

CONNECTICUT FARMS

School Professional Development Committee Profile and Sign-Off Sheet

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

SECTION SCHOOL PROFILE

1

Name of School: Connecticut Farms Elementary School

School Address: 875 Stuyvesant Avenue

Principal: Mrs. Annie Moses E-mail amoses@twpunionschools.org Phone 908-851-6471

Grade Levels: K-4 Student Enrollment: 436

Staff (provide number of staff members in each category):

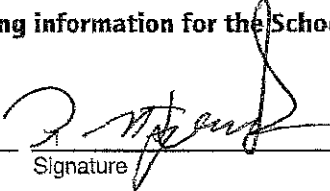
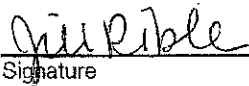
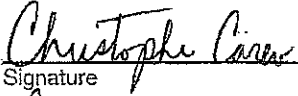

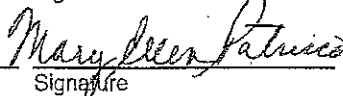
Teachers: 26 Content Area 7 Special Education 7 Special Area Teachers (Arts, Phys. Ed, Tech)
8 Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
11 Paraprofessionals

Administrators: 1

Date submitted April 11, 2014

Please provide the following information for the School Professional Development Committee:

Chair:

<u>Rosa Figueiredo</u> Chair Name (please print)	 Signature	<u>Teacher</u> Position	<u>Sept. 2014</u> Term Expires	<u>rfigueiredo@twpunionschools.org</u> Email
<u>Jill Ribie</u> Name (please print)	 Signature	<u>Art Teacher</u> Position	<u>Sept. 2014</u> Term Expires	<u>jribie@twpunionschools.org</u> Email
<u>Christopher Carew</u> Name (please print)	 Signature	<u>Teacher</u> Position	<u>Sept. 2017</u> Term Expires	<u>ccarew@twpunionschools.org</u> Email
<u>Erin McAuliffe</u> Name (please print)	 Signature	<u>Teacher</u> Position	<u>Sept. 2017</u> Term Expires	<u>ericauliffe@twpunionschools.org</u> Email
<u>Mary Ellen Patricco</u> Name (please print)	 Signature	<u>Teacher</u> Position	<u>Sept. 2017</u> Term Expires	<u>mpatricco@twpunionschools.org</u> Email
<u>Name (please print)</u>	<u>Signature</u>	<u>Position</u>	<u>Term Expires</u>	<u>Email</u>

UNION TOWNSHIP

**CONNECTICUT FARMS ELEMENTARY SCHOOL
875 STUYVESANT AVENUE
UNION, NJ 07083**

**SCHOOL PROFESSIONAL DEVELOPMENT PLAN
2014-2015**

**MRS. MOSES
PRINCIPAL**

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2014-2015

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
5. What challenges has the district or school faced in the past in providing professional development?
6. How will these challenges be addressed in this School Professional Development Plan?

A. REFLECTION

- Positive aspects of professional development opportunities include Professional Learning Communities (PLCs) which lend to teacher collaboration and the development of student growth objectives (SGO).
- Most professional development is based on teacher development in connection to SGO and student growth percentiles (SGP).
- The school has been able to document that Professional Development is improving by avenue of NJ School Performance Assessment which indicates 100% student growth, 100% College and Career Readiness, and 70% Academic Achievement.
- The continued challenge is to address Professional Development in a way that would more successfully assess the needs of the students and teachers.
- Our school faces the challenge of providing an adequate number of computers for the PARCC Assessment in 2015 and technological support for teaching staff.
- "The care mission of formal education is not simply to ensure that students are taught, but to ensure that they learn." – DuFour "Schools as Learning Communities" (pgs.6-11).

In an effort to ensure the success of each student building changes continue to take place.

These questions arose: "What school characteristics have been most successful in helping all students achieve at high levels? How could we adopt those characteristics and practices in our school?"

- In 2011 representatives from the building attended the seminar sponsored by NJASCD. Information on developing Professional Learning Communities was brought back to the building.
- In house workshops and presentations familiarized teachers with PLC philosophy.
- Collaboration continues to evolve.

- Data was provided (NJASK, Proficiency Tests, SGO Pre- and Post-Assessments, SGO Check-points, and SGP (4th grade) Assessments
- Professional Learning Communities address the following questions:

*What do we want each student to learn?

*How will we know when each student has learned it?

*How will we respond when a student experiences difficulty in learning?

School Based Goals

- Educate staff members to enable all students to learn and achieve at greater levels of proficiency by:
 1. Implementing specific strategies, techniques, and resources which help create and develop Professional Learning Communities.
 2. Involving educators in identifying essential learning and the process of developing SGO.
 3. The improvement of student achievement, teaching practice, and leadership decision making

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

B. Needs Assessment

Provide the definition for question (1) and then describe the answers to (2) and (3) in narrative form:

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.

“As educators in the 21st century, we are charged with educating students to be successful in a complex, interconnected world. This responsibility requires schools to prepare students technological, cultural, economic, informational, and demographic changes.” - *Educating Students in a Changing World* (NJASCD 2008).

As a school based PLC it is our responsibility to prepare our students for these challenges of the 21st century.

Through PLC Collaboration, our school reflects the following:

- A stronger need for more learning activities linked to technology.
- A need for technical enhancements throughout the building to ensure continual and consistent student engagement in 21st century learning.
- An interdisciplinary approach to teaching has been successfully used by the majority of the staff.
- PLC continues to be overwhelmingly beneficial.
- Collaborative teaching and co-teaching have become an integral part of the school community.
- PD in co-teaching strategies and PLC communication have increased staff ability to successfully address the needs of all students.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

C. Professional Development Goals for the School

1. List the school's established student learning goals and other learning needs. These should:
 - be based on school district goals;
 - be aligned to school improvement plans;
 - be based on an analysis of the Needs Assessment Data;
 - support enhanced student learning; and
 - be measurable and attainable.
2. List your school's professional development goals. These should be specific, measurable, achievable, relevant, and time-bound.
 - a. Specific: Be specific about what is to be accomplished
 - b. Measurable: Identify how the goal will be measured
 - c. Attainable: Ensure the capacity exists to accomplish the goal
 - d. Results Based: Identify the benchmarks and outcomes for the goal
 - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how your professional development goals align with your school goals.

1. Student school learning goals and other learning needs:

- Make decisions and solve problems ethically and collaboratively.
- The use of enhanced technology to gather, analyze, and synthesize information for application in a global economy.
- Display leadership skills that inspire others to achieve, serve, and work together.
- Literacy goals (see building goals).

2. Professional Development goals:

Staff will continue to develop and refine the PLC Process in the building:

- Teachers will meet weekly during a designated common period.
- Teachers will focus on three crucial questions which drive the work of those within a PLC.
 1. What do we want each student to learn?
 2. How will we know when each student has learned it?
 3. How will we respond when a student experiences difficulty in learning?
- Teams will create formative and summative assessments, as well as SGO assessments, administered to gather ongoing evidence of student learning and to provide information so that appropriate interventions may be implemented.
- Information on team feedback sheets will provide a roadmap of how team goals are being achieved.
- The PLC process will indicate its effectiveness through SGP.

In order for staff to use technology for the 21st century, there is an urgency for our building to be adequately wired for use of a variety of technological tools.

Specific

Teachers are able receive instructional opportunities to integrate the Internet and technology-rich media, which allow students to engage in technologies as tools for learning, matching learning styles to a variety of IT tools that touch senses including auditory, visual, kinesthetic, etc.

Measurable

By June 2015, the majority of the students will be using technology in their daily activities, including Smart Boards, iPads, Kindles, and individual laptop computers.

Attainable

This goal will only be attainable based on the extent to which the Board of Education provides the essential technology and wiring for each classroom.

Time Bound

To begin on or about September 2014 through June 2015. PLC process directly impacts on the achievement of students (see attached materials – building goals). Time bound- ongoing throughout the year, PLC time embedded in the school.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

D. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school. For instance, will professional development be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
3. Indicate the connection between student learning goals and the professional development within the school.
4. How will the school communicate the professional development plan to all staff members?

Professional Development Structures and Designs include a wide variety of venues: Professional development will be offered for team based learning, online learning and workshops/seminars/webinars.

Team Based Learning

- Teams engaged in action based research. Topics evolve from the team meetings, areas of interest, and needs of the students.
- Teams engage in collaborative inquiry into both best practices in teaching and best practices in learning.
- Collective Inquiry enables team members to develop new skills and capabilities that in turn lead to new experiences and awareness.

Teachers trained in the "Professional Learning Communities" process (seminar by Rick and Becky DuFour) have conducted workshops to enable staff to develop and engage in team based learning.

Online Learning

- Teachers will have opportunities to attend workshops (Bureau of Education and Research).
- Teachers are encouraged to use their two professional days each school year. Individual professional development days are available for staff members to attend workshops/seminars/webinars of their choice.

Through Teachscape, courses are offered for teachers, not only in academic areas, but especially in developing technological skills.

Most importantly, staff members offer formal presentations to their building team members, sharing best practices and areas of expertise, while addressing the needs of staff and students.

These presentations will be available on designated professional development days as well as at faculty meetings.

- Professional Learning Communities meet on a regular basis to review student work, create common assessments, and observe the practices of other team members.
- Professional development is a continuous, ongoing process. Staff members meet weekly to discuss relevant topics and develop strategies which impact upon the students' learning.

- Additional PLC time is arranged when needed. For example, faculty meetings provide additional PLC time as well as ongoing cross grade interaction.
- In-house presenters have the opportunity to share their knowledge with their colleagues.
- Three staff development days are provided by the district for staff to design structured programs to meet their needs.

We will continue our existing partnership with the following educational organizations:

1. Kean University - workshops, seminars, special education and speech programs.
2. NEA, NJEA, and UCEA - workshops on a wide variety of current issues, social and academic as well as current research.
3. NJASCD – on line information and workshops on 21st Century Learning. Seminars are offered on Professional Learning Communities and teacher leadership.
4. Adult learning opportunities are ongoing and embedded in the school day – Waterford, and Smart Board, and IPAD technology.

Every adult in the building is responsible for the education of every student. Therefore, teachers will continue to work as collaborative K to 4 grade level PLCs. Teachers will also work horizontally and vertically throughout the building.

In addition, art, music, physical education, speech, computer, media center, ELL, AAP, child study team, nurse and paraprofessionals are part of the collaborative teams.

Custodial and cafeteria staff and building aides also play an active role in assuring the success of every child.

TEAMS

- Through formative and summative assessments grade level teams assess the students' learning.
- Teams develop strategies and ideas to address strengths and weaknesses.
- Grade level PLCs meet weekly to:
 - a. Develop common assessments which will be given to all students.
 - b. Analyze the impact of strategies/data to discover what was effective and what was not.
 - c. Apply new knowledge in the next cycle of continuous and ongoing improvements.
- There is an ongoing policy which encourages teachers to observe lessons by peers on their own grade level or other grade levels.
- We are pursuing and encouraging teachers of different grade levels to collaborate on teaching units. For example, a third grade and fourth grade science fair – a second and fourth grade literary unit of study.

- Implementing the above strategies ensures that the needs of all student populations are being met.
- The goal of the above opportunities is not simply to learn new strategies, but instead to create conditions for perpetual learning.

Key Common Core State Standard areas:

- Language Arts 3.1, 3.2, 3.4, 3.5
- Math 4.1, 4.2, 4.3, 4.4, 4.5
- Technology – 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.4, 8.1.4.A.5, 8.1.4.D.1, 8.1.4.F.1
- 21st-Century Life and Careers – 9.1

Connection between student learning goals and professional development:

All Professional Development contained in this plan will by design connect with SGO and SGP.

School communication of the professional development plan to staff members:

A Professional Development plan will be available to each staff member via email. Representatives from the Professional Development Committee will share information with professional staff. It is our expectation that the district will support our efforts in implementing our Professional Development plan and its goals.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

E. Professional Development Resources

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?
2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.

1. Description of Time Allocations and Supporting Resources Needed

- True PLC advises that every adult is responsible for the education of every child. All building staff must participate in PLC.
- Common grade level preps embedded in the school day.
- Special area teachers have restrictions regarding release time. They need release time to attend meetings.

Resources Needed:

- It is imperative that time is made available for all staff to collaborate on how to maximize student achievement.
- Teachers typically use one period per week to collaborate with grade level peers.
- Paraprofessionals collect data through the Sonday program. Data is shared with teachers and used as a resource for PLC meeting strategies.
- Continued Teachscape information sessions to maintain reflective measures.

Resource Materials:

- The guidance, support, and leadership of our principal and staff members trained in the PLC practices.
- Each grade level was provided with a PLC manual.
- Consultant's expertise – two trained staff members presented an "in house" seminar to our learning community.
- PLC participants were provided with the following publications: "Learning by Doing" and "Professional Learning Communities at Work" - authored by Rick and Becky DuFour.
- Trained staff members continue to act as resources for continuing PLC development.

Resources and Structures:

- Professional Development books are available for each team.
- An open door policy exists with our principal as a Professional Development resource.
- Our principal has provided educational leadership which serves as a valuable resource to all staff and sufficient attention is paid to the needs and development of all adult learners.
- Meetings are held informally as time permits and as specific needs arise.

- Committees meet regularly to provide leadership to develop programs and strategies to enhance the learning environment:
 - a. School Improvement Plan Panel (SciP)
 - b. School Based Planning Committee
 - c. Positive Discipline Committee

Ongoing Assessment of the School Professional Development Plan

- We have developed school based goals and have collaboratively advanced toward meeting these goals.
- The evidence of advancement and skills are indicated by:
 1. Teachers no longer teach in isolation.
 2. Teachers welcome the sharing of ideas and collaboration, as well as having articulated goals among grade levels.
 3. An increased number of teachers participate in a co-teaching model.
 4. We have educated staff members through designated in-house professional development and at monthly faculty meetings.
 5. Redirection of assessment to be used for improvement in student achievement.
 6. Teachscape evaluations will be used to assure delivery of instruction for CCSS.

As a result of these efforts, educators will:

- Develop their knowledge of current research/collective data, best practices and student needs.
- Demonstrate a clear understanding of Professional Learning Communities and their role in its implementation.
- Understand that a collective consciousness of children's needs and broad based willingness for open and honest dialogue is essential.
- Come to a realization that through collaboration everyone's talents and skills are valued and affect every student's success.

Skills

- The ability to develop and use action research to achieve success.
- Work together to develop mirrored formative assessments.
- Analyze results to identify the specific needs.
- Brainstorm methods and strategies to remediate and or enhance student learning.
- Develop the ability to reassess the results of strategies employed.

Behaviors

- While working in a Professional Learning Community our teachers will, share and discuss appropriate practices.
- To encourage each other to respond to all students' needs and issues, regardless, of grade level.
- Continue to research and collaboratively plan numerous and effective lessons to promote the success of every student.
- Use technology to communicate professionally.

Student Data

- Student data will be measured by all school and district assessments throughout the year.
- Anecdotal records affecting and reflecting on student behaviors.
- When needed, providing appropriate modifications to assist students with learning.

Objective/Principal/Supervisor Observations:

- Engagement of students in classroom lessons
- Records of parental feedback
- Attendance
- Enthusiasm about learning as evidenced by completion of assessments and independent learning
- Student directed inquiry

Additional data is needed to support the program evaluation:

- Ongoing and additional mentoring training
- Consultation with trained professionals
- Comparative data from previous years
- Evaluation of teacher progress/walk-throughs
- Peer to peer observations/team teaching
- Artifacts to support Domain 4 in Teachscape

Encourage Job Embedded collaboration

- Scheduling collaboration time
- Observation of teacher morale and attendance

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan.
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

Reflection

In the Reflection section we reviewed past practices in education both in the district and in the school. We began to look at what school characteristics have been most successful in helping students achieve at high levels. We recognize that we have highly qualified teachers within our school structure.

At present our school is a successful model of a Professional Learning Community. There is assessment and implementation of interventions and enrichment. Our PLCs are ongoing in their development.

Our Professional Development Plan will address the continued refinement of the Professional Learning Communities process in order to constantly and consistently ensure that every student learns. Through implementation of the PLC model we continue to build the capacity of staff as a PLC.

Needs Assessment

Our definition of student achievement is stated on our school mission statement.

The findings from our school needs assessment indicate an urgent need for all resources associated with advanced technology.

Our faculty is extremely confident regarding the safety in our school and the consistent effectiveness concerning our school discipline policy.

We are pleased to state that the teachers practice collaborative teaching in their classrooms and are open to creative and innovative techniques. It is notable that there has been a dramatic increase in the number of teachers using an interdisciplinary approach and incorporating technology in their lessons, based on availability.

As a working professional development community, we will continue to encourage staff members to attend workshops/seminars through the organizations stated in section B. We will continue to allow teachers to share the knowledge they learned with their colleagues at PLC and faculty meetings.

Our staff has focused on relevant and pertinent topics directly related to the development of students' needs. Our staff has benefited and will continue to do so through the use of additional PLC time on staff development days.

Teachers collaborate and develop alternative assessments to meet the specific needs of their students. Teachers collaborate on state of the art research regarding assessments and their use to positively impact student learning. The teachers schedule conferences to meet with parents to discuss their child's academic progress. Teachers are available to parents and welcome their participation in the classroom.

Professional Development Goals

Through the knowledge gained from the philosophy of Professional Learning Communities, the teachers will continue develop an instructional program designed to increase student understanding of English Language Arts (ELA) and implement a balanced literacy program. (Refer to building level objectives)

The teachers will continue to receive current technology training, enabling them to advance in their quest for 21st century learning practices.

- Continue to use the PLC process to sustain continuous school improvement
- Develop systems of intervention and enrichment for students who experience difficulty and for those who are already proficient
- Use evidence of student learning to inform and improve professional practice.
- Implement Common Core State Standards through the PLC process.
- Continued communication with families that is clear, frequent, and culturally sensitive, with meaningful student participation.
- Continue to assume leadership roles in school and engages in a wide range of professional development activities.

Professional Development Opportunities

We have identified the following processes and structures that our school will use to provide professional learning opportunities. They are as stated:

- Common prep time
- Faculty meetings
- Professional development days
- Opportunities (two days per year) for outside professional development
- Cross grade level meetings
- Presentations by school staff in areas of expertise
- Use of available resources for in school "action research"
- Purchase and utilize "training programs" which present best practices in education

Professional Development Resources

We have identified the resources that will ensure professional learning is ongoing. They are as stated:

- Time allotted for collaboration with peers
- Resource books and manuals for review and reference
- School Improvement Panel (SciP)
- Grade level collaboration and cross grade level collaboration
- Ongoing assessment of results
- Use of technology embedded in lessons and throughout the school day
- Curriculum content standards, agencies, universities, and current available research
- Use Teachscape, by Charlotte Danielson, for reflective measures

Goals for Evaluation

We have identified our goals for the evaluation of our professional development based on student assessments.

- Increased percentiles in Academic Achievement
- Sustained percentiles in College and Career Readiness and Student Growth
- Meeting SGO/SGP goals

Professional Learning Communities

- The extent to which teachers follow Professional Learning Communities practice of Assess, Remediate, and Reassess. (Refer to DuFour)
- Continually refine the Professional Learning Communities process as we continue to evaluate our professional needs.

REFERENCES

Professional Learning Communities at Work
Best Practices for Enhancing Student Achievement

By
Richard DuFour
Robert Eaker

Learning by Doing
A handbook for Professional Learning Communities at Work

By
Richard DuFour
Rebecca DuFour
Robert Eaker
Thomas Many

Ahead of the Curve
The Power of Assessment to Transform Teaching and Learning
Douglass Reeves, Editor

NJASCD
Article: 21st Century Classroom

21st Century Skills
Rethinking How Students Learn
By
Bellanca and Brandt (2010)

Teachscape
By
Charlotte Danielson

NJ School Performance Report

Achieve New Jersey

Attached Materials

Mission Statement & Vision
Connecticut Farms School 2013-2014 Building Level Objectives
SGO Data Tracker
Team Feedback Sheet
School Ethnic Summary
School Committee Sheet
2014-2015 Committees Summary Sheet
Domain 4 Artifacts Checklist

Our Mission

The community of Connecticut Farms School is dedicated.....

To create an academic, emotional, social, physical, and safe environment in which everyone is respectful and can learn...

To encourage our students to achieve their greatest potential, enabling them to adapt and adjust to a diverse and ever changing society...

To enhance lifelong learning through collaboration and the implementation of innovative techniques, such as technology, varied instructional strategies and interdisciplinary units.

Our Vision

Sustain a school culture that will enhance instructional programs conducive to student learning, provide every student with learning opportunities, and engage in staff development that will promote student achievement.

3 Principles

The 3 principles for Promoting Student Learning and Staff Professional Growth

- Commit to academic excellence: Teach skills that are aligned with CCCS
- Timely identify students who need support: Identification based on NJASK, District Proficiencies, teacher formative and summative assessments, SGO Pre- and Post-Assessments, SGO Check-points, and SGP (4th grade) Assessments
- Use test results as a map for reaching and exceeding the standards: Increase the amount of time spent on English Language Arts and Mathematics.

Teaching

We communicate clearly and accurately to our students. We recognize and respect students' different learning styles and educational experiences. We treat every student and their family with respect.

We are committed to delivering quality education that focus on student learning differences and social needs.

**Township of Union Public Schools
Connecticut Farms Elementary School**

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Union, New Jersey 07083
(908) 851-6471
Fax – (908) 687-7332

Annie Moses
Principal
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<http://www.twpunionschools.org>

Pupil Performance Objectives

2013-2014

English Language Arts (ELA)

Grade 3-4

- A.** By June 2014, Connecticut Farms Elementary School's Grades 3 and 4 Total Population students will meet or exceed the yearly performance target increment of 3% on the English Language Arts (ELA) NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3 and 4 students will be administered the Proficiency and Benchmark Assessments during the school year and formative assessments. This data will drive instruction throughout the 2013-2014 to identify areas of weakness and strengthens. Through the school year the following instruction intervention will be utilized; Push-in AAP instruction, Early Morning Instructional Program, comprehensive learning programs; district approved, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.
- B.** By June 2014, Connecticut Farms Elementary School's Grades 3 and 4 Black Population students will meet or exceed the yearly performance target increment of 3% on the English Language Arts (ELA) NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3 and 4 students will be administered the Proficiency and

Benchmark Assessments during the school year and formative assessments. This data will drive instruction throughout the 2013-2014 to identify areas of weakness and strengthens. Through the school year the following instruction intervention will be utilized; Push-in AAP instruction, Early Morning Instructional Program, comprehensive learning programs; district approved, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.

May 2013 Scores

Subgroups	Performance Target %	Connecticut Farms %
School-Wide	69.6	61.1
Black	70.6	56.8

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Connecticut Farms Elementary School**

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Pupil Performance Objectives

2013-2014

Mathematics

Grade 3-4

- A. By June 2014, Connecticut Farms Elementary School's Grades 3 and 4 Economically Disadvantaged students will meet or exceed the yearly performance target increment of 1.3% on the Mathematics NJASK Assessment. These improvements will be made as a result of continued targeted instruction in this area. All Grades 3 and 4 students will be administered the Proficiency and Benchmark Assessments during the school year and formative assessments. This data will drive instruction throughout the 2013-2014 to identify areas of weakness and strengthens. Through the school year the following instruction intervention will be utilized; Push-in AAP instruction, Early Morning Instructional Program, comprehensive learning programs; district approved, learning centers, differentiate instruction, and tiered lessons. The teaching staff will also collaborate twice a month during common prep times to discuss best practices (Professional Learning Communities) to insure every student's learning needs are met.

May 2013 Scores

Subgroups	Performance Target %	Connecticut Farms %
Economically Disadvantaged	85.5	74.0

SGO Type: General	Intentional Instruction: Full Year / Semester / Cycle	Full
Teacher's Name	Subject	Name or Kind of Pre-Assessment
Baseline Data: Include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.		
Student Growth Objective		
Rationale for Student Growth Objective: Please include content standards covered and explanation of assessment method)		
Target Score	Full (3)	Insufficient (1)
Exceptional (4) 78-100%	63-77%	48-62%
Supervisor's Signature	Principals/Approval Signature	Teacher's Signature
Pre-Test Data	Present Test Data	Date Submitted
Average	Standard Deviation	Date Approved
Median	Mode	
Range		

Use the frequency data from the pre-test chart to help you set your Objective Attainment Level (OAL).

Pre-Test Data		
Score Range	# of students that scored in the range	%
	0	0%
	0	0%
	1	5%
70-79	0	0%
	1	5%
	18	90%

Post-Test Data		
Score Range	# of students that scored in the range	%
	0	#REF!
	0	#REF!
	0	#REF!
70-79	0	#REF!
	0	#REF!
	0	#REF!

REPRODUCIBLE

Team Feedback Sheet

Team Name: _____

Meeting Date: _____

Team Goal(s): _____

Team Members Present:

Team Members Absent (List Reason):

Topics/Meeting Outcomes:

Questions/Concerns:

Administrator: _____

Date: _____

School Ethnic Summary by Grade, Race and Sex - Report 21020
 Connecticut Farms Elementary School for Date: 04/09/2014

School: CFES - Connecticut Farms Elementary School

#	Grade	Asian		Black		Hispanic		Multiracial		Hawaiian native/other Pacific Islander		White		All		Total
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	
3H	Half-day Pre-school (3-years old)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percentages:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3F	Full-day Pre-school (3-years old)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percentages:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4H	Half-day Pre-school (4-years old)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percentages:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4F	Full-day Pre-school (4-years old)	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1
	Percentages:	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100	0	0
KH	Half-day Kindergarten	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percentages:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
KF	Full-day Kindergarten	7	6	13	11	13	7	2	1	0	0	9	6	44	31	75
	Percentages:	9.33	8.00	17.33	14.67	17.33	9.33	2.67	1.33	0.00	0.00	12.00	8.00	58.66	41.33	96
01	Grade 1	7	6	15	10	14	14	3	0	0	1	31	15	50	46	96
	Percentages:	7.29	6.25	15.62	10.42	14.58	14.58	3.12	0.00	0.00	1.04	11.46	15.62	52.07	47.91	96
02	Grade 2	6	4	15	12	16	9	2	2	0	0	7	8	46	35	81
	Percentages:	7.41	4.94	18.52	14.81	19.75	11.11	2.47	2.47	0.00	0.00	8.64	9.88	56.79	43.21	91
03	Grade 3	4	5	16	21	16	11	1	1	0	2	11	3	48	43	91
	Percentages:	4.40	5.49	17.58	23.08	17.58	12.09	1.10	1.10	0.00	2.20	12.09	3.30	52.75	47.26	90
04	Grade 4	5	5	22	14	6	7	3	1	0	0	17	10	53	37	90
	Percentages:	5.56	5.56	24.44	15.56	6.67	7.78	3.33	1.11	0.00	0.00	18.89	11.11	58.89	41.12	90
05	Grade 5	0	0	1	0	1	0	0	0	0	0	0	0	2	0	2
	Percentages:	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100	0	100
TOTALS		29	26	82	68	67	48	11	5	0	3	55	42	244	192	436
TOTALS		6.65	5.96	18.81	15.60	15.37	11.01	2.52	1.15	0.00	0.69	12.61	9.63	55.96	44.04	100

School Ethnic Summary by Grade, Race and Sex - Report 21020
 Connecticut Farms Elementary School for Date: 04/09/2014

GRAND TOTALS:

Grade	Asian		Black		Hispanic		Multiracial		Hawaiian native/other Pacific Islander		White		All		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	4F	0	0	0	0	1	0	0	0	0	0	0	0	1	
	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100	0	100
XF	7	6	13	11	13	7	2	1	0	0	9	6	44	31	75
	9.33	8.00	17.33	14.67	17.33	9.33	2.67	1.33	0.00	0.00	12.00	8.00	58.66	41.33	100
01	7	6	15	10	14	14	3	0	0	0	11	15	50	46	96
	7.29	6.25	15.62	10.42	14.58	14.58	3.12	0.00	0.00	0.00	11.46	15.62	52.07	47.91	100
02	6	4	15	12	16	9	2	2	0	0	7	8	46	35	81
	7.41	4.94	18.52	14.81	19.75	11.11	2.47	2.47	0.00	0.00	8.64	9.88	56.79	43.21	100
03	4	5	16	21	16	11	1	1	0	2	11	3	48	43	91
	4.40	5.49	17.58	23.08	17.58	12.09	1.10	1.10	0.00	2.20	12.09	3.30	52.75	47.26	100
04	5	5	22	14	6	7	3	1	0	0	17	10	53	37	90
	5.56	5.56	24.44	15.56	6.67	7.78	3.33	1.11	0.00	0.00	18.89	11.11	58.89	41.12	100
05	0	0	1	0	1	0	0	0	0	0	0	0	2	0	2
	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100	0	100
TOTALS	29	26	82	68	67	48	11	5	3	0	55	42	244	192	436
	6.65	5.96	18.81	15.60	15.37	11.01	2.52	1.15	0.69	0.00	12.61	9.63	55.96	44.04	100

**Connecticut Farms School
Committee Reps 2013-2014**

Committee
AAP PAC
Administrative Advisory
Affirmative Action
Art PAC
Building Social committee
Central Planning
ELL PAC
Grade Level Coordinator K
Grade Level Coordinator 1
Grade Level Coordinator 2
Grade Level Coordinator 3
Grade Level Coordinator 4
GT PAC
Health
I&RS Committee
I&RS Committee chair
Kindergarten Assessment Committee
Language Arts/Reading
Lib/Media PAC
Math Grade 1
Math Grade 2
Math Grade 3
Math Grade 4
Math Grade K
Math PAC
Music PAC
PE/Health PAC
Positive Discipline Committee
Professional Development Committee
PTA Exec Board
Reading Task Force
Right to Know Rep
Safety
School Base Planning Committee (NCLB)
School Improvement Panel (SciP)
Science PAC
Soc. Stud PAC
Speech PAC (10 months)

School Committees 2014-2015

School Improvement Panel:

One of the bigger shifts in PDP development is the move from the Local Professional Development Committee to a School Improvement Panel (ScIP) selected by the building principal. Based upon the provisions of TEACHNJ Act and AchieveNJ, every school must establish a School Improvement Panel whose role is to ensure, oversee, and support the implementation of the district's evaluation, professional development, and mentoring policies at the school level. The ScIP also ensures that teachers have a strong voice and significant opportunity to help shape the evaluation procedures within each school. The mission of the ScIP is somewhat different from that of the LPDC. The ScIP consists of a minimum of three people: the principal, a building level administrator and a teacher. The group may be larger but is mandated to be composed of at least one-third teaching faculty. The ScIP is closely tied to evaluation in that they are in charge of developing Corrective Action Plans for faculty members who are rated 2.65 on their summative evaluation ratings.

School-Based Planning Committee:

The School-Based Planning Committee has two meetings per year. Its members are comprised of teachers, administrators, and parents. Its purpose is to increase the flow of communication between the school and the community allowing both groups to collaborate, develop, and progress to meet 21st century needs.

Positive Discipline Committee

The Positive Discipline Committee is comprised of teachers from different grade level teachers ranging from K-4, special area teachers, and the school guidance counselor. Meetings are held monthly. Its purpose is to research and explore new methods for promoting a positive school atmosphere and school culture including the implementation of proven techniques that prevent the occurrence of negative behaviors by the student body.

Examples of Possible Artifacts --Domain 4

4a. Reflecting on Teaching

- Written reflection on a lesson taught
- Lesson plans with reflective notations
- Pre and Post Tests with explanations
- Anecdotal Records
- Projects
- Portfolios
- Samples of Student Work
- Peer Observations

4b. Maintaining Accurate Records

- Gradebook or Electronic Gradebook
- Copy of Lesson Plan Book
- Copy of Classroom Budget and/or Inventory
- Student Documentation

4c. Communicating with Families

- Parent Newsletter
- Notes to Parents
- Copies of e-mails to parents
- Classroom Webpage
- Parent e-mails
- Letters to parents
- Open House/Parent Night
- Parent/Teacher/Student Conference Summaries

4d. Contributing to the School and District

- List of School and District Committees
- Participation in school district projects
- Record of outside activities/clubs that you sponsor
- Volunteer and supervision activities
- Leading committees, teams etc. or coordinating programs
- Work with subject/grade level colleagues to accomplish school goals

4e. Growing and Developing Professionally

- Professional Development documentation
- Summaries of workshops attended
- Reading Current Literature
- Action Research
- National Board Certification
- Mentoring
- Supervising Student Teachers
- Professional organization membership
- The teacher voluntarily examines and shares research on class performance and best practice strategies
- Takes leadership roles, participates in school and district committees
- Subscribes to professional/trade journals

- Attends professional conferences and shares with colleagues upon return

4f. Showing Professionalism

- Demonstrates high ethical standards through compliance with school/district codes and community expectations
- Professional organization leadership roles
- Leadership roles in the school or in the community
- Personal Adult Advocate
- Student Advocacy
- Displays integrity and ethical conduct
- Advocacy
- Decision making
- Compliance with school and district regulations
- Daily interactions with students
- Helpfulness for needy students
- Advocates for underserved students
- Is open-minded and willing to adopt new approaches
- Uses data to support actions
- Sets long-term goals and takes responsibility for own professional growth

Calderone, Gina

From: Collucci, Augusta
Sent: Thursday, December 05, 2013 12:34 PM
To: Calderone, Gina
Cc: Moses, Annie
Subject: November PD
Attachments: PD_0001.pdf

Attached is the CF sign-in sheet from the PD held on November 5th

"Connecting Reading, Writing, and Test Prep Instruction"

Vendor: Sarah Tantillo, Ed. D. LLC

If you have any questions, please contact me.

*Augusta Collucci
Secretary
Connecticut Farms School
908 851-6471*

P.D. Wksp.

Nov. 5, 2013

C.F.E.S.

CONNECTICUT FARMS SCHOOL

Biederman, Julie	Julie Biederman	Marinello, Joyce	Joyce Marinello
Blanco, Annette	Annette Blanco	McAuliffe, Erin	Erin McAuliffe
Carhart, Cynthia	Cynthia Carhart	Millan, Heidi	Absent
Carew, Chris	Chris Carew	Miller, Randi	Randi Miller
Dobbs, Lauren	Lauren Dobbs	Nam, Christina	Christina Nam
Erman, Sheryl	Sheryl Erman	Nicastro, Joyce	Joyce Nicastro
Figuerido, Rosa	Rosa Figuerido	Niotis, Jenna	Jenna Niotis
Ficchi, Jamie	Jamie Ficchi	O'Donnell, Christine	Christine O'Donnell
Filan, Mark	Mark Filan	Pallitto, Alyssa	Alyssa Pallitto
Flisler, Amanda	Amanda Flisler	Pardo, Gregory	Gregory Pardo
Freitas, Karen	Karen Freitas	Patricco, Mary Ellen	Absent
Gilligan, Brooke	Brooke Gilligan	Platt, Gwendolyn	Gwendolyn Platt
Hagen, Kevin	Kevin Hagen	Porter, Michael	Michael Porter
Haqq, Siddiquah	Siddiquah Haqq	Reda, Regina	Regina Reda
Higgins, Kelly	Kelly Higgins	Rible, Jill	Jill Rible
Kelly, Eileen	Eileen Kelly	Royal, Marcel	Marcel Royal
Korba, Maria	Maria Korba	Stoller, Cindy	Cindy Stoller
Kostuk, Antonio	Antonio Kostuk	Tramuta, Janet	Janet Tramuta
Leon, Deanna	Deanna Leon	Truhe, Jeff	Jeff Truhe
Liloia, Dana	Absent	Vincent, Jaclyn	Absent
Lipere, Potty	at VHS	Weislo, Christine	Christine Weislo
Mancinelli, Lynne	Lynne Mancinelli		

CF * Olga Korzen

Thomas J. Kelly

Eric Shaw

Eric Shaw

FRY, GREG

Sandra Santora

Sandra Santora

Puorro, Matt

Mike Miller

Mike Miller

Petela, Stephen

Amanda Flister
Cindy Stoller

Amanda Flister
Cindy Stoller

FILIPPONE, THOMAS

Lois Hochuli

Lois Hochuli

Susan

Kyle Just

*(Phys. Ed Dept.)

P.D. Wksp. Nov. 5, 2013 C.F.E.S

CONNECTICUT FARMS SCHOOL

Biederman, Julie	Julie Biederman	Marinello, Joyce	Joyce Marinello
Blanco, Annette	Annette Blanco	McAuliffe, Erin	Erin McAuliffe
Carhart, Cynthia	Cynthia Carhart	Millan, Heidi	• Absent
Carew, Chris	Chris Carew	Miller, Randi	Randi Miller
Dobbs, Lauren	Lauren Dobbs	Nam, Christina	Christina Nam
Erman, Sheryl	Sheryl Erman	Nicastro, Joyce	Joyce Nicastro
Figuerido, Rosa	Rosa Figuerido	Niotis, Jenna	Jenna Niotis
Ficchi, Jamie	Jamie Ficchi	O'Donnell, Christine	Christine O'Donnell
Filan, Mark	Mark Filan	Pallitto, Alyssa	Alyssa Pallitto
Flisler, Amanda	Amanda Flisler	Pardo, Gregory	Gregory Pardo
Freitas, Karen	Karen Freitas	Patricco, Mary Ellen	Absent
Gilligan, Brooke	Brooke Gilligan	Platt, Gwendolyn	Gwendolyn Platt
Hagen, Kevin	Kevin Hagen	Porter, Michael	Michael Porter
Haqq, Siddiquah	Siddiquah Haqq	Redo, Regina	Regina Redo
Higgins, Kelly	Kelly Higgins	Rible, Jill	Jill Rible
Kelly, Eileen	Eileen Kelly	Royal, Marcel	Marcel Royal
Korba, Maria	Maria Korba	Stoller, Cindy	Cindy Stoller
Kostuk, Antonio	Antonio Kostuk	Tramuta, Janet	Janet Tramuta
Leon, Deanna	Deanna Leon	Truhe, Jeff	Jeff Truhe
Liloia, Dana	• Absent	Vincent, Jaclyn	Absent
Lipere, Potty	at UAS	Weislo, Christine	Christine Weislo
Mancinelli, Lynne	Lynne Mancinelli		

~~Olga Korzen~~
 FRY, GREG
 Puorro, Matt
 Petela, Stephen
 FILIPPONE, THOMAS

Eric Shaw
 Sandra Santova
 Mike Miller
 Amanda Flisler
 Cindy Stoller
 Lois Hochuli