

Union County Educational Services Commission
School Professional Development Plan (PDP) - 2021 – 2022

District Name	School Name	Principal Name	Plan Begin/End Dates
Union County Educational Services Commission	Crossroads School	Reed Leibfried	July 1, 2021 – June 30, 2022

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase the capacity of Crossroads School Staff to align the individual student VB-MAPP assessment goals with the individual student IEP goals and objectives.	Crossroads School Certified Staff - Primary Focus Crossroads School Paraprofessionals - Secondary Focus	<ul style="list-style-type: none"> ● Administrators have identified individual student assessment alignment as an area of focus for Crossroads School certified staff. ● ScIP Committee has identified the proficiency level of our certified staff specific to the alignment of the VB-MAPP assessment to individual IEP goals and objectives as an area of focus. ● Component 3D within the Danielson Instrument titled “Using Assessment In Instruction is a priority component for improvement after analyzing observation data from the 2020-2021 academic school year. ● Individual student assessment alignment is an essential component of improving classroom instruction and increasing student achievement on an individual basis. ● This alignment is an essential component of improving classroom instruction and increasing student achievement on an individual basis.
2	Increase the capacity of all UCESC staff to identify academic achievement gaps in students and implement interventions to accelerate learning.	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> ● COVID-19 has created the need to recover ground lost in student academic development. ● Research points to accelerated learning as a method for improving students’ access to and mastery of grade-level standards. ● Administrators have identified learning acceleration as an area of focus for building Professional Development plans.

			<ul style="list-style-type: none"> • A review of formative and summative assessments from the 2020-21 school year support the need for adding a robust accelerated learning program in all UCESC schools and programs.
3	<p>Increase the abilities of students to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; increase self-esteem and self-worth; and make responsible decisions by implementing robust Social Emotional Learning programs in all district schools.</p>	<p>Certified Staff, Non-Certified Staff, & Administrators</p>	<ul style="list-style-type: none"> • Review of district attendance, HIB, and behavioral data from the 2020-21 school year supports the need to provide additional training and support of curricular and non-curricular Social Emotional Learning strategies in order to address the evolving needs of students enrolled in the district. • Administrators have identified Social Emotional Learning as an area of focus for building/departmental Professional Development Plans. • Research points to a direct correlation between Social Emotional Learning programs and improved student attendance, performance, outcomes and positive impact on school culture. • The disruption resulting from the COVID-19 pandemic over the past 17 months necessitate increased counseling and additional Social and Emotional support and strategies for students and staff.
4	<p>Promote the continuous growth of district staff and ensure compliance with state mandated professional development requirements through job-embedded, collaborative PLCs.</p>	<p>Certified Staff, Non-Certified Staff, & Administrators</p>	<ul style="list-style-type: none"> · All administrators and teaching staff members are required to participate in initial and annual refresher training in AchieveNJ regulations and in the board-approved teacher evaluation instrument (Danielson Framework). · District is responsible for implementing the state-mandated requirements for professional development for groups of educators as specified in N.J.A.C. 6A:9C (Refer to attached chart).

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Identifying individual student VB-MAPP assessment goals and objectives and aligning each student to the specific IEP goals and objectives. ● Crossroads School Administration will facilitate training for certified staff in identifying specific goals and objectives within each discipline of instruction. ● ScIP Committee will research and provide staff with professional development opportunities related to goal and skill acquisition. ● Crossroads School leadership will utilize Danielson Instrument evaluation data to assist facilitating discussions with certified staff. 	<ul style="list-style-type: none"> ● Utilize professional development days to receive professional development training on the VB-MAPP assessment and student IEP goals and objectives alignment. ● Utilize extended day professional learning community meetings to collaborate, discuss and practice the appropriate alignment of the VB-MAPP assessment and IEP goals and objectives. ● Crossroads School Behavior team will meet with certified staff to ensure and confirm the alignment of VB-MAPP assessment and IEP goals and objectives are aligned and appropriate to individual student learners. ● Crossroads School Administration will facilitate collaborative discussions with certified staff examining Danielson Instrument component 3D: Using Assessment in Instruction.
2	<ul style="list-style-type: none"> ● Director of Curriculum & Instruction and Administrators will develop and oversee the implementation of the strategies found in the New Jersey Learning Acceleration Guide in the curriculum and daily instruction. ● School Improvement Panels (ScIPs) will research, identify, and provide staff with professional development related to Accelerated Learning. ● Schools with NJSLA students will administer the Start Strong Assessment to collect baseline data that will be used to evaluate the needs of students. ● Schools with DLM students will administer the VB-MAPP, AFLS, and/or ABLLS assessments to collect baseline data that will be used to evaluate the needs of students. ● Director of Curriculum and Instruction, Administrators & District Test Coordinator will work with teachers to utilize the results from the Start Strong, VB-MAPP, AFLS, and ABLLS assessments to inform instruction. 	<ul style="list-style-type: none"> ● Administrators and staff will identify, implement and review the efficacy of research-based programs and strategies to bridge any learning gaps developed during COVID-19. ● Director of Curriculum and Instruction will support building administrators in the identification and integration of materials to support Accelerated Learning. ● Analyze academic data from the 2021-22 school year to develop individual learning plans for the 2022-23 school year.

3	<ul style="list-style-type: none"> ● Superintendent will support schools in the purchase of materials and training related to Social Emotional Learning initiatives. ● Director of Curriculum & Instruction and Administrators will develop and oversee the implementation of Social Emotional Learning strategies in the curriculum and daily instruction. ● Administrators & School Social Workers will develop and oversee the implementation of school-wide Social Emotional Learning programs. ● Superintendent will review data from the 2020-21 school year regarding student attendance and behavior with Principals to identify patterns and discuss areas in need of improvement. ● School Improvement Panels (ScIPs) and Pandemic Response Teams will research, identify, and provide staff with professional development related to Social Emotional Learning in the times of COVID-19. ● School Social Workers and Guidance Counselors will hold weekly group counseling sessions and/or Social Emotional Learning lessons in order to reintegrate students into the school setting. ● Director of Curriculum and Instruction, Administrators & School Social Workers will develop and oversee the implementation of Social Emotional Learning programs designed for the return to full time in person learning. 	<ul style="list-style-type: none"> ● Administrators and staff will identify, implement and review the efficacy of research-based programs and strategies to increase attendance, decrease cases of HIB, and promote positive behaviors in the classroom. ● Director of Curriculum and Instruction will support building administrators in the identification and integration of materials to support Social Emotional Learning initiatives. ● School Social Workers and Guidance Counselors will identify, implement and review the efficacy of research-based counseling strategies related to Social Emotional Learning goals.
4	<ul style="list-style-type: none"> ● Assistant Superintendent & Director of Curriculum and Instruction will provide initial and annual refresher training on AchieveNJ and the Danielson Framework for Teaching to all newly hired and returning administrators. ● School Improvement Panels (ScIPs) will be given training and an outline in order to conduct refresher training on AchieveNJ and the Danielson Framework for Teaching for all certified staff. ● Superintendent, Director of Curriculum and Instruction, and Administrators will provide training to all staff in the District Restart Plan and COVID-19 topics. ● Director of Curriculum and Instruction will oversee continued implementation of the online professional development 	<ul style="list-style-type: none"> ● Administrators will ensure compliance with the district calendar of State-mandated professional development and submit agendas and attendance rosters for all other PD activities throughout the year. ● School Improvement Panels (ScIPs) will distribute surveys to certified and non-certified staff to determine additional professional development needs and interests and share results with the Superintendent at DEAC Meetings. ● School Safety Officer will provide initial and annual refresher training on District Emergency Management policies and regulations for staff, including school custodians and maintenance personnel.

	<p>platform adopted by the district during the 2017-18 school year.</p> <ul style="list-style-type: none"> District will maintain a log of all PD activities to ensure annual compliance with "Professional Development Requirements in Statute and Regulations" published by the NJDOE. 	<ul style="list-style-type: none"> Assistant Superintendent & Director of Curriculum and Instruction will evaluate and refine existing practices for providing State-mandated PD to newly-hired and substitute staff.
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Crossroads Staff will participate in VB-MAPP assessment and IEP goal and objective alignment during UCESC professional development days.	
2	Crossroads Staff will actively participate and facilitate professional discussions targeting appropriate student goals and objective selections and assessments during professional learning community meetings.	
3	PRE-IEP meetings will assist certified staff members in selecting appropriate goals and objectives for individual students. During these meetings, goal and objective alignment will be discussed in a professional and meaningful manner.	

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature:

Principal Signature

Date