

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, 2018 – June 30, 2019

1: Professional Learning Goals

PL Goal No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>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.</p>	PreK-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2018) indicates the top priorities for additional professional development to be classroom management, student engagement and supporting struggling students through differentiated instruction. ➤ Teachers and school leaders have raised concerns regarding meeting the needs of all students during grade level meetings and PLC meetings. ➤ School leaders and special education services have identified a need for differentiated instruction for students with learning disabilities such as dyslexia. ➤ 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. ➤ Analysis of assessment results (DIBELS, LinkIt and Strategies for Gold Assessment Systems) indicate a need in this area as well.
2	<p>Integrating Student and Staff Use of Technology Build the capacity of all teachers to use new technologies daily and regularly infuse the use of technology by students in their lessons.</p>	PreK-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2018) indicates another area of top priority for professional development as integrating student and staff use of technology. Specifically, the use of the Google suite (30%), Powers School (17%) and Surface Pro training (16%) ➤ Teachers have requested more professional development in these areas during component and grade level meetings, faculty meetings and PLC 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.
3	<p>English Language Arts/Literacy Instruction</p>	PreK-3	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2018) indicates a need for professional

	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).		<p>development to increase the rigor of literacy instruction in order to meet the New Jersey Student Learning Standards and increase student success in the classroom.</p> <ul style="list-style-type: none"> ➤ 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 this area. ➤ Teachers and school leaders have identified a need for more professional development in this area during grade level meetings and PLC meetings.
4	STEM 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 March 2018) indicates a desire for professional development on infusing STEM activities into the classroom (25%) ➤ Teachers have requested more professional development during small group workshops, grade level and PLC meetings to address the infusion of STEM activities into their instruction.
5	Data Analysis and Assessment 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 March 2018) indicates a desire for support in using data to inform instruction. ➤ Teachers have requested more time during common planning time, small group workshops, and PLC meetings for the purpose interpretation of data and adjusting of lesson plans based on data analysis.

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"> ➤ Engaged Instruction and/or other outside consultant will provide training in classroom management, student engagement and supporting struggling students through differentiated instruction. ➤ Teachers will participate in professional development that focuses on students with dyslexia. 	<ul style="list-style-type: none"> ➤ Collaborative meetings by grade levels and small group workshops 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 LinkIt, DIBELS and Teaching Strategies GOLD Assessment Systems,
2	<p>Integrating Student use of Technology</p> <ul style="list-style-type: none"> ➤ Teachers will participate in training to support their understanding and use of new technology and software. ➤ 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 and staff use of Google Classroom, the Google Suite, and literacy and Math Programs. 	<ul style="list-style-type: none"> ➤ Coaches will assist teachers with use of new software and technology (Power School, new report cards system, IEP software, etc.). ➤ Coaches will assist teachers with student use of technology. ➤ Collaborative meetings by grade levels and small group workshops to discuss effective use of technology, Google Classroom, Google Docs, and Math & literacy programs. ➤ Technology department will assist teachers with their own use of technology as well as that of the students.

3	English Language Arts/Literacy Instruction <ul style="list-style-type: none"> ➤ Engaged Instruction and/or other outside consultant will provide training in English Language Arts/Literacy strategies that assist teachers in meeting the needs of all students. ➤ Teachers will participate in literacy training on the Foundations and Wilson Learning programs. ➤ Teachers will participate in Daily 5 and Café workshops by grade level. ➤ 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 small group workshops to discuss effective strategies and activities that support ELA/Literacy instruction. ➤ Coaches and outside consultants will support the teachers in the implementation of the Foundations phonics program through workshops, PLC meetings, co-teaching and modeling. ➤ Coaches will continue to support the teachers in the use of Dailey 5 and Café in the literacy block. ➤ Coaches will assist teachers with data analysis of LinkIt, DIBELS and Teaching Strategies GOLD Assessment Systems
4	STEM <ul style="list-style-type: none"> ➤ Coaches/teachers will provide training in STEM and STEAM activities that assist teachers in meeting the needs of all students. ➤ Teachers will participate in PLC meetings and small group workshops about STEM and STEAM activities across the curriculum. 	<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 STEAM activities. ➤ Coaches/teachers will continue to support the staff in the practice of meeting the needs of all their students in STEM and STEAM through peer observation, modeling and PLC meetings.
5	Data Analysis and Assessment <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 level and small group workshops to look at assessment 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 ➤ Engaged Instruction ➤ PLCs ➤ Common planning time ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Additional in-house professional development opportunities 	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 and Staff use of Technology <ul style="list-style-type: none"> ➤ PLCs ➤ 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 ➤ OnCourse ➤ LinkIt ➤ College of Professional and Continuing Education, Rowan University ➤ Power School ➤ IXL, Lexia Core 5 and other blended learning programs ➤ NJ Department of Education List of Providers

3	English Language Arts/Literacy Instruction <ul style="list-style-type: none"> ➤ LinkIt ➤ Engaged Instruction ➤ Consultants from Wilson Learning ➤ PLCs ➤ Common planning time ➤ Coaching 	Possible additional outside professional resources include <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
	<ul style="list-style-type: none"> ➤ Peer Observations ➤ Mentoring 	<ul style="list-style-type: none"> ➤ Lexia Core 5 ➤ Starfall
5	STEM <ul style="list-style-type: none"> ➤ Coaching ➤ Common planning time ➤ Engaged Instruction ➤ Peer Observations ➤ PLCs ➤ Standards Solution ➤ Additional in-house professional development opportunities 	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 ➤ IXL ➤ Extra Math
6	Data Analysis and Assessments <ul style="list-style-type: none"> ➤ LinkIt ➤ Engaged Instruction ➤ PLCs ➤ 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 ➤ 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		

Signature: 
Karen Kessler
Principal

5-15-18
Date