Harrison Township School District Professional Learning Plan 2026-2027

Name of District: Harrison Township School District

District Code: 2070 County Code: 15

District Address: 120 N. Main Street, Mullica Hill, New Jersey 08062 County: Gloucester

District Factor Group: GH

Chief School Administrator: Dr. Margaret Peretti, Superintendent

Type of District (check one): Pre K-6

List the names of the school building, grades, current student enrollment and number of professional staff members (who hold instructional or educational services licenses):

NAME OF BUILDING	SCHOOL CODE	GRADES	STUDENT ENROLLMENT	STAFF MEMBERS
Harrison Township School	050	Pre-K – 3	745	120
Pleasant Valley School	080	4 – 6	577	80

HARRISON TOWNSHIP SCHOOL DISTRICT PROFESSIONAL LEARNING COMMITTEE(S)

School Improvement Panel	
Superintendent	Margaret Peretti
Chief Academic Officer	Lisa Heenan
BOE Member	Stacey Muscarella
Supervisor of Instruction	Chad Flexon
Principal of PVS	Karen Russo
Assistant Principal of PVS	Christine Fellona
Supervisor of Student Services	Lori Hynes
Principal of HTS	AnnaLisa Rodano
Supervisor of Instruction	Diane Eisenhart
Teacher. SciP Team Member	Taylor Johnson
Teacher. SciP Team Member	Tara Reeves
Teacher. SciP Team Member	Victoria Hummel
Teacher. SciP Team Member	Andrea Startare
Guidance Counselor. SciP Team Member	Jean Marie Sutton
Teacher. SciP Team Member	Brianna Miller
Teacher. SciP Team Member	Julianna Olan

Board of Education Curriculum Committee

Superintendent	Margaret Peretti
Chief Academic Officer	Lisa Heenan
BOE President/NJSQSAC REpresentative	Stacey Muscarella
BOE Member	Shannon Williams

District Name	Chief School Administrator Name	Date	Plan Begin/End Dates
Harrison Township School District	Dr. Margaret Peretti	August 1, 2026	July 1, 2026-June 30, 2027

Sources of Evidence

1. I Ready Spring Performance
2. DIBELS
3. LinkIt! Benchmarks
4. NJSLA Performance
5. Report Card Performance & Comments
6. Staff Surveys
7. Staff Evaluations & Conferences
8. Student Discipline Reports
9. Intervention Data (BSI and I&RS)
10. Guidance Referrals
11. Student Profile

Professional Learning Goals

PL Goal	Professional Learning Goals	Identified Group	Rationale/Sources of Evidence

No.			
1	**English Language Arts/Literacy Instruction with Early Literacy** District staff members will increase their knowledge of Science of Reading and implementation of literacy instruction grounded in research based literacy instruction; specifically, phonological awareness, phonics and word analysis, fluency as a bridge to comprehension, background knowledge, text structures, and sentence comprehension.	Pre K-2	• NJSLA Test Scores; I Ready Benchmark Assessment data. • In alignment with P.L. 2024, c.52, certificated staff in grades Pre-K through 3, will participate in professional learning of evidence-based literacy practices that support instruction.
2	**English Language Arts/Literacy Instruction with Focus on Vocabulary Instruction and Background Knowledge** District staff members will increase their knowledge of Science of Reading and implementation of literacy instruction grounded in research based literacy instruction; specifically, an increased focus on teaching content rich literature and background knowledge (science, history, and the arts) and rich vocabulary as opposed to leveled or basal readers.	3-6	• District staff members will increase their knowledge of the Science of Reading and implementation of literacy instruction grounded in research-based practices, with a focus on building background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. Research shows that reading comprehension improves when students have deep knowledge of the topics they are reading about, making the inclusion of science, history, and the arts critical to equitable literacy development. Replacing leveled and basal readers with complex, content-rich texts ensures that all students are exposed to grade-level material that supports academic language growth and long-term reading success. This goal is needed to close opportunity gaps by equipping students—especially those from linguistically and economically diverse backgrounds—with the knowledge and vocabulary essential for understanding complex texts. Emphasizing this component of the Science of Reading

			ensures a more robust and equitable approach to literacy instruction.
3	**Mathematics** District leaders will monitor the Envisions mathematics program for implementation with fidelity. Professional development in Mathematics will support teachers in increasing the rigor of instruction and teaching conceptual understanding to meet the New Jersey Student Learning Standards (NJSLS). Building thinking classrooms, collaborative problem solving, and the use of daily quick checks (formative assessment) to inform small group instruction will be a focus.	K-6	• Collaborative problem solving and the use of strategies from Building Thinking Classrooms foster student engagement, deeper conceptual understanding, and critical thinking. When students work together to solve problems, they develop mathematical reasoning and communication skills that are vital for long-term success. Additionally, daily formative assessments (quick checks) allow teachers to make timely, data-informed decisions about instruction, enabling them to form flexible small groups that target specific learning needs. Supporting teachers through professional development ensures consistent, high-quality instruction across classrooms and promotes equity in mathematics achievement.

PL Goal No.	Professional Learning Activities	Follow Up Activities (as appropriate)
1	• The district will focus on the implementation of the CKLA 3rd edition ELA program grounded in the Science of Reading for Grades K-2. • Staff will be trained in the following: ○ Amplify CKLA 3rd Ed K-2 Strengthening Session ○ 2 Onsite Coaching CKLA coaching days	❑ Meetings with grade level CKLA team(s) at least once per trimester ❑ School administrators will have ongoing conversations with staff

	• Create grade level point people, who will monitor the effectiveness of the implementation of the programs and communicate with grade level teams. Potential Resources: • CKLA Professional Development • Great Minds Open Enrollment Courses	members on the effectiveness of the programs during PLC time. ❑ Continued professional development. ❑ Administrators will analyze I Ready, Link It, and Dibels reports/data. ❑ Option to attend out of district/virtual training workshops. ❑ Collaboration with neighboring school districts using CKLA
2	• The district will evaluate the success of the Wit & Wisdom knowledge building literacy curriculum utilized for Grades 3-6 Literacy Instruction. • Staff will be trained in the following: ○ Launch Wit & Wisdom (Year 1) ○ Module Lesson and Study (Year 1) ○ Testing and Wit & Wisdom (Year 2) ○ Fluency and Wit & Wisdom (Year 2) ○ Ongoing for new staff members • Create Literacy Curriculum teams, who will monitor the effectiveness of the implementation of the programs and communicate with grade level teams.	❑ Walk Through Observations. ❑ Peer Observations. ❑ Focused PLC Topic to support implementation of new knowledge based curriculum. ❑ Option to attend out of district/virtual training workshops.
3	• The district will evaluate the success of the mathematics instruction district wide. • Provide ongoing professional development to enhance instruction and focus on differentiation ○ Consultant: District staff will utilize the targeted assessment and instruction in support of student needs. Teachers will use daily quick checks for formative assessments to differentiate daily groups. Year 1 Teachers in grades 4-6 will receive training using the Building Thinking Classrooms Model. Year 2-Teachers in grades 2-3 will receive training. Year 3: Teachers in grades K-1.	❑ Ongoing monitoring & check-in opportunities. ❑ As needed, teachers will formulate an agenda for PLC meeting(s) with administration's collaboration. ❑ As needed, teachers will submit to administration specific concerns. ❑ Option to attend out of district/virtual training workshops.

	○ I Ready: ■ Using Data to Drive Instruction ■ Understanding and Responding to Student Growth Data ■ i-Ready: Using Data to Plan Math Instruction ○ My Savass Training Topics related to ongoing PD (math tutorials) ○ Establish school wide incentives for completed lessons on I Ready. ○ Continued support for cohesiveness of standards across the grade levels.	
4	● District Staff will engage in team building activities to build relationships within the district. ● Continue schoolwide PBIS incentives to promote a positive school climate. ● Potential Resources ○ The Rainbow Rabbit K-3 character ed/anti bullying program. ○ Adopt a Character Counts program to implement. https://charactercounts.org/program-overview/results/	❑ PBIS committee meetings held as needed. ❑ PLC follow up as needed. ❑ Option to attend out of district/virtual training workshops. ❑ Faculty Meetings to be utilized if needed.
7	● Opening day procedures will include a reintroduction to the following: ○ Curriculum Scope & Sequences ○ Danielson Evaluation System ○ Assessments, including all district benchmarks ○ Digital account expectations ○ NJSLA, I Ready, and Link-It and data analysis	❑ As needed PLC follow up ❑ Faculty Meetings to be utilized if needed. ❑ New Teacher Academy.

State Mandated PD Activities
➢ 6th Grade Social Studies: include lessons related to LGBQT. ○ Narrative and Law ➢ Social Emotional Health requirements in PE/Guidance. 2020 Draft: Mental Health, Physical Wellness, Safety

- Reading Disabilities: 2 Hours Annually for all categories of educators as listed: K-3, special education, Basic Skills, ESL/ELL, and LDTC, and speech as mandated by NJDOE.
- LEAR-Science of Reading training for Pre-K-3
- Preventions: Suicide Prevention; Harassment, Intimidation, & Bullying; & Recognition of Substance Abuse.
- School Safety, Security and Code of Student Conduct: School Safety; Law Enforcement Operations; Mandatory Gang Awareness for School Administrators; Code of Student Conduct; Potentially Missing/Abused Children; School Safety Teams; EVVRS.
- Health: Communicable Diseases; Use of Nebulizer, Asthma; Bloodborne Pathogens; Alcohol, Tobacco, and other Drug Prevention and Intervention.
- Educator Evaluation.
- Equity and Affirmative Action.
- See state requirements for additional information.

Resources
• To meet the needs of the professional development plan (PDP), funds will be allocated through the Office of Curriculum and Instruction, Title II funds and individual school professional development (PD) budgets for these purposes. The allocation will come from a combination of state and federal funds and will be adjusted accordingly pending board approval. This amount will cover costs for external providers, in-district and out of district trainings, materials, technology resources, travel expenses, online resources, and staff stipends. • Turn-key training will be utilized in order to control district PD expenses; consequently, relying on PLC time, articulation time, teachers and administrators to provide specific professional development activities are effective options. • Based on the district calendar and teacher contract, there are multiple professional development days designated to professional learning activities. During school, after school and/or summer professional development sessions will be offered and/or available to meet the needs for specialized or specific practices for teachers.

Signatures:

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CSA Signature	**Chief Academic Officer Signature**	**Date**


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