

High Mountain Road School PDP 2018-19

District Name	School Name	Principal Name	Plan Begin/End Dates
Franklin Lakes Public Schools	High Mountain Road School	Jaelyn Bajzath	Sept. 2018-June 2019

1: Professional Learning Goals

No	Goal	Identified Group	Rationale/Sources of Evidence
1	By June 2019 the school will support the training provided by the District to 100% of the teaching staff with additional support related to the implementation of the LinkIt! to enhance the use of assessment data to inform NJSL-aligned ELA and Math instruction and to manage the Student Growth Objective process, as measured by professional development agendas, attendance sheets, and documentation.	All Instructional Staff	<ul style="list-style-type: none"> ● A recommendation as a result of the 2017-18 District Goal on Assessment included the implementation of NJSL ELA- and Math-aligned benchmark assessments as well as a platform to support teachers in utilizing data to inform instruction. ● A survey of teachers and qualitative feedback from administrators reveal that teachers would like support with analysis of data on the student level to support differentiation and personalization. ● Qualitative feedback from teachers and administrators express a desire to streamline the SGO creation and reporting process.

2	By June 2018, the school's ScIP members will join the study and propose plans to incorporate Self Directed Growth Plans - an action-research-based model for developing and evaluating highly effective teachers in preparation for the 2019-20 school year. ScIP members will act as liaisons to the staff in this process.	HMR ScIP Members	<ul style="list-style-type: none"> ● Feedback from DEAC meetings indicate that highly effective teachers are looking to develop further by means other than the McREL teacher evaluation instrument. ● Teachers on ScIP attended a meeting with districts already incorporating SDGPs, and wish to begin this work to empower teachers to effect change. ● Administrators have attended multiple meetings with districts incorporating SDGPs, and wish to begin this work to empower teachers to effect change.
3	Teachers will expand upon strategies for mindfulness and relaxation that are incorporated in instruction. Strategies will incorporate mental and physical strategies.	All Staff	<ul style="list-style-type: none"> ● Continued need for students to learn and practice skills for reducing anxiety and coping with stress. ● Support emotional health of students. ● Support continued decrease of student referrals and emotional needs since HMR began this work last year
4	Teachers of Math to support examination of curriculum and progress by Tri-State Consortium and District	Math Instructional Staff	<ul style="list-style-type: none"> ● Qualitative feedback from teachers as part of the 2017 NJSLs mathematics curricular realignment identified gaps in the approved mathematics curricular resource which have required supplementation from other resources. ● Mathematics has been identified as an area for improvement per the following. <ul style="list-style-type: none"> *<i>Note: 2016-17 PARCC assessed mathematics, prior to the 2017 NJSLs Math curriculum realignment:</i> <ul style="list-style-type: none"> ○ 2016 NJDoE Franklin Avenue Middle School Performance Report identifies Student Growth in Grades 6-8 Mathematics (i.e., not Algebra I or Geometry) as an area for improvement for the following subgroups: schoolwide, white, Asian/Pacific Islander, Students with Disabilities.

			<ul style="list-style-type: none"> ○ 2016 NJDoE District Performance Report on Student Growth notes <i>typical</i> growth for students assessed on the grades 4 and 5 PARCC test, and <i>low</i> growth for students assessed on grades 6 and 7 PARCC test. ● District subscriptions to mathematics curricular resources are scheduled to expire by March 2020.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Teachers and Administrators will be trained and supported in the LinkIT Data Platform including, Data Warehousing, Data Locker, Benchmark Testing, etc. ● Teachers and Administrators will be trained and supported in LinkIT SGO Manager to high quality Student Growth Objectives, as per SGO 2.1. ● Teachers will be trained and supported in data analysis and the use of data to make informed decisions for the purposes of differentiating/ personalizing instruction. ● Work with Curriculum Director to develop a scheduled protocol for regular use of staff developer(s) and supervisors to support teachers in the planning and delivery of small group, differentiated instruction. 	<ul style="list-style-type: none"> ● Team meetings to analyze data and use information to plan instruction. ● Mathematics Staff Developer and Administrators to support teachers in ongoing development of teacher assessment literacy via grade-level meetings, 1:1 coaching sessions, etc. ● ScIP to provide turnkey training to support teachers in creating SGOs within Link It, as well as one-on-one support during individual follow-up sessions.

2	<ul style="list-style-type: none"> ● Support a Self-Directed Growth Plan committee of teachers and administrators in their research and development of SDGP implementation plans for school year 2019-2020. ● Participation in SDGP Consortium meetings 	<ul style="list-style-type: none"> ● Utilize SDGP Resources, i.e., the Harrington Park SDGP web site
3	<ul style="list-style-type: none"> ● Sharing ideas at faculty meetings and through research on this topic. ● Possible PD opportunities via Grant Funds 	<ul style="list-style-type: none"> ● Well Being and/or other provider to guide staff, students, and parents in strategies to increase mindfulness. ● Continued review of seasonal yoga and breathing strategies learned in the 2017-18 school year during PD sessions.
4	<ul style="list-style-type: none"> ● Encourage Math Teachers to join the committee and support their work to develop a vision for mathematics and conduct the evaluation by March 2019. ● Participate in Tri-States Consortium Consultancy to serve as critical friends to study our existing practices and perceptions. ● Conduct research on current mathematics programming approaches in our own district and other existing programs. 	<ul style="list-style-type: none"> ● Attend and participate in Mathematics Job-Embedded Staff Development with K-8 Math Staff Developer via one-to-one coaching support and #TeacherLabs ● Encourage attendance and participation at mathematics conferences offered via professional organizations, i.e., TMI PLC, AMTNJ, NCTM Regional Conference (Hartford, CT) and National Conference ● Support Tri-States Consultancy

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none">• Meetings with staff developers• Team meetings• Tie to review data in an easy to analyze format via Link It RTI Refresher Training	<ul style="list-style-type: none">• Administrative support• Staff Developer Support• CSI Teacher Support
2	<ul style="list-style-type: none">• SDGP Resources from Adam Fried and the SDGP platform• ScIP	<ul style="list-style-type: none">• ScIP Support• Release time to learn about this model• Staff Input and next steps for 2019-20
3	<ul style="list-style-type: none">• Additional research on mindfulness and other approaches to stress relief: books, articles, media• TMI PD Sessions	<ul style="list-style-type: none">• PE teacher support• Nurse Support• School Guidance Counselor Support• Administrative support

4: Progress Summary

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

Signature: *Jaclyn Bajzath*
Principal Signature

10/11/18
Date