

**Gloucester City School District
Gloucester City High School
Professional Development Plan**

District Name	School Name	Principal Name	Plan Begin/End Dates
Gloucester City School District	Gloucester City High School	Sean Gorman	July 1, 2018 to June 30, 2019

1: Professional Learning Goals

N o.	Goal	Identified Group	Rationale/Sources of Evidence
1	New Jersey Student Learning Standards (NJSLs). Build capacity of all teachers in understanding the increased rigor of the state standards and their impact on lessons, curriculum and state assessments.	9-12	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2018) indicates a priority for professional development regarding the English Language Arts/Literacy standards and Mathematics/Assessments/Standards. ➤ The district and school have identified the need for professional development with the increased rigor required by the state standards and their impact on assessments.
2	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.	9-12	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2018) indicates the top priorities for additional professional development in the areas of student engagement and differentiated instruction.. ➤ Analysis of the types of interventions put in place in student action plans developed by the I & RS committee and the Child Study Team indicate a need for professional development in differentiated instruction and student engagement. ➤ Teacher survey (administered March 2018) indicates a need for professional development regarding AVID program for freshman and sophomore teachers.
3	Data Analysis and Assessments Support teachers in creating rigorous assessments, analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth.	9-12	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2018) indicates a desire to increase teacher overall knowledge regarding the Albert platform. ➤ Teacher survey (administered March 2018) indicates a desire to increase teacher knowledge of analyzing student data from local and state assessments and to increase their knowledge of LinkIt!.
4	Integrating Staff and Student use of Technology Build the capacity of all teachers and students to integrate student use of technology in their classrooms to meet the needs of all learners.	9-12	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2018) indicates high priority for additional professional development in staff and student use of technology with Google Suite, Surface Pro Training, On Course, and LinkIt. ➤ Teacher survey (administered March 2018) indicates a preference for teachers to work in small groups, collaboration organized by group level, and Professional Learning Communities. ➤ Teachers and school leaders have raised concerns regarding student use of technology during department meetings. ➤ Teacher survey (administered March 2018) indicates a priority for professional development in Power School and OnCourse training.

5	STEM/MATHEMATICS 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).	9-12	➤ Teacher survey (administered March 2018) indicates priority for professional development during component and grade level PLC meetings in the areas of science, technology, engineering, and mathematics.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	New Jersey Student Learning Standards (NJSLs) <ul style="list-style-type: none"> ➤ Engaged Instruction will provide training on the state standards in English Language Arts/Literacy and Mathematics/Assessments/Standards. ➤ Engaged Instruction and/or outside consultants will provide training in reading and writing across the curriculum. ➤ Coaches/teachers will model activities and lessons that incorporate these standards and strategies. 	<ul style="list-style-type: none"> ➤ Collaborative meetings by grade level and/or content area to review standards based activities, lessons, and curriculum. ➤ Collaborative meetings by grade level and/or content area to share activities that promote reading and writing across the curriculum and global awareness. ➤ Coaches will assist teachers with creating activities and lessons that incorporate these standards.
2	Differentiated Instruction <ul style="list-style-type: none"> ➤ Engaged Instruction and/or other outside consultants will provide training in differentiated instruction and student engagement strategies that assist teachers in meeting the needs of all students. 	<ul style="list-style-type: none"> ➤ Coaches will assist teachers with data analysis of assessments to better identify how to meet 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. ➤ Ixl
3	Data Analysis and Assessments <ul style="list-style-type: none"> ➤ LinkIt! and Engaged Instruction will provide training on creating rigorous assessments, analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth. 	<ul style="list-style-type: none"> ➤ Collaboration during monthly meetings to infuse PARCC like assessment questions into their lessons and create common assessments. ➤ Teachers will reflect on the needs of their learners and make appropriate adjustments in questioning strategies.
4	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 technology including Google Classroom, Google Docs, and Newsela. 	<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.

5	STEM/MATHEMATICS <ul style="list-style-type: none"> ➤ Project Lead the Way teachers will provide training in STEM to assist teachers in meeting the needs of all students and the NJLS. ➤ Teachers will receive professional development regarding incorporating STEM 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 instruction. ➤ Coaches will continue to support the teachers in the practice of meeting the needs of all their students in STEM through co-teaching and modeling.
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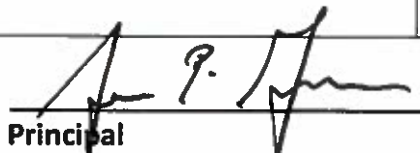
3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	New Jersey Student Learning Standards (NJLS) and Global Awareness <ul style="list-style-type: none"> ➤ Engaged Instruction ➤ Professional Learning Communities ➤ Monthly common planning time ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Possible outside consultants ➤ 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 ➤ LinkIt! ➤ NJ Department of Education List of Providers ➤ OnCourse
2	Differentiated Instruction <ul style="list-style-type: none"> ➤ LinkIt! ➤ Possible outside consultants ➤ Engaged Instruction ➤ Professional Learning Communities ➤ Monthly 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 ➤ OnCourse ➤ College of Professional and Continuing Education, Rowan University ➤ NJ Department of Education List of Providers
3	Data Analysis and Assessments <ul style="list-style-type: none"> ➤ LinkIt! ➤ Power School ➤ Professional Learning Communities ➤ Monthly common planning time ➤ Coaching ➤ Possible outside consultants ➤ Engaged Instruction ➤ 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	Integrating Staff and Student use of Technology <ul style="list-style-type: none"> ➤ Engaged Instruction ➤ LinkIt! ➤ Professional Learning Communities ➤ Monthly common planning time ➤ Possible outside consultants ➤ Coaching ➤ Peer Observations ➤ Power School 	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"> ➤ Additional in-house professional development opportunities 	
5	STEM/MATHEMATICS <ul style="list-style-type: none"> ➤ Engaged Instruction ➤ Professional Learning Communities ➤ Monthly common planning time ➤ Coaching ➤ Peer Observations ➤ Mentoring ➤ Additional in-house professional development opportunities ➤ Possible outside consultants 	Possible additional outside professional resources include <ul style="list-style-type: none"> ➤ LinkIt! ➤ Camden County Curriculum Consortium ➤ OnCourse ➤ College of Professional and Continuing Education, Rowan University ➤ NJ Department of Education List of Providers ➤ IXL

4: Progress Summary		
PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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3		
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5		

Signature:


 Principal
 Sean Gorman

5.23.2018
 Date