



Paulsboro Public Schools District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Paulsboro Public Schools	Dr. Roy Dawson	July 1, 2023 – June 30, 2024

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>The Paulsboro Public School District will continue to work on improving achievement for all students in ELA and Math.</p>	<p>All Instructional Staff All Support Staff School Leadership District Leadership</p>	<p>Based on state-wide performance data, students districtwide continue to struggle with meeting the grade level expectations in ELA and Math.</p> <p>Data retrieved from school-based benchmark assessments, students require additional intervention support in the areas of ELA and Math. Approximately half of the students evaluated in these areas are performing at least two grade levels below.</p> <p>Data retrieved from school-based benchmark assessments also indicates that the current Tier II and Tier III supports aid in decreasing learning gaps; thus, adjusting instruction based on student need is paramount in improving student outcomes.</p> <p>Qualitative data reveals that teachers continue to need support in meeting the rigor of grade level standards while differentiating instruction for their most needy students.</p>



2	The Paulsboro Public School District will continue to develop social emotional programming to aid in decreasing disruptive/disrespectful behavior and chronic absentee rates.	All Instructional Staff All Support Staff School Leadership District Leadership Community Members	<p>Student discipline and higher than average chronic absenteeism rates continue to be a challenge for district schools. More than 60% of the infractions leading to disciplinary consequences are caused by a small sub-set of students across grade levels.</p> <p>In junior and senior high schools, high suspension rates negatively impact student attendance and school performance.</p> <p>Foundational supports build a positive school climate through building a strong school community and sense of belonging.</p>
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<p>3</p>	<p>The Paulsboro Public School District will continue to expand its whole school support by providing relationship focused programming, ensuring a challenging and engaging curriculum and providing a welcoming and safe school community.</p>	<p>All Instructional Staff All Support Staff School Leadership District Leadership Community Members</p>	<p>In efforts to build a positive school climate, a strong school community and a sense of belonging, solid foundational support is necessary.</p> <p>Student absenteeism continues to be a district-wide issue as evidenced by data retrieved from our student information database.</p> <p>The New Jersey Quality Single Accountability Continuum (NJQSAC) scored the district at 67% in Instruction and Program. While this is a marked increase from the prior evaluation, the district continues to match classroom rigor with that of the NJ Student Learning Standards as it expands its programming.</p> <p>Safety and Security in the district continues to be a priority. New state mandates require the district to continue developing safety plans and increase personal to ensure compliance.</p>
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<p>4</p>	<p>Build capacity of teachers to engage in continuous growth by using job-embedded, collaborative PLC practices.</p>	<p>All Instructional Staff All Support Staff School Leadership District Leadership</p>	<p>The most recent teacher evaluation results show there is more effective instruction occurring in schools with job-embedded collaborative professional learning.</p> <p>A 2023 survey of school administrators and teachers indicates that job-embedded PL structures are implemented inconsistently across schools.</p> <p>Research points to job-embedded, collaborative professional learning as an important strategy for improving teacher effectiveness.</p>
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2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Continue with departmentalizing the upper elementary school (grades 3-6).	
1	Provide virtual and/or in-house professional development opportunities in the areas of intervention instruction, classroom rigor, and use of universal assessment systems to identify students' strengths and weaknesses.	Basic skills instructors and the supervisor of curriculum will be available to support teachers on best practices for differentiating student learning groups and instruction based on student need.
1	Organize staff planning time with the objective of creating common benchmark assessments in Math for grades 3-6	Budget local, and when applicable, grant funds to support teacher work outside of contracted hours. Garner approval of PPS BOE. Organize team meetings for the work to be done.
1	After school tutoring	Evaluate fall and winter benchmark assessments to evaluate/re-evaluate student needs and necessary teacher supports.
1	Summer intervention programming	Evaluate student performance and identify students who would benefit from summer programming to close the learning gap.
2	Provide professional development opportunities for staff focused on sensitivity and equity.	Continue conversations with district leaders and equity coaches to develop a district plan.
2	Re-institute mentor programs in district schools	Seek school and community team members/partners. Identify students who would benefit from a mentor.
2	Provide in-house training on being a mentor	Set aside time in PLC's or In-Services for in house training.
3	Review newly rewritten curriculum for NJSL alignment	Budget for curriculum writing for new course suggestions approved by PPS BOE.
3	Provide in house training regarding safety and security compliance laws and processes in each building	Organize a schedule for school security officers' presence during and after school events.
3	Conduct needs assessment of families regarding the best way to served them and their children	Evaluate results and recommend practices with consideration to parent needs.
4	Principals will work with the Supervisor of Curriculum who will help lead PLC conversations.	The Supervisor of Curriculum will work with school leaders and colleagues to implement and/or refine job-embedded, collaborative PLC practices.
4	Principals will gather input from peers, staff, and other districts/schools to create a schedule with dedicated time for PLCs and student intervention and enrichment.	Teachers of content areas and PLC leads will work with their collaborative teams to evaluate student performance and teacher effectiveness. As appropriate, the research findings may inform PL decisions for individual teachers and/or teams and determine future programming for students.



3: PD Required by Statute or Regulation

State-mandated PD Activities

1. Reading Disabilities (Decoding Dyslexia) – N.J.S.A. 18A:6-131 (Online Training)
2. Suicide Prevention – N.J.S.A. 18A:6-112 (In-Person – Completed Fall 2022)
3. Harassment, Intimidation, and Bullying – N.J.S.A. 18A:37-17b and c, NJAC 6A:16-7.7 (Presenter, Online Training)
4. Recognition of Substance Abuse: N.J.S.A. 18A:40A-15, N.J.A.C. 6A:16-3.1(a)(4) - (Online Training)
5. School Safety/Security - N.J.A.C. 6A:16-5.1(d), N.J.S.A. 18A:37-21(b, d), N.J.S.A. 18A:17-43.2, N.J.S.A. 18A:17-43.3 (In House Training)
6. Law Enforcement Operations – N.J.A.C. 6A:16-6.2(b)12 (In House Training)
7. Gang Activity - N.J.S.A. 52:17B-4.7 (Online Training)
8. Code of Student Conduct: N.J.A.C. 6A:16-7.1(a)4 – (In-House Training)
9. Potentially Missing, Abused or Neglected Children - N.J.S.A. 18A:36-25 and 9:6-8.10, NJAC 6A:16-11 (Operations C.8 p.13) (Online Training)
10. School Safety Teams – N.J.S.A. 18A:37-21(b) & (d) (In House Training)
11. Incident Reporting of Violence, Vandalism and Alcohol and Other Drug Abuse - (EVVRS): N.J.S.A. 18A:17-46, N.J.A.C. 6A:16-5.3(d)2 – (In-House Training)
12. Common Illness Prevention/Communicable Diseases – N.J.S.A. 18A:40-3, N.J.A.C. 6A:16-2.3(b)(xv) – (Online Training)
13. Asthma - NJSA 18A:40-12.9 (Online Training)
14. Diabetic Student Health Plan – N.J.S.A. 18A:40-12.13 (d) (In-House Training, when applicable)
15. Bloodborne Pathogens – N.J.S.A. 34:6A-25 et seq (Online Training)
16. Alcohol, tobacco, and Other Drug Prevention and Intervention – N.J.S.A. 18A:40A-3,15, N.J.A.C. 6A:16-3.1(a)4 (Online Training)
17. CPR/AED Training – N.J.S.A. 18A:40-41a through 41c (In-house Training)
18. Lyme Disease: N.J.S.A. 18A: 35-5.3 – (In-House Training, when applicable)
19. Epilepsy and Seizure Disorders – N.J.S.A. 18A:40-12.35(d)1,2 (Online Training)
20. Educator Evaluation – N.J.S.A. 18A:6-123(b)(10), N.J.A.C. 6A:10-2.2(b)(1) (In-House Training)
21. Affirmative Action, Non Discrimination, Equity - N.J.S.A 10:5-31 et seq., NJAC 6A:7-1.6 (In-House Training, Online)
22. Bilingual Education Inservice Training – N.J.A.C. 6A:15-1.8 (Online)
23. Integrated Pest Management – N.J.A.C. 7:30-13.2(c) (Online Training)
24. Special Education Training - N.J.S.A. 18A:46-1 et seq., NJAC 6A:14-1.2(b)14 (In-House Training)
25. FERPA - N.J.S.A. 2A:4A-60 et al., NJAC 6A:32-7.1 (Online Training)
26. Teacher Mentor Training – N.J.A.C. 6A:9C-5.2(a)7 – (In-House Training)
27. I&RS Referral – N.J.A.C. 6a:16-8.2(a)4 – (In-House Training, Presenter)
28. NJ SMART – N.J.A.C. 6A:13-2.1(d)3 – (In-House Training)



4: Resources and Justification

Resources

To meet the needs of the district per this plan:

- Safe Schools Trainings will be utilized to provide online training for all personnel. Safe Schools was made available to us by SAIF (School Alliance Insurance Fund), the district insurance provider. This online training will provide district personnel with the required training ensuring that the district maintains safe and appropriate practices.
- In-district expertise – at all levels including administrators and teachers, will be utilized to provide specified training activities in compliance with NJSA (NJ Statutes Annotated) and PBOE (Paulsboro Board of Education) Policy and Regulation.

The funding for trainings that require a presenter will come from a combination of state and federal funds that will be adjusted if necessary, pending board approval. This amount could cover costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends, if deemed appropriate.

Justification

By mining the expertise that exists in the district already for professional development:

- The district will be able to keep professional development costs to a minimum.
- The professional development provided will be authentic, real time and meaningful to those who are recipients.
- The professional development will address all district plans, as they are all aligned to the common goal of increasing meaningful instructional time.

By completing the required trainings:

- The district will enhance the development of district-wide school safety and security plans and clearly define policies and procedures. The district will plan for effective use of available community resources, including law enforcement personnel.
- Personnel will be trained in the utilization of the appropriate resources to facilitate teaching and maximize learning.
- Personnel will be knowledgeable of school policy and protocol to ensure the district is a safe, secure, and professional environment for all.

The above Professional Learning Goals are a combination of those prepared by building level teams that are included in their building professional development plans. These goals were developed in collaboration with all stakeholder groups and are documented in their Annual School Plans.

Signature: _____

Superintendent Signature

_____ **Date**