**GLOUCESTER CITY SCHOOL DISTRICT Cold Springs School**

**Professional Development Plan**

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| **District Name** | **School Name** | **Principal Name** | **Plan Begin/End****Dates** |
| **Gloucester City School District** | **Cold Springs School** | **Jennifer Daubert** | **July 1, 2023 – June 30, 2024** |

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| **1: Professional Learning Goals** |
| **PL Goal No.** | **Goal** | **Identified Group** | **Rationale/Sources of Evidence** |
| **1** | **Integrating Student and Staff Use of****Technology**Build the capacity of all teachers to use new technologies daily and regularly infuse theuse of technology by students in their lessons. | PreK-3 | ➢ Teacher survey (administered April 2023) indicates another area of top priority for professional development as integrating student and staff use of technology. Specifically, the use of the Google Suite (40.5%), OnCourse(13.9%), Kami (19%), Pear Deck (16.5%), Raz-Plus (31.6%) BrianPop Jr. (12.7%), Lexia (17.7%), Classwize (12.7%), online textbook resources (12.7%), EdPuzzle (8.9%), and Creative Curriculum Cloud (20.3%).➢ Teachers have requested more professional development in these areas during component and grade level meetings (the preferred mode for meetings), faculty meetings and PLC meetings, meetings organized by small groups. (Lion’s Hours)➢ School and district leaders realize the importance of students usingtechnology as a vehicle to learning and have made a commitment to support teachers in this endeavor.  |
| **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. | PreK-3 | ➢ Teacher survey (administered April 2023) indicates the top priorities for additional professional development in supporting struggling students (64.6%), advanced students (27.8%) student engagement (30.4%), intervention strategies (40.8%) and dyslexia (8.9%) through differentiated instruction.➢ Teachers and school leaders have raised concerns regarding meeting theneeds of all students during grade level meetings and PLC meetings, especially in student mental health due to the pandemic.➢ School leaders and special education services have identified a need fordifferentiated instruction for students with learning disabilities such as dyslexia.➢ Analysis of the types of interventions developed for student action plans bythe I&RS and PIRT committees and the Child Study Team indicate a need for professional development in these areas. (41.8%)* Teachers expressed interest in learning more about the following topics: Daily 5, Daily Café, Daily 3, and Responsive Classroom.
* Analysis of assessment results

(DIBELS, LinkIt and Teaching Strategies Gold Assessment Systems) indicate a need in this area as well.* Due to the increase of struggling readers in the elementary school, teacher PLCs expressed interest in the Fundations Phonics, Heggerty and Oral Reading Records.
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| **3** | **English Language Arts/Literacy****Instruction**Support teachers in assisting struggling students.  | PreK-3 | ➢ Teacher survey (administered April 2023) indicates a need for professional development to support struggling students (64.6%), correlating standards and assessments (54.4%).➢ Analysis of the types of interventions developed for student action plans by the I & RS and PIRT committees 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 reading and writing across the curriculum (25.3%), small group instruction (50.6%) and student engagement (39.2%) during grade level meetings and PLC meetings and Lion’s Hours.* Teachers will continue to receive follow-up PD for Fundations, Benchmark Advance and Oral Reading Records.
* Teachers will use the appropriate social-emotional learning platforms to meet the needs of all learners.
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| **4** | **Mathematics/STEAM**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 | ➢ Teacher survey (administered April 2023) indicates a desire for professional development on infusing STEAM activities into the classroom (49.4%). ➢ Teacher surveyed also have a need for professional development on a variety of instructional practices to increase basic fact retention (35.4%).➢ Teachers have requested more professional development during smallgroup workshops, grade level and PLC meetings to address the infusion of STEAM 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 | ➢ Teacher survey (administered April 2023) indicates a desire for support in using local assessments data to inform instruction (30.4%) oral reading records (19%) and Dibels (15.2%)➢ Teachers have requested more time during common planning time, smallgroup workshops, and PLC meetings for the purpose of interpretation of data and adjusting of lesson plans based on data analysis. |

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| **2: Professional Learning Activities** |
| **PL Goal No.** | **Initial Activities** | **Follow-up Activities****(as appropriate)** |
| **1** | **Differentiated Instruction**➢ 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.* Oral Reading Records Professional Development
* Teachers and school leaders will participate in initial Responsive Classroom training.
 | ➢ Collaborative meetings by grade levels and small group workshops to discuss effective student engagement strategies as well as small group and differentiated instruction activities.➢ Instructional Supervisors will continue to support the teachers in the practice of student engagement and differentiation in their classes through modeling.➢ Instructional Supervisors/Master Teacher will assist teachers with data analysis of LinkIt, DIBELS, running records and Teaching Strategies GOLD Assessment Systems.➢ Need to develop a program to foster MTSS (multi-tiered systems of supports) implementing effective literacy practices across Tier I, II, & III. Tier 1 is whole group instruction model; Tier 2 small group instruction model; Tier 3 is intervention & skill specific |
| **2** | **Integrating Student use of Technology**➢ 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. | ➢ Instructional Supervisors will assist teachers with use of new software and technology (Explore Learning, Pear Deck, Classwize, Lexia, Studies Weekly, IEP software, etc.).➢ Instructional Supervisors will assist teachers with student use of technology.➢ Collaborative meetings by grade levels and small group workshops to discuss effective use oftechnology, Google Classroom, Google Docs, Math and literacy programs.➢ Technology department will assist teachers with their own use of technology as well as that of the students.* Instructional Supervisors and teachers will work collaboratively to incorporate successful technology tools and instructional strategies into daily classroom practices.
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| **3** | **English Language Arts/Literacy Instruction**➢ Engaged Instruction and/or other outside consultants 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 Heggerty.➢ Teachers will receive professional development regarding data analysis to inform their instruction ofEnglish Language Arts/Literacy. | ➢ Collaborative meetings by grade levels and small group workshops to discuss effective strategies and activities that support ELA/Literacy instruction.➢ Instructional Supervisors and outside consultants will support the teachers in the implementation of the Fundations phonics program and Benchmark Advance Reading program through workshops, PLC meetings, co-teaching and modeling.➢ Instructional Supervisors will continue to support the teachers in the use of Lexia, Daily 5 and Café in the literacy block.➢ Instructional Supervisors/Master Teacher will assist teachers with data analysis of LinkIt, DIBELS and Teaching Strategies GOLD Assessment Systems and Oral Reading Records. |
| **4** | **Mathematics/STEAM**➢ Teachers will participate in PLC meetings and small group workshops about STEAM activities across the curriculum. | ➢ Collaborative meetings by grade levels and or content area to discuss effective strategies and activities that support STEAM activities.➢ Instructional Supervisors/teachers will continue to support the staff in the practice of meeting the needs of all their students in STEAM through peer observation,and PLC meetings. |
| **5** | **Data Analysis and Assessment**➢ Instructional Supervisors/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. | ➢ Collaborative meetings by grade level and small group workshops to look at assessment data and discuss effective strategies and activities that support instruction.➢ Teachers will reflect on the needs of their learners and make appropriate adjustments in their lesson plans and instruction.  |

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| **3: Essential Resources** |
| **PL Goal No.** | **Resources** | **Other Implementation Considerations** |
| **1** | **Differentiated Instruction**➢ LinkIt➢ Engaged Instruction➢ PLCs➢ Common planning time➢ Coaching➢ Peer Observations➢ Mentoring➢ Lions Hours * Envision Math
* Responsive Classroom
 | **Possible additional outside professional resources include**➢ 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**➢ PLCs➢ Common planning time➢ Coaching➢ Peer Observations➢ Lions Hours | **Possible additional outside professional resources include**➢ Camden County Curriculum Consortium➢ OnCourse➢ LinkIt➢ College of Professional and Continuing Education, Rowan University➢ IXL, Lexia Core 5, Explore Learning ➢ NJ Department of Education List of Providers |
| **3** | **English Language Arts/Literacy Instruction**➢ LinkIt➢ Engaged Instruction➢ Consultants from Fundations/Wilson Learning➢ PLCs➢ Common planning time➢ Coaching➢ Peer Observations➢ Mentoring➢ Benchmark Advanced ELA | **Possible additional outside professional resources include**➢ Fundations and Wilson Reading➢ Oral Reading Records ➢ Raz-Kids➢ Camden County Curriculum Consortium➢ OnCourse➢ College of Professional and Continuing Education, Rowan University➢ NJ Department of Education List of Providers➢ Lexia Core 5➢ Starfall ➢ EdPuzzle➢ IXL ELA➢Heggerty |

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| **5** | **Mathematics/STEAM**➢ Coaching➢ Common planning time➢ Engaged Instruction➢ Peer Observations➢ PLCs➢ Lions Hours | **Possible additional outside professional resources include**➢ Camden County Curriculum Consortium➢ College of Professional and Continuing Education, Rowan University➢ NJ Department of Education List of Providers➢ OnCourse➢ IXL➢ Xtra Math |
| **6** | **Data Analysis and Assessments**➢ LinkIt➢ Engaged Instruction➢ PLCs➢ Common planning time➢ Coaching➢ Peer Observations➢ Lions Hours * WIDA- ACCESS
 | **Possible additional outside professional resources include**➢ LinkIt➢ Camden County Curriculum Consortium➢ OnCourse➢ College of Professional and Continuing Education, Rowan University➢ NJ Department of Education List of Providers |

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| **4: Progress Summary** |
| **PL Goal No.** | **Notes on Plan Implementation** | **Notes on Goal Attainment** |
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| **4** |  |  |
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**Signature: \_\_\_\_\_\_\_\_\_\_**Jennifer Daubert**\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ 7/1/2023 \_\_\_\_\_\_\_\_\_\_\_\_**

 **Principal Signature Date**