

West New York School District



Professional Development Plan 2023-2024

A. Reflection

Guiding Questions:

- What were the positive aspects of professional development opportunities that the District wants to retain and replicate? What challenges emerged that require attention?
- 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 accomplished this task.
- 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?

Positive Previous Professional Development Opportunities:

1. The West New York School District targets best practice research in all curriculum and centers all professional development on the nucleus and supports the role of the turn-key trainer as paramount. The Professional Development Plan for the West New York School District aligns with the New Jersey Professional Development Standards and requirements, and it describes a vision for learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. As the School-based Professional Development Committees are in place, they engage the professional teaching staff in daily job-embedded professional learning. Professional development opportunities in English Language Arts, Mathematics, Social Studies, Science, Technology, and the Arts are used as an interdisciplinary approach with emphasis on multiple intelligence strategies and 21st Century Skills. The curriculum is reviewed and revised as needed. In-district workshops, vertical and horizontal articulation and professional days are offered on a regular basis accompanied by coaching and mentoring follow-ups. Content Supervisors and master teachers model lessons and address instructional strategies daily. Training is continuing in the following areas: Synchronous and Asynchronous Learning, Flipped Classroom Approaches, Trauma Training, Student Center-Based Instruction, IXL Platform, Achieve 3000, STEAM, Inquiry-Based Learning, Teaching Strategies GOLD, Ready Rosie, Project Based Learning, Engineering Design Principles, and Social-Emotional Learning, Mathematics Technology Integration, Program to Reinforce Least Restrictive Environment for Special Needs Students, Autism Program, Intensive Early Literacy Programs, EdPlan, Special Education Medicaid Initiative, Family Literacy, Middle School House/Team Design, Life Skills Program, and English Language Arts Literacy (ELA) workshops for all disciplines.

2. Building Capacity for Inclusive and High Achieving Schools has been implemented, and is monitored to ensure that Professional Development being offered is improving teaching practices and student learning throughout the Elementary, Middle, and High Schools of the district. The purpose of this program is to target general education, bilingual education, and special education teachers for the purpose of developing strategies and practices which will ensure that differentiation of instruction and modification of curriculum occurs for special needs and at-risk students within the confines of general education classrooms. As Memorial High School continues to embrace small learning communities, it is necessary to take a proactive approach to how special education services are delivered. The school utilizes a resource consultation/collaboration model called Bridges: Center for Academic Resources & Student Support Services in which the staff is composed of special education teachers who have been assigned to the Humanities, Mathematics, and Science Departments. In-class support opportunities are on an as-needed basis. In addition, The Accreditation for Growth efforts is merged with the Small Learning Community Initiative to meet the needs of the district's diverse student population. The improvement of teacher practices and student learning that is aligned to the district and school priorities is evidenced in our Best Practice Research Model. The District continues to ensure that professional learning is addressing the learning needs of the students through a variety of activities such as in and out of district workshops, job-embedded training, in class-support with scheduled coaching and mentoring sessions. In and out of district consultants, supervisors, and turn-key trainers are utilized as experts in the field. The main strategic focus is on curriculum enhancements, technology, interdisciplinary approaches, societal and cultural factors that ensure alignment with school and district goals and objectives. At each school, Data Analysis Task Forces are in place to ensure that professional development experiences align with learning goals and objectives. Activities are always evaluated and modified as needed.

West New York Professional Development Cycle



B. Needs Assessment

Guiding Questions:

- 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 definitions? How will the LPCD support these definitions as they develop the local plan?
- 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.
- Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.
- What did the final analysis of the needs assessment show to be district priorities?

1. The WNY definition of student achievement: All students will be able to attain and apply the skills necessary to achieve academically in core subjects, utilize essential life skills and have a sense of responsibility to their community. The West New York Professional Development Committee, which includes each school's SciP Team, will strive to provide opportunities aligned with the identified learning priorities. Data was analyzed through staff and district discussions, focus groups, surveys, and detailed evaluations. The WNYPDC met with the School

Improvement panels (SciP) to provide guidance in the formulation of each school's plan. School Teams were encouraged to look at their schools from all angles. Feedback was sought from all administrators, supervisors, teachers, staff, and all stakeholders that would ensure that student achievement was constantly and continually monitored. The School Improvement Panel is composed of representatives from all stakeholders, assesses/diagnoses needs and works in collaboration with both the school's Needs Assessment Subcommittee and the Curriculum Subcommittee to identify areas of individual student weakness. This identification process is accomplished through review of information from a variety of sources including state tests, and district tests, which include cycle tests for ELA, Mathematics, Science, and Social Studies. The committee members review both item and cluster data to identify areas where groups of students and individual students are deficient.

2. In addition to testing information, a review is made of the student's classroom achievement through report card grades and classroom performance through classroom teacher conferences. Using this multiple measures approach, the specific content of the need can be prescribed to address the individual student's needs in ELA and in Math. All students K-6 participate in a Title I School-wide Program with their individual needs addressed through the seamless transition from the classroom to Extended Day Programs. In addition, IEP's for Students with Disabilities and/or ACCESS tests for ELL students are reviewed to address their specific needs. Extended Day Language Arts and Math, Extended Day Enrichment Academies, as well as Extended Year summer programs are offered to students in Grades Pre-K-12. These programs include Extended Day Computer Coding class for Grades 4– 6, STEAM CSI: Forensic Science for Grade 5 students, STEAM Academy, Makerspaces, Robotics for Grades 9- 12 students, Dance for Grades 6-8, Music for Grades 4-6, Extended School Year for Special Education students in Grades Pre K – 12, Project BEAM for Bilingual/ESL students, Vex Robotics Summer Program for high school students, a Summer Enrichment Program for academically advanced students, and our *Building Bridges* Program (Summer 2023) for targeted at-risk students based on their academic needs during COVID. Professional Development is provided to teachers participating in Extended Day Programs on a yearly basis.

3. The West New York Faculty aspires to be an open-minded community of caring people bonded in common purposes:
 - a. To enhance each teacher's inherent devotion to teaching and life-long learning.
 - b. To develop a feeling of self-worth and confidence in each teacher through appropriate, interesting, meaningful, sustained, high quality, scientifically research-based, and varied professional development experiences
 - c. To help each teacher recognize the positive nature of the district's cultural diversity and how professional training can enhance and utilize that diversity.

4. It is the expectation of the district committee and the entire school district to foster these goals through professional development experiences, the cooperative efforts of the entire faculty, and the foresight of the Board of Education to continue to sponsor, offer and encourage workshops and other professional opportunities for teachers. Every teacher will recognize that professional development is a continuing, cumulative process to renewing their commitment to and enthusiasm for learning and instruction creating a better tomorrow for all faculty and staff. The professional development opportunities afforded by this plan reflect the common set of beliefs about teaching and learning to maximize all students' potential for success. The plan is a confluence of the professional development standards for teachers in New Jersey and the NJ Student Learning Standards that enables all district educators to plan, design, enhance and support higher levels of academic achievement. Collegial opportunities abound fostering continuous improvement that seeks to continuously challenge the traditional roles and relationships of all educators. Great care has been taken to include all populations of learners in subject matter knowledge, diversity, and the appropriate learning environments. The Needs Assessment final analysis shows a priority for continued professional development to support the learning needs and social-emotional needs incurred during the COVID Pandemic.

C. Professional Development Goals for the District

Guiding Questions:

- 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.
 - List the professional development goals for the district.
 - Provide an explanation of how the district professional development goals align with the district priorities goal and systematic goals of the district.
1. By June 2024, we will strive to meet all benchmarks set by the State of New Jersey in Language Arts, Math, and Science. We will work to narrow the achievement gap between Special Education and English Language Learners in ELA, Math, and Science by addressing the learning loss resulting from missing several months of in-person school.
 2. The West New York School District has thoughtfully considered what the transition from the home environment (flexible schedules, increased screen time, extended time with parents/caregivers) to the school environment (in-school schedule, decreased screen time, increased interaction with school staff and peers) means for all learners. West New York will use professional development days to prepare evidence-based instructional methods and materials, to plan to attend to students' social-emotional and mental health needs, and for training on new health and safety protocols.
 3. For the 2023-2024 school year, the District will continue the focus on the most pressing and highest-leverage topics for educators, supervisors, administrators and staff. In addition, the District recognizes the importance of parent resources and training to help caregivers understand their roles in supporting students' academic success. As a result, parent training workshops will be provided and an online help desk to support students and caregivers with computer troubleshooting will be made available.
 4. The District will address the following with regard to professional learning:
 - a. Developing student and staff mental health and counseling plans and training on offering social-emotional supports, including trauma training and bullying prevention.
 - b. Identifying the successes and barriers for students, staff, and the community during remote learning, including enhancements to prepare for a hybrid learning environment or in preparation for intermittent/rolling school closures.

- c. Reviewing student progress during remote learning, identifying gaps (Start Strong, District Assessments), and planning for the appropriate continuation of learning transitioning to the 2022-23 school year.
- d. Preparing local assessments to determine current skill level, including, but not limited to:
 - I. Formal assessments
 - II. Alignment conversations and planning with prior teachers.
 - III. Discussions with parents/guardians/caregivers about student progress and additional supports needed.
 - IV. Modifying and adjusting of curriculum and instruction.
 - V. Communicating learning expectations to parents in a blended learning model.
- e. Integrating technology and digital learning resources
- f. Training on district video conferencing platform
- g. Effective student engagement strategies
- h. Parent support of student learning at home

5. The Professional Development Goals for the District shall include, but are not limited to the following:

- Content area training,
- Synchronous and Asynchronous Learning Approaches
- STEAM-based approaches,
- Inquiry-Based Learning,
- PBL,
- Social/Emotional Learning,
- Diversity & Inclusivity,
- Crisis Training, Data Mining, and Coaching. These goals will be measured through multiple measures including outcomes of state testing results,
- Teacher evaluation of professional development, and
- Teacher implementation of strategies as noted by lesson plans.

Through the alignment of the district plan with the twelve Professional Standards for Educators via the avenue of NJ Student Learning Standards, teachers are encouraged to refine their pedagogy and continue to renew their commitment to student learning and instructional improvements thereby raising student achievement. This goal will be measured through multiple measures including outcomes of state testing results, teacher evaluation of professional development, and teacher implementation of strategies as noted by lesson plans. Turn-keying professional information and knowledge is an essential component of the professional development that takes place. A detailed list of teachers prepared to turnkey professional development is on file in the district.

This goal will also be measured through multiple measures including outcomes of state testing results, teacher evaluation of professional development, and teacher implementation of strategies as noted by lesson plans. The district's cultural diversity is recognized and enhanced with workshops that fulfill the professional development standards through experiences and cooperative efforts. The needs of English Language Learners and Special Needs students are constantly monitored, assessed and revised where necessary. This goal will be measured through multiple measures including outcomes of state testing results, teacher evaluation of professional development, and teacher implementation of strategies as noted by lesson plans.

6. The West New York School District continues to strive for excellence. The district will look to provide the best instructional strategies in all areas of the curriculum. Upon the complete examination of the school-based professional development plans, the following goals are in place and aligned with the district goals to foster increased student achievement:
 - a. The establishment of grade-level benchmarks in ELA and Math for implementing effective assessments along with the development of innovative and fresh ideas for teaching writing and comprehension skills.
 - b. Strengthen the training for all Data Analysis Task Force Team Members for improvement in the identification of cluster scores on standardized tests.
 - c. Continuation of job-embedded collaborations in all curriculum areas and focus on the sharing of best practices.
 - d. Continuation of Common Planning Time that emulates the EdCamp model whereby teachers drive professional development based on teacher interests and needs.
 - e. Implementation and utilization of an analytics system of tracking and supporting student achievement.

School Improvement Panels (SciP) and District-wide Professional Development committees ensure that both our school's professional development needs and district initiatives are the focus of over twenty hours of professional development opportunities. The district's approach to professional development is to ensure that all educators have the best possible skills, content knowledge, and preparation for effective teaching and learning.

D. Professional Development Goals for the District

Guiding Questions:

- 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 venues?
- Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning schools?
- Will district offerings provide sustained support for the implementation of new skills?
- How will consultants, institutes, and conferences support district professional development goals?
- Describe the variety of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
- What are some of the key core curriculum content standard areas on which your district will focus the professional? What other district initiatives will be targeted for intensive learning.
- 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?
- How will the district address professional learning gaps not addressed in schools?
- How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?
- How will the district plan be communicated to all stakeholders?

1. The West New York School District will continue to create an environment of growth and natural learning as a daily occurrence with the focus on assisting teachers to learn from each other. New Staff Orientation scheduled for each August, will provide professional development for new staff on district procedures, resources, expectations, curriculum, MyLearningPlan Evaluation Platform, Danielson Framework for Effective Teaching, Technology, programs, and initiatives. School-based learning committees and Focus Groups will foster a move toward common goals and the shared vision of each school. Each school will foster the concept of collaborative time. Feedback will continue from school administrators, supervisors, teachers, and staff to ensure that students' achievement is constantly and continually monitored. Graduate course work and other college opportunities are made available to our professional staff. Newsletters and emails are sent to staff identifying opportunities available from area colleges and universities. The district enjoys a partnership with the Stevens

Institute of Technology, Rutgers University, Hudson County Professional Development Consortium, Hudson County Curriculum Consortium, Hudson County Gifted & Talented Consortium, Liberty Science Center, Stevens Institute of Technology, Syracuse University, New Jersey City University, Kean University, FDU University, local universities, Bergen County ETTC, and community and state agencies whereby complimentary seats are offered for workshops of interest in core areas. Professional learning opportunities will be offered in both virtual and in-person formats with an emphasis on Language Arts Literacy Cross Grade level articulation is scheduled throughout the year with a strong focus on cross-curricular connections in Science, Technology, Engineering, Art, and Mathematics. The West New York School District will expand its efforts to ensure continuity and alignment in curricula and instructional practices and build skill set and capacity of staff through PD discussions on best classroom practices. The District will continue to do the following:

1. Provide training on G Suite Enterprise for Education
2. Provide training on Synchronous Learning using Google Meet
3. Provide training on Screencast for Asynchronous Learning
4. Provide training for Pre K and K teachers on Teaching Strategies GOLD and ReadyRosie platform, an evidence-informed and research-based family engagement and early learning resource
5. Provide training on Supporting SLD Students with Read and Write from Google
6. Provide training on Gamified Learning
7. Provide training on 2020 NJDOE State Approved Student Learning Standards
8. Provide training on utilizing Google Arts and Culture in the Classroom
9. Provide training on Interactive Google Slides
10. Provide training on Book Creator
11. Provide training on WeVideo
12. Provide training on ClassLink
13. Provide training on IXL Math for Pre K- 12 and ELA for Pre K-8
14. Provide training for Grades 1 -8 teachers on Achieve 3000
15. Training to support the implementation of Mc Graw Hill Wonders/Maravillas ELA Pilot for Grades 1-6
16. Training to support Implementation of Savvas Social Studies Program for grades K-6
17. Continued training on Savvas/Pearson Math program
18. Provide training on Complex and Vicarious Trauma
19. Provide training on Coping with COVID-19 Related Changes and Losses
20. Provide Teacher/School Staff SEL Support
21. Provide professional development activities to support NJSLs via digital learning
22. Continued training for Pre K and K teachers via Master Teachers of Early

Childhood

23. Training in ELA best practices via District Supervisor of ELA
24. Training of data teams and classroom teachers to meaningfully connect data work with other goal areas
25. Continued training in NJ Student Learning Standards and Next Generation Science Standards Continued training on the observation and evaluation system EE4NJ (Danielson Evaluation Model)
26. Continued training Hands-On Science Approaches and Project-Based Learning for Pre-K – Grade 8 Teachers
27. Continued training on Savvas/Pearson Math program
28. Continuation of Teaching Strategies Creative Curriculum for K teachers
29. Training for Gifted and Talented teachers on Blended Learning
30. Continued training for Gifted and Talented teachers on Aerospace Engineering (Civil Air Patrol Program)
31. Continue Partnership with Liberty Science Center and Stevens Institute of Technology for Engineering is Elementary training (EIE) for Grades 1-12
32. Continued training for Kindergarten teachers on NJ Kindergarten Guidelines
33. Continued training for Grades 1-3 teachers on First through Third Grade Implementation Guidelines
34. Training on Technology Tools for Paraprofessionals
35. Continued training for Media Specialists, Technology, and Gifted and Talented teachers on a variety of topics
36. Training on Teaching Science and the application of 21st Century Skills for Grades 9-12 teachers
37. Training for STEAM Academy teachers on Engineering Design and Robotics, and Fusion 360 CAD software
38. Training for Visual Art and Performing Arts Teachers K-12 on STEAM-based approaches
39. Training for Science Grades 5-12 teachers on Project-Based Learning
40. Continued training on STEAM-based approaches for teachers in Grades K-8
41. Training on Social Emotional Learning and Mindfulness for Grades Pre K-12 teachers
42. Continued training on Financial Literacy for Social Studies teachers in Grades 5-12
43. Training on Inclusion Strategies for Special Education and General Education Teachers Grades K-8
44. Continued training on Power Teacher Pro and Frontline training on the observation and evaluation system EE4NJ (Danielson Evaluation Model)
45. Continued training for Elementary G&T and World Language Teachers on the Global Connections Program
46. Continued training on Coding and Robotics for Pre K- Grade 8 teachers
47. Continued training on Makerspaces for Media Specialists and Technology Teachers

2. All staff will be trained on the following mandated professional development as it applies to their specialty, grade level, or department:
 1. Dyslexia
 2. Suicide Prevention
 3. School Safety and School Safety Teams
 4. Law Enforcement Operations
 5. Gang Awareness
 6. Student Code of Conduct
 7. Electronic Violence and Vandalism Reporting System (EVVRS)
 8. Recognition of Substance Abuse
 9. Janet's Law
 10. Asthma Blood Borne Pathogens, Communicable Diseases, use of Nebulizer and Diabetic Student Health Plan
 11. Educator Evaluation for teachers and staff conducting observation of teachers and school administrators
 12. Equity and Affirmative Action
 13. General Student Needs Recognition
 14. Alcohol and drug awareness
 15. Educator Evaluation for teachers and staff; conduction of observations of teachers and school administrators
 16. Ethics, Law, Governance, Harassment, Intimidation, and Bullying
 17. Equity and Affirmative Action
 18. Epilepsy
3. Because the district believes that professional development goes beyond the scope of the school day, professional development opportunities are addressed through contractual professional workshop days as well as district reassignment days based on staffing needs. All workshops and professional conferences will be evaluated by the staff upon their completion and a database of outstanding workshops and presenters will be kept by the District Professional Development Committee, to be shared with staff requesting similar training and for future in-service training needs.
4. Support is provided to staff and administration through the following:
 1. Crossgrade level articulation is scheduled throughout the year with a strong focus on English Language Arts and Mathematics.
 2. District master teachers, district supervisors, and social workers provide professional development opportunities for faculty and staff. Follow-up coaching and mentoring are provided to ensure that areas targeted for improvement are being addressed. Teachers will continue to utilize PD Days, vertical and horizontal articulation, department meetings, and school-based meetings to develop a greater understanding of the standards and to align teaching to the instructional shifts entailed by New Jersey Student Learning Standards and NGSS.

3. The District provides training on data mining and explores commonalities and patterns in existing data as related to district goals affording teachers, supervisors, and school administrators opportunities to drive instruction.
 4. Professional Learning Seminars throughout the year provide twenty (20) hours of Professional Development opportunities covering topics such as GOLD Assessment, Harassment, Intimidation and Bullying, Classroom Management, Conflict Resolution, SEL, and Accommodation and Recommendations for Special Needs Students, Danielson Evaluation Model, My Learning Plan, Power Teacher Pro, Administrative evaluative framework (STRONG).
 5. The District Plan is communicated to all stakeholders through the District Website and a copy is housed in each school.
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6. Professional learning opportunities are continually monitored to meet the needs of all student learners and all adult learners via multiple measures which include outcomes of state testing results, teacher evaluation of professional development, and teacher implementation of strategies as noted by lesson plans.

E Professional Development Resources

Guiding Questions:

- What time allocations and supporting resources are needed to meet the professional development goals?
- What policies are in place to provide time for collaborative professional learning?
- Are staff meetings and district-wide convocations and institutes focused on student learning?
- How has the district identified expertise internal and external that will support professional learning priorities?
- What resources and structures are in place that demonstrates the district community values and natures quality professional development for adult learners?
- How does leadership engage all stakeholders in making the change needed to support collaborative professional learning?

1. The district offers two professional learning days during the school year in addition to ten (10) two-hour Professional Learning Seminars for professional dialogue. Common planning times are utilized to maximize the time for professional collaboration. In addition, Share folders and the use of the On Course Curriculum Portal are available on the web for access to other school's and Supervisors' instructional documents. The Focus groups will foster an environment whereby teachers will be able to solidly view the direct and indirect student learning that is taking place.
2. The provision of additional Professional Development opportunities for teachers who work with students identified as both English Language Learners/Limited English Proficient and Students with Disabilities
3. Activities that provide Professional Development support for novice teachers in the areas of classroom management and best practices via District Supervisors and Master Teachers
4. The increase of supervisory support and lesson modeling in the classroom and virtually, especially in the areas of Science, Social Studies, Mathematics, Technology and ELA to address the needs of all populations including Students with Disabilities, English Language Learners and Gifted learners based on cluster and item analysis as indicated on State assessments.
5. The provision of access to and training for all staff members who interact with Students with Disabilities to read and review the IEP.
6. Teacher training on Google for Education and technology integration in the classroom.
7. Teacher training on "tiered" Student Growth Objective (SGO). Ongoing training and orientation will be given to ensure all teachers are successful and familiar with the rating rubric.
8. On-line training for district policies and state-mandated trainings via SafeSchools
9. Training on the utilization of an analytics system for purposes of supporting student achievement.
10. Teachers are encouraged to use the two (2) contractual Professional Development days.
11. Through the combined collaborative planning by the district, administrators, supervisors and teachers and by utilizing all financial, timely, and human resources in the most effective demonstration possible, the district continues to successfully meet the challenging needs of student achievement through the New Jersey Student Learning Standards.
12. Continuation of the District's Mentoring Plan.

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

Guiding Questions:

- 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?
- What student data will be used to determine how these knowledge, skill or behaviors impact student learning?
- What additional data is needed to support the program evaluation process?
- How will the District Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?

1. The West New York School District has its Professional Development Plan structured to meet the following attributes of Professional Development in all measurable goals and objectives: a) Content-specific pedagogy with a strong focus on improving student achievement in English Language Arts
 - a. Daily job-embedded structures with a strong focus on improving student achievement in English Language Arts
 - b. Team learning with a strong focus on improving student achievement in English Language Arts
 - c. Results-driven with a strong focus on improving student achievement in English Language Arts
 - d. Student work focused with a strong focus on improving student achievement in English Language Arts
 - e. Teacher-driven with a strong focus on improving student achievement in English Language Arts
2. These six areas are constantly reviewed, evaluated, and discussed. Changes and modifications are made where necessary to continually improve and strengthen both adult and student learning. School administrators support the education of their stakeholders. Copies of evaluations, logs and journals are on file in the district. The District will continue to provide Professional Development In-Service Days as well as Central Office/Supervisor planned Professional Learning Seminars for departments/curriculum and team meetings. Increased grade level meetings in all schools will be scheduled. Ample time, resources and space will be provided with the continuing support of the WNYPDC and the SciP. The WNYEA is committed to providing excellent professional learning opportunities. Through collective bargaining negotiations, teachers will continue to be given release and travel time to attend workshops. Planning time is provided for all turn-key trainers. Professional Development hours are awarded to all participants by the district as well as preparation time resources for in-district presenters. Teacher Leaders and Master

Teachers collaborate with supervisors and administrators on a daily basis. Principal Leaders meet to collaborate on effective strategies to solve problems and increase student achievement, as well as for professional dialogue and planning. Professional Development activities are offered to the one non-public elementary school in the district. An excellent working relationship exists between our public school district and our Non-Public Elementary School.

- 3) The West New York School District will continue to refine and target appropriate activities to produce a strong, effective learning community with a strong focus on improving English Language Arts, Science, and Mathematics for all populations.
- 4) Feedback from all Professional Development Activity forms is distributed to all personnel and is reviewed by the local committee. Data is analyzed and used to improve and revise existing practices. The CPT EdCamp model allows for job-embedded professional growth opportunities for all teachers.

Superintendent:

Date

