraprofessionals</p>	<p>Instructional Administrator’s Meetings</p> <ul style="list-style-type: none"> • Agendas/Handouts <p>Instructional Model</p> <ul style="list-style-type: none"> • Unit Assessment data • Star Assessment data <p>Delivery of Instruction through the proper Instructional model for the subject area.</p> <p>School Wide Professional Development Plans</p> <p>Observation & Evaluation Data</p> <p>Classroom Walkthrough Data</p> <p><u>Rubric-Professional Educator Performance Standards</u></p> <p>Standard 1: Preparation of Instruction</p> <p>Standard 2: Use of data to inform instruction</p> <p>Standard 3: Delivers Quality Instruction</p>



PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
2	<p>During the 2016-2017 school year, 90-95% of the Paterson Public Schools District staff will engage in professional growth opportunities to develop skills, knowledge, and strategies to effectively implement quality instruction, as measured by <u>participation rate</u> in professional development sessions, <u>feedback data</u> from walkthrough data, observation data, and <u>verified samplings</u> of lesson plans and district curriculum/pacing and guided by the District's Strategic Plan, 'Brighter Futures'.</p>	<p>District Office Administrators School Staff Central Office Staff Teachers Support Staff</p>	<p>Curriculum guides (see District website-Curriculum and Instruction) ScIP Analysis of various assessments</p> <ul style="list-style-type: none"> • Unit assessments • Star assessments • State assessments • Culture and Climate surveys <p>Content area roles PD opportunities (IFL, PARCC Training) Summer Curriculum writing</p> <p>70% of Paterson Public Schools Teacher will be rated Proficient I or above as measured in Standard 3 of the AchieveNJ Rubric.</p> <p><u>Rubric-Professional Educator Performance Standards</u> Standard 1: Preparation of Instruction Standard 2: Use of Data to Inform Instruction Standard 3: Delivery of Instruction</p> <p><u>ELA</u> 2013-2014 District Performance: 54.7% 2014-2015 District Performance: 22.5% 2015-2016 PARCC scores not available for 2016 <u>Mathematics</u> 2013- 2014 District Performance: 63.6% 2014-2015 District Performance: 17.4% 2015-2016 PARCC scores not available for 2016</p>



PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
3	<p>During the 2016-2017 school year, 90-95% of the Paterson Public Schools District instructional staff will engage in individual student achievement growth for subgroups through the use of research-based intervention strategies to support diverse learners, as measured by <u>marked growth and improvement</u> in identified subgroup populations on state/district/teacher assessments. This work will also be guided by the District's Strategic Plan, 'Brighter Futures'.</p>	<p>District Office Administrators District Instructional Supervisors District Instructional Staff Principals</p>	<p>Unit Assessments Star Assessments SGO Pre & Post Assessments</p> <p><u>Rubric-Professional Educator Performance Standards</u></p> <p>Standard 2: Use of Data to Inform Instruction Standard 3: Delivery of Instruction Standard 4: Intervention to Meet Diverse Needs 2014 HSPA Mathematics: SE and LEP proficient and advanced proficient ELA: SE and LEP proficient and advanced proficient</p> <p><u>ELA</u> 2013-2014 District Performance: 54.7% 2014-2015 District Performance: 22.5% 2015-2016 PARCC scores not available for 2016</p> <p><u>Mathematics</u> 2013- 2014 District Performance: 63.6% 2014-2015 District Performance: 17.4% 2015-2016 PARCC scores not available for 2016</p>



2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • Provide summer professional development for district and school administrators, educational service providers, and paraprofessionals • Schedule professional learning in specific content areas for instructional staff of specific student populations; i.e. general education, special education, and English language learners, as well as departmental staff • Job embedded coaching 	<ul style="list-style-type: none"> • Administer pre and post assessment that will be used as the blueprint for present and future district professional learning activities. • Verify the School Improvement Panel (ScIP) in collaboration with professional development department will meet monthly to oversee and support the implementation of district and school professional development initiatives. • Evaluations will be provided to participants to ensure that professional learning activities are effective in meeting established professional development goals and objectives. • Professional Development will provide support in areas of need.
2	<ul style="list-style-type: none"> • Issue Culture and Climate Surveys • Conduct Superintendent’s Community Forums • School Administrators and their universal teams will continue providing trainings for their staff on Positive Behavior Support in School (PBSIS). 	<ul style="list-style-type: none"> • Administer Culture and Climate surveys to staff, students, and parents to continue to inform school and district culture and climate initiatives. • Conduct meetings with the School Improvement Panel (ScIP) in collaboration with professional development department to oversee, and support the implementation of district and school professional development initiatives. • Facilitate meetings with parent coordinators, culture and climate mentors, and school principals to monitor, adjust, and continue to plan initiatives that will have a positive impact on each school’s culture and climate.
3	<ul style="list-style-type: none"> • Professional learning in specific content (Mathematics and ELA) and operational areas for targeted grades, instructors of specific student populations; i.e. general education, special education, and English language learners, as well as departmental staff. • Building Administrators along with School-based Supervisors will provide their instructional staff and paraprofessionals with high quality professional development based on their building and data. 	<ul style="list-style-type: none"> • The Departments of Professional Development and Curriculum and Instruction in collaboration with site-based supervisors will provide support through coaching and mentoring of teachers in instruction, technology, and the application of strategies learned. • Monitor supplemental training of administrators and school staff on Student Management System, Infinite Campus • Conduct Learning walks for school administrators under the direction of the Chief Academic Office (CAO) • Regular monitoring of student performance in Credit Recovery Program for the purpose of providing additional assistance to students as needed.



PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
	<ul style="list-style-type: none"> • Review and support job embedded coaching • Continue Institute for Learning (IFL) Principles of Learning for Administrators and Staff • Utilize Credit Recovery Program for students at risk for not graduating • Conduct training of staff in the effective use of technology 	<ul style="list-style-type: none"> • Data Driven Instruction-Use of Data Binders • RTI Model
PL Goal No	Other Initial Activities	Follow-up Activities (as appropriate)
1	<p>Leadership Development</p> <ul style="list-style-type: none"> • Seton Hall 360 Degree Coaching • Turnaround School Leaders Program • Aspiring Leaders • Montclair State University Network for Educational Renewal (MSUNER) • William Patterson University Leaders as Learners • IFL Leadership Training • Harvard University Strategic Data Project • Infinite Campus-Student Management System Training • Training on assessment systems 	<ul style="list-style-type: none"> • Perform an analysis of staff and student performance outcomes through: <ol style="list-style-type: none"> 1. Analysis of formative and summative assessment data 2. Regularly scheduled reviews of lesson plans 3. Learning Walks 4. Observations 5. Long and Short Evaluations • Schedule collaboration meetings with colleges/universities and outside educational service providers to monitor progress and adjust services as both quantitative and qualitative data indicates.



PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1 & 2	<ul style="list-style-type: none"> • Conduct curriculum mapping to align curriculum to New Jersey State Learning Standards • Preparation of students for PARCC Assessments • Science, Technology, Engineering and Math (STEM) implementation and training to maximize the use of technology for hands-on experimentation-Next Generation Science Standards • Accountable Talk that results in a higher level of questioning • Continued implementation of IFL training specifically targeted to increase academic rigor across the subject areas • Partner with Montclair State University Network for Educational Renewal (MSUNER) 	<ul style="list-style-type: none"> • Analysis of staff and student performance outcomes through: <ol style="list-style-type: none"> 1. Progressing monitoring and analysis of formative and summative data 2. Regularly scheduled reviews of lesson plans 3. Implement and monitor district lesson plan template 3. Learning Walks 4. Observations 5. Long and Short Evaluations • Continuous professional learning opportunities, daily coaching and support will be provided through the Departments of Professional Development and Curriculum and Instruction in collaboration with site-based supervisors in instruction, technology, and the application of strategies learned. • Guided learning walks for school administrators under the direction of the Chief Academic Officer and Associate Chief Academic Officer. • Participation of district employees in MSUNER aimed at increasing pedagogical knowledge and organizational capacity for leadership.



3: PD Required by Statute or Regulation

State-mandated PD Activities

- Harassment, Intimidation and Bullying
- Affirmative Action, Non-Discrimination, Equity
- Potentially Missing, Abused or Neglected Children
- Americans with Disabilities Act
- Suicide Awareness
- School Security
- Substance Abuse
- Blood Borne Pathogens
- FERPA – Family Education Right to Privacy
- Gang Awareness
- Right To Know
- Teen Dating Violence
- Dyslexia
- Asthma
- Diabetes
- Allergy Management/Food Allergies



4: Resources and Justification

Resources

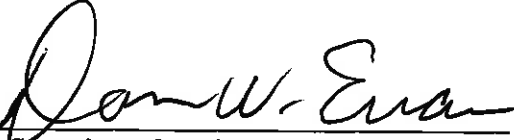
The following days will be allocated for District wide professional development.

1. September 1, 2016 – Full Day
2. September 2, 2016 – Full Day
3. October 28, 2016 – 1:00 p.m.
4. December 9, 2016 – 1:00 p.m.
5. February 3, 2017 – 1:00 p.m.
6. March 10, 2017– Full Day

Justification

Paterson Public Schools recognizes the importance of the successful implementation of the CCSS and Achieve NJ. Analysis of **2015-2016** staff and student performance data has indicated the need for high leverage professional development activities aimed at supporting national, state and district education initiatives. The activities and resources identified are directly aligned to the district's goals and objectives, which are inclusive of individual school's identified priority areas. Culture and Climate are additional areas of focus after a data analysis of special education data and climate surveys.

Signature:


Superintendent Signature

12/8/16
Date