

BOARD OF EDUCATION
HIGH POINT REGIONAL HIGH SCHOOL

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Superintendent
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April 2010

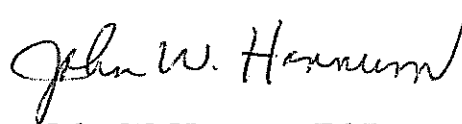
Rosalie S. Lamonte, Ph.D.
Executive County Superintendent of Schools
Sussex County Department of Education
262 White Lake Road
Sparta, New Jersey 07871

Dear Dr. Lamonte:

Enclosed you will find High Point Regional High School's Professional Development 2010 - 2011. This plan was approved by our Board of Education at their meeting held on March 29, 2010.

If you have any questions, please do not hesitate to contact me.

Sincerely,



John W. Hannum, Ed.D.
Superintendent

JWH:pem

THE MINUTES OF
A MEETING OF THE BOARD OF EDUCATION
OF HIGH POINT REGIONAL HIGH SCHOOL DISTRICT
SUSSEX COUNTY, N. J. AS RECORDED
IN THE OFFICIAL MINUTE BOOK

A Regular Meeting of the Board of Education of the High Point Regional High School District was held on Monday, March 29, 2010 at 7:00 P.M. at the High Point Regional High School Cafeteria on Pigeon Hill Road, Wantage, New Jersey.

MEMBERS PRESENT Mr. Walter Stumpf Jr
Mr. Thomas Case
Mr. Joseph Hoffmann
Mr. Garrett Link
Mr. Joseph Luna
Mr. Charles Musilli, III
Mr. Harold Rowan, III
Mr. Edward Vander Berg

MEMBERS ABSENT Mr. Scott Mearkle

Also Present: Dr. John W. Hannum, Superintendent; Ms. Linda A. Alvarez, Business Administrator/Board Secretary; and members of the public and High Point staff members.

A motion was made by Mr. Vander Berg, duly seconded by Mr. Musilli, that the Board approve the following:

RESOLVED, that the Board approve for submission to the Sussex County Department of Education the High Point Regional High School Professional Development Plan 2010 - 2011. Attachment A-2 The motion unanimously carried by a voice vote.

AYES:	Mr. Walter Stumpf Jr.	Mr. Garrett Link	Mr. Charles Musilli, III
	Mr. Thomas Case	Mr. Joseph Luna	Mr. Harold Rowan, III
	Mr. Joseph Hoffmann		Mr. Edward Vander Berg


NOES: None

State of: New Jersey
County of: Sussex }

SS:

I, Linda A. Alvarez, Secretary of the High Point Regional High School Board of Education in the County of Sussex, State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of said district duly called and held on March 29, 2010 has been compared by me with the original minutes as officially recorded in my office in the minute book of said High Point Regional High School Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relate to the subject matter referred to in said extract in witness I have hereunto set my hand and affixed the corporate seal of said Board of Education this the 30th day of March, 2010.

(AFFIX SEAL)


Linda A. Alvarez
Board Secretary

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High Point Regional High School

Professional Development Plan

2010-2011

High Point Regional High School
299 Pidgeon Hill Road
Sussex, NJ 07461

Local Professional Development Committee Contact: Marie Walsh

DISTRICT PROFESSIONAL DEVELOPMENT PLAN CHECKLIST

Check to be certain that all sections of your plan are included.
Use this sheet to check off each section and subsection.

Required ✓	Form	Included ✓
	Title page (include district and county names)	
	Local Professional Development Checklist	
	Table of Contents (pages numbered and correlated)	
	Section 1: District Profile	
	District Profile Sheet	
	Local Professional Development Committee Profile Sheet	
	Copy of school district's goals	
	Section 2: Reflection on 2009-2010 plan	
	Summary of positive aspects of 2009-2010 plan	
	Identification of challenges	
	Summary of activities in 2009-2010	
	Describe plan for 2010-2011	
	Section 3: Needs	
	Narrative explaining needs assessment process	
	List of professional development needs	
	Evidence of needs assessment	
	Section 4: Goals	
	District vision statement	
	List of professional development goals	
	Section 5: Opportunities	
	List of professional development opportunities	
	Identification of resources	
	Explanation of plan alignment	
	Connection between student learning goals and professional development	
	Section 6: Evaluation	
	Explanation of ongoing values	
	Section 7: Summary	
	One page summary of the key elements	

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County: Sussex

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2. REFLECTION OF PREVIOUS YEAR'S PLAN

- a. Summary of positive aspects of the 2009-2010 professional development program 6
- b. Identification of challenges district encountered in implementing plan
- c. Provide a summary of professional development activities in 2009-2010 plan
- d. A narrative reflection on previous plan, implementation of that plan and description of 2010-2011 plan

3. DISTRICT PROFESSIONAL DEVELOPMENT NEEDS

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- b. List of professional development needs
- c. Copy of recent needs assessment instruments

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6. PROFESSIONAL DEVELOPMENT RESOURCES

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- a. Explanation of how the district committee intends to provide ongoing evaluation
- b. Description of how plan builds on previous district professional development plans
- c. Explanation of how the district committee will use evaluation in subsequent years

8. SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

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District Professional Development Plan 2010-2011 District Profile Sheet

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

District Code: **2165** County Code: **37**

District Address: **299 Pidgeon Hill Road**

Sussex, NJ 07461

County: **Sussex** District Factor Group: **DE**

Chief School Administrator: **John W. Hannum, Ed.D**

Type of District (check one):

K-5 K-6 K-12 7-12 9-12

Other (specify): _____

Please provide the following information:

List the names of the school buildings, grades, current student enrollment, and number of professional staff members (who hold instructional or educational services licenses:

Name of Building	School Code	Grades	Student Enrollment	Professional Staff
High Point Regional High School	2165	9-12	1195 (3/19/10)	127

LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE LPDC SIGN OFF SHEET

Name of District: HIGH POINT REGIONAL HIGH SCHOOL
 County: Sussex

Code: 2165
 Code: 37

Names of Professional Staff Members Elected to Committee:

Marie Walsh *Marie Walsh* Teacher Position 08-10, Chair
 Name (please print) Signature Position Term

Carla Mancuso *Carla Mancuso* Teacher Position 07-11
 Name (please print) Signature Position Term

Marie Sullivan *Marie Sullivan* Guidance Counselor Position 07-11
 Name (please print) Signature Position Term

Beth Walton *Beth Walton* Guidance Counselor Position 08-10
 Name (please print) Signature Position Term

 Name (please print) Signature Position Term

Names of Administrators Appointed to Committee:

Jon Tallamy *Jon Tallamy* Assistant Principal Position 08-10
 Name (please print) Signature Position Term

Mary Hassengrub *Mary Hassengrub* Supervisor of Language Arts Position 08-12
 Name (please print) Signature Position Term

Contact Person: Marie Walsh
 Email: mwalsh@hpregional.org

District Goals 2010-2011

The District Goal of High Point Regional High School is to continue our endeavor to become a high performing high school. High Point Regional High School is a one school district.

In 2009-2010 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 teaching and support staff. This includes AYP, model schools, and senior year initiatives.

For the 2010-2011 school year, the staff members at High Point Regional High School will continue the improvement process in order to further the district goals:

1. *To establish partnerships with staff, family, students and the community;*
2. *To promote individual excellence;*
3. *To foster high standards of achievement;*
4. *To prepare students to become responsible and productive members of a diverse society;*
5. *To respond to the changing educational needs of the community.*

Reflection of the Previous Professional Development Plan

Based on feedback received from surveys and department reports, the staff benefited from an increase in department oriented technology training. Smartboard training at varying levels specific to departments, Web 2.0 training, department curriculum time, technology workshops tailored to departmental needs, and Coordinating Online for Rigor and Relevance courses were very well received and productive components of the plan.

It was agreed that our goal to enhance student learning was difficult to measure. While verbal feedback provided some information, enhancing student learning cannot always be measured by test scores. Making curriculum relevant to the students was an agreed upon requirement to engage students in the learning process. Enhancing staff knowledge through professional development opportunities allows more tools to be offered to students. Time available between departments to reflect on the curriculum is another valuable component to identify progress in enhancing student learning.

Evaluation of the professional development workshops offered on district inservice days was completed after each day. To improve this process, there appears to be a need to tailor the evaluation to be more specific to the workshop offered. The evaluation process needs to be completed for after-school workshops and Coordinating Online for Rigor and Relevance classes. To further improve the process of evaluation, rather than have each staff member submit a form, the workshops will be discussed at department meetings at the end of the day, with a report submitted by each supervisor. Scheduling an inservice day for professional development before the first day of school was considered to build relationships and to prepare staff for the new school year. To create more time for a variety of training, offering mandated training through webcast with a sign off procedure to verify completion is also being considered.

It was also noted that as feedback is received the schedule for professional development for the following year has already been planned. Changes based on feedback in these circumstances are not possible. It was also noted that a forum/blog for evaluation and feedback might be effective.

The previous plan included the model schools initiative, virtual schools initiative through Moodle training, and AYP initiatives. The need to improve 9th grade transition by providing more common planning time for 9th grade teachers will continue to be addressed, creating a school within a school.

There were several additional challenges that need to be addressed. Time offerings for after-school workshops need to be flexible to accommodate coaches and others who are unable to attend 3:00 sessions. Later workshops, webcast offerings, and sessions in between athletic seasons are being considered. The cost of quality professional development workshops will be ameliorated by using online webcasts which would include online assessment of training and sign off to communicate the seriousness to the staff. Ultimately, the staff would be engaged and addressed through the mandated training.

Needs Assessment

Our ultimate goal for our students is to prepare them to become productive members of society. To that end we will challenge students to take more difficult classes, encourage more students to take college admissions tests, and challenge more students to take mainstream classes moving away from replacement type classes. We will develop curriculum which focuses on applications of student learning, Quadrant D type lessons, and project based learning. The focus will be on positive results, illustrated in such ways as Heroes and Cool Kids, extracurricular achievements, and HSPA testing achievement.

We will use evaluations of in-service days, feedback from departments, student surveys, and results of state testing as our data which will direct the path of professional training. This is the process by which the professional development committee prioritizes the types and varieties of workshops and training offered each year.

District Vision Statement

The stakeholders of the High Point Regional High 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 and multifaceted learning environment that encourages its students to actively participate in their own lives and in the community.

Professional Development Goals for the School

Student Learning Goals:

- To prepare students to become productive members of society;
- To challenge students to take more difficult courses, moving away from replacement type classes;
- To encourage more students to take college admissions tests;
- To develop curriculum to focus on application of student learning by utilizing more Quadrant D type lessons and project based learning;
- To focus on positive results, including extra curricular achievements and HSPA testing achievement.

Professional Development Goals:

- To provide quality professional development for all staff, including aides, secretaries, custodians and cafeteria workers;
- To promote cross curriculum connections to enhance student learning moving forward following the Rigor, Relevance, and Relationships framework;
- To promote student accountability for state assessments.

To achieve the goal of quality professional development for all staff, we will design a virtual academy that will be up and running by 2011. By December 2010, a team will visit schools that currently use virtual academies, gathering data from their efforts. The academy will be put in place by March 2011. We will also use teachers to help train staff and turn-key training.

To promote cross curricular connections to enhance student learning, we will continue to follow the Rigor, Relevance, and Relationships Framework as part of the Model Schools initiative. Coordinating Online for Rigor and Relevance courses will continue to be offered. Each teacher will develop at least one Quadrant D lesson to be submitted to supervisors. The lessons will be delivered and evaluated. Time will be provided for at least three teachers from each department to have interdisciplinary planning time. This will be accomplished by June 2011.

To address individual student needs through staff collaboration and integration of the educational environment, we will identify students who need assistance/support through a screening process. Staff will be trained to develop and integrate an Individual Learning Plan for these identified students and incorporate this plan across all curricula. Time will be provided for teachers to meet, develop, and assess throughout the year. The personal learning plan and tracking of student progress will be communicated at department meetings and collaboration will continue at supervisors/administrators meetings. State mandated HSPA, end of year assessments, and in-house informal testing will provide data to determine the effectiveness of the year's efforts.

Providing quality professional development for all staff, including aides, secretaries, custodians and cafeteria workers, continues to establish partnerships with staff, students and the community, promotes individual excellence, fosters high standards of achievement which will in turn prepare our students to become responsible and productive members of a diverse society. Promoting cross-curriculum connections to enhance student learning following the Rigor, Relevance, and Relationships framework additionally aligns with District Goals 1, 2, 3 and 4. Promoting student accountability for state assessments aligns with goals 2, 3, and 4.

School Professional Development Opportunities

For the 2010-2011 school year, the following professional development opportunities will be offered: full day inservice, technology workshops, faculty meetings, support for off-site training, webinars, department training, and articulation between stakeholders and steering committee. The focus will be on 21st Century skills, contingent upon the development and adoption of NJCCCS from the state.

Teacher development has a direct effect on student learning.

A bulleted list of professional development goals will be provided for the staff at the last meeting of the current school year or at the first professional development day at the beginning of the 2010-2011 year. A central location to provide resources and information will be provided in the form of a user friendly website. As the year continues a progress report to demonstrate success will be provided. We will continue to make the learning opportunities relevant to the staff.

Professional Development Resources

Regarding time allocation, grade level time has not yet been achieved. Focus groups based on grade levels will be developed. Outside resources will continue to be brought in based on availability and need, as these resources have been successful in the past to some degree. Online based resources and offerings will be communicated to the staff in a timely fashion. Additionally, incentives will be provided to encourage staff to pursue ongoing training; incentives include district credit, paying teachers for training, and release time from duties.

Professional development will also be offered through adult education courses and after-school workshops. The presentation center will be a resource for delivery of instruction and salary guide increases will be granted for graduate classes.

Ongoing Assessment and Evaluation of the School Professional Development Plan

Increasing knowledge of emerging technologies and teaching techniques and their use in the classroom will provide evidence that the staff has learned new skills. Standardized test scores, college test scores and admissions, and extra-curricular achievements will determine how the knowledge, skills, and behaviors have impacted student learning. We plan on developing a better feedback process, more comprehensive and timely to support the program evaluation process. Job-embedded collaboration is incorporated in two of our goals.

To address evaluation questions, collaborative time will be allotted with the use of Web 2.0 technology to communicate more effectively. The feedback process will now include departmental feedback, with a debriefing after each in-service.

School Plan Summary for District Plan

In summary, the Professional Development Plan for the 2010-2011 school year offers exciting opportunities for staff to positively influence student achievement through their own growth and advancement. The formation of a Professional Development Academy will serve to integrate all growth opportunities under one umbrella. Currently, a multitude of professional development opportunities exist but they are not consolidated or organized in a manageable way. By observing academies that have already been established, staff at High Point will be able to identify traits that meet our needs and create a structure that matches the requirements and expectations of the district. The establishment of a central repository for all professional development opportunities is a priority of the district plan and is a key step in the fulfillment of district goals.

High Point has devoted significant time and resources to training staff in the Rigor, Relevance, and Relationships Framework of Model Schools. Innovative teaching ideas have been generated as a result of the Coordinating Online for Rigor and Relevance courses. The district is committed to enhancing student achievement by encouraging greater investment by students in the educational process. By seeing the relevance of their coursework, students will be motivated to pursue learning on a deeper level. Quadrant D lessons are designed to challenge students to apply their classroom knowledge to an unknown situation. This exercise in application is essential for “real world” learning to take place. Professional development in the creation of Quadrant D lessons will continue at High Point. Teachers will be required to develop and deliver at least one Quadrant D lesson and assess its impact on student understanding. This reflection on best practices will lead to further cross-curricular connections as teachers observe the depth of study that can be achieved.

Because all professional development must ultimately enhance student achievement, opportunities will be created to identify students in need of individual educational plans. Staff will work together to forge a community of stakeholders who are determined to help our underperforming students achieve success. Training in developing and modifying plans will be offered, giving teachers the tools they need to help students perform to their potential.

These three primary components of the Professional Development Plan are intimately intertwined. With exposure to multi-faceted workshops and best practices, educators and staff can positively affect student learning. And with a commitment to real world applications, both teachers and students benefit from renewed enthusiasm for learning.