



2020-2021 Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Classical Academy Charter School of Clifton	Dr. Paul E. Semegran	September 2020/June 2021

Board Approved 3/18/21

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Extend and expand strategies used to differentiate for all students' academic needs with a focus on the following groups: <ul style="list-style-type: none"> ● Enrichment/High Achieving students ● Special Education students 	General Education Teachers Special Education Teachers Enrichment Teachers Administration Paraprofessionals	As indicated through surveying all stakeholders (staff members, parents, and students), it has been identified that a focus on continued professional development in these areas and beyond will assist in moving our district forward. In addition to the survey results, continued communications with parents and staff have caused the need for differentiation particularly for our enrichment students as an area of focus.
2	Build continued understanding, commitment, and ownership of the implementation of Social Emotional Learning (SEL) competencies to support mental and emotional well-being.	All Staff Parents Social Worker	As indicated through our district-wide survey along with feedback informally shared with teachers and administration, there is a continued need for additional professional development with regard to Social Emotional Learning competencies. Implement a new strategy for SEL once per week during the class day.
3	Implement strategies for a more seamless transition between grades, from elementary to middle school and middle school to high school.	All Teachers Support Staff Social Worker Administration	The surveys (referenced above) indicated that our students would benefit from additional preparation and exposure to their changing environment and support for milestone transitions within our 6-8 grades.



2: Professional Learning (PL) Activities

PL Goal	Suggested Initial Activities	Follow-up Activities (as appropriate)
<p>1) Extend and expand strategies used to differentiate for all students' academic needs with a focus on the following groups:</p> <ul style="list-style-type: none"> ● Enrichment/High Achieving students ● Special Education students 	Engage the staff in grade level and departmental meetings to revisit the curricula and add to lists of specific methods used to differentiate for Special Education Students, and students in need of enrichment.	Collect lists from grade levels/departments and include on district share drive for access.
	Provide opportunity at in-service or faculty meetings for staff to engage in data driven instruction decision making practices. Staff will use data to make decisions on how to best address the needs of their students while collaborating with colleagues as needed.	Provide opportunities for staff to continue to meet and/or receive feedback on data driven instructional planning.
	Provide opportunities for staff to conduct peer visitations/observations to strengthen differentiation practices.	Allow time for teachers to reflect with their peers and share information/takeaways either in person or virtually.
	Allow and encourage staff members to attend out of district workshops/conferences where the topic of differentiation is explored.	
<p>2) Build continued understanding, commitment, and ownership of the implementation of Social Emotional Learning (SEL) competencies to support mental and emotional well-being.</p>	Survey staff on the amount of mindfulness practices used in each classroom 6-8.	Using survey data, make targeted advances towards increasing the mindfulness practices across the district.
	Conscious practice (discipline) - Provide a professional development workshop to further explore ways to infuse conscious discipline practices in both the classroom and throughout the school to align language and approach.	Provide opportunities for staff to conduct peer visitations/observations to strengthen mindfulness and conscious practices.
	Conduct parent/guardian information sessions to expand understanding of social emotional learning practices and further engage families in district wide practices.	
	Work in committees to develop successfully transitioning students and staff members back into the buildings following the closure of schools due to the global pandemic. This plan will include transitioning from a virtual learning environment back to an in-person learning environment.	



	<p>Provide resources and available training specific to promoting anti-racism utilizing current events as appropriate at each grade level.</p>	
<p>3) Implement strategies for a more seamless transition between grades, from elementary to middle school and middle school to high school.</p>	<p>Begin Scope and Sequence of SEL expectations/transitions (PreK-12) - Begin to compose a Scope and Sequence of Social Emotional Learning expectations/transitions (PreK-12) for students to align practices.</p>	<p>Share this scope and sequence with teachers at all grade levels</p>
	<p>Provide opportunities for vertical articulation between transitioning grade levels within departments to further align curriculum, assessments and performance expectations.</p>	
	<p>Conduct parent/guardian information sessions regarding tips and ways to support students through times of educational transition. (i.e., sixth to seventh, eighth to HS).</p>	<p>Survey parents and students on perceived preparedness after transitions take place to assess actions taken and actions further needed from the district regarding transitions.</p>



3: PD Required by Statute or Regulation

State-mandated PD

<http://www.state.nj.us/education/profdev/topics/StateRequiredPD.pdf> (Link to required trainings for PreK-12 district staff members) – All staff complete through Safe Schools online training
<https://nj.gov/education/specialed/dyslexia/pd.shtml> (Link to state-mandated dyslexia training resources)

4: Resources and Justification

Resources

Supportive resources:

- 2020-2021 District Calendar (outlines in-service days):
<http://www.classicalacademy.org/domain/23>
- NJDOE website: <http://www.state.nj.us>
- Sheltered Instruction Observation Protocol (SIOP) Model - <http://www.cal.org/siop/>
- Edutopia - <https://www.edutopia.org/>
- CASEL - <https://casel.org/>
- NJ Student Learning Standards for Science - <http://www.state.nj.us/education/cccs/2016/science/>
- Social Emotional Learning Competencies - <http://www.nj.gov/education/students/safety/sandp/sel/SELCompetencies.pdf>
- Social Emotional Learning Resources/Information - <http://www.state.nj.us/education/students/safety/sandp/sel/>
- Conscious Discipline - <https://consciousdiscipline.com/>
- Transition Resources:
 - <https://www.publicschoolreview.com/blog/transition-programs-from-middle-school-to-high-school> (MS to HS)
 - <https://yourteenmag.com/teenager-school/teens-high-school/transition-from-middle-school-to-high-school> (Parent - MS to HS)
 - <https://yourteenmag.com/teenager-school/teenager-middle-school/transition-to-middle-school-tips-for-parents> (Parent -ES to MS)
 - <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx> (ES to MS)



Finances have been budgeted to support this plan in the following areas:

- Professional Development for staff members to go out of district (e.g., registration, mileage, substitute coverage, etc.)
- Training opportunities for staff members that allow professionals from out of the district to come to CACS.
- Curriculum Writing time for teachers to align curriculum to most up to date standards that includes differentiation strategies
- Funds budgeted for supplies to allow for literature to be distributed to parents and key stakeholders
- Utilization of funds obtained through our charter school budget as well as grants obtained through federal funding (i.e., Title I, Title II, and Title IV), etc.

Justification

Classical Academy Charter School of Clifton District community greatly values communication as well as developing each student academically as well as socially and emotionally. The data that has been collected from all stakeholders demonstrates these values. As a result of analyzing our CACS survey data (survey made available to all stakeholders), our Professional Development Plan will keep the charter school district values front and center. Therefore, our 2020-2021 school year PDP reflects both a plan to assist our entire student population in continuing to grow as well as a plan that addresses our community's desires toward educating the whole child.

Signature:

2020-2021 Lead Person Signature

Date

