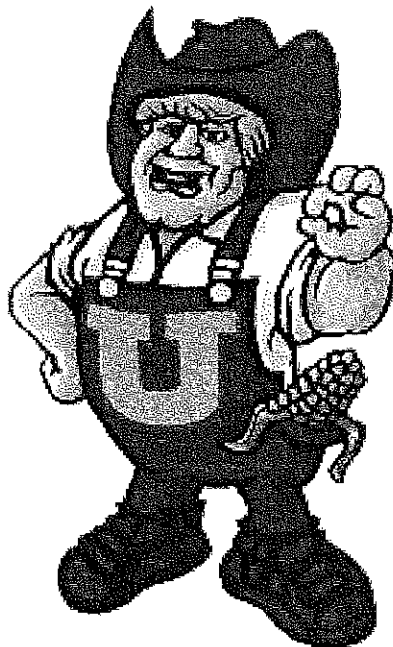


**Township of Union
Public Schools
Union, NJ 07083**



**District Professional
Development Plan
2016-2017**

Partial Copy of Plan

A full copy is located in Superintendent's Office

**Township of Union Schools
Central Office Administrators**

Mr. Gregory Tatum - Superintendent
Mrs. Annie Moses - Assistant Superintendent
Mr. Gerry Benaquista - Assistant Superintendent

**Township of Union
Board of Education Members**

Ron McDowell – President
Nancy Zuena – Vice President
David Arminio
Guy Francis
Nancy Minneci
Jeff Monge
Vito Nufrio
Nellis Regis-Darby
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: Mr. Gregory Tatum Date submitted: April 28, 2017
 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	418	55
Burnet MS	060	6-8	992	102
Connecticut Farms ES	090	PK-4	408	47
Franklin ES	100	PK-4	454	15
Hannah Caldwell ES	083	PK-4	534	57
Jefferson School	085	5	535	57
Kawameeh MS	070	6-8	684	70
Livingston ES	130	PK-4	426	38
Union High School	050	9-12	2223	208
Washington ES	140	PK-4	618	54

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

Chair Name (please print)	Signature	Position	Term Expires	Email
<i>Gina Calderone</i>	<i>G Calderone</i>	<i>VP</i>		<i>G.Calderone@twpunionschools.org</i>
Name (please print)	Signature	Position	Term Expires	Email
Name (please print)	Signature	Position	Term Expires	Email

Battle Hill Elementary School





Optional School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Union Township	Battle Hill School	Mr. Mark C. Hoyt	September 2017-June 2018

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Build capacity of all educators to identify and teach to the developmental abilities of students which may include learning differentiation, social and emotional needs or visual and perceptual differences	All	Feedback from discussion in ScIP Meetings
2			Analysis of information from Nurse, administrator, and counselor visits and logs
3			Multiple students over the years have exhibited phobia, anxiety and other behaviors that have impacted their education

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Scip Meetings and outcomes from discussion	Review of data reports from classroom, nurse, guidance counselor and principal
	Identification and developmental stages in relationship to social and emotional groups and academics	Common planning and PLC Meetings feedback discussions
2	Outcome from crisis with students	Development of strategies to meet their needs



3	

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Workshops on identification and strategies	Appropriate resources from licensed practitioners
2	Special Services Department	Availability of supervisors and related service personnel
3	Articles and research materials Use of websites such as Go-Noodle and Brain Break	Availability of resources that are age appropriate and how the resources will help staff identify and meet students' needs. Teacher Buy-in to using

4: Progress Summary

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

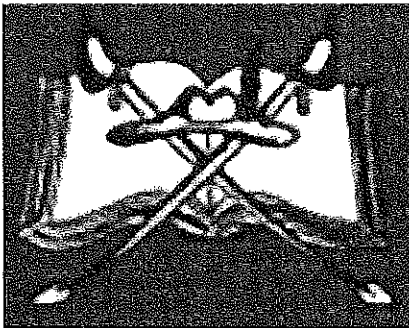
Signature: _____

Mark C. King Jr.
Principal Signature

4.28.17

Date

Burnet Middle School





Optional School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Union	Burnet Middle School	Raymond Salvatore	Sept 2017 – June 2018

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Continue to develop an understanding of Google Docs, Chromebooks and their use in the classroom.	All teaching staff and students	During our initial introduction to Google Docs, we found our staff and students currently have different levels of technological knowledge. It is important that they are comfortable and knowledgeable of the resources Google Docs and the Chromebooks avail them and their students.
2	Re-establish the PLC culture and activities for the current PLCs.	Teaching staff and administration	Our staff has participated in PLCs over the past seven-eight years. It is important to reestablish the culture and function of the PLC. Staff and administration were chosen to attend a conference in Atlanta, GA, June 2017. Information will be utilized to revitalize the current PLC and offer PD opportunities within the professional community.
3	Continue to develop a leadership program for our students.	Staff and administration	The Lead/Leader in Me program was introduced to the staff during the school year 2016-17. We are not currently eligible for grants but desire to utilize our students' prior learning of the leader in Me program.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • Administration, trained staff or an out sourced resource will provide training for all teachers in Google Docs and Chrome books • All teachers will participate in a two hour professional development session with ongoing training during PLCs and staff meetings 	<ul style="list-style-type: none"> • Clusters and PLCs will implement new lesson plans for district wide initiative • Develop a school culture that fosters continuous improvement through PLC, which promotes student achievement



	<ul style="list-style-type: none"> • Administration, trained staff or an out sourced resource will provide training and support • All teachers will participate in a two hour professional development session with ongoing training during PLCs and staff meetings 	<ul style="list-style-type: none"> • Clusters and PLCs will implement new strategies while conducting PLCs • Utilize professional development gained during PLCs to drive lessons and evaluate students.
2	<ul style="list-style-type: none"> • Administration, trained staff or an out sourced resource will provide training for all teachers • All teachers will participate in a two hour professional development session with ongoing training during PLCs and staff meetings 	<ul style="list-style-type: none"> • Clusters and PLCs will assess strategies that are currently working and adjust and create strategies based on the current student needs. • Utilize 7 habits in their teaching and the culture of the classroom • Continue to assist educators in recognizing and respecting students' strengths, talents, abilities, and perspectives. • Feedback will be provided to assess success of training and the need for ongoing training.
3		

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 have time to participate for one hour during three of the scheduled professional development days. • Teachers will collaborate to share successes and adjust less successful strategies during PLCs and staff meetings. • Teachers will have videos and webinars as additional resources. 	<ul style="list-style-type: none"> • Cluster and vertical meetings will be held during the PLC 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 leadership strategies. • Teachers will be identified to model their successful strategies.

4: Progress Summary



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

Signature:

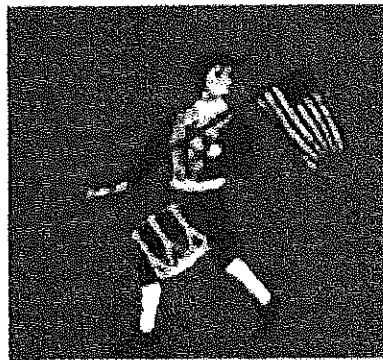
Raymond J. Holbert

Principal Signature

4/28/17

Date

Connecticut
Farms
Elementary
School





Optional School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Union	Connecticut Farms School	Mrs. Michelle C. Osborne-Warren	September 2017-June 2018

1: Professional Learning Goals

No	Goal	Identified Group	Rationale/Sources of Evidence
1	Writing Workshop	K-4 th	The basis for this goal was taken from the survey that teachers completed. Of the 26 staff members who completed the survey, 40% stated that writing would be beneficial to their effective instructional practices.
2			
3			

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Defining what Writing Workshop is and implementation. Educational Schedules.	PD with a consult which will help staff to become familiar with the structure. By the development of the schedule, teachers can plan to include writing workshop a minimum of 3 times a week.
2		
3		



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Use of resources to make writing workshop effective.	Purchase of resources such as books and videos to help the training.
2		
3		

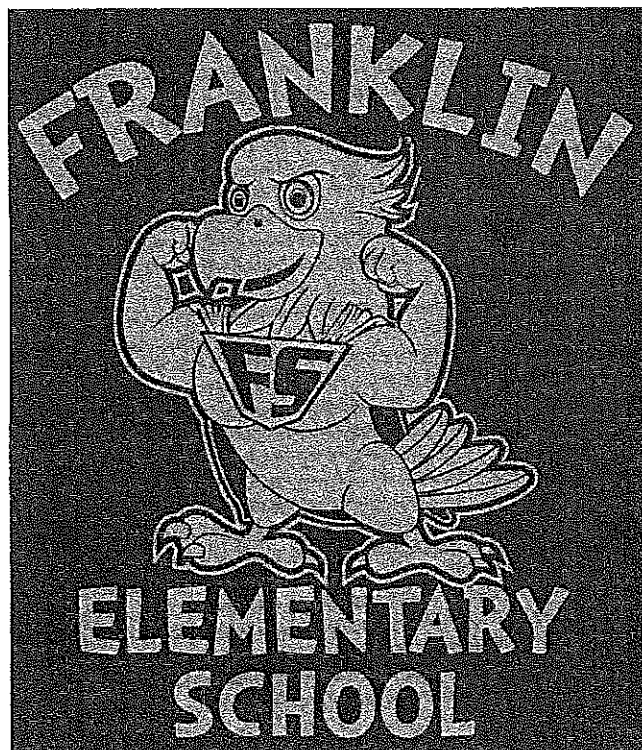
4: Progress Summary

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

Signature: Michelle C. Osborne-Warren

April 27, 2017

Franklin Elementary School





School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
UNION TOWNSHIP	FRANKLIN ELEMENTARY SCHOOL	LATEE WALTON MCCLEOD	SEPTEMBER 2017-JUNE 2018

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	BUILD CAPACITY OF ALL EDUCATORS TO INCREASE STUDENT ACHIEVEMENT	ALL	<ul style="list-style-type: none"> • TO INCREASE THE NUMBER OF STUDENTS ACHIEVING HONOR ROLL IN GRADES 2-4 • MEETING SGO TARGETS • PREPARING STUDENTS TO ACHIEVE ON ASSESSMENTS AND PARCC • REORGANIZE THE BEFORE SCHOOL AND AFTER SCHOOL PROGRAMS TO MAXIMIZE THE NUMBER OF STUDENT PARTICIPANTS

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	PROFESSIONAL DEVELOPMENT: LEADER IN ME EXPLORING THE SEVEN HABITS AND DEVELOPING THE LEADERSHIP SKILLS IN ALL STUDENTS AND STAFF	<ul style="list-style-type: none"> • DAILY LESSONS USING LEADER IN ME CURRICULUM IN ADDITION TO MONTHLY COOPERATIVE PLANNING MEETINGS AND VARIOUS TRAININGS FOR STAFF AND STUDENTS. • COMPILE A LIST OF SITES THAT ARE RESOURCEFUL IN THE CLASSROOM • ONSITE AND VERTICAL TRAINING FOR STAFF USING GOOLE CLASSROOM AND GOODGE DOCS
	KEEPING STUDENTS FOCUSED AND ENGAGED DURING WRITING INSTRUCTION	DISCUSSION DURING PLC MEETINGS
	FAMILIARIZING TEACHERS WITH THE PARCC ASSESSMENTS AND STRATEGIES FOR STUDENT ACHEIVEMENT	UTALIZE I-READY PROGRAM AND PRACTICE PARCC PROGRAM ON THE COMPUTER



	HOW TO KEEP STUDENTS POSITIVE AND MOTIVATED	PUTTING PRACTICES INTO IMPLEMENTATION-IMPLEMENTATION OF THE LEADER IN ME (GRANT FUNDED)
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	PROFESSIONAL DEVELOPMENT WORKSHOPS	<ul style="list-style-type: none"> EVIDENCE TO SUPPORT ACHIEVEMENT IN OBSERVATIONS AND WALKTHROUGHS EVIDENCE OF STUDENT ACHIEVEMENT DISPLAYED ON HONOR ROLL BOARD LEADER IN ME

4: Progress Summary

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

Signature: _____ Date _____
 Principal Signature

Hannah
Caldwell
Elementary
School





School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Union	Hannah Caldwell Elementary School	Mrs. Kathryn DiGiovanni	July 1, 2017-June 30, 2018

1: Professional Learning Goals

No	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase students' reading skills across all grade and subject areas.	All	<ul style="list-style-type: none"> Reading levels will be established. During the 2017-18 school year, data will be collected periodically to document student progress with relation to the established standards.
2	Increase students' writing skills across all grade and subject areas.	All	<ul style="list-style-type: none"> Pre-post writing samples will be used as evidence of the students' progress during the course of the 2017-18 school year

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Professional development workshops will focus on reading comprehension skills for teachers. The strategies will then be used in the classroom to improve student achievement. Teachers will develop and incorporate reinforcement activities to monitor student achievement.	Teachers will participate in grade-level PLC meetings and will share information at faculty meetings and in-house PD workshops.
2	Students will establish and maintain writing journals and be presented with frequent writing assignments across the curriculum. Students will be taught the skills to become more positive, confident and motivated writers.	Monthly report to document student success. The principal/vice principal will also conduct informal visitations to the classrooms to support teachers in the application of improved reading practices. Teachers will expose their students to various forms of writing and confer with all students on an individualized basis in order to help students improve their writing skills. Student incentives for positive results.



2 cont	Appropriate writing rubrics will be developed, explained and utilized by teachers and students.	During weekly PLC meetings, teachers will reflect on the appropriateness of the established rubrics. Teachers will ensure that all students have multiple opportunities to express their thoughts and ideas in written form.
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Professional development workshops will focus on improving reading achievement with particular emphasis on reviewing reading assignments.	<ul style="list-style-type: none"> Teachers will collect and review data to assess student progress.
2	Workshops will focus on improving student achievement with particular emphasis developing the students' written language skills.	<ul style="list-style-type: none"> Compile a list of sites that can be used as a resource in the classroom and at home.

4: Progress Summary

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

Kathryn Di Iorio

April 24, 2017

Signature:

Principal Signature

Date

Jefferson School





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. 2017 - June 2018

1: Professional Learning Goals

No	Goal	Identified Group	Rationale/Sources of Evidence
1	Build capacity of all teachers in aligning their lesson plans and Assessments with the Common Core State Standards (CCSS).	All	<ul style="list-style-type: none"> • Improving alignment of instruction to standards is a priority goal in both the district and school improvement plans. • Review of a sample of lesson plans by principal along with lesson plans revealed that teachers need skill building in aligning lessons to standards.
2	Support teachers in creating and implementing high-quality reading and writing assignments and assessments that match the Common Core State Standards.	All	<ul style="list-style-type: none"> • Reading and writing are an integral part of the academic program. • This goal aligns with the district's priority of preparing all students for the rigor of Career and college readiness. • Through an analysis of data, it indicates that students are entering the 5th grade unprepared.
3	Build capacity of 5 th -grade teachers to increase student engagement in learning.	5 th Grade Teachers	<ul style="list-style-type: none"> • An analysis of SY16-17 aggregate teacher observation data indicated that teachers need professional learning in this area. • Content supervisors conducted classroom walk-throughs and participated periodically in school-based collaborative teams. Evidence collected by supervisors confirmed a need for professional learning in this area.



2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Content supervisors will provide training for all teachers in unpacking and aligning content standards. All teachers will unpack the CCSS and NJCCCS with assistance of content supervisors. All teachers will align instructional units to the CCSS and NJCCCS. 	<ul style="list-style-type: none"> Teachers will invite colleagues (e.g., coach, colleague, supervisor) to critique their aligned instructional units. During Professional Learning meetings, teachers will create common assessments that align with CCSS. 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.
2	<ul style="list-style-type: none"> Teachers will be trained in creating a common, standards-aligned high-quality assessment in each department to be used with reading and writing. Teachers will participate in a series of presentations and activities to increase awareness and understanding of assessment literacy. Teachers will be trained in using formative assessments to track students' progress toward attainment of SGOs. 	<ul style="list-style-type: none"> Teams will reflect on the quality of other pre-existing assessments and revise as necessary to align with the quality of the common assessment. Content supervisors will provide follow-up support as needed for individual teachers and teams. Teachers will analyze students' expected vs actual performance on reading and writing assessments in order to establish areas needing improvement.
3	<p><i>5th grade teachers will:</i></p> <ul style="list-style-type: none"> Participate in a district-sponsored training session on student engagement. Study the domain/element(s) in the evaluation practice instrument relevant to the professional learning goals. Participate in a peer-led workshop(s) on developing CCSS aligned classroom assignments that promote student engagement. Read and self-reflect on one or more recommended publications on effective student engagement. 	<p><i>5th grade teachers will:</i></p> <ul style="list-style-type: none"> View and discuss with colleagues videos of model lessons. Visit colleagues' classes to observe model lessons that promote high student engagement in learning. Implement new strategies and collect evidence (e.g., student work products; observed student engagement) of impact. <p><i>These optional opportunities will be available to teachers:</i></p> <ul style="list-style-type: none"> Share reflections on the publication(s) teachers are reading. Participate in recommended webinars. Implement successful practices shared via teams and online communities.




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 days dedicated to training and alignment work. • Dedicated time for collaborative teams to refine aligned lessons and assessments. 	<ul style="list-style-type: none"> • Feedback loop to inform training and ongoing refinement (e.g., surveys, conversations in teams).
2	<ul style="list-style-type: none"> • Qualified trainer to provide SGO trainings. • Time for teachers to participate in trainings reflective of the needs of the students and teachers. • Funding for stipends to attend training. 	<ul style="list-style-type: none"> • Availability of content supervisors to support teachers. • Principals advise teachers on needed revisions to Reading and Writing Assessments. • Possible intensive interventions for struggling teachers.
3	<ul style="list-style-type: none"> • Funding for substitutes while teachers attend workshops. • 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. 	<ul style="list-style-type: none"> • Supervisors should recommend teachers to model lessons. • Principals/evaluators should identify teachers who must view model lessons by colleagues. • Make plan for tracking student progress to assess impact of new teaching strategies.



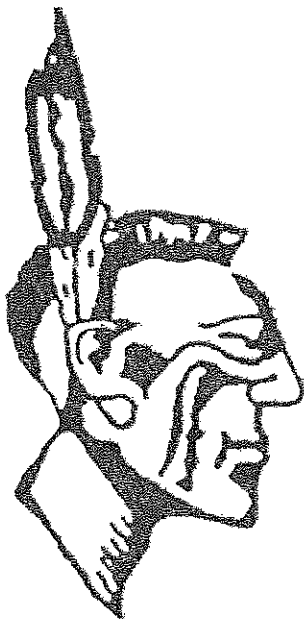
4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Teachers will participate in a Common Core workshop as well as PD for the implementation of I-Ready.	<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.
2	The Professional Learning Communities will have guided collaboration to address lacking areas.	We will track incoming data for growth including exit rates from our Academic Achievement Program.
3	Teachers will receive training early in September for our Positive Behavior Supports in Schools program. This includes strategies for establishing a rapport and building empathy. They will also continue to develop our Leader in Me program.	Analyze data relating to office referrals for unprepared and unmotivated students. We should see a decrease in these areas.

Signature:  Date: 4/25/17

Principal Signature

Kawameeh Middle School





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 2017 - June 2018

I: 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 SeIP committee. The goals were also developed and reviewed during the SeIP 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 based on relevant and recent data.	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 our Mission and Vision • Developing a clear strategy to address all students' needs during the school year based on student performance on benchmark assessments, PARCC, and individual classroom assessments.
2	Educate staff members on the process of using Common Formative Assessment and Response To Intervention to target students in need at early points of intervention to improve overall student progress.	All	<ul style="list-style-type: none"> • Develop methods of assessment that provide immediate, useful information on student learning. • Use data to identify at risk students in order to provide support in a timely manner • Develop practices to enrich the curriculum for students who are already excelling. • Develop a building wide schedule that allows interventions to take place in a timely manner during the school day.



<p>3 Educate staff members on effective classroom use of technology platforms including Chromebook Applications, Google Classroom Suite and other relevant sources.</p>	All	<ul style="list-style-type: none"> • Implement Google Classroom applications into the daily routines of all teachers and students in order to maximize use of technology and 21st century learning skills. • Develop essential skills needed to effectively manipulate the Chromebook to maximize its educational use. • Use Google platform as a means of gathering data for the purpose of improving instruction.
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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 LEAD 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 will provide training to all teachers. • Training will be provided on I-Ready software to aid teachers in identifying reading deficiencies. 	<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

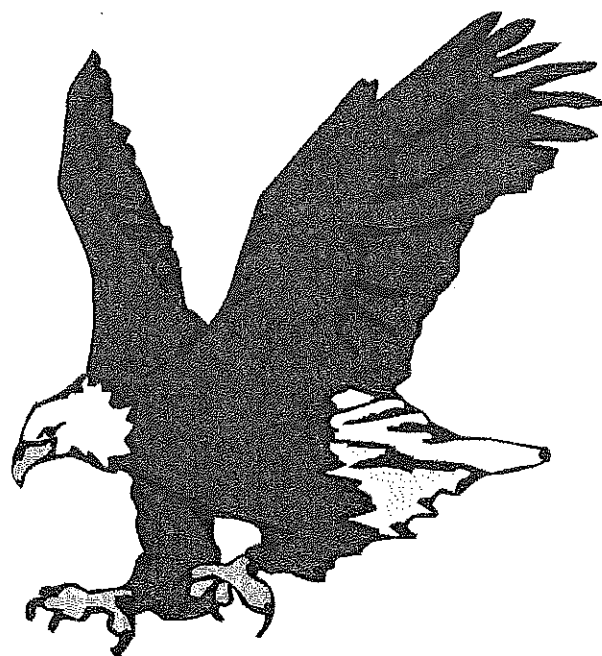
PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature: _____

Principal Signature

4/27/17
Date

Livingston Elementary School





School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Union	Livingston Elementary School	Benjamin Klac	July 1, 2017-June 30, 2018

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<i>Build capacity of all teachers to increase their students' academic achievement.</i>	All	<ul style="list-style-type: none"> There will be an increase the number of students who score within the proficient level on the PARCC test.
2	<i>Increase students' writing skills across all grades/subject areas.</i>	All	<ul style="list-style-type: none"> Pre-post writing samples will be used as evidence of the students' progress during the course of the 2017-18 school year.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Professional development workshops will focus on strategies/practices for improving student achievement.</p> <p>The language arts and math supervisors will provide training in aligning classroom instruction to the NJLSL.</p> <p>Teachers will become familiar with the PARCC assessments as well as research-based strategies for improving student achievement.</p>	<p>Teachers will work collaboratively in creating common assessments aligned with NJLSL.</p> <p>The principal and supervisors will conduct formal and informal visitations to the classrooms to support teachers in the application of newly acquired instructional practices.</p> <p>Discussions/sharing of instructional practices will take place during weekly PLC meetings.</p> <p>Utilization of the I-Ready Program as well as practice using the computer to respond to open-ended questions.</p>
2	<p>Students will establish and maintain a daily writing journal and will be presented with daily writing assignments across the curriculum.</p> <p>A grade appropriate writing rubric will be developed and utilized by teachers and students at all levels.</p>	<p>Teachers will expose their students to various forms of writing and confer with all students on an individualized basis.</p> <p>During weekly PLC meetings, teachers will reflect on the appropriateness of the established rubrics. Teachers will ensure that all students have multiple opportunities to express their thoughts and ideas in written form.</p>



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1 & 2	Professional development workshops will focus on improving student achievement with particular emphasis on developing the students' written language skills.	<ul style="list-style-type: none"> • Feedback regarding workshop presentations will be used to determine their effectiveness as well as the need for additional or alternate training.
1 & 2	Content supervisors will provide training and follow-up support. One full-day and five 2 ½ hour professional development workshops will be provided during the course of the 2017-18 school year. Funding has been appropriated for staff development.	<ul style="list-style-type: none"> • Walkthroughs, formal observations, and the teachers' lesson plan book will be used to monitor the extent to which newly presented strategies/approaches are being utilized within the classrooms. • Availability of content area supervisors • Principal and/or the content supervisors may identify teachers who should view model lessons by colleagues.

4: Progress Summary

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

Signature: *Bj Khan* Date: 4-24-17
 Principal Signature Date

Special Services

Union High School



10/21

Bossard, Althea

From: Bossard, Althea
Sent: Tuesday, October 18, 2016 11:05 AM
To: Hart, Ann
Subject: UHS PD

Good morning,
Please add the following for UHS PD.
Time: 12:30-1:30 & 1:30-2:30
Stress: The impact on Learning
Presenters: Rebecca Mazur, Gina Glorioso, Jennifer Hajkowski
Location: Library
Thanks,
Althea

UHS PD March 2017

3/17

Title	Presenter	Session	Room	Time
Classroom Differentiation	Eichert/Scotto	1	D214	12:30-1:30
Classroom Differentiation	Eichert/Scotto	2	D214	1:30-2:30
Smart Board	Garcia	1	D206	12:30-1:30
Smart Board	Garcia	2	D206	1:30-2:30
Smart Board	Surget	1	G120	12:30-1:30
Smart Board	Surget	2	G120	1:30-2:30
Updating Current trends in Substance Abuse	Hall/Williams	1	Café B	12:30-1:30
Updating Current trends in Substance Abuse	Hall/Williams	2	Café B	1:30-2:30
Google Science	Piotrowski	1	D213	12:30-1:30
Google Science	Piotrowski	2	D213	1:30-2:30
Google Math	Diego Alvear	1	C119	12:30-1:30
Google Math	Diego Alvear	2	C119	1:30-2:30
Google Language Arts	Romero/Selby	1	C118	12:30-1:30
Google Language Arts	Romero/Selby	2	C118	1:30-2:30
Google/Using Library Data bases	Lisa Krauze	1	G123	12:30-1:30
Google/Using Library Data bases	Lisa Krauze	2	G123	1:30-2:30
Google Business	Arlene Eckert	1	D212	12:30-1:30
Google Business	Arlene Eckert	2	D212	1:30-2:30

Union High School

ScIP Agenda

September 7, 2016

- I. New Members
- II. Responsibilities of ScIP Members
- III. Confidentiality Concerns
- IV. Professional Development Opportunities
- V. Concerns

Union High School

ScIP Agenda

November 30, 2016

I. Professional Development:

- A. Google Classroom
- B. PD for honors by design
- C. PD on differentiation
- D. PD by LA teachers to the rest of the staff on writing, grammar
- E. PD with stations where it can be fun not just mental learning

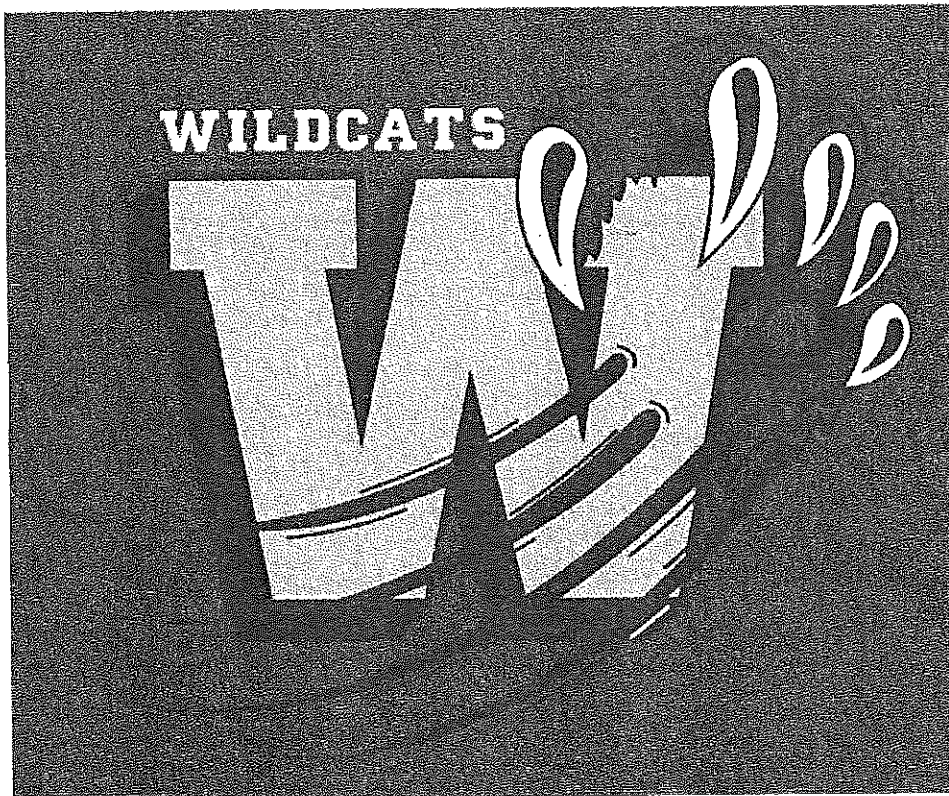
II. Title I:

- A. 886 letters were sent home only 11 came back
- B. Increase work ethic for students
- C. Workshop days for students on PD days in the mornings
- D. Students are still struggling with reading comp in the 9th grade when they get to the H.S

III. Concerns:

- A. More training on Google

Washington Elementary School





School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Union Township	Washington Elementary School	Thomas O. Matthews	September 2017 – June 2018

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	All educators will use I-Ready data to monitor student progress and address specific learning needs skills/domains within math and ELA as to differentiate instruction and document remediation.	All	Feedback from SciP meetings.
2			Student, class, AAP, grade and whole school reports from I-Ready program.
3			

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	SciP meetings and outcomes from discussion Faculty meetings	Review data reports (sources of evidence) Review data reports (sources of evidence)
2	Identification of specific needs	Common planning & PLC meetings



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Workshops on I-Ready data interpretation	Appropriate resources from licensed practitioners/providers
2	I-Ready consultation	Availability of I-Ready consultants for small group/ one-on-one
3	I-Ready resources/tutorials/videos/vignettes	Videos and links through the I-Ready program that are grade and subject appropriate

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	I-Ready PD will be scheduled for a PD workshop.	
2	I-Ready consultant, Gail Schwartz, will be scheduled to assist grade level teams during common prep.	
3		

Signature:  _____ Date _____
Principal Signature



WASHINGTON ELEMENTARY SCHOOL

Thomas O. Matthews, Principal

Professional Development Workshop September 2, 2016 Agenda

- I-Ready Overview for Year II
 - o Implications & Interventions (1:00 – 2:00)
 - o Data Analysis & Tools (2:00 – 3:00)



WASHINGTON ELEMENTARY SCHOOL

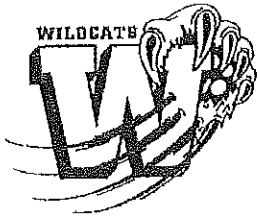
Thomas O. Matthews, Principal

Professional Development Workshop October 21, 2016 Agenda

- Introduction to Writer's Workshop (1:15 – 1:45)
 - o What is writing workshop?
 - o What does it look like in my classroom?
 - o How do I set up for writing workshop?

- Launching Writer's Workshop (1:45 – 2:30)
 - o Setting Up
 - o Getting started
 - o Brainstorming Ideas
 - o Small Moment Stories
 - o Building Stamina
 - o Publishing Celebrations

- Diving Deeper into the Units (2:30 – 3:15)
 - o K-2 with Suzanne
 - o 3-4 with Joanna
 - o Narrative, Opinion, Informative writing ideas, rubrics, and mentor text



WASHINGTON ELEMENTARY SCHOOL

Thomas O. Matthews, Principal

Professional Development Workshop January 13, 2017 Agenda

Grades K-2

- Review of Writing Workshop Structure (1:15 – 1:45)
 - o Timing
 - o Mini Lesson Demonstration Videos to Discuss

- Model Lesson (Elaboration) (1:45 – 2:20)
 - o Read Aloud
 - o Mini lesson
 - o Sample writing
 - o Share

- Discussion (2:20 – 2:30)
 - o Writing instruction in our classrooms
 - o Discussion of ways to fit in more writing



WASHINGTON ELEMENTARY SCHOOL

Thomas O. Matthews, Principal

Professional Development Workshop January 13, 2017 Agenda

Grades 3-4

- Review of Writing Workshop Structure (1:15 – 1:45)
 - o Timing
 - o Mini Lesson Demonstration Videos to Discuss

- Model Lesson (Essay Writing) (1:45 – 2:20)
 - o Boxes and Bullets
 - o Mini lesson with videos
 - o Sample writing
 - o Share

- Discussion (2:20 – 2:30)
 - o Writing instruction in our classrooms
 - o Discussion of ways to fit in more writing

Elaborating Our Writing
Grades K-2

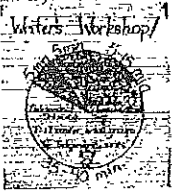
January 13, 2017

Presented by: Jessica Glaser & Suzanne Diaz

Workshop Structure


The workshop follows a predictable pattern. Each workshop session is between 30-40 minutes depending on the stamina of your writers.

1. Mini Lesson: 5-10 minutes
2. A quick class check: Less than 5 minutes
3. Writing & Confering Time: 5-10 minutes
4. Sharing: 5-10 minutes



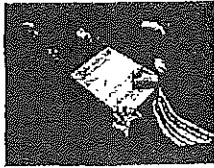
Lesson Example # 1 (Kindergarten- finger spacing)

What do you notice about the students and teacher in this classroom?



Lesson Example # 2 (1st Grade - Opinions & Facts)

What do you notice about the students and teacher in this classroom?



Lesson Example # 3 (1st Grade - Using Senses to Stretch Writing)

What do you notice about the students and teacher in this classroom?



Lesson Modeling

Let's try this!

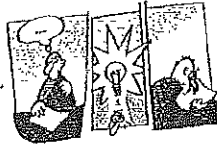
Today I will model how to begin a story by describing the setting.



The Relatives Came

Your Turn!

1. Now that you have seen what a lesson is like, it is your turn to write!
2. Use the story idea you shared with your partner to write the opening of your story. Be sure to begin by describing the setting using tons of SENSORY details!
3. You will have 20 minutes to write. REMEMBER--pencils don't stop until time is up!



Share Time

- Share with your partner.
- Be sure to give a compliment and a piece of advice!
- Finally, we will share together!



Reality!

Sit together with your grade level partners.

1. How many times a week are you teaching writing? (honestly)
2. What can we take time away from 1-2 times a week, so we can include writing workshop?

Questions

- Questions
- Comments
- Take Away Strategies to try immediately

**THANK
YOU!**

Mentor Text

K-2 Mentor Text List for Teaching Writing

Narrative or Personal Narrative:

- *Salt Hands* (Jane Chelsea Aragon) – personal narrative
- *Fireflies* (Julie Brinckloe) – personal narrative
- *Bigmama's* (Donald Crews) – personal narrative
- *Shortcut* (Donald Crews) – personal narrative
- *Oliver Button Is a Sissy* (Tomie dePaola)
- *Roller Coaster* (Maria Frazee) – can be used to teach personal narratives, but not told from 1st person perspective
- *Kitten's First Full Moon* (Kevin Henkes) – fiction
- *Amazing Grace* (Mary Hoffman) – narrative
- *The Leaving Morning* (Angela Johnson) – personal narrative
- *Peter's Chair* (Ezra Jack Keats) – can be used to teach personal narratives, but not told from 1st person perspective
- *The Snowy Day* (Ezra Jack Keats) – can be used to teach personal narratives, but not told from 1st person perspective
- *Whistle for Willie* (Ezra Jack Keats) – narrative
- *Kitchen Dance* (Maurie J. Manning) – personal narrative
- *One Morning in Maine* (Robert McCloskey) – narrative
- *Mirette on the High Wire* (Emily Arnold McCully) – narrative
- *My Rotten Redheaded Older Brother* (Patricia Polacco) – personal narrative
- *Thank You, Mr. Falke!* (Patricia Polacco) – narrative / personal narrative
- *Thunder Cake* (Patricia Polacco) – personal narrative
- *The Relatives Came* (Cynthia Rylant) – personal narrative
- *When I Was Young in the Mountains* (Cynthia Rylant) – personal narrative
- *Too Many Tamales* (Gary Soto) – narrative
- *Can I Play Too?* (Mo Willems) – fiction
- *Knuffle Bunny: A Cautionary Tale* (Mo Willems) – realistic fiction
- *A Chair for My Mother* (Vera Williams) – personal narrative
- *Owl Moon* (Jane Yolen) – personal narrative; great for teaching descriptive details

Opinion or Persuasive Writing:

- *One Word from Sophia* (Jim Averbeck)
- *Click, Clack, Moo: Cows That Type* (Doreen Cronin) – can also be used to teach letter writing
- *Dear Mrs. LaRue: Letters from Obedience School* (Mark Teague) – can also be used to teach letter writing
- *Hey, Little Ant* (Phillip Hoose)
- *Should We Have Pets?: A Persuasive Text* (Sylvia Lollis)
- *I Wanna Iguana* (Karen Kaufman Orloff) – can also be used to teach letter writing
- *I Wanna New Room* (Karen Kaufman Orloff) – can also be used to teach letter writing
- *The Perfect Pet* (Margie Palatini)
- *Earrings* (Judith Viorst)
- *Don't Let the Pigeon Drive the Bus!* (Mo Willems)
- *Don't Let the Pigeon Stay Up Late!* (Mo Willems)

Informational / How-To / Nonfiction / Expository Writing:

- *All About Sharks* (Jim Amosky)
- *Surprising Sharks* (Nicola Davies)
- *Solids, Liquids, And Gases* (Ginger Garrett)
- *How a House Is Built* (Gail Gibbons) – how-to book
- *The Bicycle Book* (Gail Gibbons)
- *The Pumpkin Book* (Gail Gibbons) – one page has a how-to
- *Make a Valentine* (Dale Gordon) – how-to book
- *All Kinds of Habitats* (Sally Hewitt)
- *Chameleons Are Cool* (Martin Jenkins)
- *The ABCs of Habitats (ABCs of the Natural World)* (Bobbie Kalman)
- *Boy, Were We Wrong About Dinosaurs!* (Kathleen Kudlinski)
- *What Is Weather?* (Ellen Lawrence)
- *How to Make Salsa* (Jamie Lucero) – how-to book
- *What Is the World Made Of? All About Solids, Liquids, and Gases* (Kathleen Weidner Zoehfeld)

Washington

February 17th

Google Workshop II Agenda

- Discuss what we went over in Google Training I and answer any questions.
- Introduce what we will be learning in Google Training II
- Have teachers take the Google form quiz we sent them via email
 - This quiz will give them the feel of what a final Google Form looks like
- Go over the results of the quiz showing them what the results look like.
- Demonstrate how to create a form
 - Including an image
 - Including a Youtube video
- Demonstrate how to create a Google slideshow
- Demonstrate how to create a Google Sheet
 - Including adding data
 - Including creating a chart from the data
- Teachers will then work on assignment
 - Create a form
 - Create a Slideshow
 - Create a Google Sheet
 - Share with a colleague