



Township of Ocean Intermediate School

**Building Inclusion Through Job-Embedded
Professional Development**



Culture Before Initiative

Who We've Always Been

An inclusive, student-centered school where staff and students are empowered to lead, innovate, and create authentic learning experiences.

The Reality

Strong practices existed—but often in isolated pockets or silos.

The Shift (This Year)

From isolated excellence → collective alignment

Shared vision. Shared practices. Greater impact for all students.



Why Now?

Why This Work Matters — Now

- Student learning needs are more diverse and complex than ever
- Instructional quality is inconsistent across classrooms
- True inclusion requires systems—not isolated efforts
- Our greatest impact occurs when professional learning is job-embedded

To improve outcomes for all students, we must ensure consistent, high-quality instruction in every classroom, every day.



From Pockets of Practice to a Shared Vision

Our Goal for 2025-2026

Unify instructional practices without limiting creativity or teacher autonomy.

Our Focus

- A shared instructional language
- Shared learning experiences
- Shared responsibility for student success

The Result

An **all-hands-on-deck professional learning model** that brings together:

- Academic teachers
- Elective teachers
- Support staff
- School administration



A Schoolwide, Job-Embedded PD Plan

TOIS implemented a year-long schoolwide PD plan centered on strengthening Tier 1 instruction

- Each month features a common instructional theme grounded in evidence-based best practices
- The structure is consistent and intentional:



This structure ensures coherence across **all departments, including electives**



Inclusion as Instructional Practices

Monthly Professional Learning Focus

- Clear, student-friendly objectives
- Guided practice aligned to priority standards
- Ongoing formative feedback
- Culturally responsive instructional practices
- Review of LinkIt! Form B data and progress to date
- Collaboration and a sense of belonging
- Data-informed instructional supports
- Student ownership of learning
- Reflection and looking ahead

Important Note

These are not initiatives for specific subgroups.

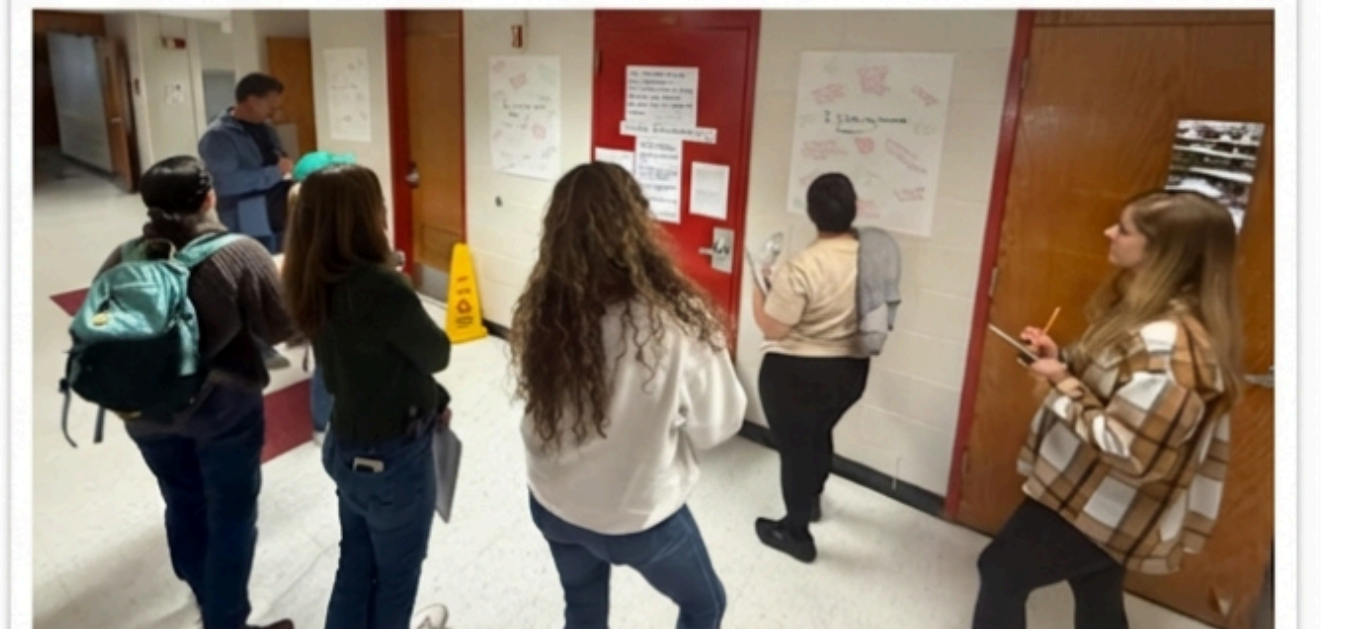
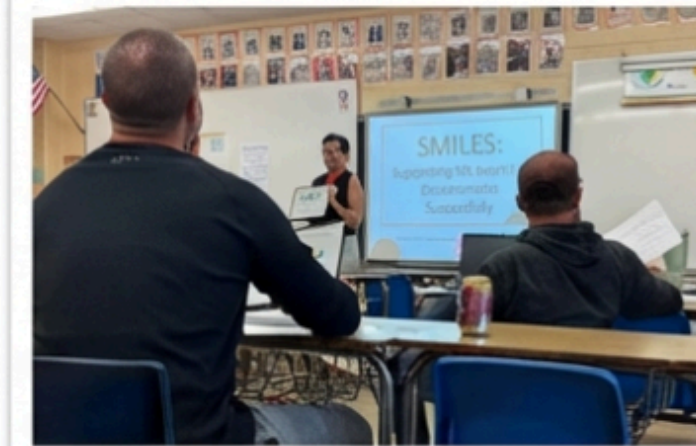
They represent strong Tier 1 instructional practices that benefit all learners, every day.



Elevating Internal Expertise

November In-Service: The Plan Put Into Practice

- How to Make Multilingual Learners feel supported in your classroom
- This session was:
 - Cross-curricular
 - Rooted in student Voice
 - Immediately applicable
- Staff engaged deeply with:
 - Practical Strategies
 - WIDA data presented in a teacher-friendly way
 - Activities that could be used in any classroom



From PD to Systems Change

November PD Takeaway → Action

What We Heard

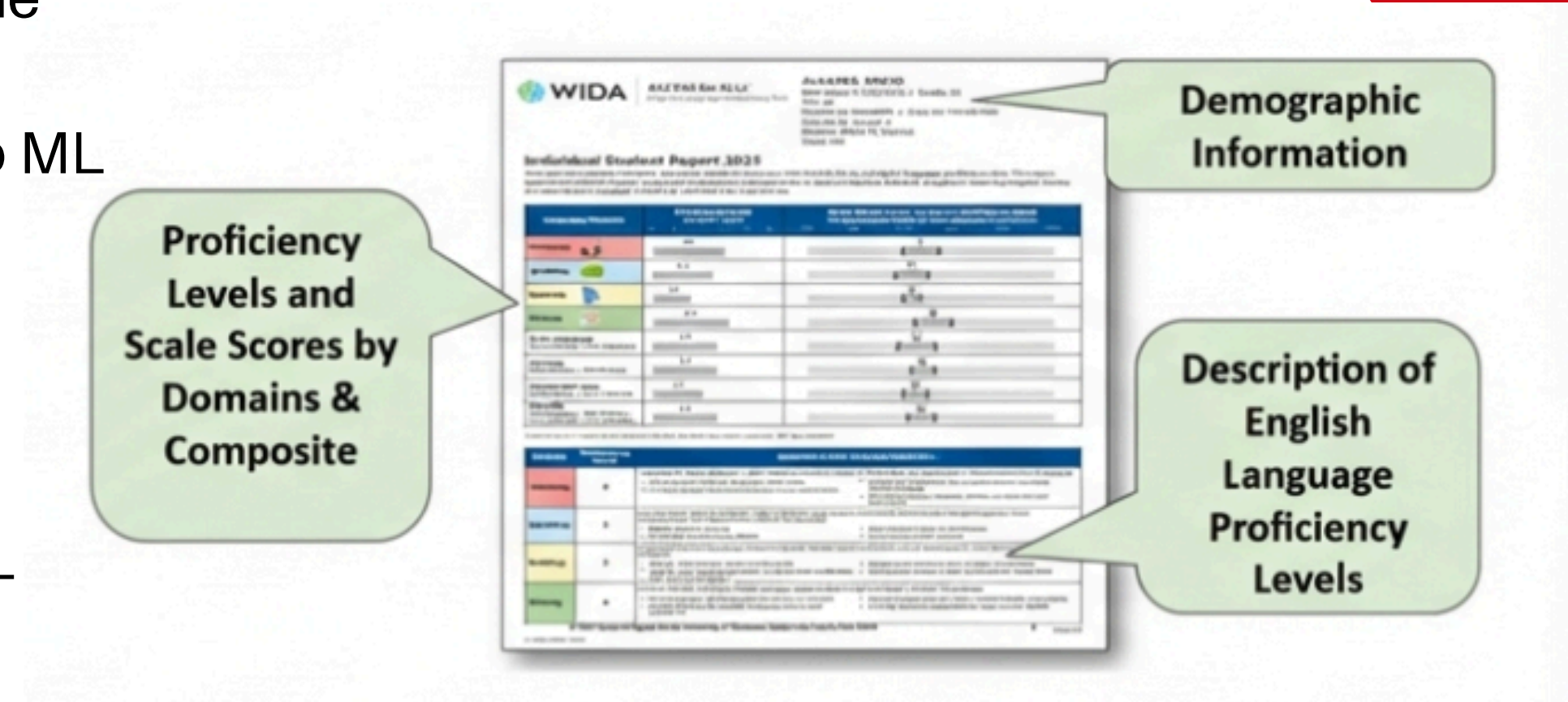
- Staff valued how accessible and actionable the WIDA data is
- Teachers requested easier, ongoing access to ML proficiency data

Our Response

- Administration collaborated with the network manager and instructional team
- A streamlined process was created to view ML proficiency data directly in Genesis

Result

- System completed and shared with staff at the January Faculty Meeting
- Teachers now have timely access to data to better inform instruction



[CLICK HERE](#)

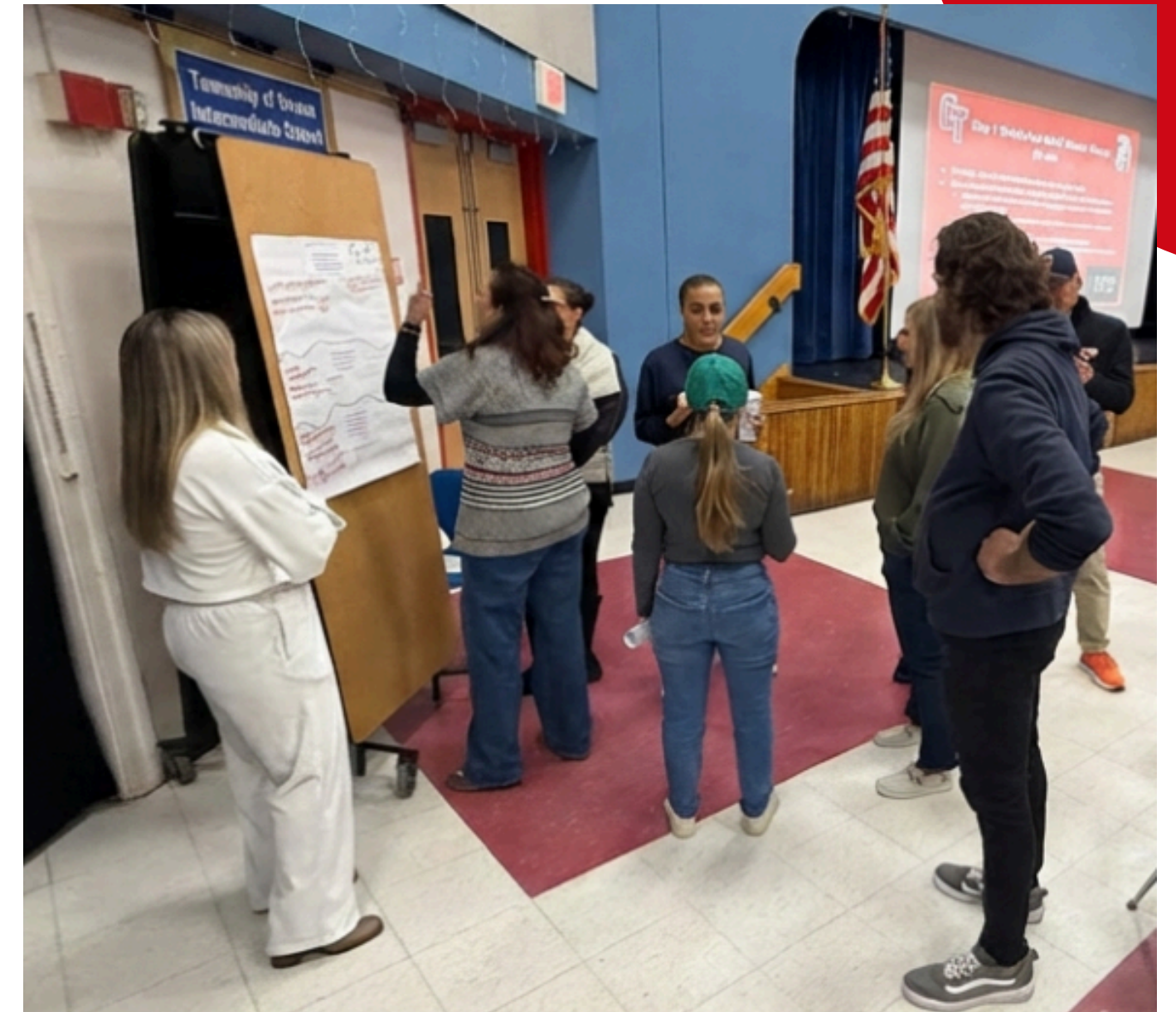


Focus Standards and Formative Assessments

November In-Service Continued

Step One - Focus Standards and Practice

- Each grade level identified
 - Two ELA Standards
 - Two Math Standards
- Staff worked in cross-curricular groups
- Teams developed:
 - A lesson plan, a strategy, or a 'do now.'
- All work was archived in a shared Padlet for staff-wide access



Cross-Curricular Formative Assessments

Step Two: Deepening Instructional Practice

- Teachers selected one of two formative assessment resources to read or view
- After engaging, staff returned to the original Padlet lessons
- Teachers added authentic classroom examples of formative assessment in action

Result

The Padlet became a living instructional resource—not a one-time task.

DECEMBER SPARTAN LEARNING FOCUS: Formative Feedback

- 1 Read ONE Article**
Select the article with one of two formative assessment articles/resources:
 - Read ONE Article in [document libraries](#) or [resources](#)
 - Review the Padlet link: [www.fetter.echr](#) and for our asset as policies.
 - The onl mpd15 Formative assessment hacks to se to server-in-time assessment.
- 2 Review the Padlet**
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 - Add 2 classroom examples of how they use formative assessment
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A Living Library of Practice

Sustainability Through Shared Expertise

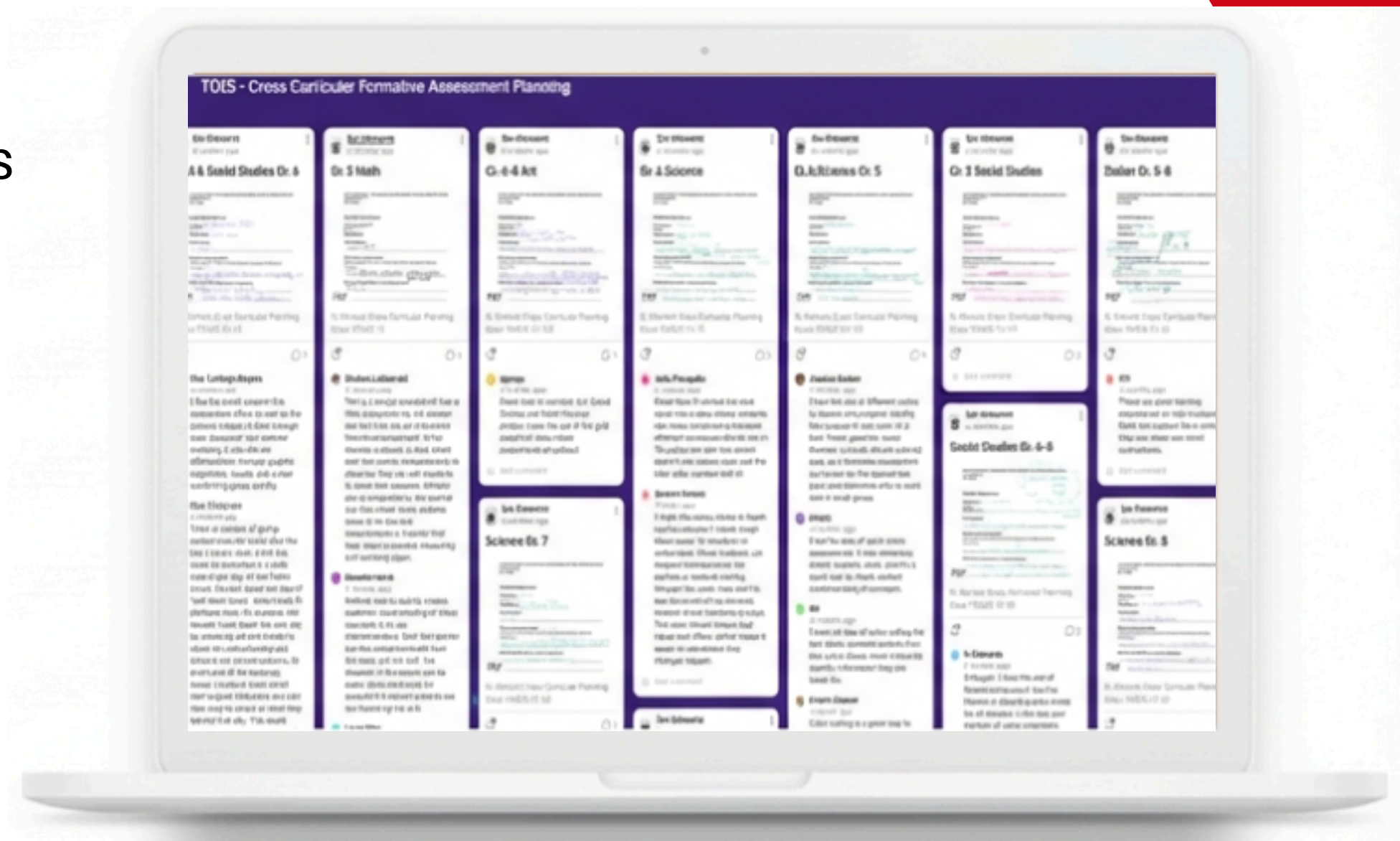
- Padlet resources are now housed in the TOIS Google Classroom
- Teachers can:
 - Revisit strategies at any time
 - Learn from colleagues across departments
 - Maintain consistency while honoring individual teaching styles

What's Next

- Additional resources will be added following February In-Service sessions

Why It Matters

Professional learning is strongest when teachers contribute to it, not just receive it.



[CLICK HERE](#)



Rethinking Local Assessments

The Previous Model

Local assessments (IXL, LinkIt!, DIBELS, etc.) were primarily managed by the Math and ELA departments, which were responsible for:

- Administering assessments
- Analyzing data
- Adjusting instructional plans
- Meeting with supervisors to review outcomes

The Challenge

While effective, this approach unintentionally placed schoolwide accountability on just two departments.

The Shift (This Year)

We intentionally redesigned the process to reflect our belief that student growth is a shared responsibility across the entire school community.



All-Hands-On-Deck

Assessment and Data Model

- **Whole-school assessment days** using LinkIt! (standards-aligned, predictive)
- **Assessment Cycle:** Sept (Form A) → Jan (Form B) → Apr (Form C, pre-NJSLA)
- **All staff**—academic and elective—serve as proctors
- **New this year:** Collaborative review of Form A & B data during faculty meetings

Why It Matters

- Shared view of schoolwide trends
- Clear focus on priority standards
- PD directly connected to student outcomes

Bottom Line

Transparency. Shared ownership. Inclusive practice.



Progress Monitoring

Form A to Form B

Grade Level	Content	Focus Standard	Form A Proficiency	Form B Proficiency
5	ELA	Focus Standard 1 - RI.MF.5.6	41%	53%
		Focus Standard 2 - RI.AA.5.7	49%	52%
	Math	Focus Standard 1 - 5.NBT.A.3.A / 5.NBT.A.4 – Numbers and Operations in Base Ten	68%	75%
		Focus Standard 2 - 5.MD.A.1 – Measurement and Data	39%	23%
6	ELA	Focus Standard 1 - RI.TS.6.4.	51%	61%
		Focus Standard 2 - RI.CI.6.1	51%	60%
	Math	Focus Standard 1 - 6.RP.1 / 6.RP.3 – Ratios & Proportional Relationships	55%	60%
		Focus Standard 2 - 6.NS.1 – Divide Fractions	66%	56%
7	ELA	Focus Standard 1 - RI.IT.7.3	56%	79%
		Focus Standard 2 - RI.PP.7.5	51%	61%
	Math	Focus Standard 1 - 7.RP.1–3 – Ratios & Proportional Relationships	51%	43%
		Focus Standard 2 - 7.NS.1–3 – Rational Numbers	39%	61%
8	ELA	Focus Standard 1 - RI.PP.8.5	32%	52%
		Focus Standard 2 - RI.CI.8.2	47%	55%
	Math	Focus Standard 1 - 8.EE.7 / 8.EE.8 – Systems of Equations	29%	33%
		Focus Standard 2 - 8.F.1–5 – Functions	33%	63%



Inclusion Without Labels

What Students Experience

- Consistency
- Collaboration
- Shared ownership

What They Don't See

- Silos
- Departments working in isolation

What We Model

- Inclusion through everyday practice—not announcements

The Message to Students

Everyone in this building is invested in your success.



Early Wins & Why It Matters

What We're Seeing

- Increased staff engagement in PD and PLCs
- Greater confidence using data to guide instruction
- Stronger cross-department collaboration
- Clear evidence that classroom alignment extends beyond individual rooms

Why It Matters

- Builds internal capacity
- Honors staff expertise
- Centers students

Bottom Line

- This work is not program-dependent
- It is culture-driven

