



"Believe we can achieve, Podemos lograr"
"Children come first, Los niños son primero"

Professional Development Plan

2017-2018

Dr. Fredrick H. McDowell Jr.
Superintendent of Schools

Elizabeth DeJesus
Chief Academic Officer

MISSION STATEMENT

All students will graduate with a vision for their future, motivated to learn continually and prepared to succeed in their choice of college or career.

BOARD OF EDUCATION

Gene Bouie, Board President
Gerald Truehart, Board Vice President
Addie Daniels-Lane, Board Member
Dr. D.A. Graham, Board Member
Fiah Kwesseu, Board Member
Yolanda Marrero-Lopez, Board Member
Dr. Jane Rosenbaum, Board Member
Lucy Vandenberg, Board Member
Heather Watson, Board Member



**Trenton Public Schools
District Professional Development Plan**

LEADERSHIP TEAM

Dr. Fredrick H. McDowell Jr.

Superintendent of Schools

Jayne S. Howard

Chief Finance/Operations Officer/Board Secretary

Elizabeth DeJesus

Chief Academic Officer

Lissa S. Johnson

Chief Talent Officer

Alfonso Llano

Chief of Schools, Elementary

Nelson Ribon

Chief of Schools, Secondary

Dr. Bari Erlichson

Chief Performance Officer

Perry L. Lattiboudere. Esq.

General Counsel/Public Information Officer

Alexandrea Robinson-Rogers

Chief of Staff

CHIEF ACADEMIC OFFICE STAFF

Elizabeth DeJesus

Chief Academic Officer

Monica Carmichael

Director of Early Childhood Education

Nettie Robinson-Logan

Assistant Director of Early Childhood

Lisette Bethea

Supervisor of Early Childhood

Sandra Iturbides

Supervisor of ESL, Bilingual & World Languages

Keisha Gaymon

Sheltered English Intervention Teacher

Maritza Abreu

Intervention Teacher, Bilingual Program

Kathy Graf

Instructional Intervention Teacher

Nicole Carmichael

Instructional Intervention Teacher

Sharron Grady

Director of Health and Physical Education

Norberto Diaz

Supervisor of Visual and Performing Arts

Leslie Septor

Supervisor of Humanities, Elementary

Michael Hodnicki

Supervisor of Humanities, Secondary

John Dunston

Supervisor of STEM, Elementary

Michael Tofte

Supervisor of STEM, Secondary

Nick Barbato

Instructional Technology Teacher

Caren Wilson

Secretary to Chief Academic Officer



Trenton Public Schools District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Trenton Public Schools	Dr. Fredrick H. McDowell Jr.	September 2017 – June 2018

Humanities Anchor Goals

- 1. Through the consistent establishment of data cycles and the refinement of collaborative/reflective practices, instruction will be adjusted to support the personalized learning needs of all students.**
- 2. Through the use of the evidence based literacy strategies, technology integration, interventions, acceleration and coaching, students will be reading at or above grade level.**

Humanities by Grade Band Goals

Pre K-2 - Through the use of evidence based literacy strategies, technology integration, interventions, acceleration and coaching, students will acquire strong foundational skills required to read developmentally appropriate &/or grade level text.

3-5 - Through the use of evidence based literacy strategies, technology integration, interventions, acceleration and coaching, students will be able to analyze, evaluate, and synthesize complex interdisciplinary texts in diverse formats independently and proficiently.

6-8 - Through the use of technology integration, disciplinary literacy, interventions, accelerations and coaching, students will be able to analyze, evaluate, and synthesize complex, interdisciplinary texts in diverse formats in order to write about and present arguments with specific claims, and develop and present research independently and proficiently.

9-12 - Through the use of technology integration, disciplinary literacy, interventions, acceleration and coaching, students will be able to analyze, evaluate, and synthesize complex texts in diverse formats and conduct sustained research to solve real world problems leading to published, sharable written documentation that students will present to diverse audiences independently and proficiently.

Topics/Objective	Activities	Audience	Person Responsible	When/Dates
Accountability and Assessment Pre K-12	<ul style="list-style-type: none"> Provide training on reading assessment (RAPID) Provide training on reading inventory (RI) Kindergarten Readiness Assessment* End of Unit Assessments and Touchpoints Lesson Planning 	Instructional Staff	Literacy Leaders, Supervisors/Directors	School based PLCs Assessment training through September 15; Ongoing Differentiated based on the needs of the school
The Literacy Block Pre K-5	<p>PLCs will focus on the following components:</p> <ul style="list-style-type: none"> Routines and Rituals Mini Lesson Read Aloud Inclusion classrooms Sheltered Instruction Foundational Skills Guided Reading Small Group Running Records, K-1 Centers 	Pre-K-5 Instructional Staff	Literacy Leaders, Supervisors/Directors	School based Ongoing
6-12	<ul style="list-style-type: none"> Accountable Talk Inclusion Classrooms Sheltered Instruction Essential Literacy Skills Checks for Understanding Literature Circles Mentor Texts 	6-12 Instructional Staff	Humanities Supervisor and Literacy Leaders	School based Ongoing
K-1 Writing Initiative	<ul style="list-style-type: none"> Kid writing Student conferencing 	K-1 Instructional	Humanities Supervisor. and Literacy Leaders	School based Ongoing
2-12 Writing Continuum	<p>Phase I: Common Expectations</p> <ul style="list-style-type: none"> Develop common rubrics Common scoring Conferencing/Feedback <p>Phase II: Strategic Writing Instruction</p> <ul style="list-style-type: none"> Sentence Fundamentals Sentence Proficiency Paragraph Writing Theme Writing 	Instructional Staff	Humanities Supervisors	Leader Meetings Ongoing



Trenton Public Schools District Professional Development Plan

K-12 Arts Integration	Unpack the New Jersey Department of Education Amistad Curriculum to develop model lessons using Fine Arts and Non-Arts Teachers.	Instructional Staff	Supervisors/Directors, Literacy Leaders	School based Ongoing
Evidence of Effectiveness: <ul style="list-style-type: none"> • Formal Data and Focus Walks • Classroom Quality Assessments • Data Team Meetings/PLCs 		<ul style="list-style-type: none"> • Pre and Post Assessment Data • Select student work samples • Teacher feedback through survey and discussion data *Fall 2017 only. Subsequently in Early Childhood 		



Trenton Public Schools District Professional Development Plan

STEM Anchor Goals

- 1. Educators work together in personalizing standards-based instruction to fit the learning needs of all students by making sense of data from common, standards-based assessments.**
- 2. Teachers ensure that all students flexibly and efficiently communicate numerical reasoning and modeling in solving real-world problems by applying math and science/engineering practice standards.**

STEM by Grade Band Goals

Pre-K-2 – All students explain their understanding of numerical fluency solving one- and two- step real-world problems.

3-5 – All students explain their understanding of numerical concepts toward solving three- and four- step real-world problems and critique the reasoning of other students.

6-8 – All students apply their understanding of math and science concepts by modeling real-world algebraic and geometric problems.

9-12 – All students model, think critically, flexibly and strategically in using math structures to efficiently solve algebraic, geometric, trigonometric, calculus and statistical problems.

Topics/Objectives	Activities	Audience	Person Responsible	When/Where
Pre-K-12 Professional Learning Communities	<p>Determine instructional priorities:</p> <ul style="list-style-type: none"> Focus on Major Content NJSL (Green) High-value clusters of standards Facilitating academic discourse, student discussions/argument <p>Quality of instructional questions</p> <ul style="list-style-type: none"> Questioning & academic discourse among students <p>Data inquiry cycles</p> <ul style="list-style-type: none"> Assessing student performance with evidence that students achieve standards (student work) Producing "evidence" of student achievement Collectively evaluating & reflecting upon evidence produced from standards-based assessments 	Instructional Staff	Math Leaders STEM Supervisors	September 5 (kickoff) Ongoing, throughout 17-18 school year

Evidence of Effectiveness:

- | | |
|---|--|
| <ul style="list-style-type: none"> Focus Walks Pre and Post Assessment Data | <ul style="list-style-type: none"> Data Team Meetings/PLCs Student Work Open constructed responses with rubrics |
|---|--|



Trenton Public Schools District Professional Development Plan

Health and Physical Education Anchor Goal

Teachers will become proficient in all areas of health and wellness as they share strategies and instructional practices to provide robust activities that are relevant for a healthy lifestyle for all students.

Health and Physical Education Grade Band Goals

Pre-K-2 – All students will develop motor skills in a variety of environments in order to move efficiently and safely through physical activity.

3-5 – All students will learn about fitness and nutrition to promote long lasting healthy habits.

6-8 - All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active life style.

9-12 - All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Topics/Objective	Activities	Audience	Person Responsible	When/Dates
Pre-K-2 PLC's for developing and refining basic gross motor skills	<ul style="list-style-type: none"> Review and redefine pre-fitness checklist Instructional activities/strategies for desired results of pre-fitness checklist Developing gross motor skills through introduction to sports 	Physical Education Teacher K-2	Director of Health and Physical Education	September 2017 - ongoing
Grade 3-5 Wellness and Integrated Fitness Skills	<ul style="list-style-type: none"> Peer reading groups for discussions, and fact gathering activities Targeting heart rate through small group learning activities Role playing, relays, and note taking Using graphic organizers to share similarities and differences Monitor student engagement/participation to inform programmatic changes and instructional activities 	Physical Education and Health Teachers Elementary	Director of Health and Physical Education	September 2017 - ongoing
Grade 6-8 Human Relationships and Sexuality	<ul style="list-style-type: none"> Changes associated with puberty and sexual activity and orientation. Understanding safe dating and the risk of HIV, AIDS, STD's and unintended pregnancy 	Health and Physical Education Teachers 6-12	Director of Health and Physical Education-	September 2017 - ongoing
Grade 9-12 Fitness Assessment	<ul style="list-style-type: none"> Assessing fitness components Setting fitness goals and following programs to improve fitness levels to enable lifelong wellness Technology to track fitness data 	Health and Physical Education Teachers 6-12	Director of Health and Physical Education	September 2017- ongoing

Evidence of Effectiveness:

- | | |
|---|--|
| <ul style="list-style-type: none"> Pre and post fitness skills checklist Teacher observation Formative evaluations Pacer test | <ul style="list-style-type: none"> Personal fitness plans (6-12) Role play Student projects Fitness gram |
|---|--|



Trenton Public Schools District Professional Development Plan

Visual and Performing Arts Anchor Goals

- 1. All Visual and Performing Arts Professional Development Practices will be based on the Anchor Standards which describe the General Knowledge and Skills that Teachers of Fine Arts must expect students to exhibit throughout their Fine Arts Educational Experiences.**
- 2. All Visual and Performing Arts Teachers will connect and integrate their content area with humanities through the historical events of the Amistad.**

Visual and Performing Arts Integration Goals

Pre-K-2 - Students will respond to and create stories, songs, artifacts, dance, and dramatic play to make connections to the Amistad

3-5 - Students will generate and conceptualize ideas and works connected to the Amistad

6-8 - Students will respond to and perform artistic works through interpretations and presentations of an Amistad Musical

9-12 - Students will demonstrate an enduring understanding of Musical Theater using the Amistad as the Artistic motif

Topics/Objective	Activities	Audience	Person Responsible	When/Dates
Amistad Cross Curricular Fine Arts Integration.	<ul style="list-style-type: none"> Provide overview and philosophy of district's Visual and Performing Arts Integration Master the Elements of Script Writing for Students and Teachers of Fine Arts Learn to create Literary Texts - (Script from Libretto) for Musical Theater Understand the fundamentals of developing a Narrative Visual Storyboard 	All Visual and Performing Arts Teachers, K-12.	Supervisor of Visual and Performing Arts Teachers of Fine and Performing Arts.	September 1, 2017 Planning, Organizing, and Preparations.
Pre-K-12 Professional Learning Communities	<ul style="list-style-type: none"> Unpack the New Jersey Department of Education Amistad Curriculum to develop model lessons using Fine Arts and Non-Arts Teachers. 	Supervisors of Visual and Performing Arts	Supervisors and Arts Integration Partnerships.	Ongoing, throughout 17-18 school year
Connecting Families with Community Resources	<ul style="list-style-type: none"> Identifying outreach programs Linking Families with Community Organizations 	Parent Liaisons	Manager of School Support; Community Based Organizations	Ongoing September - June

Evidence of Effectiveness:

- Increased Investment in school and district events
- Photographs, Videos
- Parent Surveys
- Communication Logs
- Number of students involved



Trenton Public Schools District Professional Development Plan

Anchor Goals for Counselors

Through the implementation of the American School Counselors Association (ASCA) National Model, Counselors will support all students in developing the necessary strategies to achieve academic success and social/emotional well-being.

Counselor Goals by Grade Band

Pre K-2 - Counselors will provide guidance and responsive services to support student achievement in reading and math.

3-5 - Counselors will provide guidance and responsive services to support student achievement in reading complex texts and math reasoning and modeling.

6-8 - Counselors will provide guidance, academic planning, and responsive services while assisting students in exploring a variety of career interests.

9-12 - Counselors will provide guidance, academic planning and responsive services while assisting students to obtain college/university admissions, process scholarship/financial aid applications and/or gain entrance into the competitive job market.

School Counselors

Topics/Objectives	Activity	Audience	Person Responsible	Where/Date
Pre K-8 Classroom Guidance:	<ul style="list-style-type: none"> • Academic support, including organizational, study and test-taking skills • Goal setting and decision-making • Career awareness, exploration and planning • Substance abuse education • Multicultural/diversity awareness 	School Counselors	Supervisor of School Guidance and Assessment	District Offices Ongoing
Pre-K-12 Academic Planning:	<ul style="list-style-type: none"> • Goal setting/decision-making • Transition plans • Education on understanding of self, including strengths and weaknesses 	School Counselors	Supervisor of School Counselors	Ongoing
Pre-K-12 Responsive Services:	<ul style="list-style-type: none"> • Individual and small-group counseling • Individual/family/school crisis intervention • Conflict resolution • Peer facilitation • Consultation/collaboration • Referrals 	School Counselors	Supervisor of School Counselors	Ongoing
K-12 Individual Student Planning:	<ul style="list-style-type: none"> • Goal-setting/decision-making • Academic planning • Transition planning • Career planning • Self-Awareness/understanding • Problem Solving • Strengths and weaknesses/ 	School Counselors	Supervisor of School Counselors	Ongoing
9-12 Classroom Guidance:	<ul style="list-style-type: none"> • Postsecondary planning and application process • Career planning • Career awareness and the world of work • Substance abuse education • Multicultural/diversity awareness 	School Counselors	Supervisor of School Counselors	Ongoing

Evidence of Effectiveness:

- Reduction in disciplinary referrals; students are able to self-regulate and increase social emotional learning
- Students take ownership of learning as manifested in portfolios
- Increase number of scholarships
- Increase number of students applying to college and post-secondary
- Increase the number of students with a vision for a career



Trenton Public Schools District Professional Development Plan

TPS Anchor Goals

- 1. Through the consistent establishment of data cycles and the refinement of collaborative/reflective practices, instruction will be adjusted to support the personalized learning needs of all students.**
- 2. Through the use of evidence based literacy strategies, technology integration, interventions, acceleration and coaching, students will be reading at or above grade level.**

Literacy Leader Goals

Pre K-2 - Through the use of evidence based literacy strategies, technology integration, interventions, acceleration and coaching, students will acquire strong foundational skills required to read developmentally appropriate &/or grade level text.

3-5 - Through the use of evidence based literacy strategies, technology integration, interventions, acceleration and coaching, students will be able to analyze, evaluate, and synthesize complex interdisciplinary texts in diverse formats independently and proficiently.

6-8 - Through the use of technology integration, disciplinary literacy, interventions, accelerations and coaching, students will be able to analyze, evaluate, and synthesize complex, interdisciplinary texts in diverse formats in order to write about and present arguments with specific claims, and develop and present research independently and proficiently.

9-12 - Through the use of technology integration, disciplinary literacy, interventions, acceleration and coaching, students will be able to analyze, evaluate, and synthesize complex texts in diverse formats and conduct sustained research to solve real world problems leading to published, sharable written documentation that students will present to diverse audiences independently and proficiently.

Topics/Objective	Activities	Audience	Person Responsible	When/Dates
The Shift from ELA to Humanities	<ul style="list-style-type: none"> Analyze the assessment plan ELA Curriculum Revisions Social Studies Curriculum Preparation of teachers 	Literacy Leaders	Humanities Supervisors	September 1; 1:00-3:00; Ongoing
The Literacy Block Pre K-12	PLCs will focus on the following components: <ul style="list-style-type: none"> Mentor Texts Sheltered Instruction Classrooms Inclusion Classrooms Accountable Talk Essential Literacy Skills Data Talks Disciplinary Literacy 	Literacy Leaders	Humanities Supervisors	Leader Meetings - Ongoing
2-12 Writing Continuum	Phase I: Common Expectations <ul style="list-style-type: none"> Develop common rubrics Common scoring for informative and argumentative writing Writing Conferences Phase II: Strategic Writing Instruction <ul style="list-style-type: none"> Sentence Fundamentals Sentence Proficiency Paragraph Writing Theme Writing 	Literacy Leaders	Humanities Supervisors	Leader Meetings - Ongoing
Arts Integration	Unpack the New Jersey Department of Education Amistad Curriculum to develop model lessons using Fine Arts and Non-Arts Teachers.	Instructional Staff	Supervisors/Directors, Literacy Leaders	School based Ongoing
Evidence of Effectiveness: <ul style="list-style-type: none"> Formal Observation Data Focus Walks Pre-and Post-Assessment Data Time and Effort Report Evidence Binders 				



Trenton Public Schools District Professional Development Plan

STEM Anchor Goals

- 1. By consistently implementing reflective cycles of inquiry, educators will work together in meeting the personalized learning needs of all students.**
- 2. Through the use of the 8 Mathematical and Scientific/Engineering Practices, students will develop numeracy, modeling and reasoning problem solving skills at or above grade level.**

Math Leaders' Goals

Pre-K-2 – Teachers elicit explanations of reasoning from every student to reflect each student’s understanding of numerical concepts in flexibly and efficiently (fluently) solving one- and two- step real-world problems.

3-5 – Teachers elicit explanations of every student’s reasoning in flexibly and efficiently (fluently) applying their understanding of numerical concepts toward solving three- and four- step real-world problems, as well as student critiques of their classmates’ reasoning.

6-8 – Teachers facilitate thoughtful explanations and critiques of reasoning from all students as they apply their understanding of math and science concepts – with strategic use of technology - toward flexibly and efficiently (fluently) modeling solutions of real-world algebraic and geometric problems having as many 4 (or more) steps.

9-12 – Students model, think critically, flexibly and strategically in using math structures to efficiently solve algebraic, geometric, trigonometric and statistical problems of several steps, while continuously checking the reasonableness of their steps, explanations and arguments/counterarguments.

Topics/Objectives	Activities	Audience	Person Responsible	When/Where
The Shift to STEM	<ul style="list-style-type: none"> • Provide overview and philosophy of district assessment plan, district focus, standards-based grading, the shift to STEM • Read and discuss assessments, PDP, 8 practices, and curriculum. Create a plan to disseminate information to teacher and support them. • Create rubrics for performance tasks 	Math Leaders	STEM Supervisors	September 1 (kickoff)
Pre-K-12 Professional Learning Communities	<ul style="list-style-type: none"> • Unpack the curriculum to develop model lessons using the 8 practices. • Demonstrate model lessons. • Offer and receiving feedback • Analyze data from formative, summative, diagnostic, and cumulative assessments. • Planning based on data. • Create rubrics for performance tasks • Revise assessments as needed. • Academic discourse and student discussions/argument 	Math Leaders	STEM Supervisors	Ongoing, throughout 17-18 school year

Evidence of Effectiveness:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Student academic discourse in classroom • Leader Logs (Leader Portfolios) • PLC Agendas • Coaching Documents • Coaching Goals | <ul style="list-style-type: none"> • Focus Walks • Pre-and Post-Assessment Data • Student Work • Open Constructed Responses with Rubrics |
|---|--|



Trenton Public Schools District Professional Development Plan

Paraprofessional and 1.1 Aides Anchor Goal

Paraprofessional educators will work with teachers to support the personalized learning needs of all students.

Paraprofessionals and 1.1 Aides Goals

Pre-K-12 Paraprofessionals and 1.1 Aides will work with students to support them in meeting individualized reading, writing, and math goals.

Topics/Objective	Activities	Audience	Person Responsible	When/Dates
Effectively Collaborating with Teachers	<ul style="list-style-type: none"> • Small Group Instruction • Individualized Support • Roles & responsibilities 	Paraprofessionals	PD Consultants TBD	Ongoing
Effectively Responding to Behaviors	<ul style="list-style-type: none"> • Teaching Pyramid (Pre-K) • Positive Behavior Supports • Applied Behavioral Analysis 	Paraprofessionals	PD Consultants TBD	Ongoing
Developing a growth mindset	<ul style="list-style-type: none"> • Empowering Students • Positive Language • Celebrating Achievements 	Paraprofessionals	PD Consultants TBD	Ongoing

Evidence of Effectiveness:

- Data from the Teaching Pyramid Observation Tool (Pre-K)
- Consistent Utilization of Effective Instructional Strategies with Classroom Teacher
- Informal Observation Data
- Focus Walks
- Student Data
- Sign in Roster



Trenton Public Schools District Professional Development Plan

Parent Liaison Anchor Goal				
Parent liaisons work with families to support the personalized needs of all students.				
Parent Liaison Goals				
<p><u>PK-2</u> - Parent Liaisons support families to ensure students have a quiet place to read daily while home.</p> <p><u>3-5</u> – Parent Liaisons support families to ensure students are reading and talking about diverse texts daily while home.</p> <p><u>6-8</u> – Parent Liaisons support families to ensure students read, write and ask questions about diverse texts daily while home.</p>				
Topics/Objective	Activities	Audience	Person Responsible	When/Dates
Building a Parent Teacher Organization (PTO)	<ul style="list-style-type: none"> • Hold monthly PTO meetings • Family Needs Assessment • Develop family supports based on needs assessment • Quarterly PTO News Letter • Literacy Night (Fall, Winter, Spring) • Using Parent Portal in PowerSchool 	Parent Liaisons	Manager of School Support; Community Based Organizations	Ongoing September - June
Effective Communication with Families	<ul style="list-style-type: none"> • Provide families with contact numbers and ways to contact the school. • Resource Board/Area • Work with families to support home reading • Home visits • Communication Logs 	Parent Liaisons	Manager of School Support; Community Based Organizations	Ongoing September - June
Connecting Families with Community Resources	<ul style="list-style-type: none"> • Identifying outreach programs • Linking Families with Community Organizations 	Parent Liaisons	Manager of School Support; Community Based Organizations	Ongoing September - June
<p>Evidence of Effectiveness:</p> <ul style="list-style-type: none"> • Increased Investment in school and district events • Event Sign-in Roster • Photographs, Videos • Parent Surveys • Communication Logs 				

Superintendent's Signature _____

Date: _____



Trenton Public Schools District Professional Development Plan

State Mandatory Professional Development

To comply with state-mandated professional development activities, the District will contract with Global Compliance Network (GCN), a web-based provider for professional development programs. Employees will be required to complete the mandated annual activities by the established deadlines.

Goal	Audience	Activities/Timeline	Evidence
Bloodborne Pathogens	School employees	Annually	GCN Reports
Affirmative Action	All employees	Annually	
Anti-Bullying (NJ)	All employees	Training on District Policy (Annually) Training on prevention (2hrs/yr) http://www.state.nj.us/education/students/safety/behavior/hib/	
Child Abuse	All employees	Annually http://www.state.nj.us/education/genfo/faq/faq_missing.shtml	
General Harassment	All employees	Annually	
Sexual Harassment	All employees	Annually	
Reading Disabilities (screening, intervention, accommodation, and using technology)	Teachers Administrators	2 Hours Annually http://decodingdyslexianj.org/wp-content/uploads/2013/01/Reading-Disabilities-Task-Force-Final-report-2012.pdf	
Suicide Prevention	Teachers	2 Hours Every 5 Years http://www.state.nj.us/education/archive/aps/info/suicidefaq.pdf	
School Safety	All employees	Within 60 days of employment; reviewed and updated annually http://www.state.nj.us/education/educators/school_safety_man.pdf	

Superintendent's Signature _____

Date: _____