



District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Ewing Public Schools	Dr. David Gentile	July 1, 2024-June 30, 2025

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	To Improve the Academic Success of all Students by Strengthening Curriculum and Professional Development	All staff, Building administrators, District Supervisors and District administrators	<p>All building based professional development plans and collective conversations within meetings as well as surveys identified a need to enhance intentional instructional practices as well as staff workshop opportunities to strengthen student learning.</p> <p>The overarching goal is to promote a cohesive, multi pronged approach from a district perspective that promotes teacher efficacy, a cohesive and effective educational experience for all and encourages professional development engagement. This aligns with the Superintendent's district goal #3 <i>Strengthening Curriculum and Professional Development</i>. Multiple data points in the district include but are not limited to:</p> <p>iReady, Reveal Math, ACCESS, benchmark, final exams, State and local assessments. The data is stored and available through LinkIt! and Genesis. Professional development offerings and attendance records are housed in Frontline.</p>



2	To Build Capacity of Staff to Optimize Academic and Behavioral Support Systems for Students	All staff, Building administrators, District Supervisors and District administrators	<p>All building based professional development plans and collective meetings identified a need to enhance and expand instruction for learners who are not meeting grade level expectations in academics and/or behavioral expectations.</p> <p>The overarching goal is to promote a cohesive, consistent approach from a district perspective, which aligns with the Superintendents' district goal #4, <i>Optimizing Academic Response to Intervention (RTI) and Positive Behavioral Supports in Schools (PBSIS) for Students</i>. Effectiveness of RTI is based upon early identification and intervention, tiered systems of support and data-driven decision making. PBSIS is focused on creating a safe and effective learning environment by promoting positive behavior and reducing problematic behavior in students. The approach emphasizes proactive strategies for defining, teaching, and supporting appropriate behaviors in a successful school setting. Multiple data points in the district include but are not limited to:</p> <p>iReady, Reveal Math, ACCESS, benchmark, final exams, State and local assessments, attendance and behavior reports. The data is stored and available through LinkIt! and Genesis. This focuses on how we know if students are learning the intended outcomes for academics and school behavior.</p>
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3	Creating a Sustainable Environment for Staff and Student Morale Enhancement	All staff, Building administrators, District Supervisors and District administrators	<p>All building based conversations, surveys and meetings identified addressing the social emotional needs as a necessity to support learning. All stakeholders have displayed, in various ways, that their sense of emotional wellness is not optimal. This is evidenced by an increase in student referrals, an increase of students in crisis, chronic absenteeism for students and increased staff reporting of work stress and instances of feeling overwhelmed with responsibility.</p> <p>After reviewing data collected over the 23-24 school year, the district added morale enhancement as a goal. The overarching goal is to promote a positive, cohesive approach, focused on promoting staff well-being and fostering a positive environment which aligns with the Superintendents' district goal #1 <i>Create a Sustainable Environment for Staff Morale Enhancement</i>.</p> <p>Further, this goal is a continuation of the 2023-2024 goal acknowledging there is more attention required.</p>
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2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1.	Embedded real time professional learning, focused on strengthening instructional strategies based on grade level, content and global best practice.	<ul style="list-style-type: none"> • Articulation to determine next steps after each session • Data exploration of student benchmarks
1.	Resource exploration of ELA materials to determine best options for improving student success	<ul style="list-style-type: none"> • Articulation within LA district committee • Articulation with surrounding, similar districts • Analyze iReady benchmarks and NJ-SLA scores
1.	Educational Leadership team meetings to calibrate approach to scoring and coaching staff during the observational process	<ul style="list-style-type: none"> • Analyze heatmaps from 23-24 and stopping points of 24-25 teacher observation score successes and areas for growth



1.	Establish PD opportunities and support choice for staff, anchored in student data needs	<ul style="list-style-type: none"> • Provide varied offerings based on administrations' findings as well as teacher choice • Surveys to determine effectiveness of PD delivery
2.	Train all teachers to utilize LinkIt! data locker to enter assessment results and the Legacy Dashboard to extrapolate data	<ul style="list-style-type: none"> • After each benchmark window, provide PD in meetings to assist ELA and math teachers in identifying students who meet criteria for Tier II or Tier III support
2.	Use data (iReady & district/state assessments) to identify student groups, which will focus on differentiated assignments to meet individual needs as outlined by findings.	<ul style="list-style-type: none"> • Small group/center activities will be created and adopted throughout the school year to support student learning through appropriate district materials and strong instructional practices • Teachers document use and success of small group work via lesson plans and anecdotal records
2.	Provide PD for school RTI teams on academic and behavioral effective learning environments	<ul style="list-style-type: none"> • RTI teams will explore data and provide information to teachers about strong Tier I strategies • Teams will turnkey to staff during one on one meetings and small group collegial conversations
2.	Establish and/or continue PBSIS committees in each building to discuss purpose and protocols	<ul style="list-style-type: none"> • Implement PBSIS strategies in classrooms and monitor success • Establish common language and encourage teacher efficacy in implementation of PBSIS
2.	Analyze past Code of Conduct infractions per building via Genesis to discuss trends in demographics, types, times, and locations	<ul style="list-style-type: none"> • Present findings to school and district stakeholders. • Evaluate efficacy and equity in current Code of Conduct/Behavior Handbooks • Create plans for minimizing future incidents
3.	Establish and/or convene Climate and Culture teams at each building to develop a comprehensive framework for the school that promotes teacher voice and shared decision making.	<ul style="list-style-type: none"> • Identify successes in plans and approach quarterly • Plan and execute activities to support
3.	Administer of school climate survey to staff, and then students	<ul style="list-style-type: none"> • Use the data to secure professional learning opportunities, resources and strategies geared towards improving school climate in the identified areas from the surveys
3.	Incorporate positive recognition and celebrate successes	<ul style="list-style-type: none"> • Utilize faculty meetings for recognition and committee updates • Dedicated faculty collaboration time to generate ideas and discuss effectiveness of Climate and Culture work
3.	Create a structured and supportive environment for staff to learn and practice mindfulness practices.	<ul style="list-style-type: none"> • Dedicated time to explore mindful activities that can/may be turnkeyed to students

3: PD Required by Statute or Regulation



State-mandated PD Activities

State-mandated PD activities attachment to be provided

4: Resources and Justification

Resources

The employee contract stipulates that 3 full days during the school year will be dedicated to teacher-directed PD workshops. PD involving work by collaborative teams will be implemented through the year in grade, content/department and building based groups. The district will continue to utilize iReady benchmarks, NJ-SLA testing and NJ-GPA testing as academic data points as well as a social emotional screener (SILAS) to explore our success and areas of weaknesses. A decision must be solidified regarding our tool for progress monitoring- this year, pilots of Dibels, AIMSweb, etc. are being discussed.

Justification

Data analysis and strategic goal meetings in each building have identified priority areas related to the strengthening of instruction and positive learning environments for all. High quality professional learning experiences are necessary to support these initiatives and improve educators' practice. Emphasis will be placed on the development of RTI/PBSIS systems, promoting teacher well-being, and mining effective data to drive instruction and professional development at the student, class, school, and district levels.

Signature:

Superintendent Signature

Date