HANNAH CALDWELL

School Professional Development Committee
Profile and Sign-Off Sheet

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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 ❶   SCHOOL PROFILE

Name of School: Hannah Caldwell Elementary School

School Address: 1120 Commerce Ave. Union, NJ 07083

Principal: Dr. Anthony Lentine, Jr.   E-mail alentine@twpunionschools.org   Phone

Grade Levels: Pre-K to Gr. 4   Student Enrollment: 610 students

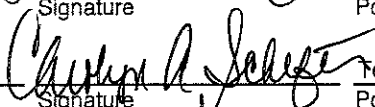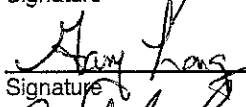**Staff (provide number of staff members in each category):**
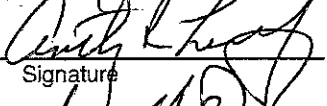
Teachers: __32__ Content Area   __7__ Special Education   __7__ Special Area Teachers (Arts, Phys. Ed, Tech)
          __10__ Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
          __12__ Paraprofessionals

Administrators: __1__

Date submitted May 5, 2014

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

Chair:

Name (please print)	Signature	Position	Term Expires	Email
Danielle Beninato		Teacher	6/30/15	dbeninato@twpunionschools.org
Laurie Roof		Teacher	6/30/15	lroof@twpunionschools.org
Carolyn Schefter		Teacher	6/30/15	cschefter@twpunionschools.org
Gary Long		Teacher	6/30/15	glong@twpunionschools.org
Anthony Lentine, Jr.		Principal	6/30/15	alentine@twpunionschools.org
Ronn Flood		Parent	6/30/15	floodnell@yahoo.com

TEMPLATE FOR

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SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2014-2015

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.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
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?

The 2013-2014 professional development (PD) program for staff members of Hannah Caldwell Elementary School will consisted of two five hour days of training. In addition, there was staff development that consisted of building based training and district wide grade level opportunities. Through communication among staff members, it was found that previous professional development opportunities that were presented by colleagues seemed to be most effective. Staff found PD to be more interesting when their own faculty [who had experience in the subject matter] presented the material. Knowing the presenters are educators in our diverse school, the faculty seemed to feel more comfortable asking questions and inquiring about the subject matter. Therefore, the teachers feel comfortable enough to bring that information back to their classroom to enhance student learning.

Topics for these sessions were intended to respond to both district and building needs as identified in staff needs assessments, district goals, school action plan, assessment results, and the Common Core Curriculum Content Standards. The topics included a Writing Workshop, SGOs, and several Teachscape sessions.

Through previous professional evaluations of the professional development program, the school could document how professional development is improving teacher practices and student learning through staff follow-up surveys (regarding professional development sessions), anecdotal records, discussion, lesson plans, and student test scores (on standardized tests and building wide curriculum mapping assessments). However, it should be noted that these

evaluations have not previously influenced the selection of professional development opportunities in the past.

In the past, our district has struggled with the organization of professional development. We have had difficulty obtaining qualified people to present workshops. We have also had various groups of teachers being pulled out for different workshops, and therefore, they miss essential information from the main school workshop.

Our goal is to have faculty and staff present workshops and have staff attend workshops based on district and building based needs.

School Level Professional Development Planning Template

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN: 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.

To determine its professional development needs, the staff development committee for Hannah Caldwell, will use information from teacher surveys, test data analysis, and school needs assessments. The mission of Hannah Caldwell is to provide a safe, well-organized, child-centered environment that establishes an atmosphere conducive to mutual respect, integrity, and shared values. These values encourage each child to reach his/her social, physical, and academic potential. When the resources of students, teachers, and communities are combined, children will develop life skills needed to be productive adult learners.

We look at our areas of strengths and weaknesses on standardized tests scores, as well as local assessments in the classroom on a daily basis. Then, we schedule workshops based on our weaknesses. For example, here at Hannah Caldwell, we have continually noticed that our language arts and reading scores are very low. Therefore, we have scheduled various workshops that are relevant to assisting our students in reading and writing.

In addition, the District continues to provide IDR training. Some additional workshops and Staff Development have been added to the calendar this year. Training teachers on the proper

implementation of IDR, Guided Reading and Book Rooms to ensure we are properly teaching our students with all of the available resources.

Another important source of information used by staff development committee to identify trends and building needs is ongoing dialogue with staff members. Members of the staff development committee communicate this information with the building principal.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
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.

   • Support students in improving their skills and achievements in the areas of reading, language arts, and writing.
   • Continue to work as a school to develop a positive behavior management system that is consistent throughout the building and appropriate for the students.
   • Include technology in the classroom, where applicable, through Smart Boards and computer based programs to meet the ever changing needs of our learners.
   • Support staff with the implementation of Teachscape and SGO evaluation.
   • Learn and implement various strategies to improve student skills and achievements in the areas of reading, language arts, and writing.
       o By increasing their knowledge base in these areas, and putting new, effective strategies into place, teachers support the students in making significant improvements.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
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?

The planned professional development opportunities will be implemented during the 2014-2015 school year in a variety of ways. The days' presentations will be focused on fostering effective professional learning communities in our school. The staff development committee will respond to the specific needs of our school culture, as our program will include, but not be limited to:

- Common Core research and strategies for both Math and Language Arts
- continued education in IDR and Book rooms
- effective positive behavior support models
- curriculum analysis and SGO review
- Continued implementation of Teachscape

At this time, our school already has a Professional Learning Community (PLC) in place. Each grade level has a common prep so that teachers can plan with each other. Once a month each grade level meets with the principal to discuss relevant issues pertaining to that grade level. We all have meetings once a month with each grade level. As a PLC, all grades have developed smart goals and assessments.

The student goal is for all students to increase their ability in reading and writing, and the teacher goal is to develop strategies to increase student ability.

The PD plan will be communicated to the faculty and staff at after school staff meetings.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
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.

In order to meet the professional development goals of the school, staff members will collaborate during common prep periods (grade level meetings) to discuss relevant issues pertaining to that grade. Staff members will also meet with grade levels from other school across the district. Professional Learning Community meetings will be held after school, minimum of three times a year, to support one another in improving student areas of weakness, and share strategies and ideas that have led to student improvement/strength.

In addition, teachers take their own professional learning days when they find a workshop they think applies to professional development plan and their teaching style.

There are many resources and structures in place at Hannah Caldwell that demonstrate the school community values and nurture quality professional development for adult learners. Co-teachers support model lessons during the school day to demonstrate a variety of instructional strategies. AAP teachers and in-class resource teachers work with general education teachers to provide instruction that is differentiated and meets the needs of all learners. Teachers may also be given the opportunity to observe other educators deliver alternate reading/language arts instruction (within the same school, within district, or possibly even an outside district).

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
   - How might you consider holding focus groups to get teacher input on needed professional learning?
   - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
   - How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

As a result of the School Professional Development Plan, educators will learn new and varied strategies to enhance reading/language arts instruction. Such as Guided Reading and Leveled Book Rooms.

In addition, there will be training available through the Teachscape website. This year the District implemented Teachscape, the new evaluation system. All staff will continue to receive training in all 4 domains.

Evidence indicating that the staff has learned new skills documented from attendance at the workshop, evaluations, teacher surveys, lesson plans, staff discussion, and supervisor observations.

Student data used to determine how these knowledge, skills, and behaviors impact student learning may include grade level evaluation of the impact of PD on student achievement, formative and summative assessments within the classroom, performance assessments, standardized test scores, district wide benchmarking test results, and building wide (grade level) curriculum mapping pre and post test scores.

As previously mentioned, teachers will utilize various resources (co-teacher models, AAP teachers, special education teachers, speech teachers)

SECTION ❸ SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

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.

Upon reflection of previous professional development it was found (through discussion with staff members), that workshops presented by colleagues prove to be most effective. Since it was effective, we will continue to look for opportunities for our own colleagues to lead sessions continually.

The mission of Hannah Caldwell is to provide a safe, well-organized, child-centered environment that establishes an atmosphere conducive to mutual respect, integrity, and shared values. These values encourage each child to reach his/her social, physical, and academic potential. When the resources of students, teachers, and communities are combined, children will develop life skills needed to be productive adult learners. Through our needs assessment surveys we have discovered that our students seem to struggle most in the areas of reading/language arts and writing. With this information, we will seek to plan professional development opportunities that will meet our need to improve in these areas (as students and teachers).

The goal of the professional development team will be to provide staff with opportunities to learn and implement strategies that will improve their pedagogy in the areas of reading/language arts and writing, and therefore positively impact student learning and achievement. In addition, opportunities for staff members to learn and collaborate upon a positive behavior support model will be provided.

Each grade level has a common prep period which serves as a valuable time for teachers to discuss strengths/weaknesses of students, and share ideas/strategies. In addition, each grade level meets with the principal once a month to communicate findings. The building staff meets as a community twice a month to discuss building wide concerns and needs. This is in addition to the staff development workshops provided by the PD team 3 times a year.

Workshop evaluations, teacher surveys, lesson plans, staff discussion, and supervisor observations will provide evidence that educators learned new and varied strategies to enhance reading/language arts instruction.

From:	Calderone, Gail
Sent:	Thursday, December 05, 2013 1:34 PM
To:	Calderone, Gina
Subject:	FW: November Professional Development Sign In Sheets
Attachments:	H C staff development sign-in 11-5-13.pdf

I believe this is yours.

From: Lentine, Anthony
Sent: Thursday, December 05, 2013 1:14 PM
To: Calderone, Gail
Cc: Lishak, Noreen
Subject: FW: November Professional Development Sign In Sheets

Hello Gina,

I have attached my staff development sign in sheet for your records. The rest of the information is listed below:

Title of workshop:
- Teachscape: Domains 1 and 4
- Student Growth Objectives
- Professional Learning Communities

Presenter: Dr. Lentine
Time Frame: 8:00 – 1:00
Room/Location: Auditorium

If any addition information is needed let me know.

Dr. Anthony R. Lentine, Jr.

Principal
Hannah Caldwell Elementary School
1120 Commerce Avenue
Union, NJ 07083
Voice: (908) 206-6100
Fax: (908) 2069282

From: Lishak, Noreen
Sent: Thursday, December 05, 2013 11:22 AM
To: Principals
Cc: Calderone, Gina
Subject: November Professional Development Sign In Sheets

Good morning,

1

Please forward your November professional development sign in sheets to Gina Calderone at the HS ... asap.... We need a record for the district p.d. plan... please include the title for each workshop that was held...

Noreen

Noreen Lishak, Ed.D.
Assistant Superintendent of Schools
Ph: (908)851-3020

Staff Development Day

STAFF DAILY ATTENDANCE

DATE: 11/5/13

Name	IN	OUT	Name	IN	OUT
Davis, Trisha	TD		Melkowits, Valerie		
Franciosa, Karen			Nemezio, Elaine		
Lentine, Anthony	✓		Watson, Bernadette		
Lozito, Linda					
Castillo, Angela	AC		Puorro, Matt ✓		
Filippone, Thomas ✓			Nardo, Rosemary		
Goncalves, Jessica			Nigro, Leslie		
Hail, Kevin			O'Holla, Laura	O'Holla	
Hamilton, Kelly	Kelly Hamilton		Petela, Steve		
Havyar, Amanda	Amanda Havyar		Piano, Kelly ✓	A	
Kastner, Kim	Kim Kastner		Regal, Linda	LR	
Long, Gary			Strumpf, Sue	N	
Minitelli, Jayne	JM		Tavares, Diane		
Moynihan, Michele (W,Th, F)			Weber, Anne	Aw	
Argonza, Erian ✓	A		Manfra, Maria	MM	
Barca, Jamie	Jamie Barca	Barca	Marino, Teresa	M	
Beninato, Danielle			Matos, Ivone		
Busch, Margaret			Medina, Jennifer		
Butter, Jennufer			Mongiovi, Jessica	JM	
Cochavi, Freda	FC		Moriello, Alexia		
Coco, Lauren			Moutela, Isabel	IM	
Connell, Michelle			Muratschew, Danielle	DM	
DaTorre, Dalila ✓	A		Perry, Danielle		
DePasquale, Alexandra	AP		Petela, Steve		
DiGioia, Christina			Politano, Maria	MP	
Dimuzio, Julie (W, F)			Prendergast, Michele		
Dionisio, Nancy			Puorro, Matt		
DiQuollo, Alison			Ragucci, Leslie	LR	
Evans, Danielle			Ricca, Melissa		
Fernandes, Christina			Roof, Laurie		
Franciosa, Karen			Saunders, Lori		
Galante, Donna			Schackman, Catherine		
Gallanter, Sherry			Schefter, Carolyn	CS	
Gechtman, Kristin (M,W,F)	KG	KG	Sgobbo, Ruth		
Hagen, Kevin (W, Th) ✓	H		Siderman, Jason	JS	
Jenkins, Leslie			Sousa, Gloria		
Kelly, Robin			Vallier, Nanette		
Krom, Jennifer	JK		Torr. Roseanne		
Krupa, Connie			Walker, Lauren	LW	
Mamish, Donna	DM		Zurka, Christine		