



District Professional Development Plan (PDP) 2023-2024

District Name	Superintendent Name	Plan Begin/End Dates
Pitman Public Schools	Mr. Steve Crispin	09/01/2023-6/30/2024

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Implement a robust intervention system (Multi-tiered Systems of Support), using monthly PLCs; targeted grade-level and content-level professional collaboration; vertical articulation meetings/PD opportunities; district handbook for MTSS; grade span transition collaboration (including building to building); the continuation of the WIN (What I Need block); & an intervention tracking tool.</p>	<p>All staff members and administrators</p>	<p>After 2 years of sustained work developing a clear understanding of the tenets of a tiered system of support and the creation of a district handbook on MTSS, we will move more logistically and pragmatically toward the expectations and documentation processes.</p> <p>MTSS tiers will help our schools to organize levels of support–based on need. This will help our teachers and other staff members respond appropriately, providing students with targeted assistance. Documentation of interventions will be key in this initiative.</p> <p>Teacher and staff collaboration contribute to higher student success. PLCs and department or grade-level meetings will help facilitate this work. We hope to continue the work of the MTSS implementation team in supporting this goal. Vertical and horizontal articulation work here is paramount as is the fine-tuning of WIN block practices.</p>



2	Improve social-emotional learning (SEL) opportunities for students district-wide, including: using the PASS survey at junior/senior high; using Zones of Regulation, PAWS pledge, and Reboot in elementary schools.	All staff, students, administrators, and school community stakeholders	<p>Positive social and emotional development is vital to students of all ages. This development influences a child's self-confidence, empathy, and relationship development. School climate and initiatives that foster self-awareness, self-management, social awareness, responsible decision making, and relationship skills address the needs of the whole child. These skills also impact students' respectful treatment of others and may deter bullying and harassment.</p> <p>We began numerous new SEL programs and initiatives and plan to keep using these. We are adding in a PASS survey program to identify needs at the Jr./Sr. High School as well. We will continue counselor lessons/curricula in classrooms, Reboot, zones of Regulation, and the PAWS pledge.</p> <p>We will continue to recognize the successes of staff and students in this area as well. We may utilize the resiliency committee as well to focus these initiatives and to address the needs of at-risk youth—including the use of trauma informed practices.</p>
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3	<p>Increase positive outreach and communication about offerings at our schools (including Jr./Sr. high electives, academies, & activities) while also developing a plan to improve school climate and morale during tremendous transitions and change.</p>	<p>All staff, administration, counselors, and community business partners/local higher education institutions, community stakeholders, and students</p>	<p>Students will be offered a robust curriculum and support services. HS career pathway systems will combine rigorous academics with workplace experience using the latest technologies. Extensive and engaging elective offerings and vertical and horizontal articulation among teaching staff will aid in the achievement of this goal. We will publicize our growth and effort in STEAM, VPA, and finance academies—as well as Virtual HS offerings. Experiences may include presenters, speakers, & work-based learning opportunities—as well as clubs and extra-curricular offerings. Makerspaces, the MS future-ready cycle, and career pathways will ensure this work.</p> <p>Additionally, principals and district administrators, along with school and district level stakeholders will address school climate and morale needs within the school community at large. The changes our district faces—consolidating down to three buildings will be an opportunity to connect and reaffirm our core values, mission, and vision—in order to best support students and staff.</p>
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2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
<p>1 Implement a robust intervention system (Multi-tiered Systems of Support), using monthly PLCs; targeted grade-level and content-level professional collaboration; vertical articulation meetings/PD opportunities; district handbook for MTSS; grade span transition collaboration (including building to building); the continuation of the WIN (What I Need block); & an intervention tracking tool.</p>	<ul style="list-style-type: none"> • identify tiered intervention strategies and resources • define/reiterate assessment and gradebook protocols by grade span • develop forms for documentation of interventions, using intervention manager in Link It • utilize the resiliency team and MTSS implementation team to help facilitate the use of tiered interventions • teacher/team data analyses of local benchmarks/diagnostics, NJSLA/GPA, and other measures like attendance, grades, and behaviors 	<ul style="list-style-type: none"> • consistent practices for referrals • continue differentiation strategies • teacher collaboration via grade-level or content-area meetings, PLCs, and in-services • training on protocols and expectations—including documentation • communicate open ed resources and local subscription resources to families for at-home use
<p>2 Improve social-emotional learning (SEL) opportunities for students district-wide, including: using the PASS survey at junior/senior high; using</p>	<ul style="list-style-type: none"> • offer professional learning opportunities in SEL—particularly for new staff and about new programs. 	<ul style="list-style-type: none"> • audit SEL in curricula; assess lesson development • on-going communication between staff and administration • classroom observations and/or local school visits • professional learning opportunities; collaboration with educational professionals



<p>Zones of Regulation, PAWS pledge, and Reboot in elementary schools.</p>	<ul style="list-style-type: none"> • building-level meetings with administration and staff • Incorporate social/emotional learning into various subject areas and/or courses • evaluate past practices and resources reaching the educational community • develop/expand after-school clubs and in-house programs EX: Kindness Counts/GSA/Bucket Fillers/zones of Regulation • climate stakeholder surveys; team-building activities 	<ul style="list-style-type: none"> • PLCs; faculty meetings • articulation meetings • utilization of resiliency team
<p>3 Increase positive outreach and communication about offerings at our schools (including Jr./Sr. high electives, academies, & activities) while also developing a plan to improve school climate and morale during tremendous transitions and change.</p>	<ul style="list-style-type: none"> • school climate and community events EX: Pep Rallies, <i>Diversity Celebration Week</i> • utilize open houses and parent nights to communicate and celebrate offerings—as well as counselor visits in classes for students/assemblies for students 	<ul style="list-style-type: none"> • open house/communication/brochures • continue survey data analyses • vertical articulation between grade spans/buildings; increased collaboration between administrators and counselors across buildings • resiliency team aid

3: PD Required by Statute or Regulation

State-mandated PD Activities

Use Public Works (online tool) for mandated topics; address reading disabilities and Dyslexia, evaluation tool refresher(s), and HIB according to requirements set by administrative code.

4: Resources and Justification

Resources

To meet the professional learning needs detailed in this district plan, the district will utilize local funds set in the curriculum budget as well as ESEA & ARP federal funds as allowed. These will be adjusted as necessary, pending Board of Education approval. This funding covers internal and external presenters/consultants, materials, travel expenses, online subscriptions, staff stipends, and tech requirements for professional learning. The PEA contract offers 4 professional learning days and 2 days for NJEA convention. Additionally, the district offers 2 professional learning early dismissal days.

Justification



- 2022-2023 data analysis and development of district goals 23-24.
- need points to SEL and MTSS—continuing from last year as well as additional work on vertical alignment across the district in light of school shifts (closing two schools) as well as school climate initiatives for the whole community—staff and students
- addresses NJSLS, SEL competencies, and Standards for Professional Learning, & Standards for School Leaders

Signature: **Steven Crispin**
Superintendent Signature

 8/7/23
Date