

High Point Regional High School  
Local Professional Development Plan

2008-2009

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**District Name:** High Point Regional High School

**County:** Sussex

# **SECTION 1**

## **DISTRICT PROFILE**

District Profile Sheet

## Committee Profile Sheet

# **High Point Regional School District**

## **District and Individual School Goals 2008-2009**

The primary goal at High Point Regional High School is to continue our challenge to become a high performing school.

In 2007-2008, we continued the implementation of strategies established in our five year strategic plan for the district. Initiatives from this plan continue to be carried forward in areas that are related to professional development for our teachers and support staff.

For the 2008-2009 school year, the staff members at High Point Regional High School will continue the improvement process from 2007-2008, in order to achieve the following goals:

1. To develop and implement a clearly defined communication process that establishes partnerships among the stakeholders and reinforces consistent communication in an effort to achieve goals, set expectations, and develop policies that promote effective teaching and learning;
2. To address issues having the greatest impact on improving student achievement;
3. To meet the needs of our stakeholders by developing and implementing tools such as technology that optimize instructional resources;
4. To develop and implement processes that foster mutual respect for peers, faculty and staff.

## SECTION 2

### Reflections on Previous Year's Plan

The Local Professional Development Plan 2007-2008 was reviewed by Sussex County in 2006 and was found to have included all elements required. It was in compliance with the standards set forth by the Professional Teaching Standards Board (PTSB). There were no suggestions or recommendations included in the comments section of the county response. (Appendix A)

The plan written in the 2007-2008 year is the foundation for this year's plan. Because High Point Regional High School is committed to continuous improvement, evaluation and review is imbedded in our quest for sustained growth. Our district strategic plan focuses on five goals:

*Goal #1: To establish partnerships with staff, family, students, and the community;*

*Goal #2: To promote individual excellence;*

*Goal #3: To foster high standards of achievement;*

*Goal #4: To prepare students to become responsible and productive members of a diverse society;*

*Goal #5: To respond to the changing educational needs of the community.*

# **High Point Regional School District Professional Development Plan**

## **Summary of Positive Aspects of 2007-2008 Plan, And It's Effect on Teachers and Students**

In order to obtain information for the 2007-2008 Professional Development Plan, our school Action Committees (Health and Safety, Faculty Professional Development, and the Support Staff Professional Development committee) reported the results of their efforts to the District Steering Committee in June of 2007. Another professional development staff survey was conducted in 2007 which contributed additional information to assist in the formulation of the 2008-2009 plan. During the course of the school year, each of the committees worked to achieve our school goals.

The October meeting of the Steering Committee reaffirmed its role as providing leadership to the district and ensuring that the recommendations and decisions of the action committees integrate, articulate, and maintain integrity with board of education policy and procedures. Additionally, the 2007-2008 Steering Committee appointed new members to replace positions where members' terms of office had expired.

The Health and Safety Committee revised the code of conduct and included it in the 2006-2007 school student planners. The code was revised in 2006 and was included in the 2007-2008 school planner. For 2007-2008 the code will continue to be reviewed and revised to meet new district needs. The committee also continues to assist with the Code C drills held during the year. A formal fire drill procedure was developed and staff trained in the execution of the plan. This replaced the old fire drill routine and included changing the name of the drill to the Evacuation Drill. Also, an off-site drill was conducted in the spring of 2007.

The Faculty Professional Development Committee conducted the yearly faculty survey to determine needs. Recommendations for future inservice workshops were communicated to the Director of Curriculum and Instruction. These suggestions will drive efforts for future district inservice topics. Articulation meetings were held with the sending districts to foster curriculum alignment from the elementary schools to the high school. Full day workshops continue to be a mechanism for teachers to share information and to showcase best practices, teaching strategies, curriculum development and collaborative meeting time in the various departments.

The Support Staff Professional Development Committee completed an analysis of the needs of the sub-committees. To continue to meet the needs of the support staff during peak reporting work loads, it was determined that both the October and the May inservice would continue to be utilized to allow support staff to focus on their job responsibilities and share information with their co-workers whenever possible. Members also attended workshops in technology and required drug education, affirmative action, and other district training. A summer orientation workshop was given for substitutes. Also, a workshop to present strategies in working in an in-class support environment was conducted.

The Survey Analysis Committee selected and conducted a new staff survey in 2007. A complete analysis of the Staff Survey conducted in 2007 was also presented to the Steering Committee and to the Faculty, Supervisors and Administrators.

# **High Point Regional School District Professional Development Plan**

## **Challenges Encountered While Implementing the Plan**

One of the challenges in implementing the 2007-2008 plan continues to be overcoming financial constraints in implementing the technology portion of the plan. Grant and local funds were utilized to their fullest; however, additional funds continue to be required to support the equipment requirements. These include the installation of computers in each classroom for attendance and grading purposes. In addition, in order to meet the increasing class size workstation requirements, an expanded forty station lab was implemented. Because of the scope of the Technology Plan, the challenge was to break down the implementation into manageable parts. However, staff training was fully implemented with in-service workshops offered in Teacher Web Page Design and Maintenance, Dream Weaver Software, Inspiration, Inspiredata, and Right-to-Know training.

Web Page creation continues to be fully integrated in the academic departments. Individual departments have created home pages for each department and in many cases for each teacher in every department. On line services for research and student remediation purposes continue to be utilized. Our media center continues to purchase and use on line services to enhance research strategies for classroom teachers and students.

The Support Staff Professional Development Committee continues to be challenged. Because of the variety of hours and work schedules, it is difficult to obtain committee representation from all of the support staff. The department supervisors have been utilized to communicate the needs of their staff to the steering committee through the supervisor representative on the steering committee. The Faculty Professional Development Committee served to provide additional input to the Local Professional Development Committee in preparing future in-service activities.

# **High Point Regional School District Professional Development Plan**

## **Assessing the 2007-2008 Plan How Will We Move Forward in the Development of the 2008-2009 Plan**

The Professional Development Action Committee provided input to the Local Professional Development Committee to evaluate and to construct the 2008 Local Professional Development Plan. The need to continue the integration of technology into all teaching/learning environments and the continuation of a Professional Development Action Committee were evident. Department meetings; a budget dedicated to the specific, identified needs; articulation with the sending districts; our collaboration with Rutgers University Continuing Education; membership in the New Jersey Educational Computing Consortium; and the use of data to drive decision making will continue to be important elements of our professional development plan. In addition, it is necessary to plan and fund summer professional development seminars for the Advanced Placement teachers on a regular basis.

Building upon the 2006- 2007 plan, the goal of the 2007-2008 Professional Development Plan was to achieve *world-class* status as a school with the goal of continuous improvement. Realizing the long-term commitment in this evolutionary process, all of the identified needs continue to be addressed. A Three Year Local Technology Plan was developed in 2004 which contains elements for professional development opportunities that continue to be implemented. These include cross-curricular activities, meeting the needs of all students through technology, and the implementation of technology in the classroom (Smartboards, projectors, on-line tools, etc). In 2007, we developed a new three year district technology plan with input from the Professional Development Committee. Over the next three-year period the hardware and software will continue to be evaluated and new purchases will be made. The Core Curriculum Content Standards, the Workplace Readiness Standards, the infusion of technology, meeting the needs of all students, and revising curricula to meet the requirements for successful HSPA achievement through adequate yearly progress will continue to be addressed. Department meetings, the articulation between the two K - 8 sending district curriculum coordinators and the high school curriculum coordinator, and in-service programs will serve to provide the direction and training for our staff and administration. Strategic plan initiatives will also continue to be implemented.

Our guidance department, the special education department, the school business administrators, the vice-principals and the principals from High Point and the sending districts now meet regularly to review common issues and develop strategies to address the challenges.

To comply with the New Jersey Professional Development for School Leaders requirement, school leader professional development plans (Professional Growth Plans for School Leaders

(first cohort 2005-2008) will be continued. As new school leaders are hired, the required PGP will be developed and evaluated.

However, to achieve *world-class* status in the classroom, teachers must reflect upon what practices have been shown to be successful and how to replicate the successes. A three day summer teacher orientation is devoted to preparing teachers new to High Point. We also explain our school mission and vision through the activities listed in the district strategic plan. New teachers are matched with a trained mentor prior to the start of school each year. Finally, the Local Professional Development Committee will continue to be a source of feedback to recommend courses for faculty in technology integrated instruction and professional improvement.

#### Reflection:

- In 2006-2007, professional development opportunities were provided in CPR, preparing students for the HSPA open ended questions and the new Science portions, analyzing student data, affirmative action, suicide prevention, off campus workshops in Language Arts, Math and Science student improvement strategies, technology integration across the curriculum, alignment of the high school curriculum to the elementary and middle school curriculum, and the continued achievement of the district five year strategic plan goals.
- In 2007-2008 we offered a CPR refresher for coach's workshop, affirmative action, data analysis, preparing teacher web sites, use of on line tools for teacher and student use, on line support programs in Math and Language Arts (Study Island) the implementation of cross curricular activities in all departments, technology integration in all subjects, off campus workshops in Math and Language Arts student improvement strategies for regular and special education teachers, curriculum mapping, curriculum review and revision, and technology tools for teachers such as Preparing Powerful Powerpoint Presentations.
- In 2008-2009 we plan to expand our implementation of instructional technology to reach every classroom, continue to provide opportunities for cross curricular activities, articulation of the curriculum with our sending districts, provide opportunities in each department for differentiated instruction to meet the needs of our students , initiatives in our strategic plan that address professional development, the implementation of our 2007 technology audit professional development priority recommendations, and the continued implementation of areas in our technology plan that include professional development.
- High Point is fortunate to have a district steering committee that assists in the development and implementation of the major planning instruments. Members of this committee meet monthly and include stakeholder representation from the teachers, support staff, students, parents, administration, members of the community, board of education, and business partners. Plans include the technology plan, the technology audit recommendations, the professional development plan (in coordination with the Local Professional Development Committee), the strategic plan, and the school level objectives. Information in these plans is coordinated and aligned by the administration and the steering committee to form an ongoing, sustained, classroom-focused professional learning program in the district.

## **SECTION 3**

### **DISTRICT PROFESSIONAL DEVELOPMENT NEEDS**

# **High Point Regional School District Professional Development Plan**

## **Assessment of Professional Development Needs of Staff And Learning Needs of Students**

The needs of the staff are obtained by:

1. Reports from Supervisors on the integration and assessment of the Core Curriculum Content Standards with each of their staff;
2. Results on the HSPA in Math, Reading and Writing, and on the eighth grade GEPA;
3. Results from the Advanced Placement tests in May;
4. Reports from Supervisors following the articulation meetings in various subject areas and in special education and dialogue with the eighth grade teachers;
5. The formal classroom observation of teachers by Supervisors and Administrators;
6. Meetings with support staff;
7. Reports to the Steering Committee from the Action Committees: Support Staff Professional Development, Faculty Professional Development, and Health and Safety;
8. Reports from the Steering Committee (Appendix B);
9. Meetings with the Building Administration;
10. Reports from Guidance on student interests, needs, and college acceptance;
11. Input from the Local Professional Development Committee staff survey;
12. Reports from Special Services on student needs.

# **High Point Regional School District Professional Development Plan**

## **District Professional Development Needs**

There are three needs that were addressed during the 2007-2008 school year that will continue to be addressed during the 2008-2009 school year:

1. Build upon the work of the 2007-2008 local professional development committee to offer programs for personal development, preparing students for the HSPA, department articulation meetings, utilization of research based teaching strategies, and other staff development programs;
2. Review and differentiate technology training needs as defined by the 2007-2008 professional development plan, the Technology Plan and the Technology Audit;
3. Provide the opportunity for teachers to meet with their colleagues in academic meetings especially in Math, Language Arts, Science and Social Studies at least once in the 2008-2009 school year.

The various Action Committees lead by the Steering Committee recommended professional development activities for the 2008-2009 school year. These included continuing the articulation meetings that were held with the sending districts to foster curriculum alignment from the elementary schools to the high school. Continued training in technology tools, such as PowerPoint, Excel, Microsoft Word and web page development will be offered. In addition, tools to assist in the development of teaching strategies utilizing technology in the classroom will continue to be offered. The Support Staff Professional Development Committee recommended additional time at their worksites to complete their assignments during peak reporting days. A workshop to provide strategies for dealing with classroom management for aides will be planned and conducted.

A professional development needs assessment took place in May of 2007, and the document is included as an attachment at the end of this plan.

## **SECTION 4**

### **DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS**

# **High Point Regional School District Professional Development Plan**

## **Vision Statement**

High Point Regional High School has developed a vision for the direction we wish to take in achieving performance excellence. The stakeholders of the High Point Regional School District are committed to establishing High Point as one of the top schools in New Jersey by providing its students with a state of the art, student-centered, multifaceted learning environment that encourages its students to actively participate in their own lives and in the community.

For long-term growth and excellence, we believe that:

- It is essential to establish a school culture that enhances collaboration, community involvement, good citizenship as well as the learning environments for teachers and students,
- The long-range planning needs of the district should be considered in the professional development plan; it is essential to develop plans that address the New Jersey Professional Standards for Teachers, the needs of the faculty and support staff for novice as well as experienced employees;
- It is essential to create opportunities and challenges in the teaching environment, that address the Eight Key Elements of High Quality Professional Development for Teachers, that provide the conditions necessary for continued effective teaching and effective, authentic assessments that maximize student engagement;
- It is necessary to promote and support the NCLB definition of professional development, conditions that reduce and/or eliminate isolation and to create an environment of collegiality, cooperation, and trust;
- It is necessary for professional development activities to continue to be aligned with our strategic plan, priority professional development from our technology audit, and focus on preparing students to meet the challenges of sustaining high student performance as measured by the New Jersey High School Proficiency Assessment, on attaining competency in the Core Curriculum Content Standards, on expanding the learning opportunities to integrate technology into the curriculum, and on providing instructional strategies that prepare our students to become global citizens and succeed in their career goals.

# **High Point Regional School District**

## **Professional Development Individual School Goals 2008 - 2009**

The primary goal at High Point Regional High School is to continue our challenge to become a high performing school. For the 2008-2009 school year, the staff members at High Point Regional High School will continue the process initiated in 2007-2008, in order to achieve the following goals:

1. To develop and implement a clearly defined communication process that establishes partnerships among the stakeholders and reinforces consistent communication in an effort to achieve goals, set expectations, and develop policies that promote effective teaching and learning;
2. To address issues having the greatest impact on improving the overall level of quality for students, staff and other stakeholders, and that foster student achievement;
3. To meet the needs of our stakeholders, by exploring tools such as technology that optimize instructional resources;
4. To develop a process that fosters mutual respect for peers, faculty and staff.

## Section 5

### Professional Development Opportunities

1. Integrating technology into the curriculum will be accomplished by offering in-service workshops in:
  - Web Page Design (Multiple levels);
  - Power Point in the high school classroom;
  - The use of online library and classroom resources to reinforce writing and literacy skills;
  - The use of peripherals and Smart Boards;
  - The use of innovative technology in the classroom;
  - Department meeting time to review and revise curriculum;
  - Cross-curricular activities;
  - Department time in technology in the classroom.
2. Continuing the strategic plan initiatives with the individual departments will be maintained by:
  - Individual department meetings specific to each subject area addressing needs of the faculty within the department;
  - Providing opportunities for a strategic plan update for all staff.
3. Establishing Action Teams to address areas identified in the staff survey as gaps in our improvement progress will be accomplished by:
  - Providing additional hours toward the professional development requirement for serving on action committees and for contributing to attaining our goals;
  - Reporting results to the District Steering Committee and recommending improvements.
4. Providing training for teachers to support basic skills improvement programs leading to the achievement of adequate yearly progress for our students.
5. Continuing the articulation with the sending districts to ensure a continuous progression from the elementary schools to the high school is maintained by:
  - Reporting results of regular district superintendent's curriculum meetings to faculty and staff;
  - Conducting departmental articulation meetings during the school year;
  - Presenting eighth grade parent and student orientation to introduce new students to the high school;
  - Conducting a Regional Curriculum Forum to present the K-12 curriculum to members of the community and to representatives from the district boards of education;
6. Ensuring a safe school environment for faculty, staff, and students conducive to learning will be accomplished by:
  - Offering in-service workshops, action team meetings, or department meetings focusing on mutual respect and on affirmative action;
  - Recommending to the District Steering Committee approval for programs, such as the revision of the school code of conduct.

# High Point Regional School District District Professional Development

## Resources

The following professional development activities and financial resources have been identified as necessary to fulfill the goal.

### Summer 2008

1.	Strategic Plan Implementation.....	\$600
2.	NJECC Affiliation .....	\$1,500
3.	Course Revisions .....	\$1,800
	Math           \$600	
	Language Arts \$600	
	Science       \$600	
4.	Basic Skills Improvement.....	\$3,000

### 2008-2009 School Year: In-service supplies, materials, fees

1.	October.....	\$700
2.	January .....	\$700
3.	March .....	\$700
4.	May .....	\$400
5.	District workshops and college level courses.....	\$126,000
	Workshops \$26,000	
	Credit reimbursement \$100,000	

**Total .....** **\$135,400**

# High Point Regional School District District Professional Development

## Alignment

The professional development needs plan at High Point Regional School District will be organized and implemented around seven areas. Alignment with the respective Professional Development standards (without indication of the specific indicators) is noted.

- Integrating technology into the teaching-learning process,  
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11)
- Aligning and integrating the Core Curriculum Content Standards and the Workplace Readiness Standards with the various curricula,  
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12)
- Addressing and meeting the educational needs of all students,  
(2, 3, 4, 5, 7, 11, and 12)
- Revising curricular materials to meet the requirements for HSPA achievement,  
(1, 2, 3, 4, 5, 7, 10, and 12)
- Implementing the *Get Real About Violence* program and addressing school climate,  
(2, 3, 5, 6, 7, 8, 9, 10, 11, and 12)
- Integrating computer and communication technology into all aspects of school management,  
(8, 9, 10, 11, 12)
- Providing programs for all non-certificated staff specific to their professional needs.  
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

## **SECTION 6**

# **EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM**

# High Point Regional School District

## Professional Development

### Evaluation of the Plan

An effective evaluation of the Professional Development Plan will be made by the Professional Development Action Committee and the Local Professional Development Committee. Surveys of courses offered, information from students completing college courses, and other training taken will be evaluated to determine if improvements are necessary or if the desired outcome has been achieved. Questions to be considered include:

- Is what is happening supposed to happen?
- What professional development benchmarks have been achieved?
- What facilitating and/or constraining factors have been identified? Are they human or technical?
- Does a need exist to revise any aspect of the original professional development plan? Why?
- Can (or should) plan augmentations be made at this time? Why?

At the conclusion of the 2007-2008 school year, the following questions served to guide the summative evaluation process. The same questions will be asked at the conclusion of the 2008-2009 school year.

- Were the intentions of the professional development plan achieved?
- Were the intentions of the professional development vision maintained?
- Were any unintended issues or goals encountered and achieved?
- Were the strategies appropriate to address the identified needs?
- Were the strategies worth the resources invested in order to meet the needs?
- What impact has the professional development plan had on student achievement?
- What recommendations for the future follow from implementation of the plan?

Answers to the above questions will be used to move our professional development plan beyond the 2007-2008 school year. It is beyond the scope of this plan to describe the total evaluation process and its realm in continuous improvement. Professional development remains an integral part of the strategic plan. Requirements of the No Child Left Behind legislation will continue to influence and guide the professional development activities of the district. And lastly, professional development activities must be linked to the key measure of student success-*achievement*.

# **High Point Regional School District Professional Development**

## **How the Plan Builds on Previous District Professional Development Plans**

Building upon the 2006-2007 plan, the goal of the 2007-2008 Professional Development Plan was to achieve a high quality school environment. Realizing the long-term commitment in this evolutionary process, all of the identified needs continue to be addressed. Technology integration continues to be a priority across the curriculum. In addition, appropriate inservice workshops that facilitated the achievement of the 100 hour professional development requirement will be offered over the course of the year. The School Leader Professional Growth Plan (PGP) implementation will continue as outlined by state and local requirements. Three full and one, half day sessions were continued. Over a three-year period hardware and software was purchased and installed. Last year, outdated computers were replaced by over 200 new models that were XP and Vista compliant. The 2007 District Technology Plan will reflect new needs and technology initiatives for the next three year period. We will also continue to explore other ways to offer professional development through our adult education evening program and through a pilot program of after-school courses taught by High Point faculty.

In addition, a Technology Audit was conducted by an outside vendor to identify our strengths and opportunities for improvement. Various stakeholders will have a role in setting the district priorities that address the needs in the Tech Audit. Our plan is to start to implement the priorities in 2007 and to continue to move forward with the technological strategies and activities for the next several years.

The Core Curriculum Content Standards, integration into the curriculum of the Technology and Workplace Readiness Standards, meeting the needs of students, and revising curricula to meet HSPA achievement continue to be addressed through department meetings, subject K - 8 committees, articulation between the two K - 8 and 9 - 12 curriculum coordinators, and inservice programs. Requirements that result from the No Child Left Behind legislation will continue to be communicated and included in training opportunities provided by the district and the state. Communication with members of the faculty and with parents also remains a priority.

The New Jersey Professional Development Standards for Teachers and for School Leaders are continued from year to year and form the foundation of skills and knowledge that a teacher or administrator needs to be successful. These skills include deep content knowledge, a variety of teaching strategies, the establishment of a positive learning environment, the use of authentic assessments, the understanding of human growth, the ability to work with diverse learners, communication skills, instructional planning, and the creation of partnerships with parents,

higher education and the community. One of these is through the Sussex County Community College Partnership. We also work extensively with Rutgers University to develop professional development opportunities for our teachers in Math and in Language Arts.

The strategic plan initiatives continue and Action Committees will continue to be implemented as new needs are identified. A mechanism for obtaining input from our teaching and support staff provided by the district Steering Committee will continue. Finally, the Professional Development Action Committee and the Local Professional Development Committee will continue to recommend in-service workshops for faculty in technology integrated instruction, learning styles, articulation among the sending districts, follow-up training as well as programs in each of the support staff areas.

## Appendix