

Black Horse Pike Regional
School District

**Professional
Development
Plan**

2026-2027

Black Horse Pike Regional School District

Professional Development Plan: 2026-27

DISTRICT HIGH SCHOOLS: Triton Regional, Highland Regional, & Timber Creek Regional

Section 1: REFLECTION

An assessment of our professional development efforts revealed the following primary aspects that are considered effective by faculty, supervisors, and administrators:

1. Professional Learning Communities: Full-day PLCs were organized and conducted by content-area supervisors to support analysis of student performance and development of assignments and activities that align with curriculum goals and standards. These workshop sessions allowed teachers to collaborate on strategies for accelerating learning as we continue to fill gaps and uphold practices that empower students to think critically, perform high-level learning activities, and successfully navigate standardized testing.
2. Educational Leadership Teams: Building Teacher Leadership teams continue to evolve, supervised through collaboration among instructional supervisors and vice principals. Members were tasked with identifying priority goals to support instructional and non-instructional staff so that they can better meet the needs of students. These teams planned professional development workshops for teacher in-service days based on evaluation data that revealed the need to strengthen the use of instructional strategies that normalize student-centered critical thinking and collaborative problem-solving, as well as the implementation of classroom routines that support equitable access for engagement.
3. Summer Professional Development: Workshops were proposed, created, and led by educators who researched topics that align with the district's goals for greater equity. Workshops supported understanding of how to build health relationships with students; enhanced understanding of how to manage the use of AI (Artificial Intelligence); focused on creating classroom environments that sustain student engagement; built upon understanding of how to manage culturally responsive instruction to meet the needs of diverse learners, and attended to staff needs for managing their workload efficiently when providing effective feedback. Summer Professional Development also includes training for administrators and new teachers: a two-day Administrative workshop serves to refresh our leaders on evaluation processes, and continued updates on the evolution of our RTI (Response to Intervention) process; our new staff undergoes training at New Teacher Orientation, a two-day workshop series in August.

4. Curriculum Planning & Revisions:

This year's 4th annual Curriculum Launch workshop was held at the end of June with all educators hired to revise or rewrite curriculum. The purpose of the Curriculum Writing Launch session was to establish the lens from which curriculum must be considered in order to ensure we promote and sustain equity, as well as to prompt big-picture considerations that lead to a curriculum that is reflective of the district's values. Specific activities allowed space for discussion among educators across various content areas about explicit curriculum vs null or hidden curriculum. These conversations ultimately lead to greater understanding of how the traditional curriculum affects marginalized students and how disruption of the status quo is crucial to ensuring students reach their full potential for success while they are in our care.

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Section 2: NEEDS ASSESSMENT

1. Student academic achievement, as defined by standardized tests, such as PSAT, SAT, NJGPA, and NJSLA, indicate a need to improve students' abilities to analyze, evaluate, and problem-solve.
 - District supervisors use PLC meetings and conferences with teachers to assess needs of students and educators. They identify students' learning needs through deficits in the assessment. They also compile demographic information of students who tend to need more academic interventions and support. To extend collaboration beyond course level PLCs, supervisors facilitate vertical collaboration within and between departments.
 - Teachers are working to build upon competence as well as build confidence in test-taking skills through scaffolding of instruction and through building growth mindsets that reward progress, thus making assessments more meaningful and motivating to students to improve performance.
2. District supervisors and administrative teams reflect on performance through analysis of data in teacher evaluation reports and informal walk-through observations.
3. District administrative teams are currently reviewing the results of our School Climate survey, conducted through the District Equity Council, which collected survey responses from staff, students, and community members. Question responses were organized and presented to building administrative teams in the following categories: academics, safety, culture, and staff disposition.
4. District supervisors and administrative teams review enrollment data of students in AP or Honors courses to evaluate performance in comparison with state and national scores, as well as to plan for ways to involve more diverse student voices in these courses.
5. School Liaison meetings are hosted by district administrators to assess needs of faculty and staff, per school building and districtwide.
6. Building administrators attend Home School Council meetings to invite community perspectives and collaborate on ways to enhance academic programs and services.
7. District supervisors communicate with sending districts to align goals and objectives in support of student transition to the secondary level and as a way of ensuring clear understanding of curriculum expectations in lower grades.
8. Building teams of support personnel include BSIP (Basic Skills Instructional Program) Coordinators, RTI Tier 3 Coordinators, Reading Specialists, Mental Health Counselors, Substance Abuse Counselors, Student Mentors, and Student Success Coaches. This network of professionals works together to assess students' academic, behavioral, and emotional needs, ensuring that all appropriate parties are informed and involved in creating plans to address issues and provide needed support.

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Section 3: DISTRICT GOALS

Listed below are the district goals:

1. **Effective Instruction**

- By the end of the school year, educators will strengthen culturally responsive instructional practices by intentionally designing learning experiences that incorporate **quality questioning, explicit modeling of learning processes, collaborative peer interactions, metacognitive reflection, and opportunities for students to analyze, evaluate, create, and consider multiple perspectives**, resulting in equitable and intellectually engaging classrooms that promote student ownership of learning and deeper levels of thinking.

2. **Literacy (ELA, Social Studies, Science)**

During the 2026-27 school year, the district will make measurable progress to increase standardized testing scores (NJGPA & NJSLA) for English Language Arts.

3. **Mathematics**

During the 2026-27 school year, students will increase their NJSLA-M and NJGPA scores based on the 2025-2026 data.

4. **RTI: Response to Intervention**

In the 2026-27 school year, our building RTI teams will grow in their management of targeted support for students. Specifically, we will begin to evaluate trends in data to better empower Teacher Leadership Teams and Equity Council to determine the professional development needs for classroom instruction, specifically tiered grouping strategies and manageable classroom interventions that can work to prevent students from needing Tier 2 & 3 support.

Strategies for Goal Achievement:

- Build a culture of lifelong learners by developing inquiry-based curricular assignments and lesson activities that require critical thinking and promote real-world applications.
- Use backward design to craft lessons that demand engagement in metacognition, that promote ownership by allowing for learners to have agency, and that reward meaningful investment in the learning process.
- Conduct formative assessments to gauge student progress in building literacy skills per content area and provide targeted instruction to build skills
- Target instruction on close readings of complex texts. Promote independent reading to increase stamina and engagement;
- Target instruction for practice in test-taking.
- Target instruction to develop skills in reasoning and modeling math tasks.
- Development of curriculum assessments and practice problems to include similar NJSLA-M and NJGPA reasoning and modeling problems on benchmark assessments.
- Target instruction for practice in test-taking.
- Foster collaboration among teachers, Student Success Coaches, mentors, and counselors (including SAC, MHC, CST) to address students' social, emotional, and academic needs.
- Review of RTI documentation for students with behaviors associated with mental health issues.
- Host workshops sessions on in-service days, at faculty meetings, and in PLCs.
- Use PLC and department meetings to analyze course performance data, standardized testing results, and curriculum expectations to ensure that NJSL standards are honored, that students are challenged

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with rigor, and that appropriate, effective supports are in place for academic success.

- Continue to offer tutoring services through building Reading Specialists, Math tutors, and after-school Lit Cafe (English) and Empower Hours (Math).
- Continue to offer summer enrichment programs, such as Summer Bridge for incoming 9th grade students (Math & English), Reading Enhancement for 9th grade students transitioning to 10th-grade, and ESY for students with special needs.
- Continue to offer opportunities for credit recovery through Summer School.
- Continue to offer Summer PD opportunities for staff and administrators.
- Continue to use Instructional Coaches to support staff planning and instruction.
- Continue to empower educators through turnkey presentations by staff who have developed expertise and/or attended outside PD.
- Continue to provide ongoing support for teachers who are new to the profession and new to the district.
- Continue to cultivate a culture of empathy and equity through establishing Teacher Leadership Teams that research, develop, and present workshop sessions based on needs of staff and students.
- Grow our Student Voice Committees to promote action research among student members who focus on implementing plans for producing greater equity in the school community.
- Continue to empower Wellness Teams in each building to promote a culture of wellness among staff and students.

Section 4: PROFESSIONAL DEVELOPMENT OPPORTUNITIES

1. [PD/In-Service Days](#)

- August
 - Administrative Workshops: 2 full days: Supervisors and Administrative Teams conduct two workshop days filled with sessions to review district goals, communicate expectations, and plan for program implementations.
 - Teacher In-Service: 2 full days, one day to work with supervisors to develop strategies that align with department and district goals for student academic achievement.; one day to work within the building to focus on building specific goals, led by principals and Teacher Leadership teams.
- September - 1 full day: Teachers will work independently to prepare their classrooms and plan instruction for the opening weeks of school, including review of revised curricula, rosters, and student data in PLC teams.
- November - 1 full day will be led by Teacher Leadership Teams in each building. PD options will be chosen and organized based on a review of data that reveals the needs of educators
- February - 1 full day: District Supervisors will conduct workshops based on department goals.
- March - 2 half-days: Building administrators & Teacher Leadership Teams will conduct workshops based on their survey of needs.
- April - Teacher Leadership Teams conduct in-service sessions to attend to end-of-year management needs.
- May - 2 half-days: District Supervisors will conduct workshop sessions that use data to prompt reflections on department goals.

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2. Professional Learning Communities

- Supervisors host PLC sessions after school & in full-days when substitute coverages are available.
- Teachers plan monthly PLC meetings after school.

3. Faculty Meetings

- Building administrators & Teacher Leadership Teams present workshops in monthly meetings.

4. New Teacher Orientation & Professional Development

- Newly-hired teachers will attend a 2-day training in August to prepare them for the school year.
- Educational Leadership Teams will conduct monthly sessions with teachers who are new to the district.

5. Summer Professional Development Program:

- Workshops presentations by our staff to promote equity, restorative practices, social & emotional well-being, student engagement, and classroom management.

6. RTI - Monthly Team Meetings

- RTI (Response for Intervention) - sessions hosted by the building leaders with oversight by the District Chief School Administrator, and in collaboration with Success Coaches to improve efficiency and effectiveness of communication and management of intervention plans.

7. Summer Training for Administrators

- Annual Stronge Evaluation training for consistency among administrators and supervisors when evaluating staff; August 2026 includes updated training on new language in the evaluation form for Educational Specialists, including specific indicators aligned with expectations for teachers in the CARE program.
- A representative from NJPSA/Legal One will train all administrators on proper protocol for personnel management and 1st Amendment Rights of students.

9. Technology Training

- The District Technology staff offers training throughout the year based on staff needs and requests.

10. Out-of-District Workshops

- Teachers and administrators attend workshops offered by professional organizations & turnkey presentations to local staff.

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Section 5: PROFESSIONAL DEVELOPMENT RESOURCES

1. The school year schedule has been developed to incorporate professional development in-service days, and collaborative time will be provided for PLC teams. Our rotating schedule with Common Lunch periods continues to make time available for students to meet with teachers, thus fostering relationships that improve educators' understanding of students' needs.
2. Each school has established an Educational Leadership Team to research, plan, and implement professional development workshops on in-service days and in after-school sessions.
3. The various resources available for professional development include books, on-line resources, and presenters, some of whom we anticipate will come directly from the faculty and staff. The peer instructional coaches are also used to provide resources and feedback to teachers on best practices. The peer coaches have also been successful at pairing teachers for a more collaborative process. We continue to offer summer professional development opportunities and department meetings to use for all teachers to collaborate and share.
3. Our district leadership engages all stakeholders by relying on the input from the school-based professional development plans. We collect data from several points: surveys and questionnaires, professional development summary reports, professional development evaluations, informal dialogue, RTI Team meetings, Educational Leadership Team Meetings, Equity Council meetings, and Home and School Council/Parent-Teacher Partnership meetings.

Section 6: ONGOING ASSESSMENT & EVALUATION OF THE PD PLAN

1. Student data will be used to determine how professional services and development impact student learning. Data includes student attendance, disciplinary referrals, honor roll status, AP/Honors enrollment, course performance, extra-curricular involvement, and college enrollment rates. Standardized testing results will be used to gauge academic skills in comparison to previous years and to districts with similar demographics. (NJSLA, NJGPA, PSAT, and SAT).
2. The School Professional Development Plan will encourage job-embedded collaboration by providing increased availability for teachers to collaborate and share ideas for lessons or information gained from outside workshops. We will seek feedback concerning all aspects of professional development through a variety of ways:
3. We ask all professional development participants to fill out a feedback form, which allows us to determine the efficacy of each program. The responses are used to improve the quality of professional development. When staff attend outside workshops and seminars they are frequently asked to share what they have learned at department meetings. This allows supervisors and staff to comment and critique the information passed on through a collaborative process.

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4. The PD plan may expand or be adjusted based on the current evaluation of the results of our School Climate survey, conducted through the District Equity Council, which collected survey responses from staff, students, and community members. The following categories will be assessed to identify priorities: academics, safety, culture, and staff disposition.

Section 7: PLAN SUMMARY FOR THE DISTRICT

In our schools, we will continue to encourage and incorporate technology and peer collaboration into the classroom. There has been an influx of new strategies and ideas that have been introduced over the years and follow-up for the various ideas and best practices will be encouraged. Our schools believe that student achievement is a top priority. However, we do not believe in focusing strictly on test scores. Our schools want students to achieve their personal best at all times. We want to develop student success and create an environment where any improvement is a commendable one.

Student achievement means that students will not only be proficient on statewide assessments but they will be a whole person who can positively contribute to a global society. Student success is only achieved with good teachers leading the lesson. For this, we must provide relevant and valuable professional development opportunities that support the use of quality questioning, and differentiation in modeling, assessments, and instructional activities.

Professional development will be done through team-based, teacher-led workshops and PLCs organized by content-area supervisors and supported by instructional coaching staff. These workshops provide an opportunity to share what works with our current demographics and determine what is giving our colleagues success. Teams will look at student work and create common assessments together to ensure aligned curriculum across content areas and districtwide programs. The use of common assessments and standardized testing data will also be used to gather more data on student performance. Team members will hold each other accountable for following the procedures set forth. By comparing data, teams will be able to determine what is working and what needs to be assessed as far as classroom instruction.

Various resources have been made available for professional learning. The district provides in-service time during half-days and when the students are not in session. Teachers meet in PLCs and are provided various PD opportunities throughout the year, including in the summer. Workshops are planned based on research and often include study of books that prompt reflection on our practices as educators. All resources are made available to staff in hard copy and or online, posted in Google Classrooms that are hosted by content-area supervisors and administrators.