

The full copy of the 2020-2021 District Professional Development can be viewed at the Administration Building.

**Township of Union
Public Schools
Union, NJ 07083**



**District Professional
Development
2020-2021**

Township of Union Schools

Central Office Administrators

Dr. Scott Taylor – Superintendent

Mr. Gerry Benaquista – Assistant Superintendent

Township of Union
Board of Education Members

Ronnie McDowell – President

Nellis Regis-Darby – Vice President

Dr. Guy Francis

Nancy Minnici

Dr. Kalisha Morgan

Yocasta Brens-Watson

John O'Shea

Kim Ruiz

Mary Lynn Williams

District Professional Development Committee Profile and Sign-Off Sheet

Please write all of your responses for the district 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 1 DISTRICT PROFILE

Name of District: Township of Union
 District Code: 5290 County Code: 39
 District Address: 2369 Morris Avenue County: Union
 District Factor Group: DE
 Chief School Administrator: Dr. Scott Taylor Date submitted:
 Type of District (check one):
 K-5 K-6 K-12 7-12 9-12 Other (specify) _____

Please provide the following information:

List the names of the school buildings, grades, current student enrollment and number of professional staff members (who hold instructional or educational services licenses):

NAME OF BUILDING	SCHOOL CODE	GRADES	STUDENT ENROLLMENT	STAFF MEMBERS
Battle Hill ES	080	PK-4	385	52
Burnet MS	060	6-8	1032	90
Connecticut Farms ES	090	PK-4	378	42
Franklin ES	100	PK-4	476	39
Hannah Caldwell ES	083	PK-4	583	53
Jefferson School	085	5	530	57
Kawameeh MS	070	6-8	659	71
Livingston ES	130	PK-4	388	39
Union High School	050	9-12	2157	199
Washington ES	140	PK-4	543	47

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

Chair Name (please print)	Signature	Position	Term Expires	Email
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Maureen Guilfoyle				
Name (please print)	Signature	Position	Term Expires	Email

Name (please print)	Signature	Position	Term Expires	Email
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Name (please print)	Signature	Position	Term Expires	Email
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Battle Hill Elementary School



SCIP Committee Meeting Agenda

October 6, 2020

1. Professional Development ideas

- Virtual learning

- Digital worksheets and digital activities

- How to do small groups virtually

- Nearpod when in the classroom

2. Vertical meetings with other grade levels with-in the building.

3. Packets for students

4. Can the specials go into the classroom instead of them going into the individual classrooms.

Attendees:

Althea Bossard - Principal

Cathy Timiraos

Brittany Buchanan

Courtney Sharpe

Angela Kahn

Veronica Ambrose

Patricia Bogda



Optional Principal Professional Development Plan Template

District Name	School Name	Date
Township Of Union Public Schools	Battle Hill Elementary School	10/14/2020
Principal Name	Chief School Administrator/Designee Name	Plan Begin/End Dates
Althea Bossard	Mr. Gregory Tatum	9/2020-6/2020

1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Rationale/Sources of Evidence
1.	Build capacity of all educators to increase their knowledge of High Quality virtual Teaching and Learning that is data driven.	Due to the recent pandemic, the district has had to change the structure of teaching for all students. We have had to use virtual learning with synchronous and asynchronous learning.
2.	Build capacity of all educators to increase their knowledge of the impact of having cultural competence and its effects on students.	With the recent tension that has increased with race relations, it is imperative that teachers are given professional development to increase their knowledge of cultural competence.

2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates
1.	Two to three of our five PD sessions (2 hours each) will be dedicated to improving virtual learning.	9/2020 - 6/2020
2.	Two to three of our five PD sessions (2 hours each) will be dedicated to improving Cultural competence.	9/2020 - 6/2020



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3: School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

Topics in School Law, Ethics and Governance; Harassment, Intimidation, and Bullying

4: PDP Progress Summary

PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date

Signatures: Althea Bossard _____ Date _____
 Principal Signature CSA/Designee Signature

PL Goal No.	Summative PDP Progress Report	Sources of Evidence	Expectations Met (Y) or Not Met (N)	Review Date



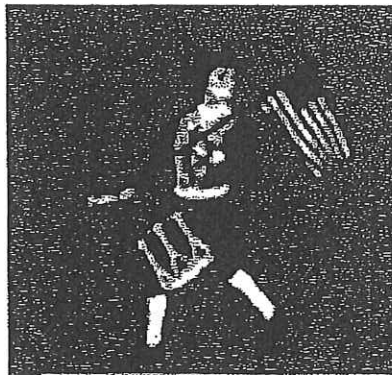
Signatures:

Principal Signature

CSA/Designee Signature

Date

Connecticut
Farms
Elementary
School



CONNECTICUT FARMS SCHOOL

SCIP COMMITTEE

Connecticut Farms	Deanna Leon
	Erin Marabuto
	Jamie Gundersen
	Christina Lam
	Olga Korzen
	Tatiana Cortes
	Natalie Mauriello

Connecticut Farms School
September 30, 2020
Minutes

Meeting took place virtually at 3:15 pm. Meeting ended at approximately 3:45 pm.
All the committee members were present: Mrs. Gundersen, Mrs. Carhart, Mrs. Leon, Ms. Korzen, Mrs. Cortes, Mr. Morgan
Since Mrs. Carhart and Mr. Morgan have completed their 3 years, two new members are needed to take their place. An email will go out to see if new members are interested.

Agenda Items:

- I. State Evaluation process
- II. Professional Development for 2020-2021

Mrs. Warren began the meeting by going over the expectation that observations will start off with the use of the portfolio process while schools are on a 100% virtual schedule. Since there were no portfolios used in the spring, Mrs. Warren reviewed the process of the portfolio process. Mrs. Warren thought she shared the forms with the committee prior to the meeting; however, it was not shared. Evaluation information from the state is included at the bottom.

Discussion also centered around developing SGOs and using data from sources such as IReady and how they may be skewed given they are taking place at home with support from parents.

The second item on the agenda was about Professional Development. The committee was asked what did they think the staff would be interested in this year.

The two topics that came up and were agreed upon were:

1. Developing Google resources. Teachers do not have time to make the materials needed for their classes. The committee felt it would be beneficial to give teachers time to put these resources together.
2. Since there are many staff members feeling overwhelmed, not enough time, technology constraints, etc. The committee felt that it would be a benefit to find a motivational speaker or presenter to build people up.

The outcome is that October's PD will be Google- Developing Resources to use in virtually and BrainPop Jr.

During the month of December- Motivational Speaker. Members of the committee were asked to research a motivational speaker. Since the cost can be pricey, we discuss pairing up with another school.

<https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml>

District Name	School Name	Date
Connecticut Farms School	Connecticut Farms School	October 7, 2020
Principal Name	Chief School Administrator/Designee Name	Plan Begin/End Dates
Michelle C. Osborne-Warren	Mr. Gregory Tatum	September - June

1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Rationale/Sources of Evidence
1	Cultural Competency	As a district and a school, we recognize our students, who come from a diverse background, need to be recognized by their experiences and acknowledge for who they are. As a school community, we need to embrace our diverse student and family population by way of the curriculum decisions we make, the conversations in our engagement and instruction, and acknowledging that we need to be aware that the difference among us, also is the strength that makes us a great community. Looking at our Home Language background, in Genesis, Connecticut Farms School comprises over 16 different languages spoken in the households. Additionally, our data reveals that approximately 8% of our students are Asian, 33% Black or African American, 32% Hispanic or Latino, 5% Multi-ethnic, 5% Native Hawaiian and Pacific Islander, and 21% white. The breakdown in language and ethnic representation reveals that Connecticut Farms School is an eclectic school. This evidence supports that becoming Culturally Competent is necessary to build healthy and successful relationships with our families.
2	High Quality Virtual Learning	The pandemic brought the entire society to a place of unpreparedness and this was ever so present in public education. The need to use a blended learning model, that was directly tied to the use of virtual learning has been the core of education since the spring of 2020. Now that we are in this present culture of teaching and learning, educators are exploring and researching practices, platforms and materials that will help to create successful and effective lessons that are taught virtually/remotely. Here at Connecticut Farms School, educators will be using platforms from the district as well as other resources to enhance their approach to instruction. Teachers throughout the year will find means of approaches to ensure their teaching and their students' growth is continuously successful.

1	district is providing professional development both at the administrative level as well as developing building based Equity teams to support the knowledge, understanding, and tools needed to be Culturally Competent.	September - June
2	The district has provided professional development both in the summer as well as throughout the school year, in the form of PD, YouTube videos, and platforms to enhance quality virtual learning and teaching for teachers and students.	September - June

3: School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

Topics in School Law, Ethics and Governance; Harassment, Intimidation, and Bullying

4: PDP Progress Summary

PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date

Signatures: _____

Principal Signature _____
Date _____

CSA/Designee Signature _____

PL Goal No.	Summative PDP Progress Report	Sources of Evidence	Expectations Met (Y) or Not Met (N)	Review Date

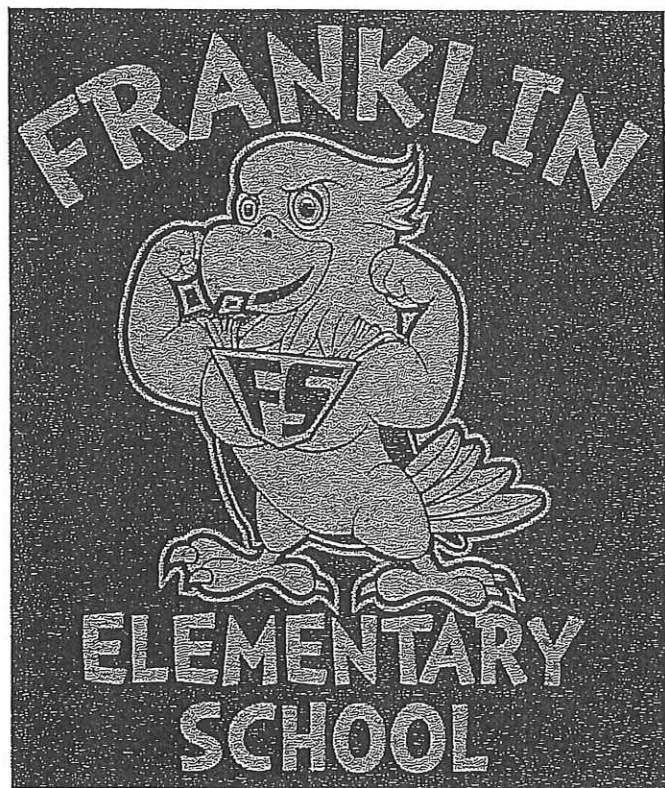
Signatures: Michelle C. Osborne-Warren

October 7, 2020

Principal Signature
Date

CSA/Designee Signature

Franklin Elementary School





Township of Union Public Schools
Franklin Elementary School
Dr. Kira Baskerville-Williams, Interim Principal
Delia McLean, Vice-Principal

ScIP Team Meeting Agenda

DATE: 10/2/2020

TIME: 12:15 pm

Members:

Dr. Kira Baskerville
Delia McLean
Tenzin Negi
Courtney McCarthy
Ebony Dockery
Zakiyyah Cobb-Roseberry
Josie Santoro
Rachel Beleski
Patricia Weber
Anne Buggy
Tiffany Reid-Anglin

AGENDA

- Roles and responsibilities
- School PD Plan 2020-2021
- October Inservice



**Township of Union Public Schools
Franklin Elementary School
Dr. Kira Baskerville-Williams, Interim Principal
Delia McLean, Vice-Principal**

★ What is The School Improvement Panel (SciP)

Source: AchieveNJ.org website

Based upon the provisions of TEACHNJ Act and AchieveNJ, every school must establish a School Improvement Panel (SciP). The role of the SciP is to ensure, oversee, and support the implementation of the district's evaluation, professional development (PD), and mentoring policies at the school level. The SciP also ensures that teachers have a strong voice and significant opportunity to help shape evaluation procedures within each school.

Each SciP must include the school principal, an assistant/vice principal or a designee if the school does not have one, and a teacher. As of SY19-20, teachers serving on SciPs must have earned a rating of Effective or Highly Effective in the most recent evaluation. Until then, the teacher must meet local standards for having "a demonstrated record of success in the classroom."

A key role of the SciP is to identify PD opportunities and review school-level educator and student performance data in support of school-level PD planning (N.J.A.C. 6A:10-3.2).

★ School PD Plan 2020-2021

High Quality Virtual Teaching and Learning
Cultural Competency
Data driven Instruction and student outcomes
Whole School Response to Intervention: Targeted Small group instruction
Guided Math/Math Workshop
Restorative Practices in the Classroom

★ October In-Service- High Quality Virtual Teaching and Learning

SCIP Committee
Franklin Elementary School
10/2/2020

Opening:

The meeting took place virtually on Friday, 10/2/2020; the meeting was called to order by Vice Principal, Delia McLean.

Present/Absent: Please review the attached attendance sheet.

Business From the Previous Meeting: This meeting was the first meeting of the 20-21 school year.

New Business:

On 10/2/20, Franklin's School SCIP Committee met via Google Meet to discuss their roles and responsibilities as team members. Committee members went over proposed school professional development plans for the 2020-2021 and all agreed that PDs would help support teaching practices and student learning. School PD's were aligned with our Title 1 school plans. We will host our first staff PD on October 21, 2020, entitled, "High Quality Virtual Teaching and Learning".

Additions to the Agenda: No additional items were raised by committee members.

Adjournment: The meeting was adjourned by Delia McLean.

Minutes submitted by: Ms. Delia McLean, Vice Principal

Minutes approved by: Dr. Kira Baskerville-Williams, Interim Principal

Participants	Joined	Left	Duration
Zakiyyah Cobb-Ros	10/2/2020 12:13:18	10/2/2020 12:13:18	00:00:00
Anne Buggy	10/2/2020 12:13:18	10/2/2020 12:13:18	00:00:00
Delia McLean	10/2/2020 12:13:18	10/2/2020 12:13:18	00:00:00
Kira Baskerville-Wil	10/2/2020 12:13:18	10/2/2020 12:13:18	00:00:00
Patricia Weber	10/2/2020 12:13:18	10/2/2020 12:13:18	00:00:00



Optional Principal Professional Development Plan Template

District Name	School Name	Date
Union Township	Franklin Elementary	10/4/2020
Principal Name	Chief School Administrator/Designee Name	Plan Begin/End Dates
Dr. Kira Baskerville-Williams	Mr. Gregory Tatum	September 2020-June 2021

1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Rationale/Sources of Evidence
1	Build cultural competence with the staff by creating the foundational components necessary to deliver culturally responsive teaching, so FES can address the academic needs of students who come from culturally diverse backgrounds.	Culturally competent teaching and learning facilitates critical reflection. A critical analysis of one's own cultural assumptions is foundational to culturally-responsive teaching and learning.
2	High Quality Virtual Teaching and Learning: Data driven and student outcomes.	The district has begun the 2020-21 school year in 100% virtual learning mode and my complete the school year in a hybrid model where technology is embedded into instructional practice.

2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates
1	Two to three of our five PD sessions (2 hours each) will be dedicated to Cultural Competency1	September 2020-June 2021



	Not Met (N)				

Signatures:

Principal Signature

CSA/Designee Signature

Date

Hannah
Caldwell
Elementary
School



Hannah Caldwell Elementary School

September 24, 2020

SCIP MEETING

Team Members:

Mrs. DiGiovanni

Elaine Nemezio

Janet Tramuta

Kelly McFarlane

Bernadette Burke

Angela Saavedra

NOTE: Deanna Chase, PTA President, was unable to attend. Mrs. DiGiovanni shared the agenda with her.

Topics Discussed: PD Suggestions for October 21, 2020

We discussed ideas for the professional development workshop. Mrs. DiGiovanni said there is grant money but we need it board approved.

We are looking for SEL workshops. Janet will contact someone and Bernadette will contact "Breathe For Change". She is a graduate of their program and was certified in Yoga through them too.

<https://www.breatheforchange.com/> Breathe for change offers yoga, mindfulness, social-emotional learning for educators, students, and families.

We believe the students need to move around since they are on the computers each day. By the end of the day they are tired. We want to help them. In addition, Breathe for change focuses on both the needs of students and educators. Their goal is to address the physical, emotional, and mental challenges educators face. Now more than ever would be a great time to learn strategies which will support everyone at Hannah Caldwell.

Bernadette will contact a representative today. We would like to schedule this workshop for our next half day which is on October 21st.

Hannah Caldwell Elementary School

September 24,2020

SCIP MEETING AGENDA

1. Review last year's goals.
2. Review district goals, cultural competency and virtual learning.
3. Develop our school Professional Development Plan based on the above goals.
4. Check for workshops to address these goals.
5. Questions and concerns.



Optional Principal Professional Development Plan Template

District Name	School Name	Date
Township of Union	Hannah Caldwell Elementary	October 12, 2020
Principal Name	Chief School Administrator/Designee Name	Plan Begin/End Dates
Mrs. Kathryn DiGiovanni	Mr. Gregory Tatum	September 2020 – June 2021

1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Rationale/Sources of Evidence
1	To engage and commit our staff to the best teaching practices regarding cultural differences and any sensitivities that are inherent.	Workshops to address concerns of cultural differences will provide staff with best practices in this area.
2	Increase the quality of virtual teaching and learning to maximize student academic growth.	During the 20-21 school year, data will be collected periodically to document student progress in relation to the current established standards.

2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates
1	Administrators will become knowledgeable of how cultural competency effect student learning. In addition to administrator training, groups of key Hannah staff members will continue this learning process and turn-key for school best practices. Where appropriate, SEL strategies will assist staff and therefore, students.	Sept 2020 – June 2021
2	Workshops, PLC meetings and information disseminated at staff meetings will focus on best practices for remote learning. Using SEL strategies to strengthen our high-quality virtual learning so that each student becomes more comfortable in the remote setting. Teachers will collect and review data to assess student progress,.	Sept 2020 – June 2021



3: School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

Topics in School Law, Ethics and Governance; Harassment, Intimidation, and Bullying

4: PDP Progress Summary

PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date

Signatures: _____ *Kathryn DiGiovanni* _____ **Oct 12, 2020**
 Principal Signature CSA/Designee Signature Date

PL Goal No.	Summative PDP Progress Report	Sources of Evidence	Expectations Met (Y) or Not Met (N)	Review Date

Signatures: _____ _____
 Principal Signature CSA/Designee Signature Date

Jefferson School



JEFFERSON SCHOOL

SCIP COMMITTEE

Jefferson School	Tom Filippone
	Barbara Nicholls
	Brittany Schill
	Gayle Sumner
	Fatiima DeCorte
	Jerome Starr



School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Union Public Schools	Jefferson Grade 5	Laura Damato	Sept. 2020 - June 2021

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	To develop the teachers' capacity with regards to engaging the students in learning	Central Office, Building Administration, Building School Improvement Panel (SciP), Content Supervisors, Teachers, Support Staff, Students	As seen by: virtually all students are intellectually engaged in the lesson, lesson activities require high-level student thinking and explanations of their thinking, students take initiative to adapt the lesson (by modifying a learning task to make it more meaningful and relevant to their needs), students having the opportunity for reflection and closure on the lesson to consolidate their understanding, student taking responsibility for tracking their own data

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • Professional Development on differentiated learning relating to incorporating centers and leveled activities to meet all learners • Training relating to using data to drive instruction, specifically appropriately leveling groups (tools to be trained on use of: iReady diagnostic profiles, Standards Mastery, EdConnect, etc.) • Training on formative assessment strategies • Training on use of "Goalbook Pathways" online teacher resource • Student training on available tools for data tracking/ goal attainment (Genesis, Leader in Me Data Binders, etc.) • Student training on facilitating Student-Led Parent Conferences 	<ul style="list-style-type: none"> • Teachers will invite colleagues (e.g., coach, colleague, supervisor) to critique their aligned instructional units. • During Professional Learning Community meetings, teachers will collaborate on effective strategies • Teachers will implement aligned lessons and assessments and continually refine them in their respective PLC's. • Content supervisors will continue to support teachers in the application of learning to practice.



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> • Content supervisors to provide training and follow-up support. • Teacher PD dedicated to training and alignment work. • Time for teachers to participate in trainings reflective of the needs of the students and teachers. • Dedicated time for collaborative teams to reflect on readings and videos and share evidence of impact on student learning. • Ensure teachers' access to videos, webinars, and online communities. • "Leadership Period" for student training on tools • Books: <i>"Students Taking Charge"</i> and <i>"First Days of School"</i> • Continued implementation of our "Leader in Me" program for student empowerment 	<ul style="list-style-type: none"> • Feedback loop to inform training and ongoing refinement (e.g., SCIP meetings, surveys, conversations in teams). • Supervisors should recommend teachers to model lessons. • Principals/evaluators should identify teachers who must view model lessons by colleagues. • Substitute/ coverage availability

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none"> • Teachers will provide feedback as to the effectiveness of the training and if further training is needed to help in the implementation of the plan. • The Professional Learning Communities will have guided collaboration to address lacking areas. 	<ul style="list-style-type: none"> • Teachers will provide feedback as to the effectiveness of the training and if further training is needed to help in the implementation of the plan. • Data tracking (specifically iReady) • The evaluation process (engaging in pre and post observation conferences)

Signature: _____

Principal Signature

Date

District Name	School Name	Date
Township of Union Public Schools	Washington Elementary	10/5/20
Principal Name	Chief School Administrator/Designee Name	Plan Begin/End Dates
Thomas Matthews	Mr. Gregory Tatum	September 2020 to June 2021

1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Rationale/Sources of Evidence
1	To enhance virtual learning strategies, and best practices, for all remote learning (synchronous and asynchronous), especially in regards to our two new curricular programs in science (grades 3 & 4) and social studies (grades 1 - 4).	The district has begun the 2020-21 school year in 100% virtual learning mode. The district has also purchased, and approved, two new curricular programs in science and social studies. The WES SCIP has identified
2	To engage and sensitize our staff to the best teaching practices regarding cultural differences and sensitivities.	Cultural inequalities have recently been at the forefront of our national discourse. These workshops will further this discourse and will provide teachers with best practices in teaching students from different cultures.

2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates
1	Two to three of our five PD sessions (2 hours each) will be dedicated to Cultural Competency	Sept 2020 to June 2021
2	Two to three of our five PD sessions (2 hours each) will be dedicated to improving Virtual Learning.	Sept 2020 to June 2021

3: School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

4: PDP Progress Summary

PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date

Signatures: Thomas Matthews

Principal Signature
Date

CSA/Designee Signature

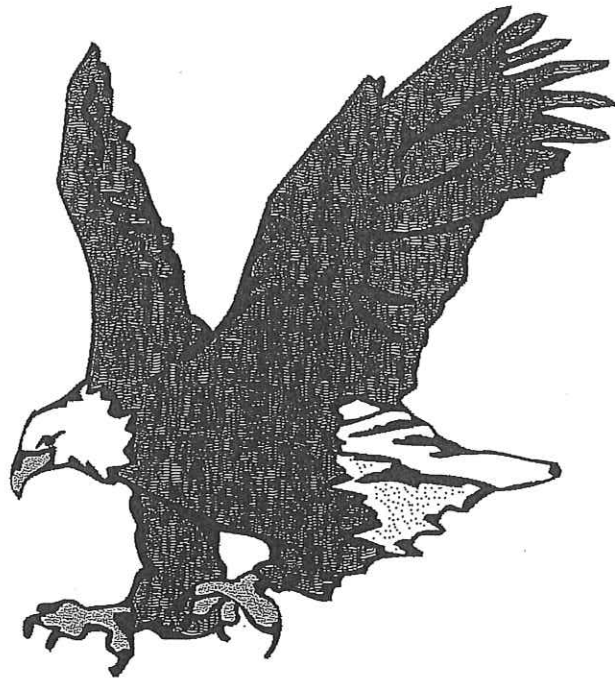
PL Goal No.	Summative PDP Progress Report	Sources of Evidence	Expectations Met (Y) or Not Met (N)	Review Date

Signatures: Thomas Matthews

Principal Signature
Date

CSA/Designee Signature

Livingston
Elementary
School



Livingston School
960 Midland Boulevard
Union, New Jersey 07083

School Improvement Panel
Monday, October 5, 2020

Minutes

1. The Role of the School Improvement Panel
2. Professional Development
3. Teacher Evaluation - Since we are 100% virtual, we can do portfolio process. We would need to agree on a timeframe on the artifacts, no less than 2 weeks or no more than 2 months. Pre conference, domain agreement, post conference. There should not be more than 4-5 pieces of evidence in each of the 3 domains. Ann Margaret will check on whether Ben can pop into a classroom for synchronous lesson online. Ben will send out a survey to see who wants what type of observation. Attached to this survey will be highlighted verbiage from the state guidelines and requirements and also examples of all domains with 1 or 2 artifacts. Due to maternity leave, Hahn and Sabilia would need to be evaluated first. Since there are no confirmations on whether there will be a return to school for November, we still would need to start the evaluation process or we will be behind schedule if and when we do return. Plevyak, Azevedo and Ciccalese needs to be observed too.
4. SGO's - hard to determine right now as things may completely change with students in the classrooms. (Remote vs in person learning and which students will be physically returning to classroom and which students will remain remote.)
5. School Goals - The Team discussed the district Goals and agreed that school goals should be consistent with the district.
 - District goals
 1. Cultural Competence: Training for all district staff
 2. High Quality Virtual Teaching and Learning: Data driven and student outcomes.

6. Other Business / Concerns

Attendance: Ben Kloc
Margaret Conforti
Jolie Doyle
Cara Moore
Maria Sibia
Heather Denner
Elisa Hahn
Lindsay Conneely
Monika Roberts

School Professional Development Plan

District Name	School Name	Principal Name	Plan Begin/End Dates
Twp of Union Schools	Livingston School	Benjamin Kloc	Sept 2020 - June 2021

1: Professional Learning Goals - These goals are based from the results of a climate survey taken by LES staff, parents and students. A needs assessment was developed by the SciP committee. The goals were also developed and reviewed during the SciP meetings. Standards listed below are derived from the New Jersey Professional Standards for Teachers (N.J.A.C. 6A: 9C-3.3)

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	To enhance virtual learning strategies, and best practices, for all remote learning (synchronous and asynchronous), especially in regards to our two new curricular programs in science (grades 3 & 4) and social studies (grades 1 - 4).	All	The district has begun the 2020-21 school year in 100% virtual learning mode. The district has also purchased, and approved, two new curricular programs in science and social studies. The Livingston School SciP has identified
2	Demonstrate an understanding of cultural diversity and utilize strategies and resources to instill cultural competence as a life-long learning process. Cultural competence goes beyond awareness about various cultures. It is important to develop cultural self-awareness, knowledge, and skills across the curriculum that fosters continuous cultural competence development.	All	Cultural inequalities have recently been at the forefront of our national discourse. These workshops will further provide teachers with an understanding of cultural diversity and provide strategies and resources to instill cultural competence as a life-long learning process.

1	<ul style="list-style-type: none"> Administration or an out sourced resource will provide training for all teachers in the new districtwide online platforms 	<ul style="list-style-type: none"> All teachers will participate in professional development sessions with ongoing training during PLCs and meetings.
2	<ul style="list-style-type: none"> Administration will provide training to all teachers. Training will be provided on cultural competence 	<ul style="list-style-type: none"> All teachers will participate in professional development sessions with ongoing training during PLCs and staff meetings.

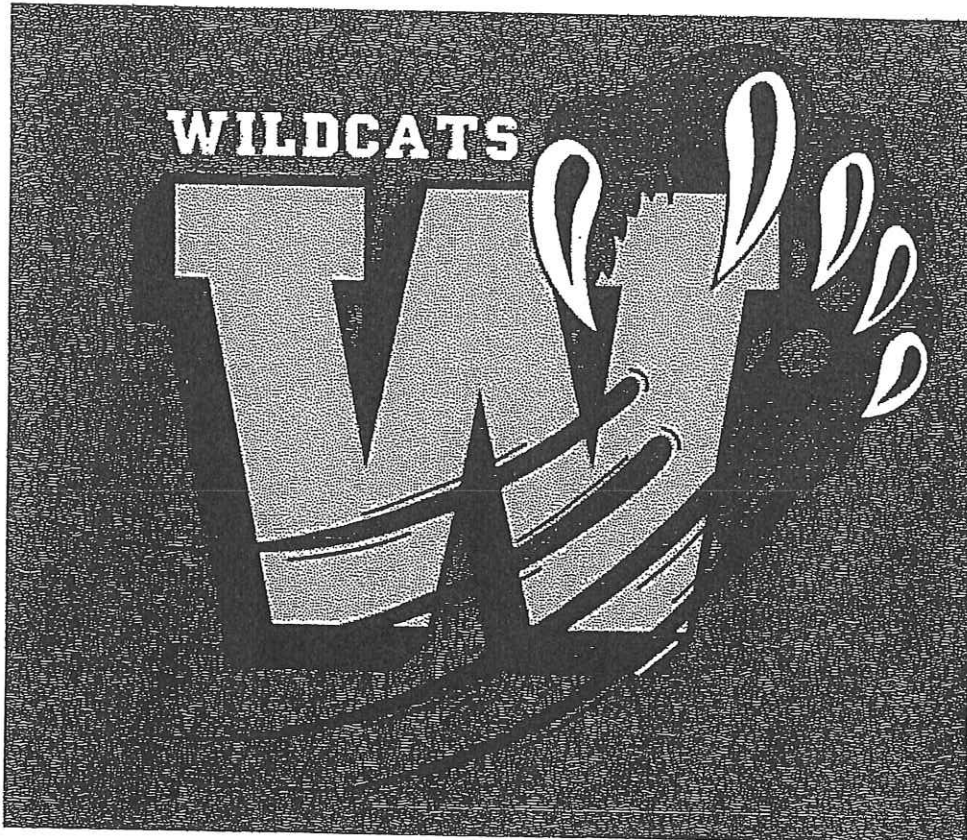
3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1 and 2	<ul style="list-style-type: none"> Out-sourced resources and administration will provide training and follow-up support All teachers will receive professional development in the above named areas throughout the school year. Teachers will collaborate to share successes and adjust less successful strategies during PLCs and staff meetings. 	<ul style="list-style-type: none"> Grade level and vertical meetings will be held during the PLCs meetings to provide updates. Feedback will be provided to assess success of training and if there is a need for ongoing training. Administration, supervisors and support during PLCs will be used to assess the progress of the new initiatives. Teachers will be identified to model their successful strategies.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Washington Elementary School



Washington Elementary

ScIP Meeting 10/5/20

October 5, 2020 / 12:20 PM / Virtual (ZOOM)

ATTENDEES (Sign-In)

Tom Matthews, Principal	<u>Tom Matthews</u>
Laurie Roof, Vice Principal	<u>Laurie Roof</u>
Kim Marano, School Counselor	<u>Kim Marano</u>
Cindy Attanasi, Kindergarten Teacher	<u>Cindy Attanasi</u>
Lisa Mason, Grade 3 Teacher	<u>Lisa Mason</u>
Christina Nufrio, Spec. Ed. Teacher (2)	<u>ABSENT</u>
Sharon VanDerlyn, Grade 3 Teacher	<u>Sharon VanDerlyn</u>
Tiffany Rand, Grade 4 Teacher	<u>---Tiffany Rand-----</u>

AGENDA

- District Goal Review
- PD Topics For 2020-20201
- 5 PD Workshops (dates and topics)
- Observations/Evaluations

New Business

- Share the proposed WES PDP with central office for approval
- PD for this year
 - 9/7/20 - Intro to new science and social studies programs
 - 10/21/20 - Virtual Learning for new Social Studies program
 - 12/9/20 - Virtual Learning for new Science program
 - 1/6/21 - Virtual Learning in a Hybrid Model
 - 2/10/21 - Cultural Competency/Sensitivity Training
 - 3/10/21 - Cultural Competency/Sensitivity Training



Optional Principal Professional Development Plan Template Washington Elementary School

District Name	School Name	Date
Township of Union Public Schools	Washington Elementary	10/5/20
Principal Name	Chief School Administrator/Designee Name	Plan Begin/End Dates
Thomas Matthews	Mr. Gregory Tatum	September 2020 to June 2021

1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Rationale/Sources of Evidence
1	To enhance virtual learning strategies, and best practices, for all remote learning (synchronous and asynchronous), especially in regards to our two new curricular programs in science (grades 3 & 4) and social studies (grades 1 - 4).	The district has begun the 2020-21 school year in 100% virtual learning mode. The district has also purchased, and approved, two new curricular programs in science and social studies. The WES SCIP has identified
2	To engage and sensitize our staff to the best teaching practices regarding cultural differences and sensitivities.	Cultural inequalities have recently been at the forefront of our national discourse. These workshops will further this discourse and will provide teachers with best practices in teaching students from different cultures.

2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates
1	Two to three of our five PD sessions (2 hours each) will be dedicated to Cultural Competency	Sept 2020 to June 2021
2	Two to three of our five PD sessions (2 hours each) will be dedicated to improving Virtual Learning.	Sept 2020 to June 2021



3: School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

Topics in School Law, Ethics and Governance; Harassment, Intimidation, and Bullying

4: PDP Progress Summary

PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date

Signatures: _____ Thomas Matthews _____ CSA/Designee Signature _____ Date _____
 Principal Signature

PL Goal No.	Summative PDP Progress Report	Sources of Evidence	Expectations Met (Y) or Not Met (N)	Review Date

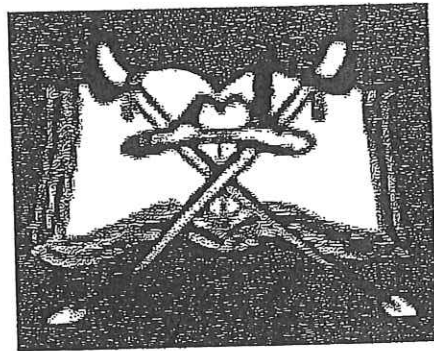


Signatures: _____
Thomas Matthews
Principal Signature

CSA/Designee Signature

Date

Burnet Middle School



BURNET MIDDLE SCHOOL

SCIP COMMITTEE

Burnet Middle School	David Shaw
	Allison Sheahan
	Jen Reiser
	Thomas Scarano
	Andrea Korb
	Sharon Drayton
	Catarina Matias
	Natasha Rodriguez

District	School Name	Principal Name	Plan Begin/	Dates
Twp of Union Schools	Burnet Middle School	David Shaw	July 1, 2020 - June 30, 2021	

1: Professional Learning Goals - These goals are based on a needs assessment and in consultation with the Burnet Middle School ScIP team. The goals were also developed and reviewed during the ScIP meetings. Standards listed below are derived from the New Jersey Professional Standards for Teachers (N.J.A.C. 6A: 9C-3.3)

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Develop a culture of learning and implementation of effective PLCs with fidelity. By focusing on learning, instruction and reflection on effective practices, teams will engage in collaboration resulting in increased student learning.	All	<ul style="list-style-type: none"> ● Effective professional learning communities (PLC's) engage teachers in a cycle of continuous improvement and a collective commitment to each other and the students they serve. Creating a culture that promotes the ongoing improvement of learning and teaching for students and staff. ● Source of Evidence: Communication artifacts to include: PLC meeting agendas, guidance and resource related documents and PD opportunities.
2	Integrate positive behavioral supports (PBSIS), restorative practices, social and emotional competencies, and promote culturally responsive teaching into our school wide practices and procedures.	All	<p>Examine the culture via focus groups to identify building wide deficiencies in the areas of student supports, discipline practices, and culturally responsive teaching practices and procedures.</p> <p>Source of Evidence: focus group data collection, reflection, discussion and recommendation for action plan.</p>

<p>and instructional techniques used to synchronous and asynchronous virtual learning.</p>	<p>the goal of increasing student engagement and achievement in the virtual landscape</p>
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Engage in essential conversations and reflection for ongoing improvement during PLC time. Facilitate opportunities to foster a change of mindset from isolation to a collaborative process which leads towards continuous improvement. Create opportunities for shared leadership which fosters collective commitments.</p>	<p>All teachers will participate in professional development sessions with ongoing training during PLCs and staff meetings.</p>
2	<p>Continued discussions about our current reality and current practices. Professional development in the areas of restorative practices, culturally responsive teaching, and positive behavior and supports. Examine, reflect, interpret and support constructive change where needed.</p>	<p>All teachers will participate in professional development sessions with ongoing training during PLCs and staff meetings.</p>
3	<p>Participate in district sponsored training and professional development opportunities on synchronous and asynchronous learning. Participate in peer-led discussions and reflection on effective practices in department PLC meetings. Read and self-reflect on publications on effective synchronous and asynchronous learning.</p>	<p>All teachers will participate in professional development sessions with ongoing training during PLCs and staff meetings.</p>

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations

<p>need for ongoing training. Administration, supervisors and support during PLCs will be used to assess the progress of the new initiatives. Teachers will be identified to model their successful strategies.</p>	<p>ed areas throughout the school year. Teachers will collaborate during PLCs and staff meetings in order to Plan, Do, Review and Act.</p>
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4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature: _____ Date _____
Principal Signature

Kawameeh Middle School



KAWAMEEH MIDDLE SCHOOL

School Improvement Panel

September 24, 2020

- Review of SCIP Team Role
- Assessment of current reality
- Develop PDP for KMS 20-21 School Year
- Additional areas of concern/focus needed for future trainings
- Open forum

Timestamp	Name	Position
2020-09-24	Diana Fasano	Teacher
2020-09-24	Jason Malanda	Principal
2020-09-24	Danielle Stabler	Teacher
2020-09-24	Andrea Steensen	School counselor
2020-09-24	Yvonne Lorenzo	Vice Principal
2020-09-24	Cathy Jakositz	Teacher
2020-09-24	Katherine Ferrise	Teacher



Kawameeh Middle School School Professional Development Plan

District Name	School Name	Principal Name	Plan Begin/End Dates
Twp of Union Schools	Kawameeh Middle School	Jason Malanda	Sept 2020 - June 2021

1: Professional Learning Goals - These goals are based from the results of a climate survey taken by KMS staff, parents and students. A needs assessment was developed by the ScIP committee. The goals were also developed and reviewed during the ScIP meetings. Standards listed below are derived from the New Jersey Professional Standards for Teachers (N.J.A.C. 6A: 9C-3.3)

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Enable teachers to modify instructional practices through effective PLC's to meet the individual needs of their students while developing a proficiency and an application of best practices and instructional techniques related to synchronous and asynchronous virtual learning.	All	<ul style="list-style-type: none"> • Continue to develop and improve our PLC process to become more effective at determining appropriate learning goals, having a clearer understanding of instructional standards and developing effective means of assessment. • Improving how teachers utilize data to better meet the needs of their students and adapt their planning accordingly. • Developing clear goals for instructional practice and student achievement aligned with identified SMART Goals within each unit plan • Developing a clear strategy to address all students' needs during the school year based on student performance on benchmark assessments, NJSLA, i-Ready and individual classroom assessments. • With the shift to remote/virtual learning it is imperative to understand, develop and implement best practices for digital learning and supports for staff. Source of Evidence: teacher lesson plans, classroom instruction, and student assessments with the goal of increasing student engagement and achievement in the virtual landscape.
2	Educate staff members on the implementation of a building wide PBSIS system of supports to develop building wide supports and recognition for our students.	All	<ul style="list-style-type: none"> • Attend PBSIS Training Cohorts with Rutgers Staff to gain knowledge of program essentials. • Gather and track relevant data throughout the year to assist in developing building norms and identifying areas of concern. • Use data to identify at risk students in order to provide support in a timely manner. • Turnkey cohort information to staff through building based professional development. • Plan for building implementation of Tier 1 supports in September 2020 as per cohort instructions.



<p>3 Integrate positive behavioral supports (PBSIS), restorative practices, social and emotional competencies, and promote culturally responsive teaching into our school wide practices and procedures.</p>	<p>All</p>	<ul style="list-style-type: none"> • Examine the culture via focus groups to identify building wide deficiencies in the areas of student supports, discipline practices, and culturally responsive teaching practices and procedures. • Foster essential skills needed to promote mindfulness in all situations • Utilize available data to determine areas in need of improvement regarding student behavior. • Develop a building wide recognition system to promote positive behaviors and recognize outstanding achievements and improvements.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • Administration or an out-sourced resource will provide training for all teachers in how to properly identify and utilize data sources. 	<ul style="list-style-type: none"> • All teachers will participate in professional development sessions with ongoing training during PLCs and staff meetings.
2	<ul style="list-style-type: none"> • Administration or an out-sourced resource will provide training for all teachers in implementation and development of a building wide PBSIS program. 	<ul style="list-style-type: none"> • All teachers will participate in professional development sessions with ongoing training during PLCs and staff meetings.
3	<ul style="list-style-type: none"> • Administration or an out-sourced resource will provide training to all teachers. • Training will be provided on relative means of supporting Social Emotional Learning and Mindfulness 	<ul style="list-style-type: none"> • All teachers will participate in professional development sessions with ongoing training during PLCs and staff meetings.



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1, 2 and 3	<ul style="list-style-type: none"> Out-sourced resources and administration will provide training and follow-up support All teachers will receive professional development in the above named areas throughout the school year. Teachers will collaborate to share successes and adjust less successful strategies during PLCs and staff meetings. 	<ul style="list-style-type: none"> Grade level and vertical meetings will be held during the PLCs meetings to provide updates. Feedback will be provided to assess success of training and if there is a need for ongoing training. Administration, supervisors and support during PLCs will be used to assess the progress of the new initiatives. Teachers will be identified to model their successful strategies.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature: _____ Date _____
 Principal Signature _____

Union High School



UNION HIGH SCHOOL

SCIP COMMITTEE

Union High School	Mark Hoyt
	Dino Debellonia
	Annie Colello
	Raffael Rios
	Dana Bobertz
	Kim Osty
	Patricia Bridges
	Suzanne Whitley



Optional Principal Professional Development Plan Template

District Name	School Name	Date
Township of Union	Union High School	
Principal Name	Chief School Administrator/Designee Name	Plan Begin/End Dates
Mark Hoyt	Greg Tatum	

1: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Rationale/Sources of Evidence
	Family Outreach	Students perform better when all stakeholders are involved in the educational process
	Cultural Equity & Responsiveness	Survey/Committee
	Social & Emotional Learning	Students perform better when all stakeholders are involved in the educational process

2: Professional Learning Activities

PL Goal No.	Professional Learning Activities	Begin/End Dates
	<p>Family Outreach: How do we engage families so that we are sure that 1) we reflect the aspirations they have for their children, and 2) we support them to support the kids. So often, our outreach is about inquiring, asking, even cajoling parents to back up schools priorities. It's too often a version of "Enough about us ;school! Lets talk about you (families). What do you think about us?" We can do better with authentically engaging our families to be there for the kids whom we share. (Family Outreach/SEL/Cultural Equity & Responsiveness)</p> <p>Safe Space Training: Supporting the LGBTQ+ Community: Presenters will train staff members to be allies for students that identify as part of the LGBTQ+ community. The presentation will include a better understanding of the community and language used and activities to challenge misconceptions. A Safe Space is a welcoming,</p>	10/21/20



	<p>supportive and safe environment for LGBTQ+ members and all students. A Safe Space sticker can be provided to publicize you and your classroom as a place where any student can go to talk to a validating and helpful adult. (SEL/Cultural Equity & Responsiveness)</p>	
	<p>Supporting our Students: Understanding microaggressions and supporting difficult dialogues across power and privilege in the classroom setting</p> <p>In light of conversations about structural racism becoming more and more commonplace, it is important for us as educators and counselors supporting a diverse student body to increase our own capability to maintain a welcoming, antiracist classroom. This presentation will help us continue to increase awareness of our own biases, practice recognizing our own discomfort and maintain humility, understand microaggressions, and improve our skills in modelling and supporting difficult dialogues addressing microaggressions in the school setting. (SEL/Cultural Equity & Responsiveness)</p>	12/9/20
	<p>Supporting our Students: Understanding microaggressions and supporting difficult dialogues across power and privilege in the classroom setting</p> <p>In light of conversations about structural racism becoming more and more commonplace, it is important for us as educators and counselors supporting a diverse student body to increase our own capability to maintain a welcoming, antiracist classroom. This presentation will help us continue to increase awareness of our own biases, practice recognizing our own discomfort and maintain humility, understand microaggressions, and improve our skills in modelling and supporting difficult dialogues addressing microaggressions in the school setting. (SEL/Cultural Equity & Responsiveness)</p>	1/6/21



3: School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

Topics in School Law, Ethics and Governance; Harassment, Intimidation, and Bullying

4: PDP Progress Summary

PL Goal No.	Mid-year PDP Progress Report	Sources of Evidence	Review Date

Signatures: _____ Date _____
 _____ Date _____
 Principal Signature CSA/Designee Signature

PL Goal No.	Summative PDP Progress Report	Sources of Evidence	Expectations Met (Y) or Not Met (N)	Review Date

Signatures: _____ Date _____
 _____ Date _____
 Principal Signature CSA/Designee Signature