



## Swedesboro-Woolwich School District Professional Development Plan (PDP)

District Name	Superintendent's Name	Plan Begin/End Dates
Swedesboro-Woolwich	Dr. Walter J. Kappeler	7/1/2022-6/30/2023

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Educators will differentiate instruction in order to obtain sufficient academic growth as reported through the iReady Diagnostic Assessment and maintain alignment with the New Jersey Student Learning Standards.	All administration and instructional staff members.	<ul style="list-style-type: none"><li>• Supports the practice of data-driven instruction.</li><li>• Requires instructional planning to support the needs of all learners including subgroups such as Special Education and English Language Learners.</li><li>• Aligns with the teaching practices embedded in the Marzano Instructional Framework.</li><li>• Aligns with standards-based grading practices.</li><li>• Promotes high levels of student engagement.</li><li>• Promotes a Multi-Tiered System of Supports (MTSS) infrastructure.</li><li>• Ensures collected data is being utilized effectively</li></ul>
2	Educators will work collaboratively so all students participate in learning environments that are supportive of their academic, social, and emotional needs.	All administration and instructional staff members.	<ul style="list-style-type: none"><li>• Requires inclusion of various New Jersey Learning Standards across multiple curriculum frameworks</li><li>• Promotes student safety and well-being.</li><li>• Supports learning environments to include SEL.</li></ul>



			<ul style="list-style-type: none"> <li>• Supports differentiated instruction</li> <li>• Encourages staff collaboration</li> <li>• Ensures collected data is being utilized effectively</li> </ul>
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## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Opportunities for Professional Development during the summer and school year to support administrators and teachers with implementation.</p> <p>STEM and ELA coaches will be available for internal support.</p> <p>Educators will use data from the initial diagnostic assessment to create their Student Growth Objectives.</p> <p>Administration will collaborate on strategies for providing support to teaching staff members throughout the school year.</p> <p>Curriculum Department will plan dates for data review and district updates.</p> <p>Building principals will create Data Chat schedules to review diagnostic assessment results with individuals.</p>	<p>Lesson plans will be implemented to reach the various needs of students.</p> <p>Walkthroughs and observations will include reviews of alignment to state standards regarding both learning targets and utilized materials.</p> <p>Administration will provide feedback to staff as needed regarding the appropriateness and effectiveness of lesson implementation.</p> <p>Voluntary professional development sessions will be planned to support teachers with differentiation strategies and use of data.</p> <p>Administrators and teachers will review iReady data (e.g. Lessons completed) once per week to monitor student performance.</p>
2	<p>Opportunities will be provided for staff discussions and curriculum updates regarding cross-curricular opportunities for standards from Special Areas to be addressed in curriculums of Content Areas.</p>	<p>Curriculum will endure continuous updates with PLCs, time during in-services, grade level meetings, and other.</p> <p>I&amp;RS meetings will maintain proper documentation to track effectiveness of interventions for SEL needs.</p>



<p>Professional Development opportunities will be planned throughout the year for staff to expand their knowledge in the areas of diversity, equity, and inclusion.</p> <p>I&amp;RS Committees will be structured to monitor and support the needs of all students. Staff will collaborate with each other and families to ensure students receive equitable learning opportunities.</p> <p>Administrators will work with various departments and teams (e.g. Guidance, CST, I&amp;RS) on ways to promote the necessity for a focus on social-emotional learning.</p>	<p>Staff from various areas will work to include the New Jersey Student Learning standards across different classrooms and learning opportunities (e.g. school counselors, nurses)</p> <p>Educators will be provided with Professional Development opportunities on supporting the whole child including, but not limited to, Voluntary PD sessions, resources in newsletters and other communication, feedback and reflection during periodic data meetings between teacher(s)/administrator, and faculty meeting presentations.</p> <p>Incorporate time for mentor teachers to work with mentee teachers on understanding the importance of classroom climate &amp; culture.</p>
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**3: PD Required by Statute or Regulation**

State-mandated PD Activities State mandated Professional Development
<p>Mandated Professional Development via SafeSchools online trainings will be conducted throughout the year. For the 22/23 school year these trainings will be focused on: HIB, School Safety &amp; Security, Bloodborne Pathogens, School Ethics (Admin), Child Abuse, Sexual Harassment, Drug/Alcohol Awareness (Admin). In-person trainings will be provided to K-3 staff on reading disabilities and all staff in the areas of Code of Conduct, District HIB procedures, and the Teacher Evaluation System.</p>

**4: Resources and Justification**

Resources
<p>District hardware and software; SafeSchools online, Administrative staff and outside consultants as necessary to provide professional development as needed; On-Course Student Information System, District Assessment data via LinkIt; Teacher Observation data via reports in iObservation; iReady Diagnostic Assessment results, Marzano Framework for Teaching &amp; supporting materials (ex- Essentials of Achieving Rigor text series); District curriculum revisions PK-6.</p>
Justification
<p>The Swedesboro-Woolwich School District has identified these two areas as being the main needs for focus. We utilized student, staff, and parental input through survey data as part of our Strategic Planning Process. We also reviewed achievement data via benchmarks, discipline data in the OnCourse system, and staff feedback as it relates to professional development in the Swedesboro-Woolwich School District to drive our decision making.</p>

Signature: \_\_\_\_\_  
**Superintendent Signature**

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**Date**

