

Gloucester City School District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Gloucester City School District	Sean Gorman	July 1, 2022 to June 30, 2023

1: Professional Learning (PL) Goals			
PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Integrating Student, Teacher, Admin 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"> ☐ Teacher survey (administered May 2022) indicates another area of top priority for professional development as integrating student and staff use of technology. Specifically, the use of the Google Suite (43%), Daily Café (8%), OnCourse(34%), Kami (34%), Pear Deck (36%), Raz-Plus (28%) BrianPop Jr. (25%), Lexia (15%), Classwize (19%), online textbook resources (17%), EdPuzzle (15%), and Creative Curriculum Cloud (26%). ☐ Teachers and school leaders have raised concerns regarding their ability to use technology and their students' use of technology during PLC and department 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. ☐ The 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 May 2022) 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%, AVID Program (Socratic Seminar, Cornell Notes, Philosophical Chairs) 19%, and Reading/Writing Across the Curriculum 23% and Phonics 25%. ➤ Teachers have requested professional development take place in a small group workshop setting (82.1%), organized by grade level, (69.2%) as well as by subject area (61.5%) ➤ 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 (Benchmark Data, 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, The Science of Reading, Social-Emotional Learning, and Professional Conversations that improve instruction. ☐ Assisting Administrative staff with a better understanding of differentiation and how to support staff. ☐ Assisting paraprofessionals and other staff with differentiation training to meet all students needs.
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<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 May 2022) indicates a need for professional development in Correlating Standards and Assessments 81%, Using Standards to ensure academic rigor 76%, Incorporating Standards in Lesson Plans 42%, Standards based report Cards 20% ➤ The district has identified the need for professional development with the increased rigor required by the state standards and their impact on assessments (49%).
<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 May 2022) indicates a desire to increase their overall knowledge of creating NJSLA like assessments district wide 81%. ➤ Teacher survey (administered May 2022) indicates a desire to increase their knowledge of analyzing student data from local 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 (NJSL).</p>	<p>PreK-12</p>	<ul style="list-style-type: none"> ➤ Teacher survey (administered May 2022) 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 /Benchmark Advanced Reading Programs and Oral Reading Records at the elementary level especially. ➤ Due to the NJTSS Grant that was received for K-3, admin and teachers will be trained on using data to drive instruction, identifying gaps in resources, and addressing Tier 1 Strategies.

6	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).	PreK-12	➤ Teacher survey (administered May 2022) 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 52%. A new STEM program is at the middle school to increase interest/expose students to better prepare them for high school STEM classes.
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2: Professional Learning Activities		
PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Differentiated Instruction <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, The Science of Reading, Professional Conversations that improve instruction, and Communicating effectively with students. ➤ Oral Reading Records Professional Development for ELA teachers ➤ NJTSS Grant admin and teachers will be trained on using data to drive instruction, identifying gaps in resources, and addressing Tier 1 Strategies. 	<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/Master Teacher will assist teachers with data analysis of the Teaching Strategies GOLD Assessment Systems. ➤ Technology department will assist teachers with student use of technology, Google Classroom, Chromebooks, Google Suite, Pear Deck, IXL, Linkit and Reflex Math and Kami. ➤ NJTSS- Attend all NJTSS Grant meetings and district followup meetings to meet the requirements of grant and to better instruction in the classrooms.
2	Integrating Student use of Technology <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 	<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 groups that promote the effective student use of technology. ➤ Technology department will assist teachers with student use of technology.

	<p>technology. They will model activities and lessons that incorporate student use of technology including Google Classroom, Google Docs, Google Meet, IXL, Albert and Online textbook resources</p>	<ul style="list-style-type: none"> ➤ 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 (NJSL)</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 will model activities and lessons that incorporate social-emotional learning standards. ➤ 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. ➤ Engaged Instruction and other educational consultants will provide professional development regarding the state assessments and embedding preparation into lessons for English Language Arts/Literacy and mathematics. ➤ Teachers will receive professional development regarding data analysis to inform their instruction. 	<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 work with their principles and administrative team to identify gaps in instruction or standards to address struggling learners. ➤ PLC building meetings will be specifically scheduled (teachers, staff, admin) to review student data to identify student needs.
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, departments 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. ➤ 49 teachers undergoing professional development in Oral Reading Records/reading fluency that allows for students to be leveled appropriately.

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 NJSL. ➤ Teachers will receive professional development regarding incorporating STEM activities across the curriculum. 	<ul style="list-style-type: none"> ➤ Collaborative meetings by grade levels, departments 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. ➤ New STEM department started in the middle school to expose more students to STEM classes and feed STEM classes in the high school.
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3: PD Required by Statute or Regulation

State-mandated PD Activities

- 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
- enVision Math
- Benchmark Advanced
- Houghton-Mifflin Harcourt
- Lexia
- LinkIt
- OnCourse
- NJ Department of Education List of Providers
- SAVVAS/Pearson
- OnCourse
- Daily 5/Café/Daily 3
- Albert.io
- IXL Math/ELA

- A teacher survey (administered May 2022) 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
 - Start Strong Data
- School leaders have conducted classroom walk-throughs and found evidence of a need for professional development in the areas listed above.

Signature: _____

Kimberley J. Chisolm
Assistant Superintendent

7/21/22

Date