



Verona School District Professional Development Plan 2018-19

District Name	Superintendent Name	Plan Begin/End Dates
Verona	Dr. Rui Dionisio	July 1, 2018 - June 30, 2019

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Elementary & Middle School Math Curriculum Review Team:</p> <ul style="list-style-type: none"> ● Working with a math trainer, the review team will design and implement rich mathematical ideas that will enrich student learning and teacher pedagogy that will lead to a stronger, student-centered math curriculum and approach for the 2018-19 school year and beyond. ● Goal is to improve mathematics instruction, curriculum, assessment and most importantly, our teachers' approach to teaching and assessing mathematics. 	<p>Volunteer Elementary Generalists & Special Education Teachers, Middle School Math Teachers Elementary Principals, Middle School Principals, STEM Supervisor, Director of CIA</p>	<p>Lesson plans and unit(s) will be revised to incorporate rich math tasks using a Japanese Lesson Study approach.</p> <p>Walkthroughs and formal observations during mathematics instruction will be focused on teacher design of rich tasks.</p>
2	<p>NGSS Science Grades 1-8:</p> <ul style="list-style-type: none"> ● Elementary teachers will continue to Implement the STC science kits with NGSS curriculum with the emphasis on student-driven and self-directed learning for the 2018-19 school year. ● Middle and high school science teachers will explore and develop 3-Dimensional assessments to measure student learning in regards to the NGSS (NJSLS). ● Goal is to allow students to learn science through inquiry, curiosity, and discovery. Teachers will facilitate learning and emphasize student independence as well as effective and efficient 	<p>Elementary Generalists & Special Education Teachers, Middle School Science Teachers, High School Science Teachers, Elementary, Middle School, and High School Principals, STEM Supervisor, Director of CIA</p>	<p>Next Generation Science Standards focus on the Science Standards, Cross-Cutting Concepts, and Engineering Practices. All three will be emphasized daily.</p> <p>NGSS Standardized Assessments for Grades 5, 8, and 11 will be administered spring 2019.</p> <p>Walkthroughs and formal observations during mathematics instruction will be focused on teacher design of rich tasks.</p>



	student collaboration/group work.		
3	<p>Reading & Writing Workshop for elementary and middle school:</p> <ul style="list-style-type: none"> • Support differentiated reading for teachers and students grades K-4 with Ms. Stuto, Brookdale Principal. Emphasis will be placed on mini-lesson, guided reading, and conferencing with students. • Support differentiated reading for teachers and students grades 5-8 with Dr. Bangia, Mrs. Venezia, and Mr. Lepis (Trainer). 	Elementary Generalists & Special Education Teachers, Elementary Principals, Middle School ELA Teachers, Middle School Principals, High School ELA Teachers, High School Administration, Humanities Supervisor, Director of CIA	Walkthroughs and formal observations during literacy instruction will be focused on strengths and weaknesses of mini-lesson, guided reading, and conferencing.
4	<p>Humanities Department PLCs: Dr. Bangia will focus on select books for each of her departments for the 2018-19 school year to improve delivery of instruction and assessment.</p> <ul style="list-style-type: none"> • Middle School Social Studies-Close Reading and Writing From Sources • Middle School English- Notice and Notes: Strategies for Close Reading (Continued from the 2016-2017 school year) Vocabulary Is Comprehension: Getting to the Root of Text Complexity (Grade 5-6) The Book Club Companion (grade 7-8) • Middle School/High School World Languages- Differentiated Instruction: A Guide for World Language Teachers (Continued from the 2016-2017 school year) How to Create & Use Rubrics (for formative assessment and grading) • High School Social Studies- White Trash: The 400-Year Untold History of Class in America I Wish I'd Been There: Twenty Historians Bring to Life the Dramatic Events That Changed America • High School English- Teach Like Socrates: Guiding Socratic Dialogues and Discussions in the 	ELA, SS, WL middle school teachers, Humanities Supervisor	Teachers and supervisor reading, discussing, and exploring relevant topics improves classroom instruction and assessment.



	<u>Classroom</u>		
5	Orton Gillingham Training (Cohort #2): <ul style="list-style-type: none"> Selected teachers enrolled in FDU to increase capacity and effectiveness assisting students with reading in elementary school 	Selected elementary and special education teachers	Increase reading instruction techniques that will lead to earlier student identification of a learning disability and effectively address the need for specialized instruction.
6	Sondag System Training - Elementary LLD & Elementary RC <ul style="list-style-type: none"> Structured, systematic, multisensory reading program for beginning readers that is based on the Orton-Gillingham philosophy. Will provide teachers with an additional phonics tool in the special education classroom. Training will entail one full-day training session which will be held on October 8, 2018 Mrs. Venezia, department supervisor, will oversee the implementation and use of the program in the classrooms 	Elementary LLD teachers <ul style="list-style-type: none"> Kelly Connallon Jeani Sapienza) Elementary RC teachers <ul style="list-style-type: none"> Emma Franks Dana Moon Elementary Speech Therapist <ul style="list-style-type: none"> Diane Conboy Special Services Supervisor <ul style="list-style-type: none"> Gina Venezia 	Provide teachers with a researched based, multi-sensory tool for teaching phonics to struggling readers. Increase acquisition of phonemic awareness and phonics in struggling readers, and thus support the decoding process for these readers.
7	Elementary Conflict Resolution and Peer Mediation <ul style="list-style-type: none"> Elementary Schools will implement September curriculum with students Dr. Lanzo will meet with grade 5 teachers at HBW to begin peer mediation training (recommendation from the Action Committee Code of Conduct) 	Grade 5 teachers, Dr. Lanzo, HBW Principals, Director of CIA	Increase effective student communication, empower students to solve problems with their peers, and to reduce student conflicts
8	New Jersey Positive Behavior Supports in Schools (NJ PBSIS) <ul style="list-style-type: none"> (HBW, VHS) Create a positive school climate with students and staff by implementing two important features of a school-wide student recognition system: <ul style="list-style-type: none"> behavior specific praise reward tickets and tokens (VHS) Reviewing office conduct referral data to determine standout patterns and trends provides the team with a clear intervention planning focus. There are two parts to data monitoring: <ul style="list-style-type: none"> obtaining the needed data using the data 	Middle School Staff and Principals, High School Staff and Principals	A number of published studies provide evidence that implementation of the PBIS framework results in positive outcomes including reduction in office conduct referrals and suspensions (e.g., Algozzine & Algozzine, 2007; Bradshaw, Mitchell, & Leaf, 2010; Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson, 1996; Scott & Barrett, 2004) and improvements in achievement (e.g., Luiselli, Putnam, Handler, & Feinberg, 2005). One study suggests implementation may reduce staff burnout (Ross, Romer, & Horner, 2012). http://www.njpbs.org/PBSIS_Initiative/description.html



9	<p>AP Potential with VHS Students:</p> <ul style="list-style-type: none"> Use results for AP Potential when developing Master Schedule and placing students more accurately into proper classes Improve the process for students & parents selecting AP courses 	VHS Teachers, School Counselors, Director of Counseling, VHS Administration, Humanities & STEM Supervisor, Director of CIA	The number of students enrolling in AP courses is at an all-time high, however, some students still do not take on the challenge of an AP level class. School counselors and teachers will continue to meet with students and parents to create awareness and options annually.
9	<p>Differentiated Teacher-Professional Development</p> <ul style="list-style-type: none"> Teachers will choose which professional development topic to pursue and explore in their classroom Online professional development will be explored to see what is available to staff 	All teachers pre-K to grade 12, Supervisors, Administrators, Directors	When teachers have a choice of professional development, they will choose a workshop that will pertain to them and will more likely implement strategies from that session.
10	<p>Formal Observations and Walkthrough Visits will be completed in a timely manner:</p> <ul style="list-style-type: none"> Support and assist with teacher instruction, assessment, and curriculum Collect instructional data objectively and encourage monthly contact with teachers 	Administrative Team: Supervisors, Athletic Director, Principals, Director of Special Services, Director of CIA	Maintain a line of open communication and honest, fair, constructive, and immediate feedback that emphasizes teachers strengths and areas of need in order to improve delivery of instruction to students
11	<p>Write, revise, and update curriculum K-12</p> <ul style="list-style-type: none"> NJSLS need to be updated at least once every five years; the district will post curriculum writing in June for the 2017-18 school year 	Selected teachers pre-K to grade 12, Supervisors, Administrators, Director of CIA	Update curriculum annually

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Introduce grades 6-8 math teachers to math trainer Update curriculum to include rich math tasks that focus on conceptual learning 	<ul style="list-style-type: none"> Trainer will continue to work with elementary/middle school math review team on rich math tasks using a Japanese Lesson Study approach Teachers will share experiences using complex instruction <i>Mathematical Mindsets</i> and <i>Becoming the Mathematics Teacher You Always Wanted</i> will be the books for the PLC
2	<ul style="list-style-type: none"> Continue to implement inquiry science Explore 3-Dimensional Assessments (HBW/VHS) 	<ul style="list-style-type: none"> Continue to implement inquiry based science kits (year #3) Work with the STEM supervisor



		<ul style="list-style-type: none"> Department meetings will serve as check-in, material usage, professional development questions
3	<p>Elementary:</p> <ul style="list-style-type: none"> Ms. Stuto will implement a selected Reading/Writing Workshop topic in the fall with elementary teachers <p>HBW:</p> <ul style="list-style-type: none"> Dr. Bangia, Mrs. Venezia, and Mr. Lepis will continue to work on differentiated instruction with grades 5-8 ELA teachers 	<p>Elementary:</p> <ul style="list-style-type: none"> Mrs. Stuto will train elementary teachers in the winter and spring with two more Reading/Writing Workshop techniques (TBD from fall survey) <p>HBW:</p> <ul style="list-style-type: none"> Dr. Bangia will schedule four or five more visits with Mr. Lepis; emphasis will be determined from initial and ongoing feedback
4	<ul style="list-style-type: none"> Dr. Bangia will distribute select professional books to be read in September meeting. 	<ul style="list-style-type: none"> Monthly meetings will be designed to share ideas how to more effectively deliver instruction and formatively assess students.
5	<ul style="list-style-type: none"> Eight selected elementary teachers will begin Course #3 out of 4 in the fall 2018, Laning School is where the first course will be taught 	<ul style="list-style-type: none"> Course #4 will be taught in the spring 2019
6	<ul style="list-style-type: none"> Elementary Schools will implement September curriculum with students Dr. Lanzo will meet with grade 5 teachers at HBW to begin peer mediation training (recommendation from the Action Committee Code of Conduct) 	<ul style="list-style-type: none"> Dr. Lanzo and FNB teachers will continue to lead elementary schools with professional development Dr. Lanzo will lead grade 5 teachers with professional development along with NJ State Bar Foundation
7	<ul style="list-style-type: none"> Trainers of NJ PBSIS will meet with middle school and high school staff and administration and discuss implementation of ideas created year #1 	<ul style="list-style-type: none"> Trainers will continue to work with middle and high school staff and administration to learn and monitor implementation strategies (school wide recognition system and data monitoring) Teachers will share experiences with colleagues and administration
8	<ul style="list-style-type: none"> AP Conference/Meeting with teacher, supervisor, VHS administration, and Director of CIA will occur in September 2018 	<ul style="list-style-type: none"> AP teachers will reconvene with VHS administration, Supervisors, and Director of CIA throughout the course of the year (if necessary) to discuss adjustments with the PSAT, scheduling information for the current and following school year Spring AP Conference/Meeting with teacher (if necessary)
9	<ul style="list-style-type: none"> First teacher-differentiated workshop will be offered on November 6, 2018 based upon feedback from interest survey 	<ul style="list-style-type: none"> Second teacher-differentiated workshop will be offered on February 14, 2019 based upon feedback from interest survey
10	<ul style="list-style-type: none"> Formal observations will begin in September Walkthrough visits will begin in September 	<ul style="list-style-type: none"> Non-tenured teachers will receive at least three formal observations and tenured teachers will receive at least two formal observations Walkthrough visits will occur monthly Supervisors and principals are expected to visit or observe each of their teachers (responsible for the teacher's final evaluation) at least once a month and will use the iObservation form for formal observations and the Walkthrough Google Form as evidence of feedback to teacher



11	<ul style="list-style-type: none"> Supervisors will initially meet with teachers in June 2018 	<ul style="list-style-type: none"> Supervisors will check-in with teachers throughout the summer to give feedback on curriculum Supervisors will meet with Director of CIA with completed curriculum Director of CIA will present completed curriculum to the Education Committee before receiving BOE Approval Director of CIA will post curriculum on the Verona Public Schools webpage, https://www.veronaschools.org/Page/48
----	--	--

3: PD Required by Statute or Regulation - Verona Public Schools uses Global Compliance Network (GCN) - <http://site.gcntraining.com/>

State-mandated PD Activities				
	MANDATORY TRAINING TOPIC	GCN MODULE TITLE	WHO?	HOW OFTEN?
A.	READING DISABILITIES	This topic will be scheduled annually by the Supervisor and Director of Special Services for appropriate personnel.		
B.	PREVENTION: SUICIDE, SUBSTANCE ABUSE, HARASSMENT, INTIMIDATION, AND BULLYING			
	Suicide Awareness(NJSA 18A: 6-112) BOE Policy & Regulation #5350 Pupil Suicide Prevention	-Suicide Prevention (2 hours)	All Staff	Needs to be completed every 5 years if you are new to the district. For example, if you completed in 2014-15, then you will need to complete again in 2019-20.
	Harassment, Intimidation, and Bullying(NJSA 18A: 37-17b and c; NJAC 6A: 16-7.1(c), 7, 7.9(d)) BOE Policies & Regulations: #5512 Harassment, Intimidation, and Bullying	-Bullying (18 mins.) -Cyber Bullying (18 mins.) -Anti-Bullying Bill of Rights-NJ (34 mins.)See General Harassment & Sexual Harassment (section f.)	All Staff	Annually
	Management of Diabetes NJSA 18A: 40-12.13 BOE Policies #5338, #5305 Health Services	-Diabetes Awareness (20 mins.)	All Staff	Annually
	Substance Abuse(NJSA 18A: 40A-15, NJAC 6A: 16-3.1 (a)(4)) BOE Policies & Regulations #5530 Substance Abuse; #5533 Pupil Smoking; #7434 Smoking on School Grounds/Prohibition; #7435 Alcoholic Beverages; #7436 Drug Free WorkPlace	-Alcohol, Tobacco, & Drug Awareness - NJ (12 mins.)	All Staff	Annually
C.	SCHOOL SAFETY, SECURITY, AND CODE OF STUDENT CONDUCT			
	Gang Awareness (NJAC 6A: 16-5, 3, 7, 7.1)	-Gang Awareness (13 mins.)	All Staff	Annually
	Potentially Missing, Abused or Neglected Children(NJAC 6A: 16-11) BOE Policy & Regulation #8462 Reporting Potentially Missing or	-Child Abuse - NJ (20 mins.)	All Staff	Annually



	Abused children			
D.	HEALTH			
	Asthma(NJSA 18A: 40-12.8 & 9) BOE Policy # 5335 Treatment of Asthma and #5305 Health Services Personnel	-Asthma (18 mins.)	All Staff	Annually
	Blood Borne Pathogens(NJSA 34: 6A-25 et seq) BOE Policies & Regulations #7420 Blood Borne Path Exp.	-Bloodborne Pathogens (20 mins.)	All Staff	Annually
	Alcohol, Tobacco, and Other Drug Prevention and Intervention(NJSA 18A: 40A-3, 15; NJAC 6A: 16-3.1 (a) 4)	<i>See Alcohol & Drug Awareness under Substance Abuse (section b.)</i>	All Staff	Annually
	AED/Janet’s Law(NJSA 18A: 40-41.a, b) BOE Policy #5300	-AED/Janet’s Law-NJ (17 mins.)	All Staff	Annually
	Lyme Disease (NJSA 18A:35-5.3)	-Lyme Disease (10 mins.)	All Staff	Annually
E.	INTERSCHOLASTIC ACTIVITIES	This will be scheduled annually by the Director of Athletics for appropriate personnel.		
F.	ADDITIONAL PROFESSIONAL DEVELOPMENT TOPICS			
	Affirmative Action, Non-Discrimination, Equity(NJAC 6A: 16-7-1.6) BOE Policies & Regulations: #1510 Policy on Non-Discrimination; #1530 Equal employment Opportunity; #2260 Affirmative Action Program for School and Classroom Practices; #5751 Equal Opportunity/Non-Discrimination/Sexual Harassment – Students; #5755 Equity in Educational Programs and Services	-Affirmative Action (24 mins.) -Diversity for Employees (14 mins.) -General Harassment (16 mins.) -Sexual Harassment (22 mins.)	All Staff	Annually
	Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990(NJAC 6A: 14-1.2 (b) 14) BOE Policy & Regulation #1510 Policy on Non-Discrimination	-Section 504 - Part 1 (20 mins.)	All Staff	Annually
	FERPA(NJAC 6A: 32-7.1) BOE Policies & Regulation #8335 Family Educational Rights and Privacy Act	-Ferpa (19 mins.)	All Staff	Annually

4: Resources and Justification

Resources
<ul style="list-style-type: none"> ● District Budget ● School Budgets ● Title IIA Funds <ul style="list-style-type: none"> ○ Teacher Differentiated Instruction ○ Reading/Writing Workshop ○ Creation and Implementation of Rich Math Tasks



- Facing History for ELA/SS teachers

Justification

- The professional development that will be utilized in the district has been planned, coordinated, and budgeted with the administrative team, the Superintendent of Schools, and the Board of Education.

Signature: Rui Dionisio
 Superintendent Signature

 June 18, 2018
 Date