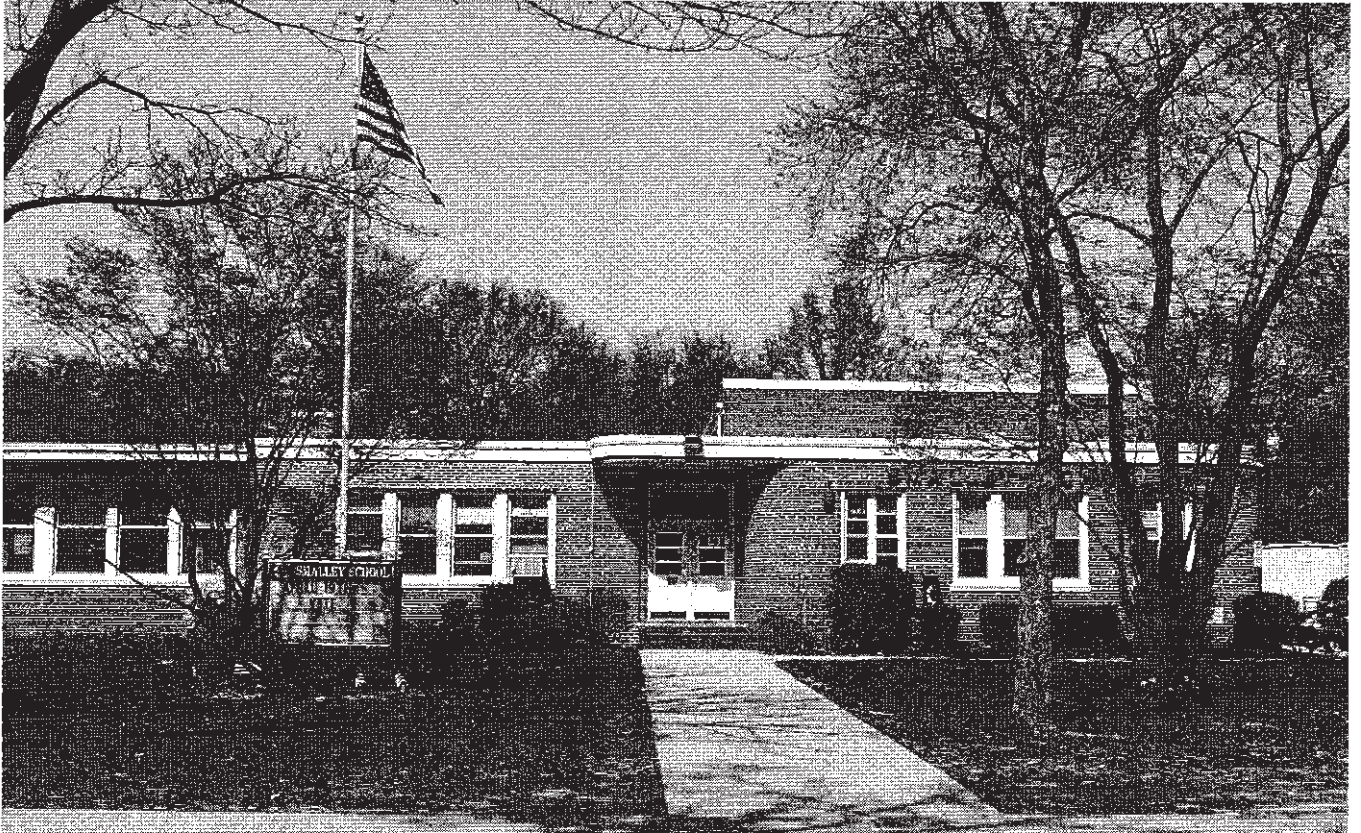


BOUND BROOK SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN

2010 - 11



Professional Development Committee:
S. DelConte, T. Hendershot, S. Indrikovic,
K. Krenek, C. Larson, J. LaFleur, E. Gordon
D. Ianniello, J. Solomon PDC Chair

***Submitted:* April 19, 2010**
Somerset County

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Bound Brook School District Professional Development Committee Profile and Sign-off Sheet

SECTION DISTRICT PROFILE

1

Name of District: Bound Brook

District Code: 0490 County Code: 35

District Address: 337 W. Second St. Bound Brook, NJ 08805 County Somerset

District Factor Group: B

Chief School Administrator: Dr. Edward Hoffman

Type of District (check one):

K-5 K-6 K-12 7-12 9-12 Other (specify): _____

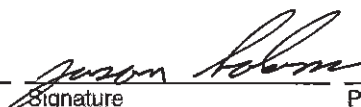
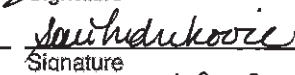
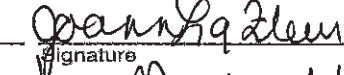



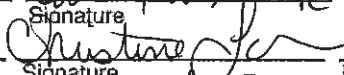


Please provide the following information:

List the names of the school buildings, grades, current student enrollment and number of professional staff members (who hold instructional or educational services licenses):

NAME OF BUILDING	SCHOOL CODE	GRADES	STUDENT ENROLLMENT	# OF ADMIN. & STAFF
Bound Brook High School	020	9-12	555	47
Smalley Middle School	050	6-8	251	28
Lafayette Elementary School	030	3-5	312	23
LaMonte Annex	036	1-2	280	19
LaMonte	035	Pre K-K	169	9

Please provide the following information for the District Professional Development Committee:

Chair:

<u>Jason Solomon</u>		<u>Technology Coach</u>	<u>08/11</u>
Chair Name (please print)	Signature	Position	Term Expires
<u>Soni Indrikovic</u>		<u>Teacher</u>	<u>08/11</u>
Name (please print)	Signature	Position	Term Expires
<u>Joann LaFleur</u>		<u>Teacher</u>	<u>08/11</u>
Name (please print)	Signature	Position	Term Expires
<u>Tracy Hendershot</u>		<u>Teacher</u>	<u>08/11</u>
Name (please print)	Signature	Position	Term Expires
<u>Karen Krenek</u>		<u>Teacher</u>	<u>08/11</u>
Name (please print)	Signature	Position	Term Expires
<u>Susan DelCoate</u>		<u>Teacher</u>	<u>08/11</u>
Name (please print)	Signature	Position	Term Expires
<u>Edward W. Gordon II</u>		<u>Principal</u>	<u>08/11</u>
Name (please print)	Signature	Position	Term Expires
<u>Christine Larson</u>		<u>Teacher</u>	<u>08/11</u>
Name (please print)	Signature	Position	Term Expires
<u>Dianne Ianniello</u>		<u>Administrator</u>	<u>08/11</u>
Name (please print)	Signature	Position	Term Expires

.....
TEMPLATE FOR
DISTRICT PROFESSIONAL DEVELOPMENT PLAN
2010 -2011

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in your district that you want to retain and replicate? What challenges emerged that require attention?
2. Through previous evaluations of your professional development program have you been able to document how professional development is improving teacher practices and student learning? If yes, describe how you have accomplished this task.
3. How have you ensured that professional learning is addressing student learning needs and is aligned to the district and school priorities and key initiatives and programs?

1. There were several positive aspects of the professional development opportunities offered in Bound Brook during 2009-10. The district continued collaboration with Kean Center for Innovative Learning to address identified Language Arts Literacy needs. Sustained, job-embedded professional development comprised of workshops, modeling and peer observations have supported the learning needs of our teachers. The 2009-10 school year focus was tied to effective use of formative and diagnostic assessments to help improve instructional practices and intervention strategies in reading and writing. At the elementary and middle levels, DRA2, Guided Reading and intervention strategies to assist struggling students were emphasized. At the high school level, Collins Writing Professional Development sessions began this year. Workshop sessions were supplemented by model lessons and consultant observation of progress by staff through collaborative communication.

Middle school math teachers received professional development in summer workshops and during the school year to address concerns with student achievement in mathematics. Teachers worked throughout the year to make sure curriculum was aligned to the state standards and collaborated on best practices to teach specific strands of math. This aligned to the district goal of improving performance of student in mathematics. High school math teachers focused on aligning the Algebra I course to include all areas included in the state guidelines. Workshops were also provided and teachers met in Professional Learning communities to discuss intervention strategies for student who were struggling in math.

Teachers across the grade levels had opportunities to engage in workshops to continue implementation of the district's technology initiative. Intensive training continued to be provided by the District Technology Coach in the integration of laptops, Smartboards, and new media technologies in the daily practice of teachers. In class coaching and modeling as well as collaborative planning methods were used. Integration of technology across the curriculum has been and will continue to be a priority district goal.

Professional Learning Communities, at the building level, have continued to help support effective teacher practice and meaningful student intervention. Selected staff attended intensive training by Rich and Becky DuFour in creating and maintaining high functioning professional learning communities. These staff members have been able to serve as in-house trainers and resource individuals for their peers.

Another positive aspect of the previous professional development program has been the continuance of the concept of "Banked Hours." Banked Hours, developed as an agreement by the Administration and the Teachers Association and approved by the Board of Education, allowed more flexibility in staff development opportunities. Teachers had various opportunities after school, half days, and summer sessions to gain their professional development hours. By doing so, these teachers were able to choose workshops that were most aligned to support their individual professional development needs and learning styles. The district continued allowing teachers to fulfill their professional development hours by attending their professional development on the days that were allocated in the school calendar if they choose to attend those days instead.

The district continued to encourage professional development opportunities that were teacher directed. One specific area of individual teacher expertise that was shared via these workshop sessions and team collaborations was how to best support ELL students in mainstream classes. Information regarding the WIDA standards for ESL, the levels of ESL and the student learning needs of each level and sheltered instruction teaching strategies were provided. Teachers had opportunities to request and attend workshops targeting specific topics of relevance to their grade/content so long as these workshops were relevant to the district's identified priority needs of improving student achievement and infusing technology across the curriculum. This also supported the district goal of supporting student progress in developing fluency in English.

One of the main challenges faced is related to the positive aspect of the program. By creating job-embedded professional development aligned to the school level needs, there is less need for attending district days where everyone in the district receives a common experience. This has made some teachers express a lack of awareness of programs in the other schools. The district technology coach has developed a collaborative website for teachers to try to minimize this issue. The goal of the site is to encourage posting lessons and providing feedback to peers.

2. Previous evaluations of the district's professional development opportunities proved useful in documenting gains in student learning and improvements in teacher practice. Evaluation of the efficacy of the professional development program had multiple components. One component was student achievement. The evidence of this achievement was gathered via student performance in the classroom and by analysis of student

achievement on standardized assessments. Student outcomes on a variety of assessments were used as indicators of the success of the professional development provided. These assessments included: NJASK/NJPASS/HSPA test data, teacher made assessments, Study Island Pre/Post assessments, Learnia Pre/Post results, My Access Writing results, DRA2 data, and Student Writing Portfolios.

Review of teacher lesson plans, and classroom observations, and informal teacher feedback were also used to determine the efficacy of professional development program initiatives.

3. The primary structure responsible for determining the efficacy of professional development in the district is the building level professional learning communities. Each building level professional learning community/ies met throughout the year to analyze the aforementioned data. This analysis of student data is then used to drive instruction and the modification of teacher practice. The data is also used as a barometer to determine the efficacy of the professional development program.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

B. Needs Assessment

Provide the definition for question (1) and then provide responses to the remaining questions::

1. Each district has developed an initial definition of student achievement. What commonalities do you notice in the definitions? What student learning priorities are highlighted in the definitions? How will the LPDC support these definitions as they develop the local plan?
2. How did the district committee communicate student learning priorities to the schools for school planning? How has the district committee sought input for district priorities for professional development? Summarize the formal or informal needs assessments that were conducted to identify adult learning priorities focused on student learning gaps?
3. Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.
4. What did the final analysis of the needs assessments show to be district priorities?

Definition of Student Achievement in Bound Brook:

A common theme in all schools definition of achievement is students that are tolerant of others, aware of their choices in the future, and are mindful of the value of ongoing education. Our students should be able to apply what has been learned in school to their lives beyond our classrooms. A more concrete definition of student success may be determined from the student's successful completion of the curriculum; measured by performance on ACCESS for ELL Assessment and scores in Language Arts Literacy and Mathematics.

1. All school professional development committee's defined student achievement in terms of student proficiency in the English Language as well as proficiency in Language Arts Literacy and Mathematics. The majority of students in Bound Brook Schools are non-native speakers of English; an identified priority was increasing student's English Language skills across all content areas. Additionally, the majority of Bound Brook Students poverty and have limited exposure to experiential learning. Bound Brook also has a high mobility factor which negatively impacts student achievement in all content areas. This phenomenon is particularly evident in the area of Mathematics and has forced the district PLC's to assess both materials and practices for teaching. The Local Professional Development Committee, in developing the local plan, will attempt to directly address the issues and needs highlighted by the school based committees.
2. The district committee communicated priorities for student learning to the school committees via common planning meetings. Bound Brook LPDC and SPDC had substantial overlap in membership due to the small size of the district.

In determining the needs for the Bound Brook School District's Professional Development, different instruments were used at different levels. At the high school, several needs were addressed through the Middle States accreditation process. This outside organization compiled findings and recommendations as part of its reporting process, and these recommendations formed the basis for some of the building's

professional development direction. In addition, the building's professional development team conducted a survey whose aim was to ascertain staff usage of technology. Finally, data culled from student performances on state tests formed determined areas of need not only for the students, but for the teachers who share the responsibility of acquainting pupils with testing procedures and material.

At the middle school level, faculty articulation both individually and through grade level teams helped to determine needs that may be addressed through professional development. As with the high school, data from student performance on standardized tests such as the DRA2 assessment and the MyACCESS program continues to dictate Professional Development themes. The Smalley School staff also met with consultants periodically to create programs that further met the needs of middle school teachers and students.

The district's elementary schools report data analysis drives the professional development for their staff members. As in the other schools in the district, the elementary schools are investing in the PLC program to create individual and unique professional development opportunities for staff members. As the teachers at this level enjoy a high level of collaboration they are able to articulate as groups to determine the needs of each grade level and the coordinating nature of each grade's professional development.

Staff surveys, examination of the aforementioned data, observation, district articulation, parent feedback and consultation with institutions of higher learning were used to identify adult learning priorities focused on student learning.

3. The data sources that provided evidence of adult learning needs based on student outcomes were:

1. NJ Standardized Assessments
2. DRA2
3. MyAccess Data
4. Learnia
5. Study Island
6. Student Writing Artifacts
7. Access for ELL Data
8. Informal Surveys of Teachers
9. Classroom Observations and Evaluations
10. Peer to Peer Teacher Observations

4. The district of Bound Brook is always looking for new ways to provide high quality professional development to its employees. Through surveys, examination of data, reports, district articulation and consultations with outside agencies, the professional development teams have determined the following priorities:

1. Continued integration of technology into the curriculum
2. Understanding how poverty impacts learning
3. How to interpret and use data effectively
4. Aligning curricular and instructional practices
5. Differentiated instruction

6. Determining innovative practices to promote positive student behavior
7. Encourage student achievement on standardized tests
8. Continued instruction in the practices in
 - The Collins Writing Method
 - Wilson Foundations
 - Student-led conferencing
 - Problem based and Challenge based learning
 - Creating thematic units across the curriculum
 - Guided reading
 - Creative Curriculum
9. Effective classroom management
10. Revising the I&RS program
11. PLC related instructional goals
12. Differentiated instruction.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

C. Professional Development Goals for the District

Provide your responses to the following questions:

1. List the district's established student learning goals and other learning needs. These should: be based on an overview of the schools' goals; an analysis of the needs assessment data; be directly tied to enhanced student learning; and be measurable and attainable.
2. List the professional development goals for the district. These could be SMART goals.
 - a. Specific: Be specific about what is to be accomplished
 - b. Measurable: Identify how the goal will be measured
 - c. Attainable: Ensure the capacity exists to accomplish the goal
 - d. Results Based: Identify the benchmarks and outcomes for the goal
 - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how the district professional development goals align with the district priorities goals and the systemic goals of the district.

1. The district's established learning goals are:

- A. Improve ELL level of English Language Proficiency.
- B. Improve student performance in Language Arts Literacy.
- C. Improve student Performance in Mathematics.
- D. Improve student fluency with Technology.

2. Our professional development goals for the learning outcome A:

1. Assist students in gaining proficiency in English as evidenced by a 5% increase in the number of students who progress a minimum of one level of English proficiency as measured by the Access for ELL assessment by Spring 2011.
2. Increase Teacher understanding of how to use data gathered in Professional Learning Communities as evidenced by a 5% increase in the number of students who progress to the next level of English proficiency as measured by the Access for ELL assessment by Spring 2011.
3. Increase teacher awareness and proficiency in implementing sheltered instructional teaching strategies as evidenced by a 5% increase in the number of students who progress to the next level of English proficiency as measured by the Access for ELL assessment by Spring 2011.

Our professional development goals for the learning outcome B:

1. Improve understanding of the Creative Curriculum Program as evidenced by a 5% increase in the number of students who score in the proficient range on the grade level appropriate NJ Standardized Assessment by Spring 2011.

2. Improve understanding of the Wilson Foundations Program as evidenced by a 5% increase in the number of students who score in the proficient range on the grade level appropriate NJ Standardized Assessment by Spring 2011.
3. Improve understanding in Guided Reading instruction as evidenced by a 5% increase in the number of students who score in the proficient range on the grade level appropriate NJ Standardized Assessment by Spring 2011.
4. Increase Teacher understanding how to use data gathered in Professional Learning Communities as evidenced by a 5% increase in the number of students who score in the proficient range on the grade level appropriate NJ Standardized Assessment by Spring 2011.
5. Assist teachers in gaining more knowledge in understanding student centers and classroom management of these centers as evidenced by a 5% increase in the number of students who score in the proficient range on the grade level appropriate NJ Standardized Assessment by Spring 2011.

Our professional development goals for the learning outcome C:

1. Increase Teacher understanding how to use data gathered in Professional Learning Communities as evidenced by a 5% increase in the number of students who score in the proficient range on the grade level appropriate NJ Standardized Assessment by Spring 2011.
2. Improve understanding of the Connected Math Program as evidenced by classroom as evidenced by a 5% increase in the number of students who score in the proficient range on the grade level appropriate NJ Standardized Assessment by Spring 2011.
3. Improve understanding of the Everyday Math Program as evidenced by classroom as evidenced by a 5% increase in the number of students who score in the proficient range on the grade level appropriate NJ Standardized Assessment by Spring 2011.

The professional development goals for Learning outcome D:

1. Improve the use of technology in the classroom, including smartboard training, as evidenced by classroom observation by the end of the 2010-11 school year.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

D. District Professional Development Opportunities

Provide your responses to the following questions:

1. Describe the professional development structures and processes that will be used in the district. For instance, will professional development opportunities be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will district offerings provide sustained support for implementation of new skills? How will consultants, institutes, and conferences support district professional development goals? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key core curriculum content standard areas on which your district will focus the professional development? What other district initiatives will be targeted for intensive learning?
3. How will the district support groups of schools whose professional development goals are closely aligned? How will the district support the diversity of school professional development goals?
4. How will the district address professional learning gaps not addressed in schools?
5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?
6. How will the district plan be communicated to all stakeholders?
7. Summarize the connection between student learning goals and the professional development opportunities.

1. Professional development opportunities will continue to occur during common planning time, half-day workshops, embedded professional development days, after school workshops and summer institutes. The district works with Kean University to assess Language Arts Literacy needs and provide sustained professional development experiences in identified areas. These consultants provide workshops, model lessons and observe teachers progress towards attaining mastery of instructional strategies. The district also works with consultants who use research based programs/strategies to improve instructional practices in writing and mathematics.

The district recognizes that individual workshops are insufficient. The district has made a commitment to provide sustained job-embedded professional development experiences. Although district resources are limited, teachers are encouraged to use the structure of the professional learning communities to continually work on assessing student performance and growth and on identifying areas where student performance may indicate additional professional development is needed. Administrators have minimized the full building staff meetings where information is shared and instead have allowed time to be used for PLCs. By establishing collaborative web-based avenues for teachers, these professional learning communities are able to continue the collaborative process outside of the classroom and school walls.

2. The district identified Language Arts Literacy as the main focus for professional development three years ago. During the past two years, professional development in this core content area has emphasized the strands of reading and writing. Math also has been a focus, specifically improving the performance of struggling students in middle and high school math. Integration of technology and the instruction of ELL students are also initiative for professional development that have been and will continue to be sustained. Emphasis has been placed on research-based strategies to improve student outcomes.

Administrators and teachers have worked with the consultants design programs that best supports the varied learning needs of the staff. Professional development has been and will continue to be reflective of district needs and adopted goals.

3. The district has only one school per grade level so the primary issue has not been articulation among teachers of common grade, but rather how to best align practice and instructional strategies and how to support cross grade articulation. The establishment of the collaborative workshop will assist in the process of information sharing. The administration works with the consultants to assure commonality of approach and language in specific core content professional development experiences across the grade level spans.
4. The district continued to support sending staff to out of district professional development when there is an identified need. Specifically, this relates to nurses, counselors and child study team members who may require job specific professional learning experiences. The district also supported sending master teachers to specialized advanced content training so that they may support their peers by providing turnkey training.
5. Teachers and administrators have been supported by the district in attending professional development by Rich and Beck DuFour on the establishment and best practices for Professional Learning Communities. Included in this workshop was how to develop Smart Goals and how to assess student progress towards attaining the goal(s). The administration sought, wherever feasible to provide common planning time within the day to facilitate peer collaboration and continual monitoring of student data.
6. The district plan is housed on the district website and distributed electronically.
7. All professional development is aligned to supporting the identified student learning and performance issues. As student data is analyzed, professional development must also shift to address the emergent needs.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

E. Professional Development Resources

Provide your responses to the following questions:

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. You can indicate the kinds of time opportunities you are creating in the district. For instance, are you offering learning opportunities in which teachers are encouraged to network within and across schools? What district policies are in place to provide time for collaborative professional learning? Are staff meetings and districtwide convocations and institutes focused on student learning? How has the district identified expertise internal and external that will support professional learning priorities?
 2. Identify the resources and structures in place in the district that demonstrate that the district community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days, summer academies, coaching and mentoring or after school learning opportunities. Identify the resources that will support educators in improving practices, such as research, professional periodicals, consultants, and conferences linked to the needs of district and school staff.
 3. How does leadership engage all stakeholders in making the change needed to support collaborative professional learning?
-
1. The district has taken, and will continue to take, several steps to allow for appropriate time and resource allocation needed to achieve the professional development goals set forth in this plan. Topic specific professional development workshops are available to Teachers after-school and during summer institutes. Teachers are encouraged to attend workshops most relevant/responsive to their needs. In addition, teachers are provided time to meet in Professional Learning Communities on a regular basis. Teachers also are afforded daily time to meet collaboratively within and across their departments/teams to work on identified areas. Staff meetings are used to work on improving teacher practice in identified areas. Internal capacity is leveraged through coaching and peer-presented workshops throughout the school year. Release time is often given to teachers for professional development purposes.
 2. As indicated throughout this document, Bound Brook is a place committed to ongoing purposeful adult learning. The district provides several layers of structures and supports such as: coaching, peer-presented workshops, outside consultants, PLC's, multiple summer institutes, attendance at relevant outside conferences, and a highly developed mentoring program.
 3. The school leadership, at both the building and central office levels, actively promotes collaborative professional learning. Through regular parent contact, school wide meetings, and student assemblies the Bound Brook Leadership effectively communicates the vision and values they wish to be emphasized in any given professional development initiative. The leadership promotes the process through stipends, release time, public recognition of excellence, and active engagement.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

Provide your responses to the following questions:

1. What knowledge, skills or behaviors will educators learn as a result of the District Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
 2. What student data will be used to determine how these knowledge, skills or behaviors impact student learning?
 3. What additional data is needed to support the program evaluation process?
 4. How will the District Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
 5. What data are needed to answer the evaluation questions? For instance, the Local Professional Development Committee might consider the following questions:
 - How might you consider holding district-wide focus groups or conduct surveys to get feedback on district professional development offerings?
 - How might you use school level program evaluation data to provide more input on the district professional development plan?
 - How might you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?
1. The educators will acquire the skills and behaviors needed to accomplish the goals set forth in section c of this document. These skills will be evidenced as outlined in section c of this document.
 2. Some of the data that will be used will include: NJ Standardized Assessments
 - a. DRA2
 - b. MyAccess Data
 - c. Learnia
 - d. Study Island
 - e. Student Writing Artifacts
 - f. Access for ELL Data
 - g. Informal Surveys of Teachers
 - h. Classroom Observations and Evaluations
 - i. Peer to Peer Teacher Observation
 3. Additional data that will support the program evaluation process will include informal staff conversations and surveys, administrative observation and feedback, and parental feedback of observed classroom changes.
 4. The district plan encourages job-embedded collaboration through peer-delivered workshops, peer coaching, observational release time, common planning time, and the emphasis on professional learning communities. Logs and sign-in sheets attest to participation in workshops and PLCs. The collaborative district website allows teachers to post and share lessons and curriculum related topics that are accessible for their colleagues.
 5. An integral component of the local professional development plan is on-going assessment through the collecting and analyses of specific and measurable data. To that end, the

district will engage in regular staff surveys, focus groups, parent focus groups, peer-observational reports, and informal discussion groups.

School Level Professional Development Planning Template

SECTION PLAN SUMMARY FOR DISTRICT PLAN

3

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

Lafayette Elementary School

Reflection: We would like to have additional time to meet in both our PLC groups and our grade level teams. We would like to continue the Bankable Hours concept in our new plan.

Needs Assessment: Lafayette School's definition of student achievement is when a student is successful in all content areas through increased fluency in English Language Arts. Some needs that have risen that will allow better instruction are the following: Foundations, Problem Based Learning, Challenge Based Learning, Differentiated Instruction, Reading/Writing Workshop, and further technology training.

Professional Development Goals: Our professional development goals for our math department are to improve understanding of the Everyday Math Program, assist students in gaining proficiency on different strands of the Study Island program, and to work with the consultant to learn best practices in the classroom. Our professional development goals for our Language Arts department are to improve reading & writing instruction, learn how to better measure and use scores from DRA2 & the Guided Reading programs, work with the consultant to learn best practices in the classroom and to better read, understand and use data from all assessments.

Professional Development Opportunities: Grade level common planning time to allow teachers to meet in their Professional Learning Communities to discuss student work and achievement. We would like to use student data to better inform our teaching practice.

Professional Development Resources: Building internal capacity and leveraging that capacity will be the primary means by which professional development will be delivered in the school.

Evaluation: Student data from DRA2, Study Island, NJASK and MyAccess, as well as teacher and administrator's observations of the classroom will determine whether or not these skills impacted student learning. We will also give out surveys to students and parents seeking feedback about how effective our instructional practices have been implemented.

Smalley Middle School

Reflection: We would like to continue the Bankable Hours concept in our new plan. We would also like to continue having common planning time for all teachers to allow us to have our PLC, department and grade level meetings.

Needs Assessment: Our school's definition of student achievement is when a student is successful in all areas of our school. Some needs that have risen that will allow better instruction are the following: Training of Student-Led Conferencing, Problem Based Learning, Challenge Based Learning, Differentiated Instruction, Reading/Writing Workshop, further technology training and Collaborative Thematic Units across the curriculum.

Professional Development Goals: Our professional development goals for our math department are to improve understanding of the Connected Math Program, assist students in gaining proficiency on different strands of the Learnia program, and to work with the consultant to learn best practices in the classroom. Our professional development goals for our Language Arts department are to improve reading & writing instruction, learn how to better measure and use scores from DRA2 & MyACCESS! programs, work with the consultant to learn best practices in the classroom and to better read, understand and use data from all assessments. Our professional development goals for our Science and Social Studies teachers are to raise awareness and understanding in our students of the concepts included in the NJCCCS, work as whole departments to make connections to all content areas and to assist Math and Language Arts teachers in teaching skills that are related to standardized testing & best practices for testing.

Professional Development Opportunities: Common planning time allow teachers to meet in their Professional Learning Communities to discuss student work and achievement. They will also have discussions by department of the best way to approach teaching different topics. We will make the best use of the Learnia program for common assessments. Our Language Arts and Math departments will continue to be able to observe other teachers and watch model lessons taught by consultants to learn best practices.

Professional Development Resources: Partnerships with the Kean Center for Innovative Learning and Raritan Valley Community College are our primary resources for teachers to gain the skills and knowledge they need. Also, to accommodate the issue of time as a resource to gain the skills needed, we will offer summer workshops, afterschool PD sessions on technology, faculty and department meetings discussing specific topics, and four professional development days built into the school calendar. We will also hold half day sessions for students throughout the year, freeing up afternoons for further professional development.

Evaluation: Student data from Learnia, DRA2, Study Island, NJASK and MyAccess, as well as teacher and administrator's observations of the classroom will determine whether or not these skills impacted student learning. We will also give out surveys to students and parents seeking feedback about how effective our instructional practices have been implemented.

Bound Brook High School

The 2010-2011 school year will bring forth the realization of the first set of SMART goals developed by each of the high school's communities as part of the implementation of the Professional Learning Community program.

The Bound Brook School District's definition of student achievement may be found within its vision statement. The district measures its success in its ability to produce students that are tolerant of others, aware of their choices in the future, and are mindful of the value of ongoing education. Our students should be able to apply what has been learned in school to their lives beyond our classrooms. A more concrete definition of student success may be determined from the student's successful completion of the curriculum set before him, including his performance on the NJ HSPA exam.

By the end of the 2010-2011 school year, the staff at Bound Brook High School will endeavor to improve student achievement in the areas of writing, technology usage and mathematics scores through implementation of the Collins Writing program, continued integration of technology into the curriculum and participation in PLCs. The progress of reaching these goals will be measured using data as outlined through the Middle States process. This goal is directly linked to the high school's student learning goals as achievement on state mandated standardized tests will continue to dictate much of the flavor of the district's professional development offerings. In addition, by giving staff at the high school the opportunity to create their own learning communities, professional development will be shaped to meet the unique needs of each department.

Ever dynamic, the Bound Brook School district is always in the position of modifying its Professional Development offerings. As with many other districts it is in the midst of implementing the PLC program, and will continue to rely on Rick DuFour's guidance to utilize Professional Learning Communities in the coming years. This structure promotes small, unique and introspective professional development, for which, at the high school level, has resulted in the formation of department communities.

The most valuable resource utilized in the professional learning process in the Bound Brook school district is the energy, direction and spirit of its staff members. To ensure the success of professional learning it is essential that staff be given proper direction, and most importantly, time to create and reflect on all the steps needed to create, implement and study the goals the communities have set forth. Time must be allotted to allow staff members to articulate and discuss matters freely. The district will continue to investigate other opportunities for learning communities to be able to fully collaborate. The current fiscal environment in New Jersey public schools requires responsible and frugal methods to be employed in all areas of education, including professional growth. Staff must be able to turn-key learning to realize the best usage of PD dollars.

It is the goal of the Bound Brook Professional Development Team that the success of the upcoming year will be ongoing. Through collaboration, examination of surveys and anecdotal commentary throughout the coming year, the high school team will continue to refine professional development for staff members.