



## Morris Plains District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Morris Plains School District	Mr. Mark Maire	July 1, 2025 - June 30, 2026

### 1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	To enhance cross-curricular learning through targeted department meetings that equips educators with strategies to design and implement integrated instructional experiences, promoting student engagement, critical thinking, and the transfer of knowledge across content areas.	<ul style="list-style-type: none"><li>All Staff</li></ul>	<p>The district recognizes that strengthening areas of overlap between content areas would enhance student understanding, promote skill transfer, and support overall academic growth. Cross-curricular learning deepens student understanding by connecting concepts across disciplines, fostering relevance and application. By supporting teachers in planning cohesive, interdisciplinary units, we aim to improve student achievement, collaboration, and 21st-century skills such as problem-solving, communication, and creativity.</p> <p>Evidence will be gathered through the monthly review of lesson plans and student work, faculty meeting discussions, common planning time agendas, Curriculum Planning Meetings, informal and formal observations, etc.</p>
2	To effectively implement the <i>Arts &amp; Letters</i> reading program in Grades K–3 and to strengthen instructional practices in Grades 4–8 by leveraging high-quality materials and resources that promote student achievement in literacy.	<ul style="list-style-type: none"><li>ELA Intructors (Grades K-8)</li></ul>	<p>Recent district literacy data and benchmark assessments indicate a need for a more cohesive and research-based approach to early literacy instruction in Grades K–3, as well as a need to further enhance instructional consistency and rigor in Grades 4–8. The <i>Arts &amp; Letters</i> reading program aligns with the New Jersey Student Learning Standards (NJSLS) for English Language Arts and provides a structured, evidence-based framework for foundational skills in reading and writing. Additionally, further professional development focused on effectively utilizing current instructional materials in Grades 4–8 will support teachers in delivering differentiated, standards-aligned instruction that meets the diverse needs of all learners and leads to improved student outcomes across content areas.</p>



			Evidence will be gathered through the monthly review of lesson plans and student work, coordinated department and team-time meetings facilitated by administration, regularly scheduled walk-throughs, faculty meeting discussions/presentations, common planning time agendas, Curriculum Planning Meetings, informal and formal observations, etc.
3	To enhance mathematics curriculum alignment with the state standards, and provide teachers with resources and strategies to meet these standards.	<ul style="list-style-type: none"> <li>Math Instructors (Grades K-8)</li> </ul>	<p>After evaluating NJSLA data and auditing our current curriculum, the district determined a need for mathematics curriculum revision. The revised curriculum will ensure that the district is meeting state educational requirements and benchmarks, which can positively impact student performance on state assessments. By providing teachers with the necessary resources and strategies to effectively implement these standards, the district supports educators in delivering instruction that is engaging, relevant, and meaningful.</p> <p>The Director of Curriculum will work in partnership with the curriculum writing committee and outside consultant to chart progress towards the completion of a new K-8 mathematics curriculum.</p>
4	To strategically integrate Generative AI into the learning environment while fostering responsible and ethical usage and promoting academic integrity and productivity.	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	<p>The rapid emergence of generative AI tools presents both opportunities and challenges in education. Integrating these technologies can enhance instruction, creativity, and productivity, but also requires careful attention to ethical use, academic integrity, and digital citizenship. This goal supports the district's commitment to innovation, aligns with state and national guidance on AI in education, and responds to staff interest in using AI responsibly to improve teaching and learning while preparing students with future-ready skills.</p> <p>Evidence will be gathered through staff surveys, professional development feedback, classroom observations, and the review of lesson plans or instructional materials that demonstrate the integration of generative AI aligned with ethical guidelines and academic standards.</p>

## 2: Professional Learning Activities



PL Goal No.	Initial Activities	Follow-Up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>● Provide professional development sessions focused on effective models of cross-curricular instruction.</li> <li>● Coordinate and facilitate collaboration time for teachers across grade levels and content areas to co-plan and reflect on interdisciplinary units.</li> <li>● Share exemplars and best practices through teacher-led professional development, coaching, and peer observations.</li> <li>● Monitor implementation through instructional walkthroughs and feedback loops.</li> </ul>	<ul style="list-style-type: none"> <li>● Build capacity within our staff to coordinate teacher-led professional development sessions, staff-to-staff walk throughs, modeling, etc.</li> <li>● Implement Curriculum Planning Meetings to review comprehension activities, lessons plans, student work, etc. to ensure implementation of best practices.</li> <li>● Schedule common planning time meetings with grade level and related arts teachers to analyze student work, share cross-curricular activities and authentic assessments, review student assessment data, etc.</li> <li>● Analyze benchmark data to track student progress.</li> </ul>
2	<p>Arts &amp; Letters Implementation Grades K-3</p> <ul style="list-style-type: none"> <li>● Introductory program overview professional development session (May 2025).</li> <li>● Offer staff (2) three-hour sessions of professional development (September 2025).               <ul style="list-style-type: none"> <li>○ <b>Foundational Sessions (Teachers):</b> <ul style="list-style-type: none"> <li>■ <b>Launch Arts &amp; Letters:</b> This 3-hour session offers new implementers the chance to experience the Arts &amp; Letters instructional approach through an interactive experience, followed by a structured exploration of the curriculum materials and resources.</li> <li>■ <b>Module and Lesson Study:</b> In this 3-hour session, participants will apply the preparation protocols to upcoming modules and lessons at their grade level, learning from a facilitator about the value of preparation for implementation success.</li> </ul> </li> </ul> </li> <li>● Budget for (2) additional three-hour session of professional development to be scheduled as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Continuous monitoring of implementation of Acadience, Geodes, Arts &amp; Letters, Foundations, IXL, and CommonLit through consultation with the facilitators, as needed.</li> <li>● Utilize K-3 team meeting time and bi-monthly department meetings to evaluate implementation, monitor student performance data, etc.</li> <li>● Administration will offer additional targeted PD, as able and needed.</li> <li>● Tri-marking period data collection and review.</li> <li>● Prepare a budget that addresses the student performance data.</li> <li>● Use ELA support personnel to demonstrate best practices, support implementation of new programs and resources, and recommend program enhancements, as needed.</li> <li>● Conduct NJSLA data analysis to chart program impact on student learning.</li> <li>● Monthly collection of lesson plans to track implementation and consistency across grade levels.</li> </ul>



	<ul style="list-style-type: none"> <li>● Monitor implementation of the new program throughout the fall and winter through classroom observations/walk-throughs and coaching sessions.</li> <li>● On-demand professional development is available in the math portal.</li> <li>● Targeted team time discussions focusing on implementation progress.</li> <li>● The Curriculum Director will coordinate implementation meetings with staff throughout the year.</li> </ul> <p>Strengthening Instruction Practices Grades 4-8</p> <ul style="list-style-type: none"> <li>● Continuation of ongoing ELA department meetings to establish benchmark assessment timelines, review student performance data, determine measurable outcomes, etc.</li> <li>● Identify scheduling needs and resources (as necessary).</li> <li>● Identify needs from staff for ongoing PD.</li> <li>● Work with consultants to provide IXL training.</li> <li>● Explore site visits with outside districts.</li> <li>● Continue to evaluate the effectiveness of current ELA programs.</li> </ul>	
3	<ul style="list-style-type: none"> <li>● Offer multiple staff training sessions led by The Madison Institute consulting. Summary of professional learning and curriculum renewal activities:             <ul style="list-style-type: none"> <li>○ Session 1 (September 2025)                 <ul style="list-style-type: none"> <li>■ Overview/review of current NJSLS-/NJSLA-Mathematics</li> <li>■ Collective examination of best mathematics instructional practices</li> <li>■ Data Dig- collective examination of NJSLA-Mathematics and available district assessment data</li> <li>■ Gap analysis and identification of essential curriculum revisions</li> </ul> </li> <li>○ Session 2 and Session 3 (December 2025 and March 2026)                 <ul style="list-style-type: none"> <li>■ Collective share and examination of initial unit framework drafts to ensure effective progression</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Provide math teachers with the necessary support and resources to successfully implement revised math curriculum.</li> <li>● Continue to evaluate the effectiveness of current math programs, resources, and assessments.</li> <li>● Review benchmarking and through department meetings and coaching sessions, monitor curriculum pacing and reinforce the use of pre and post assessment data to drive instruction.</li> <li>● Utilize classroom observations and daily walk-through checklists.</li> <li>● Build capacity within the math department to coordinate teacher-led professional development sessions, staff-to-staff walk throughs, modeling, etc.</li> <li>● Conduct NJSLA data analysis to target student growth and achievement.</li> </ul>



	<p>and cohesiveness across all units</p> <ul style="list-style-type: none"> <li>■ Identify additional revisions and complete initial unit frameworks</li> <li>■ Engage in individual development of instructional plans, related resources, assignments, and assessments</li> </ul> <ul style="list-style-type: none"> <li>● Write curriculum based on training, New Jersey Learning Standards and best practices.</li> <li>● Develop benchmarking expectations.</li> <li>● Continuation of ongoing math department meetings to monitor curriculum revision progress, strengths and weaknesses, etc.</li> <li>● Identify scheduling needs and resources (as necessary).</li> <li>● Identify needs from staff for ongoing professional development.</li> </ul>	
4	<ul style="list-style-type: none"> <li>● Identify District AI Coordinator</li> <li>● Evaluate and update District Academic integrity policy</li> <li>● Evaluate and update Code of Conduct</li> <li>● Implement training on best practices surrounding GenAI as a staff member.</li> <li>● Implement training on best practices surrounding GenAI with students.</li> <li>● Explore how authentic learning experiences can ensure intellectual property of students.</li> <li>● Purchase Gemini for all staff members.</li> <li>● Identify scheduling needs and resources (as necessary).</li> <li>● Identify needs from staff for ongoing PD.</li> <li>● Board approve an AI policy.</li> </ul>	<ul style="list-style-type: none"> <li>● Continuous monitoring of implementation of Gen AI tools across both staff and students.</li> <li>● Build capacity within our staff to coordinate teacher-led professional development sessions, staff-to-staff walk throughs, modeling, etc.</li> <li>● Implement a plan to explicitly educate staff and students on ethical and responsible uses.</li> <li>● Schedule common planning time meetings with grade level and related arts teachers to analyze student use, with a focus on accountability measures.</li> <li>● Administrative walk-throughs to monitor implementation.</li> </ul>

### 3: PD Required by Statute or Regulation

#### State Mandated PD Activities



The district provides the New Jersey Mandatory Training through an online management system called SafeSchools. Mandated trainings include Harassment, Intimidation and Bullying; Section 504 of the Rehabilitation Act; Child Abuse N.J.; Suicide Prevention; Reading Disabilities (Dyslexia); Instructional adaptational strategies, pursuant to N.J.A.C. 6A:8-3.1; Alcohol and Drug Awareness for Employees; Bloodborne Pathogens; Family Educational Rights and Privacy Act; Hazardous Communications; Asthma; Anaphylactic and Anaphylaxis Shock; Diabetes and Glucagon administration and Gang Awareness. PD activities also include those which address epilepsy, ethics, law and governance. A comprehensive HIB training is also completed annually for all staff members in the district. School Security training is completed by Principals.

#### 4: Resources and Justification

##### Resources

To meet the needs of the district's schools per this plan, the district allocated funds in the 2025-2026 budget to support professional development opportunities for staff. The budget covers costs for external providers/consultants, materials, technology resources, substitute teachers salaries and staff stipends. The professional development plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that two full days during the school year will be dedicated for professional development activities. Additionally, the school calendar reflects three half-day professional development opportunities for staff throughout the year. Professional development activities involving work by collaborative teams will be implemented through common planning time opportunities at each school, faculty meetings, and department meetings. They will also be supported via the Teacher-Led Professional Development Courses offered throughout the year. Substitute coverage for classroom planning, observation, reflection, site visits, and curriculum initiatives is available as needed. A scheduled protocol is in place for regularly analyzing data and planning for instruction and regularly using staff developers and administration to support teachers in their facility with planning and delivering small group, differentiated instruction. The Strategic Plan, along with the District Goal and School Goals, will serve as a reference to support all professional development initiatives.

Signature:

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Superintendent Signature

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Date