

2021-22
Professional
Development
Plan

BOUND
BROOK
SCHOOL
DISTRICT



Bound Brook School District Professional Development Plan (PDP) – 2020-2021

District Name	Superintendent Name	Plan Begin/End Dates
Bound Brook School District	Dr. Daniel Gallagher	July 2021 – June 2021

The Professional Development Plan for the Bound Brook School District aligns with the New Jersey Professional Development Standards and requirements, and it describes a vision for learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. This model builds on and strengthens a culture that supports learning and affords every educator an opportunity to enrich his/her practice.

The District Professional Development Plan provides guidance and a menu of professional development opportunities throughout the year for staff. Professional development will be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results, and then beginning the process anew.

The district's approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for effective teaching and learning. The needs of learners in the twenty-first century, along with the Common Core Standards, demand innovative, progressive, and cutting-edge professional development through a variety of formats such as in-service training, workshops, webinars, coaching, modeling, and professional learning communities.

Professional development opportunities will be offered throughout the 2021-2022 school year during:

- Summer months
- Four professional development days built into the district calendar -September 7, 2021, October 11, 2021, January 17, 2022, February 21, 2022.
- Two School-Based After School Staff Meetings per month
- PLC time built into the school day
- After school as needed
- District offerings of in-district and out-of-district professional development opportunities throughout the school year

The contents of this plan include professional development goals and activities derived from the following:

- Feedback from building SCIP committees
- District programs and initiatives
- Required professional development by statute and regulations
- Needs of new staff
- Staff survey, Parent surveys, Student surveys
- Needs of the district and school administrators
- Student performance data

The district believes that sound and practical professional development programs are positive links to establishing effective instructional practices. This will enhance the knowledge of curriculum content, design, and delivery, which will lead to increased student academic achievement.

1: Professional Learning (PL) Goals			
PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Extend and expand strategies used to differentiate for all students' academic needs with a focus on the following groups:</p> <ul style="list-style-type: none"> English Language Learners Enrichment/High Achieving students Students assessed as performing one grade level or more below Special Education students 	Administration and Instructional Staff PK-12, Parents and families	<ul style="list-style-type: none"> As indicated through surveying all stakeholders (staff members, parents, and students), it has been identified that a focus on continued professional development in these areas and beyond will assist in moving our district forward. In addition to the survey results, continued communications with parents and staff have caused the need for differentiation particularly for our enrichment students as an area of focus. Teachers and school leaders have raised concerns regarding student engagement during grade level and content area meetings. Analysis of the types of interventions developed for student action plans by the I&RS committee and the Child Study Team indicate a need for professional development in these areas. Analysis of assessment results (LinkIT, DRA, DIBELS, Teaching Strategies Gold) indicates a need in this area as well. Lessons reviewed by the administrative staff through shared lesson plans and the classroom walkthrough/observation process revealed a need to differentiate instruction and incorporate instructional technologies Analysis of 2020-21 data from formative observations revealed that teachers still need more professional development and support in Questioning & Discussion, Engaging Students in Learning, and Using Assessments in Instruction.

<p>2</p>	<p>Build continued understanding, commitment, and ownership of the implementation of Social Emotional Learning (SEL) competencies to support mental and emotional well-being.</p>	<p>Administration and Instructional Staff PK-12</p>	<ul style="list-style-type: none"> ● As indicated through our district-wide survey along with feedback informally shared with teachers and administration, there is a continued need for additional professional development with regard to Social Emotional Learning competencies. ● In grade levels where mindfulness strategies have been fully implemented, students have reported that they benefit from the use of these strategies. Therefore, further implementation will benefit all students. ● Feedback from Parents and community members indicates additional opportunities are needed to better reach our student population and increase student achievement.
<p>3</p>	<p>Implement strategies for a more seamless transition between grades, from elementary to middle school, middle school to high school, and high school to college/career.</p>	<p>Administrators and Instructional Staff K-12</p>	<ul style="list-style-type: none"> ● The surveys (referenced above) indicated that our students would benefit from additional post-graduation preparation and exposure to various post-secondary opportunities and support for milestone transitions within our PreK-12 configuration.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Engage the staff in grade level and departmental meetings to revisit the curricula and add to lists of specific methods used to differentiate for English Language Learners, students performing below grade level, Special Education Students, and students in need of enrichment. ● Provide opportunity at district wide in-service or faculty meetings for staff to engage in data driven instruction decision making practices. Staff will use data to make decisions on how to best address the needs of their students while collaborating with colleagues as needed. ● Allow and encourage staff members to attend out of district workshops/conferences where the topic of differentiation is explored. ● Re-engage the staff in the I&RS process and tiered levels of supports. 	<ul style="list-style-type: none"> ● Coaches/supervisors will assist teachers with data analysis of assessments to group students for differentiated and small group skills instruction. ● Collaborative meetings by grade level and subject areas to discuss effective student engagement activities. ● Collect lists from grade levels/departments and include on district share drive for access. ● Administration will continue to support the teachers in the practice of student engagement and differentiated instruction through modeling. ● Coaches will continue to support the teachers in the practice of meeting the needs of all of their students through co-teaching and modeling.
2	<ul style="list-style-type: none"> ● Survey staff on the amount of mindfulness practices used in each classroom PreK-12. ● Provide opportunities for new staff to be trained in Responsive Classroom and Restorative Practices. ● Provide district wide professional development workshops to further explore ways to infuse Responsive Classroom and Restorative Practices in both the classroom and throughout each school to align language and approach. ● Coaches will model activities and lessons that incorporate Responsive Classroom and Restorative Practices. ● Conduct parent/guardian information sessions to expand understanding of social emotional learning practices and further engage families in district wide practices. 	<ul style="list-style-type: none"> ● Using survey data, make targeted advances towards increasing the mindfulness practices across the district. ● Collaborative meetings by grade level and/or content area to share activities in a small group that promotes effective Responsive Classroom and Restorative Practices strategies. ● Provide opportunities for staff to conduct peer visitations/observations to strengthen mindfulness and conscious practices. ● Continue to guide staff in mindfulness practices for themselves and students. ● Develop Infrastructure to Support SEL Programming. including policies, funding, time, and personnel to ensure that it remains a visible priority in the school and is, therefore, more likely to be sustained. ● Commit resources for ongoing professional development and provides opportunities for reflection and feedback for all school staff (e.g.,

	<ul style="list-style-type: none"> ● Work in committees to develop successfully transitioning students and staff members back into the buildings following the closure of schools due to the global pandemic. This plan will include transitioning from a hybrid/virtual learning environment back to an in-person learning environment. ● Provide resources and available training specific to promoting anti-racism utilizing current events as appropriate at each grade level. 	<p>teachers, support staff, playground monitors, custodians, etc.).</p> <ul style="list-style-type: none"> ● Increase 1:1 program K-6 ● Continue work with experts in target areas. ● Provide external professional development training information and opportunities to families and staff via email and/or the district's website.
<p>3</p>	<ul style="list-style-type: none"> ● Begin Scope and Sequence of SEL expectations/transitions (PreK-12) ● Begin to compose a Scope and Sequence of Social Emotional Learning expectations/transitions (PreK-12) for students to align practices. ● Provide opportunities for vertical articulation between transitioning grade levels within departments to further align curriculum, assessments and performance expectations. ● Conduct parent/guardian information sessions regarding tips and ways to support students through times of educational transition. (i.e. sixth to seventh, eighth to ninth, and college readiness). ● LinkIt, Engaged Instruction and other outside consultants will provide training on creating rigorous assessments, analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth. 	<ul style="list-style-type: none"> ● Survey parents and students on perceived preparedness after transitions take place to assess actions taken and actions further needed from the district regarding transitions. ● Building-level administrators will attend district training and participate in workshops and seminars offered by high-quality providers identified by the district on CCSS alignment. ● Assistant Superintendent will increase articulation with local districts, and Rutgers University Teacher Preparation Program.

3: PD Required by Statute or Regulation

State-mandated PD Activities

All staff will be trained on the following mandated professional development as it applies to their specialty, grade level, or department:

- Affirmative Action
- Alcohol, Tobacco, and Other Drug Prevention and Intervention
- Anti-Bullying
- Asthma
- Bloodborne Pathogens
- Child Abuse Prevention
- Code of Student Conduct
- Concussion
- Covid-19 Workplace Guidelines
- Cyber Bullying
- Discrimination
- Diversity, Equity, and Inclusion
- Domestic and Sexual Violence
- Educator Evaluation
- Electronic Violence and Vandalism Reporting System
- Epilepsy and Seizure Disorders
- FERPA
- Handle with Care
- Harassment, Imitation, and Bullying (HIB)
- Integrated Pest Management
- Internet Safety
- Interscholastic Athletic Head Injury Safety Training Program
- Intervention and Referral Services (I & RS)
- LGBTQ Awareness
- Mandatory Gang Awareness Training for School Administrators
- Potentially Missing/Abused Children Reporting (Department of Children and Families)
- Reading Disabilities (Dyslexia)
- Recognition of Substance Abuse

- Right to Know (Bloodborne Pathogens)
- School Safety
- School Security
- Sexual Harassment
- Special Education Training
- Stronge Evaluation Model
- Substance Abuse Prevention
- Suicide Prevention
- Violence and Vandalism Reporting

4: Resources and Justification

Resources

The Bound Brook School District identifies district needs on an on-going basis. This needs assessment includes an investigation of specific professional development and training opportunities for all staff. Central office administration works collaboratively in order to properly budget for the relevant needs of staff, including the professional development offerings that are reflected in this plan. To meet the needs of the district's schools per this plan, the initial recommendation is to allocate funds from Title II and the district budget for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, substitute teachers' salaries and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that four full days during the school year will be dedicated for professional development activities. Additionally, a minimum of 1-hour monthly Professional Development opportunities will be scheduled through staff meetings. Professional development activities involving work by collaborative teams will be implemented through common planning time opportunities at each school. Substitute coverage for classroom planning, observation, reflection, and curriculum initiatives is available as needed. A scheduled protocol is in place for regularly analyzing data and planning for instruction to support teachers in their facility with planning and delivering small group, differentiated instruction. The Professional Development Plan will serve as a reference to support all professional development initiatives.

In District:

- We have scheduled four professional development days for in-district workshops.
- Throughout the year, additional times are dedicated to support professional learning:
 - Coaching
 - Mentoring
 - Monthly meetings after school
 - Peer Observations
 - PLCs
 - School Improvement Panel (ScIP)
 - Weekly common planning time for teams of teachers

Additional outside professional resources include:

- Curriculum Resource Organizations

- Rutgers University Graduate School of Education
- Raritan Valley Community College
- LinkIt
- NJ Department of Education List of Providers

Supportive resources:

- NJDOE website: <http://www.state.nj.us>
- ESL Model Programs - <https://www.state.nj.us/education/bilingual/resources/slr/model1820.htm>
- Sheltered Instruction Observation Protocol (SIOP) Model - <http://www.cal.org/siop/>
- Edutopia - <https://www.edutopia.org/>
- CASEL - <https://casel.org/>
- NJ Student Learning Standards for Science - <http://www.state.nj.us/education/cccs/2016/science/>
- Social Emotional Learning Competencies - <http://www.nj.gov/education/students/safety/sandp/sel/SELCompetencies.pdf>
- Social Emotional Learning Resources/Information - <http://www.state.nj.us/education/students/safety/sandp/sel/>
- Conscious Discipline - <https://consciousdiscipline.com/>
- Transition Resources:
 - <https://www.publicschoolreview.com/blog/transition-programs-from-middle-school-to-high-school> (MS to HS)
 - <https://yourteenmag.com/teenager-school/teens-high-school/transition-from-middle-school-to-high-school> (Parent - MS to HS)
 - <https://yourteenmag.com/teenager-school/teenager-middle-school/transition-to-middle-school-tips-for-parents> (Parent - ES to MS)
 - <https://www.bing.com/videos/search?q=Transitioning+from+Elementary+to+Middle+School&qv=Transitioning+from+Elementary+to+Middle+School&FORM=VDR> (videos for all transitions)
 - <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx> (ES to MS)
 - <https://www.wikihow.com/Transition-to-College-Life> (HS to College)

Finances have been budgeted to support this plan in the following areas:

- Professional Development for staff members to go out of district (e.g. registration, mileage, substitute coverage, etc.)
- Training opportunities for staff members that allow professionals from out of the district to come to the Bound Brook School District
- Curriculum Writing time for teachers to align curriculum to most up to date standards that includes differentiation strategies
- Funds budgeted for supplies to allow for literature to be distributed to parents and key stakeholders
- Utilization of funds obtained through our district budget as well as grants obtained through federal funding (i.e. Title I, Title II, Title III, and Title IV), etc.

Justification

An in-depth data analysis of state standardized test scores, local benchmarks, school profiles, and performance targets, and regular meetings of PLCs/committees have identified priority areas related to the consistent and successful implementation of the NJSLS and AchieveNJ. Emphasis will be placed on data to drive instruction, targeted student subgroups, and teacher evaluation. In order to provide these beneficial and personalized experiences, collaboration must occur at the building and district level, encompassing specific staff needs, as aligned with curriculum, instruction, assessment, budget, and special programs. The fiscal impact of the professional development program is monitored by administration regularly in order to properly balance addressing the needs of the district in a fiscally responsible manner.

The Bound Brook School District community greatly values communication as well as developing each student academically as well as socially and emotionally. The data that has been collected from all stakeholders demonstrates these values. As a result of analyzing our annual BBSD survey data (survey made available to all stakeholders), our Professional Development Plan Committee members have created this plan while keeping the district values front and center. Therefore, our 2021-2022 school year PDP reflects both a plan to assist our entire student population in continuing to grow as well as a plan that addresses our community's desires toward educating the whole child.

Signature: _____

Superintendent Signature

Date

Professional Development 2021-2022

Dates:	Participants:	Topics:	Presenters:
June 15, 2021	Administrators	Stronge Inter-rater Reliability	Stronge and Associates
August 23, 2021	Administrators	Using Data to Drive Instruction	Dr. Tracy Severns
August 30, 2021	All Teachers new to the District	New Teacher Academy: Bound Brook Overview (8:00-9:30) Building Based/Technology (9:45-11:45)	Assistant Superintendent Building Administrators
August 31, 2021	All Teachers new to the District	New Teacher Academy: Stronge (All Day)	Stronge and Associates
September 1, 2021	All Teachers new to the District	New Teacher Academy: SIOP (8:00-11:00) Responsive Classroom/Restorative Practices (12:15-2:00)	Kristi Brucia Department Supervisors
September 2, 2021	All Teachers new to the District	New Teacher Academy: LinkIt (8:30-11:30)	Department Supervisors
September 7, 2021	All Teaching staff CST	Staff Breakfast (8:00-9:15) Link-It Implementing Instructional Strategies for Engagement Supporting ELLs in Gen Ed Classrooms Alternative Assessment Practices for Specialists Meeting	Link-It Inspired Instruction Inspired Instruction Inspired Instruction Candy Hagenmule
	Aides	Passive Restraint Training ABA and Behavioral Needs Training	District Trained Staff

September 8, 2021	All Staff	Teacher Prep Day First Faculty meeting	Administration
September 9, 2021	PM PD: K-8 Science Teachers All PK teachers/Aides Grade 7-12 Teachers Grades 1-6 G&T Grade 1-2 Teachers Gr. 1-8 SPED Teachers CST PE Teachers ESL Department ASI Math Team Admin and HIB Specialists	Pearson: New Science program Implementing Creative Curriculum SEL and Academic Data Addressing the Needs of Gifted Students in the General Education Classroom Reflex Math: Back to School Ready, iReady Training Teaching the Future of Health and Wellness Achieve 3000/Smarty Ants Key 3-Math HIB training	Pearson Teaching Strategies Gold Dr. Tracey Severns Inspired Instruction Reflex Math Curriculum Associates Candy Hagenmule SHAPE NJ Achieve 3000 Key 3-Math David Nash-NJPSA
September 16 September 23 September 30 Half Day(s)	All Staff Grades 1-2 Teachers New Staff	1:15-3:15PM: Kyte Learning District Mandated Trainings, TBD REFLEX Math Passive Restraint Training	Administration Reflex/Robyn Griffin District Trained Staff
October 11, 2021	HS faculty/admin administration	SOS 1:15PM High Tops Training 1:15PM	J. Buccini/A. Mormile High Tops
October 14, 2021		Using Data to drive instruction	Dr. Tracey Severns
January 17, 2022	All Staff CMS faculty/admin	Topics determined through observation, evaluation, test data, and SCIP SOS 1:15PM	In District- Teachers, Principals, Asst. Supt J. Buccini/A. Mormile
February 21, 2022	All staff	Using Data to drive instruction	Dr. Tracey Severns
May 5, 2021	All staff	Looking Ahead: What Now?	Dr. Tracey Severns

September 2021-June 2022	All Teachers new to the district	New Teacher Academy: Topics included in District Mentoring Plan	District Administration Building Principals Rosanna Barqawi
September 2021-June 2022	All Staff	AWARE: Mental Wellness Initiative	County Agencies Assistant Superintendent Director of Guidance
September 2021-June 2022	All Teaching Staff	Differentiation, subject-specific training, center based learning, interdisciplinary connections	Rutgers GSE
October 2021 and January 2022	Teachers working with ELL's	SIOP Refresher	Rosanna Barqawi
			.
January 18, 2021	All Staff	Topics determined through observation, evaluation, test data, and SciP	In District- Teachers, Principals, Asst. Supt.
First Monday of Every Month	All PK-6 Teaching Staff	Topics determined through observation, evaluation, test data, and SciP	In District- Teachers, Principals, Assist. Superintendent
First Monday of Every Month	Insight Aides	Topics determined through observation, evaluation, and programming	In District- Teachers, Principals, Assist. Superintendent
First Monday of Every Month	All 7-12 Teaching Staff	Professional Learning Communities: Restorative Practices	In District- Teachers, Principals, Assistant Superintendent

***Tentative and subject to change**