

Gloucester City Public Schools
Mary Ethel Costello School Professional Development

District Name	School Name	Principal Name	Plan Begin/End Dates
Gloucester City	Mary Ethel Costello School	William O’Kane	July 1, 2016 to June 30, 2017

1: Professional Learning Goals

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.	4-6	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2016) indicates a need for additional professional development in the area of differentiated instruction (50%) and student engagement (63%). ➤ Teachers and school leaders have raised concerns regarding differentiated instruction and student engagement during grade level meetings. ➤ Analysis of the types of interventions put in place in student action plans developed by the I & RS committee indicate a need for professional development in this area. ➤ School leaders and special education services have identified a need of differentiated instruction for students with learning disabilities such as dyslexia.
2	Data and Assessments Support teachers in creating rigorous assessments, analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth.	4-6	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2016) indicates a need to increase their knowledge of the English Language Arts tasks associated with PARCC (27%), increase their knowledge of the mathematics tasks associated with PARCC (23%). ➤ Teachers have requested more professional development in this area during component and grade level meetings (58%). ➤ Teacher survey (administered April 2016) indicates a desire to increase their knowledge of analyzing student data from local and state assessments (33%) and to increase their knowledge of LinkIt (24%).
3	Common Core State Standards, NJCCCS, Next Generation Science Standards and Global Awareness Assist teachers in understanding the increased rigor of all state standards and their impact on lessons, curriculum and state assessments.	4-6	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2016) indicates a need for professional development to focus on the Common Core State Standards (50%), Global Awareness (37%), NJ Core Curriculum Content Standards (37%) and Next Generation Science Standards (100% of science teachers). ➤ The district and school have identified the need for professional development in the increased rigor required by the state standards and their impact on lessons, curriculum and assessments.
4	Integrating Student Use of Technology Build the capacity of all teachers to regularly infuse the use of technology in their classrooms to meet the needs of all learners.	4-6	<ul style="list-style-type: none"> ➤ Teacher survey (administered April 2016) indicates a need for professional development in student use of technology (59%), Google Classroom (76%), and Google Docs (65%). ➤ Teachers have requested more professional development in these areas during component and grade level meetings. ➤ 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.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> ➤ Teachers will receive professional development regarding differentiated instruction and student engagement. ➤ Engaged Instruction, PLN and Standards Solution will provide training in differentiated instruction and student engagement strategies that will assist the teacher in meeting the needs of all students. ➤ Teachers will receive professional development strategies that meet the needs of students with dyslexia. 	<ul style="list-style-type: none"> ➤ Coaches will assist teachers with data analysis of assessments to group students for differentiated instruction and small group instruction. ➤ Collaborative meetings by grade level and subject areas to discuss effective small group instruction activities and student engagement. ➤ Coaches will continue to support the teachers in the practice of student engagement and differentiation in their classes through modeling.
2	<p>Data and Assessments</p> <ul style="list-style-type: none"> ➤ LinkIt, Engaged Instruction and Standards Solution will provide training on creating rigorous assessments, analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth. ➤ Engaged Instruction and Standards Solution will provide professional development regarding the state assessments and embedding preparation into lessons for English language arts/literacy and mathematics. 	<ul style="list-style-type: none"> ➤ Collaboration during monthly meetings to infuse state like assessment questions into their lessons. ➤ Teachers will reflect on the needs of their learners and make appropriate adjustments in questioning strategies.
3	<p>Common Core State Standards, NJCCCS, Next Generation Science Standards and Global Awareness</p> <ul style="list-style-type: none"> ➤ Standards Solution and Engaged Instruction will provide training on the state standards in English language arts/literacy, mathematics and science. ➤ Standards Solution and Engaged Instruction will provide training in global awareness for each content area. <p>Coaches will model activities and lessons that incorporate these standards.</p>	<ul style="list-style-type: none"> ➤ Teachers will collaborate during grade level and subject meetings to infuse Common Core, NJCCCS Standards and Global Awareness into lesson plans and classroom activities. ➤ Coaches will assist teachers with creating lessons that incorporate these standards. ➤ Teachers will reflect on the needs of their learners and make appropriate adjustments in higher order thinking strategies to increase rigor.
4	<p>Integrating Student use of Technology</p> <ul style="list-style-type: none"> ➤ Teachers will participate in a series of presentations and activities designed to increase student use of technology. ➤ Coaches will model activities and lessons that incorporate student use of technology. 	<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. ➤ Technology department will assist teachers with student use of technology, Google Classroom and Google Docs.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Differentiated Instruction <ul style="list-style-type: none"> ➤ LinkIt ➤ Standards Solution ➤ Engaged Instruction ➤ Professional Learning Communities ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Penn Literacy Network ➤ Additional in-house professional development opportunities 	Possible additional outside professional resources include <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ ClassLink ➤ College of Professional and continuing Education, Rowan University ➤ EIRC, Camden County ➤ NJ Department of Education List of Providers
2	Data and Assessments <ul style="list-style-type: none"> ➤ LinkIt ➤ Weekly grade level meetings (PLC's) ➤ Common planning time ➤ Coaching ➤ Standards Solution ➤ Engaged Instruction ➤ Additional in-house professional development opportunities 	Possible additional outside professional resources include <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ ClassLink ➤ College of Professional and continuing Education, Rowan University ➤ EIRC, Camden County ➤ NJ Department of Education List of Providers
3	Common Core State Standards, NJCCCS, Next Generation Science Standards and Global Awareness <ul style="list-style-type: none"> ➤ Standard Solutions ➤ Engaged Instruction ➤ Professional Learning Communities ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Penn Literacy Network ➤ Additional in-house professional development opportunities 	Possible additional outside professional resources include <ul style="list-style-type: none"> ➤ LinkIt ➤ Camden County Curriculum Consortium ➤ ClassLink ➤ College of Professional and continuing Education, Rowan University ➤ EIRC, Camden County ➤ NJ Department of Education List of Providers
4	Integrating Student use of Technology <ul style="list-style-type: none"> ➤ Standards Solution ➤ Engaged Instruction ➤ Professional Learning Communities ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Additional in-house professional development opportunities 	Possible additional outside professional resources include <ul style="list-style-type: none"> ➤ Camden County Curriculum Consortium ➤ Class Link ➤ LinkIt ➤ College of Professional and continuing Education, Rowan University ➤ EIRC, Camden County ➤ 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:

Principal Signature

Date