



Harrison Township School District Professional Learning Plan 2023-2024

Name of District: Harrison Township School District

District Code: 2070 County Code: 15

District Address: 120 N. Main Street, Mullica Hill, New Jersey 08062 County: Gloucester

District Factor Group: GH

Chief School Administrator: Dr. Margaret Peretti, Superintendent

Type of District (check one): Pre K-6

List the names of the school building, 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
Harrison Township School	050	Pre-K – 3	734	120
Pleasant Valley School	080	4 – 6	563	80



HARRISON TOWNSHIP SCHOOL DISTRICT PROFESSIONAL LEARNING COMMITTEE(S)

School Improvement Panel	
Superintendent	Margaret Peretti
Chief Academic Officer	Lisa Heenan
BOE Member	Stacey Muscarella
Supervisor of Instruction	Chad Flexon
Principal of PVS	Karen Russo
Assistant Principal of PVS	Christine Fellona
Supervisor of Student Services	Lori Hynes
Principal of HTS	AnnaLisa Rodano
Supervisor of Instruction	Diane Eisenhart
Teacher	Tracy DeAngelo
Teacher	Ashley Mackowiak
Teacher	Colleen Illi
Teacher	Kelly Ferrara
Teacher	Victoria Hummel
Teacher	Michelle Malaby
Instructional Support	Martina Fuller
Instructional Support	Donna D'Amico



Board of Education Curriculum Committee	
Superintendent	Margaret Peretti
Chief Academic Officer	Lisa Heenan
BOE President/NJSQSAC REpresentative	Stacey Muscarella
BOE Member	Shannon Williams

District Name	Chief School Administrator Name	Date	Plan Begin/End Dates
Harrison Township School District	Dr. Margaret Peretti	August 1, 2023	July 1, 2023-June 30, 2024

Sources of Evidence

1. I Ready Spring Performance
2. DIBELS
3. LinkIt! Benchmarks
4. NJSLA Performance
5. Report Card Performance & Comments
6. Staff Surveys
7. Staff Evaluations & Conferences
8. Student Discipline Reports
9. Intervention Data (BSI and I&RS)
10. Guidance Referrals
11. Student Profile



Professional Learning Goals

PL Goal No.	Professional Learning Goals	Identified Group	Rationale/Sources of Evidence
1	<p>English Language Arts/Literacy Instruction with Focus on Phonics and Phonemic Awareness</p> <p>District staff members will increase their knowledge of Science of Reading and implementation of literacy instruction grounded in research based literacy instruction; specifically, explicit and systematic use of Phonics and Phonemic awareness instruction, application of aforementioned skills through the use of Foundations, Heggerty phonemic awareness, and decodable readers where students can apply skills learned to their reading.</p>	Pre K-2	<ul style="list-style-type: none"> • Rationale for this Professional Learning Goal includes, but is not limited to: an increase of struggling readers across the district as evidenced by NJSLA Test Scores and I Ready Benchmark Assessment data. • Research related to the Science of Reading and its potential for increased reading proficiency.
2	<p>English Language Arts/Literacy Instruction with Focus on Vocabulary Instruction and Background Knowledge</p> <p>District staff members will increase their knowledge of Science of Reading and implementation of literacy instruction grounded in research based literacy instruction; specifically, an increased focus on teaching content rich literature and background knowledge (science, history, and the arts) and rich vocabulary as opposed to leveled or basal readers.</p>	3-6	<ul style="list-style-type: none"> • Rationale for this Professional Learning Goal includes, but is not limited to: an increase of struggling readers across the district as evidenced by NJSLA Test Scores and I Ready Benchmark Assessment data. • Research related to the Science of Reading and its potential for increased reading proficiency.
3	<p>Mathematics</p> <p>District leaders will monitor the new mathematics program for implementation with fidelity. Professional development in Mathematics will support teachers in increasing the rigor of instruction and teaching conceptual understanding to meet the New Jersey Student Learning Standards (NJSLS).</p>	K-6	<ul style="list-style-type: none"> • Rationale for this Professional Learning Goal includes, but is not limited to: an increase of proficient mathematic scores across the district as evidenced by NJSLA Test Scores and I Ready Benchmark Assessment data.



4	<p>Science Teaching staff members will enhance their understanding of an effective science program to increase coherence and progression across grade levels.</p>	4-6	<ul style="list-style-type: none"> • Rationale for this Professional Learning Goal includes a new reading curriculum that will incorporate more Science and Social Studies related topics infused in the Reading block; therefore, scopes and sequences will need to be revisited to increase coherence and progression of topics as outlined in the NJSL Science standards.
5	<p>School Climate and Culture District leaders and educators will improve existing relationships to help schools close achievement gaps, increase attendance, and build character, and raise overall student performance. The goal is to empower educators and students with better information so that they may determine and provide what is best for their students.</p>	Pre K-6	<ul style="list-style-type: none"> • Rationale for this Professional Learning Goal is that our district continues to strive for an outstanding school climate and culture. The district wishes to make school safe and welcoming for all.
6	<p>District Expectations Refresh District leaders will ensure that all staff are up to date on district wide initiatives, programs, evaluations, data analytics, technology integration, and scope and sequence to allow for transparency, support, and consistency among the district.</p>	Pre K-6	<ul style="list-style-type: none"> • Rationale for this Professional Learning Goal is to continue to have an informed staff that can contribute to overall district expectations and development.

PL Goal No.	Professional Learning Activities	Follow Up Activities (as appropriate)
1	<ul style="list-style-type: none"> • The district will evaluate the success of the Foundations and Heggerty programs utilized for Literacy Instruction in foundational skills in the Literacy Block. • Staff will be trained in the following: <ul style="list-style-type: none"> ○ Foundations 	<ul style="list-style-type: none"> <input type="checkbox"/> Meetings with Literacy team(s) at least once per trimester <input type="checkbox"/> School administrators will have ongoing conversations with staff



	<ul style="list-style-type: none"> ○ Heggerty ○ Geodes ● Create Literacy Curriculum teams, who will monitor the effectiveness of the implementation of the programs and communicate with grade level teams. <p>Potential Resources:</p> <ul style="list-style-type: none"> ● Wilson Academy Workshops (Foundations) ● Great Minds Open Enrollment Courses 	<p>members on the effectiveness of the programs during PLC time.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continued professional development. <input type="checkbox"/> Administrators will analyze I Ready, Link It, and Dibels reports/data. <input type="checkbox"/> Option to attend out of district/virtual training workshops.
2	<ul style="list-style-type: none"> ● The district will evaluate the success of the Wit & Wisdom knowledge building literacy curriculum utilized for Grades 3-6 Literacy Instruction. ● Staff will be trained in the following: <ul style="list-style-type: none"> ○ Launch Wit & Wisdom (Year 1) ○ Module Lesson and Study (Year 1) ○ Testing and Wit & Wisdom (Year 2) ○ Fluency and Wit & Wisdom (Year 2) ● Create Literacy Curriculum teams, who will monitor the effectiveness of the implementation of the programs and communicate with grade level teams. 	<ul style="list-style-type: none"> <input type="checkbox"/> Walk Through observations. <input type="checkbox"/> Peer Observations. <input type="checkbox"/> Monthly Focused PLC Topic to support implementation of new knowledge based curriculum. <input type="checkbox"/> Option to attend out of district/virtual training workshops.
3	<ul style="list-style-type: none"> ● The district will evaluate the success of the Envisions Mathematics program utilized district wide. ● Provide training in the form of a consultant or meetings with neighboring district leaders. <ul style="list-style-type: none"> ○ My Savass Training Topics related to ongoing PD (math tutorials) ○ Establish school wide incentives for completed lessons on I Ready. ○ District staff will utilize the targeted assessment and instruction in support of student needs. Uniform data sheets will be used for students needing interventions. ○ Continued support for cohesiveness of standards across the grade levels. ● Create a best practices plan for the PLC process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing monitoring & check-in opportunities. <input type="checkbox"/> As needed, teachers will formulate an agenda for PLC meeting(s) with administration's collaboration. <input type="checkbox"/> As needed, teachers will submit to administration specific concerns. <input type="checkbox"/> Option to attend out of district/virtual training workshops.



	<ul style="list-style-type: none"> ● Create and implement a schedule for administrative support. ● Provide readings and information to all staff on PLC development, such as: <ul style="list-style-type: none"> ○ https://www.allthingsplc.info/about/evolution.php ○ https://www.allthingsplc.info/files/uploads/ActionStepstoBringMissionStateMentstoLife.pdf ○ https://www.allthingsplc.info/files/uploads/common-threads-plc.pdf 	
4	<ul style="list-style-type: none"> ● The district will evaluate other districts and their scheduling approach to science. ● District leaders will emphasize the importance of science with 4-6 teachers through evaluations and APR/PIP. ● District leaders will work with teachers and develop an agreed-upon schoolwide and/or district-wide approach to science instruction within a balanced approach. ● District staff will ensure student time spent implementing science experiments is equal across each respective grade level. ● Modeled opportunities will reduce the confusion and demystify the expectations for coherent, successful and appropriate expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> PLC collaboration. <input type="checkbox"/> Walk Through observations. <input type="checkbox"/> Peer Observations. <input type="checkbox"/> Analyze NJSLA assessment to determine areas of strength and weaknesses.
5	<ul style="list-style-type: none"> ● District Staff will engage in team building activities to build relationships within the district. ● PBIS at PVS will discuss other options to motivate 6th grade students with motivators that are possibly more appealing and/or age appropriate for that specific age group. ● Administration will work with guidance and PE teachers to evaluate the effectiveness of Second Step. ● Continue schoolwide PBIS incentives to promote a positive school climate. ● Potential Resources <ul style="list-style-type: none"> ○ The Rainbow Rabbit K-3 character ed/anti bullying program. 	<ul style="list-style-type: none"> <input type="checkbox"/> PBIS committee meetings held as needed. <input type="checkbox"/> PLC follow up as needed. <input type="checkbox"/> Option to attend out of district/virtual training workshops. <input type="checkbox"/> Faculty Meetings to be utilized if needed.



	<ul style="list-style-type: none"> ○ Adopt a Character Counts program to implement. https://charactercounts.org/program-overview/results/ 	
7	<ul style="list-style-type: none"> ● Opening day procedures will include a reintroduction to the following: <ul style="list-style-type: none"> ○ Curriculum Scope & Sequences ○ Danielson Evaluation System ○ Assessments, including all district benchmarks ○ Digital account expectations ○ NJSLA, I Ready, and Link-It and data analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> As needed PLC follow up <input type="checkbox"/> Faculty Meetings to be utilized if needed. <input type="checkbox"/> New Teacher Academy.

State Mandated PD Activities

- 6th Grade Social Studies: include lessons related to LGBTQ.
 - [Narrative](#) and [Law](#)
- Social Emotional Health requirements in PE/Guidance. [2020 Draft: Mental Health, Physical Wellness, Safety](#)
- Reading Disabilities: 2 Hours Annually for all category of educators as listed: K-3, special education, Basic Skills, ESL/ELL, and LDTC, and speech as mandated by NJDOE.
- Preventions: Suicide Prevention; Harassment, Intimidation, & Bullying; & Recognition of Substance Abuse.
- School Safety, Security and Code of Student Conduct: School Safety; Law Enforcement Operations; Mandatory Gang Awareness for School Administrators; Code of Student Conduct; Potentially Missing/Abused Children; School Safety Teams; EVVRS.
- Health: Communicable Diseases; Use of Nebulizer, Asthma; Bloodborne Pathogens; Alcohol, Tobacco, and other Drug Prevention and Intervention.
- Educator Evaluation.
- Equity and Affirmative Action.
- See [state requirements](#) for additional information.

Resources



- To meet the needs of the professional development plan (PDP), funds will be allocated through the Office of Curriculum and Instruction, Title II funds and individual school professional development (PD) budgets for these purposes. The allocation will come from a combination of state and federal funds and will be adjusted accordingly pending board approval. This amount will cover costs for external providers, in-district and out of district trainings, materials, technology resources, travel expenses, online resources, and staff stipends.
- Turn-key training will be utilized in order to control district PD expenses; consequently, relying on PLC time, articulation time, teachers and administrators to provide specific professional development activities are effective options.
- Based on the district calendar and teacher contract, there are multiple professional development days designated to professional learning activities. During school, after school and/or summer professional development sessions will be offered and/or available to meet the needs for specialized or specific practices for teachers.

Signatures: *D. Maunat Pereth*
CSA Signature

Lisa Keenan
Chief Academic Officer Signature

8/9/23
Date