

## Gloucester City School District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Gloucester City School District	Dr. Dennis Vespe	July 1, 2018 to June 30, 2019

1: Professional Learning (PL) Goals			
PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p><b>Differentiated Instruction</b> 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 - 12	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered March 2018) indicates a need for additional professional development in the area of differentiated instruction (31%) and student engagement (43%) district wide.</li> <li>➤ Teachers and school leaders have raised concerns regarding differentiated instruction and student engagement during grade level and content area meetings.</li> <li>➤ Analysis of the types of interventions developed for student action plans by the I &amp; RS committee and the Child Study Team indicate a need for professional development in these areas.</li> <li>➤ School leaders and special education services have identified a need for differentiated instruction for students with learning disabilities such as dyslexia.</li> <li>➤ Analysis of assessment results (PARCC, Gates, DIBELS, LinkIt and Strategies for Gold Assessment Systems) indicate a need in this area as well.</li> </ul>
2	<p><b>Integrating Student and Teacher use of Technology</b> Build the capacity of all teachers to integrate student use of technology in their classrooms to meet the needs of all learners.</p>	PreK-12	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered March 2018) indicates a need for additional professional development in teacher use and student use of technology. Google Suite (75%), LinkIt (51%), PowerSchool (39%) Newsela, IXL, Albert, and AVID to list a few.</li> <li>➤ Teachers and school leaders have raised concerns regarding their ability to use technology and their students' use of technology during PLC and department meetings.</li> <li>➤ 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.</li> </ul>

<p><b>3</b></p>	<p><b>New Jersey Student Learning Standards (NJSLS)</b> Build capacity of all teachers in understanding the increased rigor of the state standards and their impact on lessons, curriculum and state assessments.</p>	<p>K-12</p>	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered March 2018) indicates a need for professional development regarding the English Language Arts/Literacy standards (45%), reading and writing across the curriculum (20%) district wide. In addition, the elementary school identified and Phonics instruction (36%) as a priority.</li> <li>➤ The district has identified the need for professional development with the increased rigor required by the state standards and their impact on assessments.</li> </ul>
<p><b>4</b></p>	<p><b>Data Analysis and Assessments</b> Support teachers in creating rigorous assessments, analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth.</p>	<p>3-12</p>	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered March 2018) indicates a desire to increase their overall knowledge of creating PARCC like assessments (15%) and common assessments (14%) district wide.</li> <li>➤ Teacher survey (administered March 2018) indicates a desire to increase their knowledge of analyzing student data from local and state assessments (22%) and to increase their knowledge of LinkIt district wide.</li> </ul>
<p><b>5</b></p>	<p><b>English Language Arts/Literacy Instruction</b> 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>	<p>PreK-8</p>	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered March 2018) indicates a desire for professional development English Language Arts/Literacy instruction (45%) and reading and writing across the curriculum (20%) and professional development on Daily 5 and Cafe. In addition phonics instruction (36%) was identified as need in the elementary school.</li> <li>➤ Teachers have requested professional development through small group instruction (78%), PLC and grade level meetings (52%).</li> </ul>
<p><b>6</b></p>	<p><b>Mathematics/STEM</b> 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).</p>	<p>PreK-12</p>	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered March 2018) indicates a desire for professional development in analyzing student data (22%), mathematical programs (14.1%) and STEM (22.5%) district wide.</li> </ul>

2: Professional Learning Activities		
PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>➤ Engaged Instruction and other outside consultants will provide training in differentiated instruction and student engagement strategies that assist teachers in meeting the needs of all students.</li> <li>➤ Teachers will participate in professional development that focuses on students with dyslexia.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Coaches will assist teachers with data analysis of assessments to group students for differentiated and small group skills instruction.</li> <li>➤ Collaborative meetings by grade level and subject areas to discuss effective student engagement activities.</li> <li>➤ Coaches will continue to support the teachers in the practice of student engagement and differentiated instruction through modeling.</li> <li>➤ Coaches will assist teachers with data analysis of the Teaching Strategies GOLD Assessment Systems.</li> </ul>
2	<p><b>Integrating Student use of Technology</b></p> <ul style="list-style-type: none"> <li>➤ Teachers will participate in a series of presentations and activities designed to increase student use of technology.</li> <li>➤ Teachers will participate in technology driven workshops to enhance their ability to use technology in their daily tasks.</li> <li>➤ Coaches will model activities and lessons that incorporate student use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Coaches will assist teachers with student use of technology.</li> <li>➤ Collaborative meetings by grade level and/or content area to share activities in small group that promotes the effective student use of technology.</li> <li>➤ Technology department will assist teachers with student use of technology.</li> </ul>
3	<p><b>New Jersey Student Learning Standards (NJSLs)</b></p> <ul style="list-style-type: none"> <li>➤ Engaged Instruction will provide training on the state standards in English Language Arts/Literacy.</li> <li>➤ Engaged Instruction and other outside consultants will provide training in reading, phonics and writing across the curriculum.</li> <li>➤ Coaches/teachers will model activities and lessons that incorporate these standards and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborative meetings by grade level and/or content area to review standards based activities, lessons, and curriculum.</li> <li>➤ Collaborative meetings by grade level and/or content area small groups to share activities that promote reading and writing across the curriculum.</li> <li>➤ Coaches will assist teachers with creating activities and lessons that incorporate these standards.</li> </ul>
4	<p><b>Data Analysis and Assessments</b></p> <ul style="list-style-type: none"> <li>➤ LinkIt, Engaged Instruction and other outside consultants will provide training on creating rigorous assessments, analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaboration during monthly meetings to infuse PARCC like assessment questions into their lessons and create common assessments.</li> <li>➤ Teachers will reflect on the needs of their learners and make appropriate adjustments in questioning strategies.</li> </ul>
5	<p><b>English Language Arts/Literacy Instruction</b></p> <ul style="list-style-type: none"> <li>➤ Engaged Instruction, Foundations and Wilson Learning will provide training in English Language Arts/Literacy strategies that assist teachers in meeting the needs of all students.</li> <li>➤ Teachers will receive professional development regarding data analysis to inform their instruction of English language arts/literacy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborative meetings by grade levels and/or content area to discuss effective strategies and activities that support ELA/literacy instruction.</li> <li>➤ Coaches will continue to support the teachers in the practice of meeting the needs of all their students in literacy through co-teaching and modeling.</li> <li>➤ Three teachers will be certified as Foundations/Wilson Learning tutors to provide homeroom teachers with support in the implementation of the Foundations phonics program.</li> </ul>

6	<p><b>Mathematics/STEM</b></p> <ul style="list-style-type: none"> <li>➤ Engaged Instruction and other outside consultant will provide training in mathematics strategies that assist teachers in meeting the needs of all students.</li> <li>➤ Project Lead the Way teachers will provide training in STEM to assist teachers in meeting the needs of all students and the NJSLs.</li> <li>➤ Teachers will receive professional development regarding incorporating STEM activities across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborative meetings by grade levels and/or content area to discuss effective strategies and activities that support mathematics and STEM instruction.</li> <li>➤ Coaches will continue to support the teachers in the practice of meeting the needs of all their students in mathematics and STEM through co-teaching and modeling.</li> </ul>
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<b>3: PD Required by Statute or Regulation</b>	
<b>State-mandated PD Activities</b>	
	<ul style="list-style-type: none"> <li>➤ Alcohol, Tobacco, and Other Drug Prevention and Intervention</li> <li>➤ Asthma</li> <li>➤ Child Abuse Prevention</li> <li>➤ Code of Student Conduct</li> <li>➤ Concussion</li> <li>➤ Drug Abuse Prevention</li> <li>➤ Electronic Violence and Vandalism Reporting System</li> <li>➤ Equity and Affirmative Action</li> <li>➤ Handle with Care</li> <li>➤ Harassment, Imitation and Bullying (HIB)</li> <li>➤ Integrated Pest Management</li> <li>➤ Interscholastic Athletic Head Injury Safety Training Program</li> <li>➤ Intervention and Referral Services (I &amp; RS)</li> <li>➤ Mandatory Gang Awareness Training for School Administrators</li> <li>➤ McREL Teacher Evaluation System Overview</li> <li>➤ Potentially Missing/Abused Children Reporting (Department of Children and Families)</li> <li>➤ Reading Disabilities (Dyslexia)</li> <li>➤ Recognition of Substance Abuse</li> <li>➤ Right to Know (Bloodborne Pathogens)</li> <li>➤ School Safety</li> <li>➤ Special Education Training</li> <li>➤ Suicide Prevention</li> </ul>

#### 4: Resources and Justification

##### Resources

###### In District

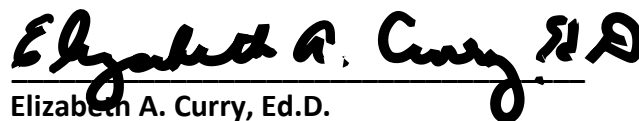
- We have scheduled five and one half professional development days for in-district workshops.
- Throughout the year, additional times are dedicated to support professional learning:
  - Coaching
  - Mentoring
  - Monthly meetings after school
  - Peer Observations
  - PLCs
  - School Improvement Panel (ScIP)
  - Monthly 2-hour delay sessions
  - Weekly common planning time for teams of teachers

###### Additional outside professional resources include

- Camden County Curriculum Consortium
- College of Professional and Continuing Education, Rowan University
- Engaged Instruction, LLC.
- Global Compliance Network
- McGraw-Hill
- Houghton-Mifflin Harcourt
- Lexia
- LinkIt
- OnCourse
- NJ Department of Education List of Providers
- Pearson
- PowerSchool

- A teacher survey (administered March 2018) indicates a need for additional professional development in the following areas:
  - Differentiated instruction
  - Data Analysis and assessments
  - English Language Arts/Literacy instruction
  - New Jersey Student Learning Standards
  - STEM
  - Student engagement
  - Student use of technology
- Based on the challenges of the NJ Student Learning Standards and next generation assessments the district understands the importance of increased rigor within the classroom.
- Instruction and professional development will be driven by an analysis of the following assessments:
  - State assessments
  - Benchmark assessments
  - Teaching Strategies GOLD Assessment Systems
  - SGO assessments
  - Writing samples
  - Pre and Post assessments
  - Midterms, quarterly assessments and finals
- School leaders have conducted classroom walk-throughs and found evidence of a need for professional development in the areas listed above.

Signature:



Elizabeth A. Curry, Ed.D.  
Director of Curriculum and Instruction

Date

