



District Name	Superintendent Name	Plan Begin/End Dates
Sayreville Public School District	Dr. Richard Labbe	7/01/2022-6/30/2023

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Continue to build capacity of all subject area teachers regarding the NJSLs and the alignment of instruction and assessments to these standards, emphasizing appropriate engagement practices and active learning strategies, the use of formative and summative assessments at all grade levels, and the incorporation of NJSLA-like questions to obtain student level data.	<ul style="list-style-type: none"> Teachers (3-11) Principals (K-12) Supervisors 	<ul style="list-style-type: none"> State and District testing data Standards-Based and Traditional Grade Reporting Faculty and Department Meetings Professional Development workshops focusing on prerequisite skills and concepts for staff
2	To increase student achievement in all content areas through the analysis and interpretation of available student performance data, allowing for differentiation of instruction that will promote growth for all learners.	<ul style="list-style-type: none"> Teachers (PK-12) Supervisors Principals 	<ul style="list-style-type: none"> Analysis of data from Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Reading Records, Guided Reading, Achieve 3000, enVision, ST Math, Tools of the Mind Assessments, PK Skills Checklist data, and additional District approved and supported programs Professional Development workshops for staff to increase proficiency in data analysis and differentiated instruction



3	To continue to develop strategies that enhance the Social and Emotional Learning and well-being of students and staff; to build and support staff's knowledge and capacity in the area of mental health to positively influence building culture and climate.	<ul style="list-style-type: none"> • Faculty (PK-12) • Administrators (PK-12) 	<ul style="list-style-type: none"> • Professional development to increase proficiency in knowledge, skills, and attitudes regarding mental health • Implementation of Second Step – Early Childhood Curriculum for Early Learners at the preschool level • Continued implementation of Responsive Classroom and PlayWorks in all district elementary schools • Implementation of Responsive Classroom at the middle school level • Implementation of SEL practices at the high school level • Incorporation of lessons by District counselors • Teacher observations and Classroom Walk-Throughs • Development of building SEL committees • Professional Development workshops focusing on Social Emotional Learning for staff • Pyramid Model Training/Second Step-Early Childhood Curriculum for Early Learners
4	To promote equity, harmony, and cultural awareness and inclusivity among students and staff across all grade levels.	<ul style="list-style-type: none"> • Faculty (PK-12) • Administrators (PK-12) • Parents/Guardians 	<ul style="list-style-type: none"> • Professional development workshops focused on culturally responsive practices • Implementation of cultural programs and increased family/community involvement within the schools • Increase resources focusing on diversity for staff • Building development of focus groups that include staff and families • Virtual Family Nights and Community Events

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • Provide in-district trainings through a variety of channels, including Sayreville University workshops, department and grade level meetings, district staff development days, and organized Professional Learning Communities. • Department/grade level meetings will guide teachers in collaboration on quarterly/benchmark assessments. 	<ul style="list-style-type: none"> • Collaborative teams by content/grade level will analyze assessment data (NJSLA scoring, LinkIt!, standards-based grade reporting, and classroom walk-throughs/observations) and standards-aligned assessments. • Follow up discussions during faculty/grade level/department meetings.



2	<ul style="list-style-type: none"> • NJ Grant Achievement Coaches for district will present Student Engagement, Data Driven Instruction, and Assessments modules as part of NTI program. • Provide in-district trainings through a variety of channels, including Sayreville University workshops, department and grade level meetings, district staff development days, and organized Professional Learning Communities. • Department/grade level meetings will guide teachers in collaboration on data. • Professional Learning Community (PLC) inquiries • Teacher collaboration within and across grade levels 	<ul style="list-style-type: none"> • Coaches will be accessible for follow up after presentations or in after school forums. • Analysis of relevant data to include Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Reading Records, Guided Reading, Achieve 3000, enVision, ST Math, and additional District approved and supported programs • Follow up discussions during faculty/grade level/department meetings. • Post-conferencing discussions with faculty
3	<ul style="list-style-type: none"> • Exploration of SEL competencies through team meetings and Professional Learning Communities. • Provide training in Responsive Classroom techniques and strategies through Sayreville University. • Provide Playworks training for all lunch supervision staff. • Provide Second Step – Early Childhood Curriculum for Early Learners for preschool staff • Professional Learning Community (PLC) inquiries 	<ul style="list-style-type: none"> • Collaborative discussions to focus on relevant videos, articles, and books. • Provide turnkey training to include all members of school community.
4	<ul style="list-style-type: none"> • Infuse professional development into faculty and department meetings. • Provide in-district trainings through a variety of channels, including Sayreville University workshops, September In-Service, and Staff Development Day • Professional Learning Community (PLC) inquiries 	<ul style="list-style-type: none"> • Collaborative discussions to focus on relevant videos, articles, and books.

3: PD Required by Statute or Regulation

State-mandated PD Activities

- Americans with Disabilities Act
- Harassment, Intimidation and Bullying
- Affirmative Action, Non-Discrimination, Equity
- Potentially Missing, Abused or Neglected Children
- Code of Student Conduct
- Suicide Prevention
- School Safety & Security/Law Enforcement Operations
- Recognition of Substance Abuse
- Bloodborne Pathogens



- Alcohol, Tobacco, and Other Drug Prevention and Intervention
- CPR/AED Training
- Educator Evaluation
- Special Education Training
- Pre-School Training
- Teacher Mentor Training
- I&RS Referral
- FERPA – Family Education Right to Privacy
- Gang Awareness
- Right To Know
- Reading Disabilities/Dyslexia
- Asthma
- Diabetes
- Allergy Management/Food Allergies
- Communicable Diseases
- Nebulizer Use
- Glucagon and Epinephrine Delegates
- Career and Technical Education
- Lyme Disease
- Reporting of Violence, Vandalism, Alcohol, and Drug Abuse
- Interscholastic Athletic Head Injury Safety
- Bilingual Education
- Integrated Pest Management
- NJ SMART

4: Resources and Justification

Resources

Professional development budget, Title IIA Funding

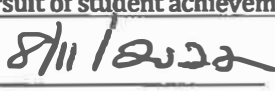
Justification

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

Signature:



 Superintendent Signature



 Date