

Gloucester City School District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Gloucester City School District	Dr. Elizabeth Curry	July 1, 2020 to June 30, 2021

1: Professional Learning (PL) Goals			
PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Integrating Student and Teacher use of Technology 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"> <input type="checkbox"/> Teacher survey (administered March 2020) indicates a need for additional professional development in teacher use and student use of technology such as Google Suite 62%, Smoothwall software 48%, Kami 44%, Pear Deck 34%, Online Textbook Resources 31%, LinkIt 29%, BrainPop 21% and Classworks 17%. Building specific programs include Albert (GHS) and Osmo (ECC). <input type="checkbox"/> Teachers and school leaders have raised concerns regarding their ability to use technology and their students' use of technology during PLC and department meetings. <input type="checkbox"/> 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. <input type="checkbox"/> Spring 2020 remote learning experience brought to light the need for capacity building in the area of technological skills. Reflection identified areas of strength and areas in need of strengthening. Professional development will be planned and implemented to build capacity and close the digital divide.

<p>2</p>	<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>	<p>PreK - 12</p>	<ul style="list-style-type: none"> ➤ Teacher survey (administered March, 2020) indicates the top areas of curricular professional development are 21st Century Learning 57%, Student Engagement 39%, Differentiated Instruction 36%, Classroom Management 30%, Infusing the Integration of Technology into Math & Science classes (STEM) 23%, and Reading/Writing Across the Curriculum 23% and Phonics 25%. ➤ Teachers and school leaders have raised concerns regarding differentiated instruction and student engagement during grade level and content area meetings. ➤ 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. <ul style="list-style-type: none"> ☐ Analysis of assessment results (NJSLA, Gates, DIBELS, LinkIt and Strategies for Gold Assessment Systems) indicate a need in this area as well. ☐ District wide, teachers have expressed interest in doing a book study during PLCs that focus on topics such as Daily 5, Daily Café, Daily 3, Collective Efficacy, Social-Emotional Learning, and Professional Conversations that improve instruction.
<p>3</p>	<p>New Jersey Student Learning Standards (NJSL) 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"> ➤ Teacher survey (administered March 2020) indicates a need for professional development in Correlating Standards and Assessments 59%, Using Standards to ensure academic rigor 46%, Incorporating Standards in Lesson Plans 42%, Standards based report Cards 20%, and Accessing/Using Standards in PowerTeacher Pro 15%. ➤ The district has identified the need for professional development with the increased rigor required by the state standards and their impact on assessments.

<p>4</p>	<p>Data Analysis and Assessments 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"> ➤ Teacher survey (administered March 2020) indicates a desire to increase their overall knowledge of creating NJSLA like assessments district wide. ➤ Teacher survey (administered March 2020) indicates a desire to increase their knowledge of analyzing student data from local and state assessments 44% and to increase their knowledge of understanding data warehousing on the LinkIt platform 35%.
<p>5</p>	<p>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).</p>	<p>PreK-12</p>	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2020) indicates a desire for professional development English Language Arts/Literacy instruction, and Reading and Writing Across the Curriculum 23%, and Professional Development on Daily 5 and Café 17%. In addition, phonics instruction 25% was identified as needed in the elementary school. ➤ Teachers have requested professional development through small group instruction 64%, PLC 35%, and grade level meetings 55%, and Collaboration by Subject Level 50%. ➤ Due to the increase of struggling readers across the district, teachers in PLCs expressed interest in either Foundations Phonics /Wilson Reading Programs or both.
<p>6</p>	<p>Mathematics/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).</p>	<p>PreK-12</p>	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2020) indicates a desire for professional development in ways to infuse technology into STEM/Mathematics and Science classrooms 73%, Instructional Practices to increase basic Fact retention 48%, Inspire Science (K – 5) 32%, and NJSLS Math Standards 22%.

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 other outside consultants 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. ➤ Book selections to be determined but focused on topics such as Daily 5, Daily Café, Daily 3, Collective Efficacy, Professional Conversations that improve instruction, and Communicating effectively with students. 	<ul style="list-style-type: none"> ➤ Instructional Supervisors will assist teachers with data analysis of assessments to group students for differentiated and small group skills instruction. ➤ Collaborative meetings by grade level and subject areas to discuss effective student engagement activities. ➤ Instructional Supervisors will continue to support the teachers in the practice of student engagement and differentiated instruction through modeling. ➤ Instructional Supervisors will assist teachers with data analysis of the Teaching Strategies GOLD Assessment Systems.
2	<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. ➤ Teachers will participate in technology driven workshops to enhance their ability to use technology in their daily tasks. ➤ Instructional Supervisors will model activities and lessons that incorporate student use of technology. 	<ul style="list-style-type: none"> ➤ Instructional Supervisors will assist teachers with student use of technology. ➤ Collaborative meetings by grade level and/or content area to share activities in small group that promotes the effective student use of technology. ➤ Technology department will assist teachers with student use of technology. ➤ Instructional Supervisors and teachers will work collaboratively to incorporate successful strategies (learned during Spring 2020 remote learning experience) into daily classroom practices to address the digital divide.
3	<p>New Jersey Student Learning Standards (NJSLs)</p> <ul style="list-style-type: none"> ➤ Engaged Instruction will provide training on the state standards in English Language Arts/Literacy. ➤ Engaged Instruction and other outside consultants will provide training in reading, phonics and writing across the curriculum. ➤ Instructional Supervisors/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 small groups to share activities that promote reading and writing across the curriculum. ➤ Instructional Supervisors will assist teachers with creating activities and lessons that incorporate these standards in Small Group Formats.
4	<p>Data Analysis and Assessments</p> <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Collaboration during monthly meetings to infuse NJSLA 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. ➤ Teachers will participate in a book study that focuses on equity through common assessments.

5	<p>English Language Arts/Literacy Instruction</p> <ul style="list-style-type: none"> ➤ 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. ➤ 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. ➤ Instructional Supervisors will continue to support the teachers in the practice of meeting the needs of all their students in literacy through co-teaching and modeling. ➤ Nine additional teachers will be certified as Foundations and or Wilson Learning tutors to provide teachers/students with support in the implementation of the Foundations Phonics Program and/or Wilson Reading program.
6	<p>Mathematics/STEM</p> <ul style="list-style-type: none"> ➤ Engaged Instruction and possible other outside consultants will provide training in mathematics strategies that assist teachers in meeting the needs of all students. ➤ Project Lead the Way teachers will provide training in STEM to assist teachers in meeting the needs of all students and the NJSLs. ➤ 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 mathematics and STEM instruction. ➤ Instructional Supervisors 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.

3: PD Required by Statute or Regulation	
State-mandated PD Activities	
<ul style="list-style-type: none"> ➤ Alcohol, Tobacco, and Other Drug Prevention and Intervention ➤ Asthma ➤ Child Abuse Prevention ➤ Code of Student Conduct ➤ Concussion ➤ Drug Abuse Prevention ➤ Electronic Violence and Vandalism Reporting System ➤ Equity and Affirmative Action ➤ Handle with Care ➤ Harassment, Imitation and Bullying (HIB) ➤ Integrated Pest Management ➤ Interscholastic Athletic Head Injury Safety Training Program ➤ Intervention and Referral Services (I & RS) ➤ Mandatory Gang Awareness Training for School Administrators ➤ McREL Teacher Evaluation System Overview ➤ Potentially Missing/Abused Children Reporting (Department of Children and Families) ➤ Reading Disabilities (Dyslexia) ➤ Recognition of Substance Abuse ➤ Right to Know (Bloodborne Pathogens) ➤ School Safety ➤ Special Education Training ➤ Suicide Prevention 	

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
 - School Improvement Panel (ScIP)
 - Monthly 2-hour delay sessions for district wide PLCS
 - Weekly common planning time for some 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
- Daily 5/Café/Daily 3
- Freckle
- IXL Math/ELA

- A teacher survey (administered February 2019) 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: _____

P. Perry C. D.
Assistant Superintendent

Date

5/15/2020