Green Township School District Professional Development Plan

District Name - Green Township Public Schools	Superintendent Name - Dr. Jennifer Cenatiempo	Plan Begin/End Dates
Teacher Name -		September 2025- April 2026

1: Professional Learning (PL) Goals

Goal #	Goal	Identified Group	Rationale/Sources of Evidence
1	By April 2026, all staff will be provided with targeted supports and professional learning opportunities to develop student achievement in literacy relevant to their area of instruction.	Teaching Staff Members and Administrators	Through this professional learning, the staff will be provided with tangible resources and actionable steps to strengthen their ability to support the development of literacy in their content area. In response to the identified district needs as evidenced via local and state benchmark data, there is a need for various content rich training opportunities which must be provided. https://ies.ed.gov/ncee/WWC/PracticeGuide/3 https://ies.ed.gov/ncee/WWC/PracticeGuide/2 Professional learning communities are one pathway to support professional growth to positively impact student achievement. According to a review of 13 studies on the value of professional learning communities, the data demonstrated a positive relationship with PLCs and improved student outcomes. https://www.tandfonline.com/doi/abs/10.1080/09243453.2018.1500921 The Master Schedule has been designed with PLC time allocated throughout the school year for all staff.
2	By April 2026, all staff will be provided with targeted supports and professional learning opportunities to develop student achievement in mathematics relevant to their area of instruction.	Teaching Staff Members and Administrators	Through this professional learning, the staff will be provided with tangible resources and actionable steps to strengthen their ability to support the development of mathematics skills in their content area. In response to the identified district needs as evidenced via local and state benchmark data, there is a need for various content rich training opportunities which must be provided. https://ies.ed.gov/ncee/WWC/PracticeGuide/3 https://ies.ed.gov/ncee/WWC/PracticeGuide/2 Professional learning communities are one pathway to support professional growth to positively impact student achievement. According to a review of 13 studies on the value of professional learning communities, the data demonstrated a positive relationship with PLCs and improved student outcomes. https://www.tandfonline.com/doi/abs/10.1080/09243453.2018.1500921 The Master Schedule has been designed with PLC time allocated throughout the school year for all staff.

3	By April 2026, all staff will be provided with opportunities and training on best practices including the support and extension of resources to improve Social Emotional Learning and Well Being for all students to enhance student learning.	Teaching Staff Members and Administrators	Professional learning for staff is critical to the overall ability of the school district to elevate student success and achievement. The New Jersey Department of Education requires an annual PDP from all certificated staff in the realm of teaching and administration. Generating opportunities for staff to develop their repertoire of skills to meet the needs of all students is in line with this professional development requirement. As part of the District Education Advisory Committee, effective professional development will be discussed and various training opportunities will be established. In response to the identified district needs as evidenced via local and state benchmark data, the guidance counselor, school social worker, and school psychologist will support the development and implementation of various content rich training opportunities for our staff to engage in throughout the year. Professional learning communities are one pathway to support professional growth to positively impact student achievement. According to a review of 13 studies on the value of professional learning communities, the data demonstrated a positive relationship with PLCs and improved student outcomes. https://www.tandfonline.com/doi/abs/10.1080/09243453.2018.1500921 All staff will have 30 45-minute sessions for PLC time throughout the school year.

2: Professional Learning Activities

Goal	Initial Activities	Follow-up Activities (as appropriate)
By April 2026, all staff will be provided with targeted supports and professional learning opportunities to develop student achievement in literacy relevant to their area of instruction.	• Provide training to staff via Professional Days, Professional Learning Community time and staff training opportunities to support literacy and mathematics development. • Analyze and optimize training materials by working with DEAC/ScIP Committee for professional learning • Generate conversations regarding student achievement, challenges, and resources via meetings with staff • Provide release time for grade level bands to fine tune instructional practice and identify critical areas of focus for the content area per grade level	
By April 2026, all staff will be provided with targeted supports and professional learning opportunities to develop student achievement in mathematics relevant to	• Provide training to staff via Professional Days, Professional Learning Community time and staff training opportunities to support literacy and mathematics development. • Analyze and optimize training materials by working with DEAC/ScIP Committee for professional learning • Generate conversations regarding student achievement, challenges, and resources via meetings with staff • Provide release time for grade level bands to fine tune instructional	

their area of instruction.	practice and identify critical areas of focus for the content area per grade level	
By April 2026, all staff will be provided with opportunities and training on best practices including the support and extension of resources to improve Social Emotional Learning and Well Being for all students to enhance student learning.	• Build comprehensive partnerships with local organizations such as the mental health alliance to support instruction • Provide trainings and opportunities for stakeholders to participate in to support and extend social emotional learning and well being • Provide staff with monthly opportunity to share their perspectives, thoughts, and ideas about how to best meet the needs of all students via PLC sessions	

3: PD Required by Statute or Regulation

State-Mandated PD Activities
Provided through use of SAIF Schools • Bullying: Recognition and Response (Full Course (New Jersey), 59 minutes • Child Abuse: Identification & Intervention (Full Course), 37 minutes • Child Abuse: Mandatory Reporting (Full Course), 27 minutes • Classroom Safety (Full Course), 25 minutes • Seizure Training for School Personnel by Epilepsy Foundation of America (Full Course), 58 minutes • Student Mental Health: Awareness, Intervention and Referral (Full Course), 36 minutes • Youth Suicide: Awareness, Prevention and Postvention (Full Course), 67 minutes • Bloodborne Pathogen Exposure Prevention (Full Course), 22 minutes • Crisis Response and Recovery (Full Course), 22 minutes Other NJDOE required topics will be provided using additional platforms, or on-site turn-key training provided by the District. Reading Disabilities Training - 2 hours • English as a Second Language teachers • General education teachers employed in K–3 • Learning disabilities teacher consultants • Reading specialists • Special education and basic skills teachers • Speech-language specialists HIB Training/ Affirmative Action / Current Legal Updates / Confidentiality - Presented by District Attorney - 1 hour Incident Reporting of Violence, Vandalism and Alcohol and Other Drug Abuse – Alcohol, Tobacco, and Other Drug Prevention and Intervention and Recognition of Substance Abuse Code of Conduct

Safety and Security Updates
Educator Evaluation Training
Student Assistance Team Training
Intervention and Referral Services

4: Resources and Justification

Resources
· Professional learning time (job-embedded, collaborative time at the end of the school day, attendance at outside PD workshops, etc.) · Funds for professional development activities (Local Funds, Title IIA federal grant funds) · Continued use of the Safe Schools platform
Justification
Evaluation of the results of the plan in June 2027 will provide data as to the success of the plan as well as information for the creation of the next professional learning plan for 2026-2027.

Signature: _____Jennifer Cenatiempo_____ ___August 2025_____
Superintendent Signature Date