**Gloucester City School District**

**Gloucester City Middle School**

**Professional Development Plan**

| **District Name** | **School Name** | **Principal Name** | **Plan Begin/End Dates** |
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| **Gloucester City School District** | **Gloucester City Middle School** | **Donna Lacovara** | **July 1, 2023 to June 30, 2024** |

**1: Professional Learning Goals**

| **No.** | **Goal** | **Identified**  **Group** | **Rationale/Sources of Evidence** |
| --- | --- | --- | --- |
| **1** | **Integrating Staff and Student Use of Technology**  Build the capacity of all teachers to regularly infuse the use of technology in their classrooms to meet the needs of all learners. | 4-8 | * The professional development survey (administered May 2023) indicates a need for professional development in student use of technology. * Teachers and school leaders have requested more professional development in these areas during component and/or grade level meetings: Google Suite (27.3%), Online textbook resources (25.5%) Pear Deck (38.2%), Classwize (20%), IXL (25.5%), LinkIt. (12.7%), Kami (20%), Brainpop (14.5%), Edpuzzle (38.2%), Raz-Kids (18.2%), Explore Learning (20%), OnCourse (20%), Online Tools in Envisions (20%) and Lexia Power Up (16.4%) * Teachers and school leaders realize the importance of students using technology as a vehicle to learning and have made a commitment to support teachers in this endeavor. |
| **2** | **Data Analysis and Assessments**  Support teachers in analyzing state and local assessment results, modifying instruction to meet student needs and reassessing to monitor growth. | 4-8 | * The professional development survey (administered May 2023) indicates a desire to increase their knowledge of analyzing student data from local assessments and Link It data (36.4%) as a top priority to increase their knowledge of how to use iXL diagnostic data (32.7%) and Oral Running Records (14.5%). * Teachers and school leaders have requested professional development take place in a small group workshop setting (63.6%), organized by grade level, (69.1%) as well as by content area (63.6%). |
| **3** | **New Jersey Student Learning Standards (NJSLS)**  Assist teachers in understanding the increased rigor of all state standards and their impact on lessons, curriculum and state assessments. | 4-8 | * The professional development survey (administered May 2023) indicates a need to increase the teacher and school leaders' knowledge of the NJSLS standards and use these standards to ensure academic rigor. (63.6%) * The district and school have identified the need for professional development to increase the rigor in classrooms in order to meet the NJSLS and their impact on lessons, curriculum and assessments. (54.5%) |
| **4** | **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. | 4-8 | * The professional development survey (administered May 2023) indicates the top priorities for professional development to be in the area of differentiated instruction in supporting struggling students (38.2%), student engagement (45.5%) and supporting advanced students. (34.5%). * Teachers and school leaders have raised concerns regarding differentiated instruction, classroom management and student engagement during grade level meetings and PLC’s. * Analysis of the types of interventions put in place in student action plans developed by the I & RS committee and Child Study Team indicate a need for professional development in this area (47.3%). * School leaders and special education services have identified a need for differentiated instruction for students with learning disabilities such as dyslexia. (16.4%) * Teachers and school leaders expressed interest in learning more about how to infuse AVID Strategies (38.2%), Responsive Classroom ( 27.3%) and Daily 5/CAFE/Daily 3 (7.3.%) into their instruction. Additionally, they are interested in ways to improve student engagement (61.8%) and mental health supports (25.5%). * Due to the increase of struggling readers, teachers and school leaders have expressed interest in Heggerty and Oral Running Records. |
| **5** | **STEAM/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). | 4-8 | * The professional development survey (administered May 2023) indicates a priority for professional development in infusing technology in STEAM , Mathematics, and Science Classrooms (25.5%), Inspire Science (18.2%), Envision Math (30.9%), and to increase basic fact retention (43.6%). * Teachers and school leaders have requested professional development during small group workshops. (63.6%) |
| **6** | **English Language Arts/ Literacy Instruction**  Support teachers in increasing their level of awareness regarding reading instruction, implementing strategies and engineering literacy activities in order to improve the rigor of instruction to meet the New Jersey Student Learning Standards (NJSLS). | 4-8 | * The professional development survey (administered May 2023) indicates a need for professional development to support struggling students (38.2%). * Analysis of the types of interventions developed for student action plans by the I&RS and 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 this area during grade levels meeting and PLC meetings and Lion’s Hours. * Teachers will continue to receive follow-up PD for Benchmark Advance and Oral Reading Records. * Teachers expressed interest in learning more about how to infuse AVID Strategies (38.2%) and Daily 5/CAFE/Daily 3 (7.3.%) into their literacy instruction. |

**2: Professional Learning Activities**

| **PL Goal**  **No.** | **Initial Activities** | **Follow-up Activities**  **(as appropriate)** |
| --- | --- | --- |
| **1** | **Integrating Student use of Technology**   * Teachers will participate in trainings to support student use of technology in each content area. | * Instructional Supervisors will assist teachers with student use of new software and technology (i.e. Pear Deck, IXL, Link It, Classwize, Lexia, Online textbook platforms, IEP software and Explore Learning). * 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, Google Classroom, Chromebooks, Google Suite, and Kami. * Instructional Supervisors and teachers will work collaboratively to incorporate successful strategies into   daily classroom practices. |
| **2** | **Data Analysis and Assessments**   * Link It and Engaged Instruction will provide training on analyzing state and local assessment results, modifying instruction to meet student needs and reassessing to monitor growth. * Engaged Instruction will provide professional development regarding the state assessments and embedding preparation into lessons for English Language Arts/Literacy and Mathematics. | * Collaboration during monthly meetings to infuse state like assessment questions into their lessons. * Teachers will reflect on the needs of their learners and make appropriate adjustments in their lesson plans and instruction. |
| **3** | **New Jersey Student Learning Standards (NJSLS)**   * Engaged Instruction will provide training on the NJSLS in English Language Arts/Literacy, Math, Social Studies and Science. * Engaged Instruction will provide training in global awareness for each content area. | * Teachers will collaborate during PLC’s, grade level and subject meetings to infuse NJSLS into lesson plans and classroom activities. * Instructional Supervisors will assist teachers with creating lessons that incorporate these standards and meet the needs of all students. * Teachers will reflect on the needs of their learners and make appropriate adjustments in higher order thinking strategies to increase rigor. * Lion Hours will be offered on the topic in order to delve deeper into NJSLS. |
| **4** | **Differentiated Instruction**   * Teachers will receive professional development regarding differentiated instruction, classroom management and student engagement. * Engaged Instruction and other outside consultants will provide training in differentiated instruction and student engagement strategies that will assist the teacher in meeting the needs of all students. * Teachers will receive professional development strategies that meet the needs of students with dyslexia. * Teachers and school leaders will participate in AVID training. * Teachers and school leaders will participate in initial Responsive Classroom training. | * Instructional Supervisors will assist teachers with data analysis of assessments to identify the needs of all students. * Collaborative PLC meetings by grade levels and/or content area 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. * Lion Hours will be offered on the topics of AVID and Responsive Classroom in order to delve deeper into the topics and using them to differentiate instruction. |
| **5** | **STEM/Mathematics**   * Teachers will receive professional development regarding incorporating STEAM activities across the curriculum. | * Collaborative meetings by grade levels and/or content area to discuss effective strategies and activities that support STEAM instruction. * Instructional Supervisors will continue to support the teachers in the practice of meeting the needs of all their students in STEAM through co-teaching and modeling. |
| **6** | **English Language Arts/ Literacy Instruction**   * Engaged Instruction and other outside consultants will provide training in ELA/Literacy instruction and strategies that will assist the teacher in meeting the needs of all students. * Teachers will receive professional development regarding data analysis to inform their instruction of ELA/ Literacy. | * Instructional Supervisors and outside consultants will support the teachers in the implementation of Benchmark Advance Reading Program, as well as StudySync. * Instructional Supervisors will continue to support the teachers in the use of Lexia , Daily 5 and Cafe. * Instructional Supervisors will assist with data analysis of ELA Link It data and Oral Running Records. |

**3: Essential Resources**

| **PL Goal**  **No.** | **Resources** | **Other Implementation Considerations** |
| --- | --- | --- |
| **1** | **Integrating Staff and Student use of Technology**   * Coaching * Common Planning Time- Monthly * Peer Observations * Professional Learning Communities * Lions Hours | **Possible additional outside professional resources include**   * Camden County Curriculum Consortium * Link It * NJ Department of Education List of Providers * OnCourse * Kami * iXL * Lexia * Pear Deck * Classwize * Explore Learning * Raz-Kids * EdPuzzle * NearPod: Flocabulary * Studies Weekly * Inspire Science |
| **2** | **Data Analysis and Assessments**   * Link It * Grade Level Meetings (PLC’s)- Monthly * Common Planning Time- Monthly * Coaching * Engaged Instruction * Lions Hours * WIDA- ACCESS | **Possible additional outside professional resources include**   * Camden County Curriculum Consortium * NJ Department of Education List of Providers * OnCourse * iXL |
| **3** | **New Jersey Student Learning Standards (NJSLS)**   * Engaged Instruction * Professional Learning Communities * Common planning time- Monthly * Coaching * Peer Observations * Mentoring * Lions Hours | **Possible additional outside professional resources include**   * Link It * Camden County Curriculum Consortium * NJ Department of Education List of Providers * OnCourse * Lexia * Daily 5/Café * iXL Math/ELA * Envisions Math * Benchmark Advance ELA |
| **4** | **Differentiated Instruction**   * Coaching * Common planning time- Monthly * Engaged Instruction * LinkIt * Peer Observations * Professional Learning Communities * Responsive Classroom * AVID * Lions Hours * Envisions Math * Benchmark Advance ELA * StudySync | **Possible additional outside professional resources include**   * Camden County Curriculum Consortium * NJ Department of Education List of Providers * OnCourse * iXL Math/ELA |
| **5** | **STEM/Mathematics**   * Coaching * Common planning time- Monthly * Engaged Instruction * Mentoring * Peer Observations * Professional Learning Communities * Lions Hours * Engineering/Science STEM classes * Project Lead the Way Gateway | **Possible additional outside professional resources include**   * Camden County Curriculum Consortium * Link It * NJ Department of Education List of Providers * OnCourse * iXL * Explore Learning |
| **6** | **English Language Arts/ Literacy Instruction**   * Coaching * Common planning time- Monthly * Engaged Instruction * Mentoring * Peer Observations * Professional Learning Communities * Lions Hours * IXL * AVID * Benchmark Advance ELA * StudySync | **Possible additional outside professional resources include**   * Camden County Curriculum Consortium * Link It * NJ Department of Education List of Providers * OnCourse |

**4: Progress Summary**

| **PL Goal**  **No.** | **Notes on Plan Implementation** | **Notes on Goal Attainment** |
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| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |

**Signature:** \_\_***Donna Lacovara***  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_7/1/23\_\_\_\_\_\_\_\_\_

**Principal Signature Date**