

GLOUCESTER CITY SCHOOL DISTRICT
Cold Springs School
Professional Development Plan

District Name	School Name	Principal Name	Plan Begin/End Dates
Gloucester City School District	Cold Springs School	Karen Kessler	July 1, 2017 – June 30, 2018

1: Professional Learning Goals

PL Goal No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Differentiated Instruction Build the capacity of all teachers to differentiate instruction and engage all students in their classrooms to meet the needs of all learners.	PreK-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2017) indicates a need for additional professional development in the area of differentiated instruction (64%) and student engagement (50%). ➤ Teachers and school leaders have raised concerns regarding differentiated instruction and student engagement during grade level meetings (63%). ➤ Analysis of the types of interventions developed for student action plans by the I & RS committee and the Child Study Team indicate a need for professional development in these areas. ➤ School leaders and special education services have identified a need for differentiated instruction for students with learning disabilities such as dyslexia. ➤ Teaching Strategies for Gold Assessment Systems.
2	Integrating Student Use of Technology Build the capacity of all teachers to regularly infuse the use of technology by students in their lessons.	PreK-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2017) indicates a need for future professional development on integrating student use of technology (59%), Google Classroom (65%), Google Docs (68%) and MyMath (37%). ➤ Teachers have requested more professional development during component and grade level meetings (63%). ➤ School and district leaders realize the importance of students using technology as a vehicle to learning and have made a commitment to support teachers in this endeavor.

3	Inspire Science Instruction Support teachers in science instruction using new science materials in order to meet the New Jersey Student Learning Standards (NJSLS).	K-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2017) indicates a desire for professional development on science instruction (36%). ➤ Teachers have requested more professional development during component and grade level meetings (63%).
4	English Language Arts/Literacy Instruction Support teachers in increasing the level of rigor in English Language Arts/Literacy instruction in order to meet the New Jersey Student Learning Standards (NJSLS).	PreK-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2017) indicates a desire for professional development English Language Arts/Literacy instruction (30%) and reading and writing across the curriculum (35%). ➤ Teachers have requested more professional development during component and grade level meetings (63%).
5	STEM/Global Awareness Support teachers in increasing their level of awareness of science, technology, engineering and mathematics activities in order to improve the rigor of instruction to meet the New Jersey Student Learning Standards (NJSLS).	PreK-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2017) indicates a desire for professional development STEM (68%) and Global Awareness (31%). ➤ Teachers have requested more professional development during component and grade level meetings (63%).
6	Data Analysis and Assessments Support teachers in analyzing state and local assessment results, modifying instruction to meet student needs and reassessing to monitor growth.	K-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2017) indicates a desire for professional development LinkIt! (30%). ➤ Teachers have requested more professional development during component and grade level meetings (63%).

2: Professional Learning Activities		
PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Differentiated Instruction <ul style="list-style-type: none"> ➤ Engaged Instruction, Penn Literacy Network (PLN) and Standards Solution will provide training in differentiated instruction and student engagement strategies that assist teachers in meeting the needs of all students. ➤ Teachers will participate in professional development that focuses on students with dyslexia. 	<ul style="list-style-type: none"> ➤ Coaches will assist teachers with data analysis of assessments to identify the needs of all students. ➤ Collaborative meetings by grade levels and/or content area to discuss effective student engagement strategies as well as small group and differentiated instruction activities. ➤ Coaches will continue to support the teachers in the practice of student engagement and differentiation in their classes through modeling. ➤ Coaches will assist teachers with data analysis of the Teaching Strategies GOLD Assessment Systems.
2	Integrating Student use of Technology <ul style="list-style-type: none"> ➤ Teachers will participate in training to support student use of technology in each content area. ➤ Coaches/teachers will model activities and lessons that incorporate student use of Google Classroom, Google Docs, and Math Programs. 	<ul style="list-style-type: none"> ➤ Coaches will assist teachers with student use of technology. ➤ Collaborative meetings by grade levels and or content area to discuss effective student use of technology, Google Classroom, Google Docs, and Math programs. ➤ Technology department will assist teachers with student use of technology.

3	Inspire Science Instruction <ul style="list-style-type: none"> ➤ Coaches/teachers will provide training in science strategies that assist teachers in meeting the needs of all students. ➤ Teachers will receive professional development regarding data analysis to inform their instruction of science. 	<ul style="list-style-type: none"> ➤ Collaborative meetings by grade levels and or content area to discuss effective strategies and activities that support science instruction. ➤ Coaches will continue to support the teachers in the practice of meeting the needs of all their students in science through co-teaching and modeling.
4	English Language Arts/Literacy Instruction <ul style="list-style-type: none"> ➤ Engaged Instruction and PLN will provide training in English Language Arts/Literacy strategies that assist teachers in meeting the needs of all students. ➤ Teachers will receive professional development regarding data analysis to inform their instruction of English Language Arts/Literacy. 	<ul style="list-style-type: none"> ➤ Collaborative meetings by grade levels and or content area to discuss effective strategies and activities that support ELA/Literacy instruction. ➤ Coaches will continue to support the teachers in the practice of meeting the needs of all their students in mathematics through co-teaching and modeling.
5	STEM/Global Awareness <ul style="list-style-type: none"> ➤ Coaches/teachers will provide training in STEM and global awareness that assist teachers in meeting the needs of all students. ➤ Teachers will receive professional development regarding data analysis to inform their instruction of STEM and global awareness. 	<ul style="list-style-type: none"> ➤ Collaborative meetings by grade levels and or content area to discuss effective strategies and activities that support STEM and global awareness instruction. ➤ Coaches will continue to support the teachers in the practice of meeting the needs of all their students in STEM and global awareness through co-teaching and modeling.
6	Data Analysis and Assessments <ul style="list-style-type: none"> ➤ Coaches/teachers will provide training in LinkIt! By using data to assist teachers in meeting the needs of all students. ➤ Teachers will receive professional development regarding data analysis to inform their instruction. 	<ul style="list-style-type: none"> ➤ Collaborative meetings by grade levels and or content area to look at LinkIt! data and discuss effective strategies and activities that support instruction. ➤ Coaches will continue to support the teachers in the practice of meeting the needs of all their students through co-teaching and modeling.

3: Essential Resources		
PL Goal No.	Resources	Other Implementation Considerations
1	Differentiated Instruction <ul style="list-style-type: none"> ➤ LinkIt! ➤ Penn Literacy Network ➤ Engaged Instruction ➤ Standards Solutions ➤ Professional Learning Communities ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Additional in-house professional development 	Possible additional outside professional resources include <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ College of Professional and Continuing Education, Rowan University ➤ NJ Department of Education List of Providers ➤ OnCourse
2	Integrating Student use of Technology <ul style="list-style-type: none"> ➤ Standard Solutions ➤ Engaged Instruction ➤ Professional Learning Communities ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Additional in-house professional development 	Possible additional outside professional resources include <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ OnCourse ➤ LinkIt! ➤ College of Professional and Continuing Education, Rowan University ➤ NJ Department of Education List of Providers

<p>3</p>	<p>Inspire Science Instruction</p> <ul style="list-style-type: none"> ➤ Engaged Instruction ➤ Standards Solutions ➤ Professional Learning Communities ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Additional in-house professional development opportunities 	<p>Possible additional outside professional resources include</p> <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ OnCourse ➤ College of Professional and Continuing Education, Rowan University ➤ Penn Literacy Network ➤ Standards Solution ➤ LinkIt! ➤ NJ Department of Education List of Providers
<p>4</p>	<p>English Language Arts/Literacy Instruction</p> <ul style="list-style-type: none"> ➤ LinkIt! ➤ Engaged Instruction ➤ Penn Literacy Network ➤ Standards Solutions ➤ Professional Learning Communities ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Additional in-house professional development 	<p>Possible additional outside professional resources include</p> <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ OnCourse ➤ College of Professional and Continuing Education, Rowan University ➤ NJ Department of Education List of Providers
<p>5</p>	<p>STEM</p> <ul style="list-style-type: none"> ➤ Coaching ➤ Common planning time ➤ Engaged Instruction ➤ Peer Observations ➤ Professional Learning Communities ➤ Standards Solution ➤ Additional in-house professional development opportunities 	<p>Possible additional outside professional resources include</p> <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ College of Professional and Continuing Education, Rowan University ➤ LinkIt! ➤ NJ Department of Education List of Providers ➤ OnCourse
<p>6</p>	<p>Data Analysis and Assessments</p> <ul style="list-style-type: none"> ➤ LinkIt! ➤ Engaged Instruction ➤ Standards Solutions ➤ Professional Learning Communities ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Additional in-house professional development opportunities 	<p>Possible additional outside professional resources include</p> <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ OnCourse ➤ College of Professional and Continuing Education, Rowan University ➤ NJ Department of Education List of Providers

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		
4		
5		
6		

Signature:

V. Allen Kessler
Principal Signature

5-16-17
Date