

**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	Work Readiness Academy	Josh Bornstein	July 1, 2021 – June 30, 2022

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase the capacity of WRA staff to use visual supports to promote student independence and employment success.	Certified Staff, Non-Certified Staff, & Administrators	<ul style="list-style-type: none"> ● Research indicates that students with Autism Spectrum Disorder (ASD) benefit from visual supports to enhance learning and skill development. ● An increasing number of students with ASD are being referred to the WRA programs. ● Feedback from both certified and non-certified staff indicates that students with ASD typically struggle when instruction and direction at Work-Based Learning Experiences is delivered verbally or in written form.
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. ● 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	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.	Certified Staff, Non-Certified Staff, & Administrators	<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 supports and strategies for students and staff.
4	Promote the continuous growth of district staff and ensure compliance with state mandated professional development requirements through job-embedded, collaborative PLCs.	Certified Staff, Non-Certified Staff, & Administrators	<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"> ● Director of Special Projects attended two separate workshops at the National Project SEARCH Conference related to Visual Supports in the Workplace. 	<ul style="list-style-type: none"> ● Certified staff will use PLC time and or faculty meetings to share back examples of Visual Supports that have been developed and successfully implemented.

	<ul style="list-style-type: none"> ● The Director of Special Projects will turnkey highlights of these two workshops during the first staff development day of the school year. ● The WRA School Improvement Panel will also research and identify other appropriate professional development related to promoting the use of visual supports. ● Certified Staff will work to develop model visual support tools, as well as standard visual support templates that can be modified for use at different community-based environments. ● Non-certified staff will be introduced to and trained on the use of visual supports. 	<ul style="list-style-type: none"> ● The Director will work with certified staff to develop a mechanism to assess the effectiveness and impact of these newly developed visual supports on student learning. ● Certified staff will use PLC time to develop an electronic library of visual support templates that can continue to be used and added to in the future. ● We will explore options for an outside presenter about Visual Supports for a late Winter staff development day.
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 VBMAPP, 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, VBMAPP, 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. 	<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.

	<ul style="list-style-type: none"> ● 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"> ● 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 Achieve NJ 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 platform adopted by the district during the 2017-18 school year. ● 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"> ● 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. ● Assistant Superintendent & Director of Curriculum and Instruction will evaluate and refine existing practices for providing State-mandated PD to newly-hired and substitute staff.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	The WRA Administration is committed to identifying appropriate professional development opportunities (in-person, live online, and recorded webinars) to support staff in furthering their knowledge and skill set related to the identified school and individual PD goals.	
2	A portion of the budget for the 2021-2022 school year has been allocated to address the district and school goals outlined in this plan. Funds will be used to cover costs of external consultants, training materials, online webinars, technology resources, workshops and tuition reimbursements, travel expenses, staff stipends, and online subscriptions.	
3	The collective bargaining agreement between the Commission and the Westlake Education Association allocates 90-minutes per week outside of the school day for certificated staff to engage in sustained, job-embedded and collaborative professional development.	
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4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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Signature:

Principal Signature

Date