

Green Township School District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Green Township Public Schools	Dr. Jennifer Cenatiempo	September 2024- June 2025

1: Professional Learning (PL) Goals

Goal #	Goal	Identified Group	Rationale/Sources of Evidence
1	By June 2025, all staff will be provided with targeted supports and professional learning opportunities to develop student achievement in literacy and mathematics relevant to their area of instruction.	Teaching Staff Members and Administrators	<p>Through this professional learning, the staff will be provided with tangible resources and actionable steps to strengthen their ability to support the development of literacy and mathematics skills in their content area. All teachers are literacy and math teachers in their own areas of instruction. By encouraging this focus across the district in a cohesive manner overall student growth and performance will be supported.</p> <p>In response to the identified district needs as evidenced via local and state benchmark data, the mathematics and literacy coaches have articulated the need for various content rich training opportunities which must be provided.</p> <p>https://ies.ed.gov/ncee/WWC/PracticeGuide/3 https://ies.ed.gov/ncee/WWC/PracticeGuide/2</p> <p>Professional learning communities are one pathway to support professional growth to positively impact student achievement. According to a review of 13 studies on the value of professional learning communities, the data demonstrated a positive relationship with PLCs and improved student outcomes. https://www.tandfonline.com/doi/abs/10.1080/09243453.2018.1500921 The Master Schedule has been designed with PLC time allocated throughout the school year for all staff.</p>
2	By June 2025, all staff will be provided with opportunities and training on best practices including the support and extension of resources to improve	Teaching Staff Members and Administrators	<p>Professional learning for staff is critical to the overall ability of the school district to elevate student success and achievement. The New Jersey Department of Education requires an annual PDP from all certificated staff in the realm of teaching and administration. Generating opportunities for staff to develop their repertoire of skills to meet the needs of all students is in line with this professional development requirement. As part of the District Education Advisory Committee, effective professional development will be discussed and various training opportunities will be established.</p> <p>In response to the identified district needs as evidenced via local and state benchmark data, the guidance counselor, school social worker, and school psychologist will support the development and</p>

	Social Emotional Learning and Well Being for all students to enhance student learning.		<p>implementation of various content rich training opportunities for our staff to engage in throughout the year.</p> <p>Professional learning communities are one pathway to support professional growth to positively impact student achievement. According to a review of 13 studies on the value of professional learning communities, the data demonstrated a positive relationship with PLCs and improved student outcomes. https://www.tandfonline.com/doi/abs/10.1080/09243453.2018.1500921 All staff will have 30 45-minute sessions for PLC time throughout the school year.</p>
3	By June 2025, all staff will be provided with professional learning opportunities to build a comprehensive support model to identify, monitor, and reduce chronic absenteeism among students.	Teaching Staff Members and Administrators	<p>There is a great deal of research that links attendance to positive student outcomes and achievement. The Green Township School District is committed to supporting every student in coming to school each day. All teachers and members of our school community can impact the success of a student throughout their day. The attention on building connections between staff members and students to identify, monitor, and reduce chronic absenteeism reflects the deep awareness that we all play a role in this important work for our students and school community.</p> <p>https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp#:~:text=The%20primary%20rationale%20for%20high,in%20a%20child's%20school%20career.</p>

2: Professional Learning Activities

Goal	Initial Activities	Follow-up Activities (as appropriate)
GOAL 1: By June 2025, all staff will be provided with targeted supports and professional learning opportunities to develop student achievement in literacy and mathematics relevant to their area of instruction.	<ul style="list-style-type: none"> • Provide training to staff via Professional Days, Professional Learning Community time and staff training opportunities to support literacy and mathematics development. • Analyze and optimize training materials by working with DEAC/ScIP Committee for professional learning 	

<p>GOAL 2: By June 2025, all staff will be provided with opportunities and training on best practices including the support and extension of resources to improve Social Emotional Learning and Well Being for all students to enhance student learning.</p>	<ul style="list-style-type: none"> ● Build comprehensive partnerships with local organizations such as the mental health alliance to support instruction ● Create a menu of trainings and opportunities for stakeholders to participate in to support and extend social emotional learning and well being ● Provide staff with monthly opportunity to share their perspectives, thoughts, and ideas about how to best meet the needs of all students via PLC sessions 	
<p>GOAL 3: By June 2025, all staff will be provided with professional learning opportunities to build a comprehensive support model to identify, monitor, and reduce chronic absenteeism among students.</p>	<ul style="list-style-type: none"> ● Develop a variety of committees to ensure that stakeholders are provided with opportunities to access district administration on a variety of topics related to supporting student attendance. This may include the CST team, teaching staff, SAT team, and other relevant stakeholder groups. ● Chart attendance for all students to determine which students have a history of attendance concerns and monitor during the early part of the year with the intention of intervening if negative attendance patterns are occurring again. 	

3: PD Required by Statute or Regulation

State-Mandated PD Activities
<p>Provided through use of Saif Schools (Staff complete on their own time during fall)</p> <ul style="list-style-type: none"> · Child Abuse & Neglect & Mandatory Reporting Requirements · Blood borne Pathogen Exposure Prevention · Youth Suicide Awareness & Prevention · Bullying: Recognition & Response · Student Drug & Alcohol Abuse · School Safety & Security · Diversity and Discrimination Awareness · COVID-19 Preparedness, Staff Wellness, Etc. <p>Other NJDOE required topics will be provided using additional platforms, or on-site turn-key training provided by the District.</p> <p>Reading Disabilities Training - 2 hours HIB Training/ Affirmative Action / Transgender - Presented by District Attorney - 1 hour Incident Reporting of Violence, Vandalism and Alcohol and Other Drug Abuse Code of Conduct Safety and Security Updates Educator Evaluation Training Student Assistance Team Training Intervention and Referral Services</p>

4: Resources and Justification

Resources

- Professional learning time (job-embedded, collaborative time at the end of the school day, attendance at outside PD workshops, etc.)
- Funds for professional development activities (Local Funds, Title IIA federal grant funds)
- Continued use of the Safe Schools platform

Justification

Evaluation of the results of the plan in June 2025 will provide data as to the success of the plan as well as information for the creation of the next professional learning plan for 2025-2026.

Signature: _____ Jennifer Cenatiempo _____ 8/21/24 _____
Superintendent Signature Date