



District Name	Superintendent Name	Plan Begin/End Dates
Sayreville School District	Dr. Richard Labbe	7/01/2018-6/30/2019

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Continue to build capacity of all subject area teachers regarding the NJSLs and the alignment of instruction and assessments to these standards, emphasizing the use of formative and summative assessments at all grade levels, as well as the incorporation of PARRC-like questions to obtain student level data.	<ul style="list-style-type: none"> Teachers (Pre K-12) Guidance Counselors Principals Supervisors 	<ul style="list-style-type: none"> State mandate requires alignment of curriculum to NJ Student Learning Standards in ELA and Math. State mandate requires students in grades 3-11 to participate in PARCC assessments Continuation of the implementation of NGSS. Analysis of teacher evaluation data indicated a lack of frequency in engaging and organizing students for cognitively complex tasks. PARCC data Standards-Based Grade Reporting
2	Continue to build teachers' capacity to increase student achievement levels and to improve instructional practice through their use of student engagement practices, active learning strategies, differentiation techniques, and data to drive instruction.	<ul style="list-style-type: none"> Teachers (Pre K-12) Principals Supervisors 	<ul style="list-style-type: none"> Analysis of teacher observation data using Danielson indicated lower ratings in questioning, discussion, and engagement techniques. Analysis of in- and out-of-district professional development workshop surveys/reports Analysis on LinkIt! data



3	Increase students' literacy proficiency through teacher support in ELA best practices, including the Fountas & Pinnell program, guided reading, Daily Five, Reader's Workshop, and reading/writing strategies for content area subjects.	<ul style="list-style-type: none"> • Teachers (Pre K-8) • Supervisors • Principals 	<ul style="list-style-type: none"> • District mandated implementation of Fountas and Pinnell Classroom in the K-2 reading program • Extension of Achieve 3000 to include additional grade levels (4-5) and content areas (social studies) • Analysis of data: DRA, PMA, Running Records, Guided Reading, Achieve 3000
4	Build the capacity of teachers to enhance students' social and emotional learning.	<ul style="list-style-type: none"> • Teachers (K-5) • Administrators (K-5) 	<ul style="list-style-type: none"> • Implementation of Responsive Classroom and PlayWorks in all district elementary schools • Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. • Research has shown that social and emotional development can be fostered, and social and emotional skills, attitudes, and behaviors can be taught using a variety of approaches. • Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.
5	Further develop knowledge of RTI strategies and best practices for the implementation of targeted skills and standards.	<ul style="list-style-type: none"> • Teachers (K-12) • Guidance Counselors • Principals • Supervisors 	<ul style="list-style-type: none"> • Continued district use of RTI • Optimize student achievement through early intervention and targeted instruction, in addition to improving student behavior



2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • Provide in-district trainings through a variety of channels, including Sayreville University workshops, department and grade level meetings, district staff development days, and organized Professional Learning Communities. 	<ul style="list-style-type: none"> • Collaborative teams by content/grade level will analyze assessment data (PARCC scoring, LinkIt!, standards-based grade reporting, and classroom walk-throughs/observations) and standards-aligned assessments.
2	<ul style="list-style-type: none"> • NJ Grant Achievement Coaches for district will present Student Engagement, Data Driven Instruction, and Assessments modules during summer Orientation and Staff Development Days. • Provide in-district trainings through a variety of channels, including Sayreville University workshops, department and grade level meetings, district staff development days, and organized Professional Learning Communities. • Department/grade level meetings will guide teachers in collaboration on data and quarterly/benchmark assessments. 	<ul style="list-style-type: none"> • Coaches will be accessible for follow up after presentations or in after school forums. • Analysis of relevant data to include classroom walk-throughs/observations and student assessments.
3	<ul style="list-style-type: none"> • Visits and workshops by Rutgers Reading Coaches • Professional Learning Community (PLC) inquiries • Teacher collaboration within and across grade levels • In-district trainings focused on running records, DRA/PMA, guided reading, Fountas & Pinnell, and Achieve 3000 through Sayreville University and annual Staff Development Day. 	<ul style="list-style-type: none"> • Follow up discussions during faculty/grade level/department meetings. • Post-conferencing discussions with faculty. • Analysis of relevant data to include DRA and Achieve 3000.
4	<ul style="list-style-type: none"> • Exploration of SEL competencies through team meetings and Professional Learning Communities. • Provide training in Responsive Classroom techniques and strategies through Sayreville University. 	<ul style="list-style-type: none"> • Collaborative discussions to focus on relevant videos, articles, and books. • Provide turnkey training to include all members of school community.
5	<ul style="list-style-type: none"> • Infuse professional development into faculty and department meetings. • Meet with elementary/math/language arts supervisors to discuss resources/strategies to share with staff • Coordinate training through Sayreville University 	<ul style="list-style-type: none"> • Follow up discussions during faculty/grade level/department meetings.



3: PD Required by Statute or Regulation

State-mandated PD Activities

- Americans with Disabilities Act
- Harassment, Intimidation and Bullying
- Affirmative Action, Non-Discrimination, Equity
- Potentially Missing, Abused or Neglected Children
- Code of Student Conduct
- Suicide Prevention
- School Safety & Security/Law Enforcement Operations
- Recognition of Substance Abuse
- Bloodborne Pathogens
- Alcohol, Tobacco, and Other Drug Prevention and Intervention
- CPR/AED Training
- Educator Evaluation
- Special Education Training
- Pre-School Training
- Teacher Mentor Training
- I&RS Referral
- FERPA – Family Education Right to Privacy
- Gang Awareness
- Right To Know
- Reading Disabilities/Dyslexia
- Asthma
- Diabetes
- Allergy Management/Food Allergies
- Communicable Diseases
- Nebulizer Use



4: Resources and Justification

Resources
Professional development budget, Title IIA Funding
Justification
Priority areas related to the supervision of instruction have been identified through data analysis to ensure consistent and successful implementation of the NJSLs and Achieve NJ. High quality professional learning experiences are necessary to support these initiatives and to improve educators' practice. Emphasis will be placed on the development of PLCs, promoting teachers and administrators as reflective practitioners, support for the development of quality SGOs, and effective data use to drive instruction at the student, class, school, and district levels. The need to support the School Improvement Panel, District Evaluation Advisory Committee, Strategic Plan, and school/district goals is evident in the pursuit of student achievement.

Signature: _____
Superintendent Signature

Date