District Name	Superintendent Name	Plan Begin/End Dates
Sayreville Public School District	Dr. Richard Labbe	7/01/2024-6/30/2025

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	To continue to build the capacity of all subject area teachers and paraprofessionals regarding the New Jersey Student Learning Standards and the alignment of instruction and assessments to these standards. This will include: emphasizing appropriate student 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.	● Teachers (K-12) ● Principals (K-12) ● Supervisors ● District Instructional Coach ● Paraprofessionals	**Rationale**: To support staff in remaining current on best practices, technology, and all areas of curriculum and instruction, the district continues to provide professional learning opportunities for staff including updates to the New Jersey Student Learning Standards. In addition, the district analyzes multiple measures of data to coordinate meaningful professional learning to support student and staff growth. This goal also aligns with and supports the Standards for Professional Learning developed by Learning Forward including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. **Sources of Evidence:** ● State and District testing data ● Standards-Based and Traditional Grade Reporting ● Feedback collected at Faculty and Department Meetings ● Professional development coordinated in alignment with professional development survey results ● Review of lesson plans and observational data ● Principal Round Table Meetings ● Pre-K Coaching Feedback ● ScIP Committees

2	To increase student achievement in all content areas through data analysis and interpretation of student performance data, allowing for differentiation of instruction that will promote growth for all learners.	● Teachers (PK-12) ● Principals (PK-12) ● Supervisors ● District Instructional Coach ● Paraprofessionals	**Rationale**: Through analysis of our district LMS and third-party data platform, all stakeholders analyze the multiple data sources listed to promote student growth, identify students in need of support, and provide equitable access to all curriculum-based resources. In connection, this data supports the administration in providing customized professional development in alignment with student and staff needs. This goal also aligns with the Standards for Professional Learning developed by Learning Forward including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. **Sources of Evidence:** ● Analysis of data from Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Achieve 3000, Tools of the Mind Assessments, running records, Kindergarten Entry Assessment (KEA), NJSLA scores, WIDA Model & ACCESS scores, and data from 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.	● Faculty (PK-12) ● Administrators (PK-12) ● Paraprofessionals	**Rationale**: ● Social-emotional skills are critical for children to become successful both socially and academically ● Research supports the benefits of a well-established classroom with building a positive culture and climate ● This goal aligns with and supports the Standards for Professional Learning developed by Learning Forward including: Rigorous Content for Each

			Learner, Transformational Processes, and Conditions for Success. **Sources of Evidence:** ● Review and analysis of staff observations and lesson plans ● Information learned from SEL Committees ● Other data measures reviewed to assess the needs for interventions including: student discipline referrals, counseling office visits, crisis intervention screenings, and RTI/PIRT referrals and intervention plans, and number of cases reported in SSDS. ● Effective School Solution Reports ● District Culture and Climate Committee survey results
4	To promote equity, harmony, and cultural awareness and inclusivity among students and staff across all grade levels.	● Faculty (PK-12) ● Administrators (PK-12) ● Parents/Guardians ● Paraprofessionals	**Rationale**: To continue to foster equity and inclusivity in all school buildings to promote a safe and nurturing environment for all students, staff, and community. This goal aligns with and supports the Standards for Professional Learning developed by Learning Forward including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success. **Sources of Evidence:** ● SSDS Reporting ● HIBSTER-number of reported HIB cases ● A review of demographic trends and a significant increase in the ESL student population. ● Student Advisory Council Grades 4-12 ● The District Culture and Climate Committee ● Placement criteria for Talented and Gifted, Honors and AP ● Parent/Community Outreach

| 5 | To promote student growth in the areas of foundational literacy skills and writing in all grade levels. | • Teachers (PK-12)
• Principals
• Supervisors
• District Instructional Coach | **Rationale**: Through analysis of our district LMS and third-party data platform, all stakeholders analyze the multiple measures of data to promote student growth and identify students in need of support. In connection, this data supports the administration in providing customized professional development in alignment with student and staff needs. This goal aligns with and supports the Standards for Professional Learning developed by Learning Forward including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success.

Sources of Evidence:
• Analysis of data from Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Achieve 3000, Tools of the Mind Assessments, Kindergarten Entry Assessment (KEA), New Jersey Student Learning Assessment (NJSLA) scores, WIDA Model & ACCESS scores, and additional district approved and supported programs |
| 6 | To show improvement in students' mathematical skills in grades PreK-12th Grade. | • Teachers (PreK-12)
• Principals
• Supervisors
• District Instructional Coach | **Rationale**: Through analysis of our district LMS and third-party data platform, all stakeholders analyze the multiple measures of data to promote student growth and identify students in need of support. In connection, this data supports the administration in providing customized professional development in alignment with student and staff needs. This goal aligns with and supports the Standards for Professional Learning presented by Learning Forward including: Rigorous Content for Each Learner, Transformational Processes, and Conditions for Success.

Sources of Evidence:
• Analysis of data from Benchmarks and Quarterly Assessments, New Jersey Student Learning |

	Assessment (NJSLA) scores, the NJGPA (11th grade), and additional district approved and supported digital programs such as: ST Math and IXL ● Faculty and department meeting agendas highlighting data and professional development/coaching ● Targeted academic interventions through LinkIt Intervention Manager

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	● Provide in-district training 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.	● Collaborative teams by content/grade level will analyze assessment data (NJSLA scoring, Link It!, standards-based grade reporting, classroom walk-throughs/observations, and standards-aligned assessments) ● Follow up discussions during faculty/grade level/department meetings ● Professional Development reflection, administrative follow up, and feedback in collaboration with educational consultants to support staff growth throughout the school year
2	● Identified district staff will present Student Engagement, Data Driven Instruction, and Assessments modules as part of the New Staff Induction Program. ● Provide in-district training through a variety of channels, including Sayreville University workshops, department and grade level meetings, district staff development days, and organized Professional Learning Communities.	● Analysis of relevant data to include: Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Reading Records, Guided Reading, Achieve 3000, Kindergarten Entry Assessment (KEA), New Jersey Student Learning Assessment (NJSLA) scores, WIDA Model & ACCESS scores, enVision, ST Math, and additional district approved and supported programs ● Follow up discussions during and after faculty/grade level/department meetings ● Post-conferencing discussions with staff

	● Department/grade level meetings will provide teachers time to collaborate on data and intentionally plan together. ● Staff participation in horizontal and vertical articulation	
3	● Exploration of SEL competencies through team meetings and Professional Learning Communities. ● Provide training in Responsive Classroom techniques and strategies ● Implementation of SILAS curriculum ● Pyramid Model Training/Second Step-Early Childhood Curriculum for Early Learners ● Provide Playworks training for all lunch supervisory staff. ● Implementation of Second Step – Early Childhood Curriculum for Early Learners for preschool staff ● Implementation of SEL practices at the high school level ● Incorporation of lessons by district counselors ● Build upon and enhance school level SEL committees ● Build staff capacity of SEL through faculty and department meetings	● Collaborative discussions to focus on relevant videos, articles, and books ● Provide opportunities to turnkey training to include all members of school community ● Professional development to increase proficiency in knowledge, skills, and attitudes regarding mental health ● Continued implementation of Responsive Classroom and PlayWorks in district elementary schools ● Professional Development workshops focusing on Social Emotional Learning for staff
4	● 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 Days ● Professional development workshops focused on culturally responsive practices ● Implementation of cultural programs and increased family/community involvement within the schools ● Increase the amount of curriculum resources/literature promoting diversity and equity that celebrate all cultural backgrounds.	● Collaborative discussions to focus on relevant videos, articles, and books ● Discuss and reflect on feedback from focus groups ● Continue to provide professional learning opportunities

	● Development of building-based focus groups that include staff and families	
5	● Targeted and continuous professional development and coaching sessions for staff to increase student proficiency in data analysis, English Language Arts, and integration of writing in all content areas. ● Continue curricular enhancements such as: Age of Learning, Heggerty K-2 Phonemic Awareness and Phonics Instruction, Heggerty Bridge the Gap for ASI (grades 2-3), From Phonics to Reading Literacy Academy by Wiley Blevins (grades K-3), Progress ELA Literacy Academy by Sadlier (grades 4-5)	● Consistent and timely analysis of data to include: Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Reading Records, Guided Reading, Achieve 3000, Kindergarten Entry Assessment (KEA), NJSLA scores, WIDA Model & ACCESS scores, and additional district approved and supported programs ● Follow up discussions during faculty/grade level/department meetings. ● Post-conferencing discussions with faculty
6	● Analysis of data from Benchmarks and Quarterly Assessments, New Jersey Student Learning Assessment (NJSLA) scores, and additional district approved and supported programs such as: ST Math and IXL ● Targeted and continuous professional development and coaching sessions for staff to increase student proficiency in grades PreK-12th grade.	● Consistent and timely analysis of data to include: Benchmarks and Quarterly Assessments, BAS (Benchmark Assessment System), Kindergarten Entry Assessment (KEA), NJSLA scores, WIDA Model & ACCESS scores, 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: PD Required by Statute or Regulation

State-mandated PD Activities
• 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 implementation of PLCs, supporting teachers and administrators as reflective practitioners, and effective data use to drive instruction at the student, class, school, and district levels. The need to support the School Improvement Panel, Strategic Plan, and school/district goals is essential in the pursuit of student achievement.

Signature: _____   _____
                    Superintendent Signature   Date