

# **Union County Educational Services Commission** **School Professional Development Plan (PDP) - 2022 – 2023**

| District Name                                   | School Name          | Principal Name | Plan Begin/End Dates         |
|---|----------------------|----------------|------------------------------|
| Union County<br>Educational Services Commission | Nonpublic Department | Paul Palozzola | July 1, 2022 – June 30, 2023 |

## **1: Professional Learning Goals**

| No. | Goal  | Identified Group                                       | Rationale/Sources of Evidence  |
|-----|---|--|--|
| 1   | Increase understanding of the unique learning styles of individual students.  | Certified Staff  | <ul style="list-style-type: none"> <li>Due to the pandemic, there has been an increased need for more diverse teaching strategies in the classroom.</li> <li>Due to the unique nature of nonpublic teaching assignments, collaboration has been inconsistent.</li> <li>Professional Learning Communities (PLCs) allow educators opportunities to directly improve teaching and learning, build stronger relationships between team members and stay on top of research and reflect on ideas.</li> </ul>  |
| 2   | Maintain safe, nurturing, and engaging learning environments for students and staff through continued integration of Positive Behavioral Interventions & Supports and Social Emotional Learning Programs. | Certified Staff, Non-Certified Staff, & Administrators | <ul style="list-style-type: none"> <li>The crisis intervention program adopted by the district (Safety Care) requires that staff participate in initial and/or annual refresher training.</li> <li>Analysis of data pertaining to student discipline, behavior intervention, suspension, HIB incidents, and substance abuse referrals reflects a need to provide additional training and support that will enable staff to better address the evolving needs of the population served in the district.</li> <li>Research points to a direct correlation between Social Emotional Learning programs and improved student attendance, performance, outcomes, and positive impact on school culture.</li> </ul> |

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| 3 | Meet the ever-evolving needs of sending districts, students, and staff by acquiring the knowledge and skills necessary to engage in a strategic planning process that leads to substantive and transformational growth. | Certified Staff, Non-Certified Staff, & Administrators | <ul style="list-style-type: none"> <li>UCESC does not have a strategic plan in place which is necessary to ensure we are achieving our mission.</li> <li>Research indicates that involving multiple stakeholders in the strategic planning process increases the relevance and success of the goals that are established.</li> <li>A key element of successful strategic planning is training those participating in the process.</li> <li>As the needs of sending districts evolve, so must the services and programs of UCESC.</li> </ul> |
| 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"> <li>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).</li> <li>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).</li> </ul>   |

## 2: Professional Learning Activities

| PL Goal No. | Initial Activities  | Follow-up Activities (as appropriate)  |
|-------------|---|--|
| 1           | <ul style="list-style-type: none"> <li>Creating a dedicated space for nonpublic teachers to work, meet and collaborate.</li> <li>Director and Supervisor will work with certified staff to schedule meaningful &amp; diverse PLC meetings.</li> <li>Nonpublic ScIP committee will identify areas of need within the department and work with administration and district to provide necessary PD to support the nonpublic staff and schools.</li> </ul> | <ul style="list-style-type: none"> <li>Maintaining a useful work/learning space for nonpublic staff to utilize as needed.</li> <li>Certified staff will present on different best teaching strategies/topics each month during PLC meetings.</li> <li>All certified staff will attend and participate in PLC meetings throughout the school year.</li> <li>Certified staff will provide feedback/suggestions to administration and ScIP committee members throughout the school year.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Superintendent, Administrators, Social Workers &amp; Behavior Analysts will ensure compliance with policies, regulations, and training procedures regarding the use of physical restraints and seclusion of students with disabilities to ensure compliance with Public Law 2017, Chapter 291.</li> <li>• Superintendent, Administrators, Social Workers &amp; Behavior Analysts will oversee the ongoing implementation of a multi-year schedule to ensure that identified staff participate in initial and annual refresher training in the Board-approved crisis intervention program (SafetyCare).</li> <li>• Superintendent, Director of Curriculum, and Student Assistance Coordinator will review data from the 2021-22 school year regarding discipline, suspensions, HIB, and substance abuse infractions with Principals to identify areas in need of improvement and intervention strategies for identified students.</li> <li>• School Improvement Panels (SCLPs) will research, identify, and provide staff with professional development related to improving student attendance and decreasing student discipline and HIB infractions.</li> <li>• Director of Curriculum &amp; Instruction and Administrators will develop and oversee the implementation of Social Emotional Learning strategies in the curriculum and daily instruction and oversee the implementation of school-wide Social Emotional Learning programs.</li> </ul> | <ul style="list-style-type: none"> <li>• Administrators, Behavior Analysts, Social Workers &amp; Social Workers BIPs will incorporate crisis intervention strategies into student IEPs and BIPs as applicable.</li> <li>• Behavior Analysts &amp; Registered Behavioral Technicians will support the safe and effective implementation of crisis intervention strategies in all classrooms.</li> <li>• Superintendent and Administrators will ensure compliance with provisions of PL 2017, Ch.291, including accurate notification and documentation of physical restraints and seclusion of students with disabilities.</li> <li>• Registered Behavioral Technicians will provide training and support to school staff to ensure the successful implementation of student BIPs.</li> <li>• Administrators, Student Assistance Coordinator, and staff will identify, implement and review the efficacy of research-based school-wide programs and strategies to decrease incidents of discipline, HIB, and substance abuse.</li> <li>• Director of Curriculum and Instruction, Administrators &amp; Health teachers will identify, implement and review the efficacy of research-based substance abuse programs and strategies that can be integrated into the Health curriculum.</li> <li>• 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.</li> </ul> |
| 2 |  |  |
| 3 | <ul style="list-style-type: none"> <li>• Superintendent will provide training to administrators and the DEAC Committee on the Strategic Planning process.</li> <li>• Administrative Team and the DEAC Committee will research and adopt a prototype for the Strategic Planning process.</li> <li>• Administrators and the DEAC Committee will participate in a book study <i>Moving Beyond Busy</i> to plan the district's Strategic Planning process.</li> </ul>  | <ul style="list-style-type: none"> <li>• All staff will identify areas in need of further training based on the establishment of goals and objectives for the district's strategic plan.</li> <li>• The DEAC Committee will receive training in facilitating goal setting sessions that will take place in individual schools and programs.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>School Improvement Panels (ScIPs) will provide staff with professional development related to the district's Strategic Planning format and engage them in a goal-setting process based on their professional development.</li> <li>Administrators and School Improvement Panels (ScIPs) will create and administer surveys to all district stakeholders in order to gather information that will assist in ensuring a strategic plan that takes all voices into consideration.</li> </ul>  | <ul style="list-style-type: none"> <li>All staff, students, and families will have the opportunity to participate in School Climate Surveys.</li> </ul>   |
| 4 | <ul style="list-style-type: none"> <li>Assistant Superintendent &amp; 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.</li> <li>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.</li> <li>Superintendent, Director of Curriculum and Instruction, and Administrators will provide training to all staff in the District Restart Plan and COVID-19 topics.</li> <li>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.</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Assistant Superintendent &amp; Director of Curriculum and Instruction will evaluate and refine existing practices for providing State-mandated PD to newly-hired and substitute staff.</li> </ul> |

### 3: Essential Resources

| PL<br>Goal<br>No. | Resources | Other Implementation Considerations |
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|-------------------|-----------|-------------------------------------|

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| 1 | Nonpublic certified staff will participate in monthly PLC meetings by both presenting and sharing as well as being an active participant in learning new and diverse strategies to bring back to their schools and students.  |  |
| 2 | Nonpublic staff will continue to discuss SEL during PD and PLC meetings and share their experiences in each of their schools.   |  |
| 3 | DEAC and ScIP committee members will participate in all meetings and report back/inform staff during faculty meetings of strategic planning & progress regularly.   |  |
| 4 | All certified staff will attend and participate in AchieveNJ annual refresher as well as monthly faculty meetings to ensure their understanding of the district evaluation model. Administration will provide adequate time for staff to complete all mandated trainings. |  |

#### 4: Progress Summary

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

Signature: \_\_\_\_\_

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

