



## 2017-2018 District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Burlington County Institute of Technology District	Dr. Christopher Nagy	07/01/2017 – 06/30/2018

### 1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	To build upon current use of assessment data to promote student achievement and enhance instructional planning.	Teachers and principals/supervisors	<ul style="list-style-type: none"> <li>• Ongoing analysis of 2016-17 district benchmark assessment data in ELA and Math designed to identify readiness for PARCC assessments which indicated weak student performance in critical and creative thinking skills.</li> <li>• A state mandate requires alignment of curriculum to New Jersey's content standards.</li> <li>• Analysis of AP exam data</li> <li>• Analysis of STAR360 Admissions test data to evaluate proper placement.</li> <li>• Introduction of diagnostic assessment tools in ELA</li> <li>• Analysis of Pre- and Post- assessments in all academic subjects</li> <li>• Evaluation of the effectiveness of Hybrid courses through student surveys and grades</li> <li>• Development of common assessments</li> <li>• Analysis of WIDA scores</li> <li>• Review of ASVAB assessment data</li> <li>• Correlation of PSAT, SAT and ACT scores</li> </ul>



2	To promote students' literacy skills across all content areas.	Teachers and principals/supervisors	<ul style="list-style-type: none"><li>• Universal Interventions are for the needs of the entire student body. Preventative proactive strategies continue to be implemented for the culture of the school community. (i.e. Membean, Just Words, etc.)</li><li>• Targeted Group Interventions are for a small number of at-risk students. These interventions must have a rapid response with high efficiency and effectiveness.</li><li>• Use of STAR360 ELA data to identify literacy needs of incoming students</li><li>• Identification and supports for students with dyslexia at the high school level are weak</li><li>• Develop 3-year strategic literacy plan</li></ul>
3	To create and implement a tool to measure the culture and climate of the district and to create an action plan for implementation beginning in the 2018-19 school year.	Teachers and principals/supervisors	<ul style="list-style-type: none"><li>• Develop a Culture and Climate Committee with representatives of all stakeholder groups</li><li>• Develop Culture and Climate Survey and ensure that it will gather pertinent data</li><li>• Implement survey anonymously</li><li>• Analyze and share data in transparent manner</li></ul>



## 2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Data will be collected, reviewed and shared with individual teachers, as well as in department meeting settings to inform instruction. Curricula will be adjusted and submitted to the Curriculum Council for approval.	<ul style="list-style-type: none"> <li>• Principals and content supervisors will provide time and support for school-based collaborative teams to develop aligned instructional units and assessments; the timeline for implementing Partnership for the Assessment of Readiness for College and Career (PARCC) assessments in specific subject areas will inform the scheduling of follow-up supports.</li> <li>• Teachers implement and analyze LinkIT Assessments Forms A, B and C to reflect and inform instruction</li> <li>• AP Test results are used to revise and enhance instructional model and update curricula.</li> <li>• Identify a curriculum management program that ensures a well-planned curriculum is fully executed at the classroom level.</li> <li>• Curriculum is revised according to the most current standards and is in the UbD format.</li> <li>• Curriculum meets NJQSAC requirements</li> </ul>
2	ELA Interventions provided time to meet together to align and implement effective strategies.	<ul style="list-style-type: none"> <li>• Ongoing training and support with ELA/History intervention classes that included the use of diagnostic assessments to inform instruction, incorporation of strategy instruction, implementation of the gradual release model to include modeling and student practice, increase of word study and vocabulary development, and the acquisition of leveled texts for small group instruction</li> <li>• Expand the use of Membean to Grades 9-12 at the Medford campus and introduce to Grades 9-10 at the Westampton campus.</li> <li>• Adopt reading libraries at the Medford campus to match Westampton campus.</li> </ul>
3	Formation of Culture and Climate Committee that meets regularly throughout the school year	<ul style="list-style-type: none"> <li>• Develop a survey instrument to measure school culture and climate</li> <li>• Validate the instrument</li> <li>• Implement the survey</li> <li>• Collect and share data</li> <li>• Develop and implement corrective action plan to address identified issues</li> </ul>



### 3: PD Required by Statute or Regulation

#### State-mandated PD Activities

**NJ Safe Schools:** Mandatory Training and policy/regulation review will be done through the use of NJ Safe Schools for the following trainings: Suicide Prevention; Harassment, Intimidation, and Bullying (2 hours/5 years); Recognition of Substance Abuse; School Safety; Law Enforcement Operations; Gang Awareness; Code of Student Conduct; Potentially Missing/Abused Children Reporting; School Safety Teams; EVVRS; Communicable Diseases; Asthma; Diabetic Student Health Plan; School Nurse Delegate for Glucagon; Epi-Pen; Blood borne Pathogens; Alcohol, Tobacco and other drug prevention and intervention; Interscholastic Athletic Head Injury Safety Training; Equity and Affirmative Action; District Policies/Regulations; and Standard Operating Procedures, etc.

### 4: Resources and Justification

#### Resources

In order to meet the professional development needs of the districts' schools per this plan, the initial recommendation is to allocate approximately \$35,000 of the district/building(s) budget for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that 3 full days and 6 half days (*increase of 2 half days from previous year to assist with NJ Safe School training*) during the school year will be dedicated for teacher-directed professional development activities. Professional development activities involving work by collaborative teams will be implemented through the team structures and procedures in place at each school.

#### Justification

2016-17 data analysis has identified priority areas related to the supervision of instruction to ensure consistent and successful implementation of the CCSS and AchieveNJ. High quality professional learning experiences are necessary to support these initiatives and improve educators' practice. Emphasis will be placed on the development of promoting teachers and administrators as reflective practitioners, support for the development of quality SGOs, and effective data use to drive instruction at the student, class, school, and district levels. Additionally, an emphasis will be on the implementation of Literacy, Mathematics, NextGEN Science standards; as well as Applied Mathematics in CTE programs.