

**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, 2021 to June 30, 2022

1: Professional Learning Goals			
No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p><b>Integrating Staff and Student use of Technology</b> Build the capacity of all teachers and students to integrate student use of technology in their classrooms to meet the needs of all learners.</p>	9-12	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered March 2021) indicates a desire for professional development regarding 21<sup>st</sup> Century Learning (collaboration, digital literacy, critical thinking, and problem solving) 77%,</li> <li>➤ Teacher survey (administered March 2021) indicates a desire for professional development regarding Student Engagement 74%.</li> <li>➤ Teacher survey (administered March 2021) indicates a desire for professional development regarding Differentiated Instruction 49%.</li> <li>➤ Teachers and school leaders have raised concerns regarding student use of technology during department meetings.</li> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development in Google Suite Products 51%, Kami PDF Converter 35%, Software to Monitor Student Usage of Computers in Real Time 30%, and Linkit 33%.</li> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development in Infusing the Integration of Technology into Math &amp; Science Classes-STEM 91%.</li> <li>➤ Spring 2021 hybrid/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.</li> </ul>
2	<p><b>Differentiated Instruction</b> Build the capacity of all teachers to differentiate instruction and engage all students in their classrooms to meet the needs of all learners.</p>	9-12	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered March 2021) indicates a desire for professional development regarding 21<sup>st</sup> Century Learning (collaboration, digital literacy, critical thinking, and problem solving) 77%</li> <li>➤ Teacher survey (administered March 2021) indicates a desire for professional development regarding Student Engagement, 74%</li> <li>➤ Teacher survey (administered March 2021) indicates a desire for professional development regarding Differentiated Instruction 49%.</li> <li>➤ Teacher survey (administered March 2021) indicates a desire for professional development regarding AVID Program (Socratic Seminar, Cornell Notes, Philosophical Chairs) 42%</li> <li>➤ Teacher survey (administered March 2021) indicates a desire for professional development regarding Classroom Management 19%.</li> <li>➤ Analysis of the types of interventions put in place in student action plans developed by the I&amp;RS committee and the Child Study Team indicate a need for professional development in differentiated instruction and student engagement.</li> <li>➤ Teacher survey (administered March 2021) indicates a need for professional development regarding the AVID program for freshman and sophomore, and other interested teachers.</li> <li>➤ Teachers expressed interest in doing a book study to increase their knowledge base (in PLC format).</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Due to the pandemic, teachers expressed interest in learning effective differentiated instructional strategies to reach all learners at their level.</li> </ul>
<b>3</b>	<b>Data Analysis and Assessments</b> 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"> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development regarding Correlating Standards and Assessments, 74%.</li> <li>➤ Teacher survey (administered March 2021) indicates a desire to increase teacher overall knowledge regarding Analyzing Student Data from Common Assessments, 35%.</li> <li>➤ Teacher survey (administered March 2021) indicates a desire to increase teacher overall knowledge regarding LinkIt Data, 47%.</li> <li>➤ Teacher survey (administered March 2021) indicates a desire to increase teacher overall knowledge regarding the Albert platform, 9%.</li> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development regarding Student Data Analysis 47%.</li> <li>➤ Teacher survey (administered March 2021) indicates a desire to increase teacher overall knowledge regarding NJSLA data for student cohorts, 16%.</li> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development to create NJSLA Assessments, 19%.</li> </ul>
<b>4</b>	<b>STEM/MATHEMATICS</b> 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	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered March 2021) indicates a desire for professional development regarding 21<sup>st</sup> Century Learning (collaboration, digital literacy, critical thinking, and problem solving) 77%,</li> <li>➤ Teacher survey (administered March 2021) indicates a desire to infuse technology into STEM Mathematics/Science Classrooms, 28%.</li> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development regarding Student Engagement, 51%.</li> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development regarding NJSLs Math Standards, 72%.</li> </ul>
<b>5.</b>	<b>New Jersey Student Learning Standards (NJSLs).</b> 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"> <li>➤ Teacher survey (administered March 2021) indicates a desire for professional development regarding 21<sup>st</sup> Century Learning (collaboration, digital literacy, critical thinking, and problem solving) 77%.</li> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development regarding Correlating Standards and Assessments, 74%.</li> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development regarding Correlating Standards on local and common assessments, 58%.</li> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development regarding AVID Program (Socratic Seminar, Cornell Notes, Philosophical Chairs) 42%.</li> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development regarding Accessing Using Standards in SIS, 33%.</li> <li>➤ Teacher survey (administered March 2021) indicates a priority for professional development regarding Reading and Writing across the curriculum, 16%.</li> </ul>

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p><b>Integrating Student use of Technology</b></p> <ul style="list-style-type: none"> <li>➤ Teachers will participate in training to support student use of technology in each content area.</li> <li>➤ Instructional Supervisors/teachers will model activities and lessons that incorporate student use of technology including Google Classroom, Google Docs, and new online platforms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Instructional Supervisors will assist teachers with student use of technology.</li> <li>➤ Collaborative meetings by grade levels and/or content area to discuss effective student use of technology.</li> <li>➤ Technology department will assist teachers with student use of technology.</li> <li>➤ Instructional Supervisors and teachers will work collaboratively to incorporate successful teaching strategies into daily classroom practices post pandemic.</li> </ul>
2	<p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>➤ Instructional Supervisors and Engaged Instruction will provide training in differentiated instruction and student engagement strategies that assist teachers in meeting the needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Instructional Supervisors will assist teachers with data analysis of assessments to better identify how to meet the needs of all students.</li> <li>➤ Department meetings by content area to discuss effective student engagement strategies as well as the infusion of technology in small groups and differentiated instruction activities.</li> <li>➤ Instructional Supervisors will continue to support the teachers in the practice of student engagement and differentiation in their classes through modeling.</li> <li>➤ PLC book selections will include topics on equity in instruction, common assessments, professional conversations that improve instruction, and how to communicate effectively with students.</li> <li>➤ Instructional supervisors will work with teachers to implement effective differentiated instructional strategies through small group and individual instruction.</li> </ul>
3	<p><b>Data Analysis and Assessments</b></p> <ul style="list-style-type: none"> <li>➤ LinkIt! and Instructional Supervisors will provide training on creating rigorous assessments, analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaboration during monthly meetings to infuse NJSLA like assessment questions into their lessons and create common assessments.</li> <li>➤ Teachers will reflect on the needs of their learners and make appropriate adjustments in questioning strategies.</li> </ul>
4	<p><b>STEM/MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>➤ Project Lead the Way teachers will provide training in STEM to assist teachers in meeting the needs of all students and the NJLSL.</li> </ul> <p>Teachers will receive professional development regarding incorporating STEM activities across the curriculum.</p>	<ul style="list-style-type: none"> <li>➤ Collaborative meetings by grade levels and/or content area to discuss effective strategies and activities that support STEM instruction during PLC Wednesdays as needed.</li> <li>➤ Instructional Supervisors will continue to support the teachers in the practice of meeting the needs of all their students in STEM through co-teaching and modeling.</li> </ul>
5	<p><b>New Jersey Student Learning Standards (NJLSL)</b></p> <ul style="list-style-type: none"> <li>➤ Instructional Supervisors and Engaged Instruction will provide training in technology use in the classroom.</li> <li>➤ Instructional Supervisors and Engaged Instruction will provide training on the state standards in English Language Arts/Literacy and Mathematics/Assessments/Standards.</li> <li>➤ Instructional Supervisors and Engaged Instruction will provide training in reading and writing across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Department meetings in the content area to review standards-based activities that incorporate technology.</li> <li>➤ Department meetings in the content area to review standards-based activities, lessons, and curriculum.</li> <li>➤ Department meetings in the content area to share activities that promote reading and writing across the curriculum and global awareness.</li> <li>➤ Instructional Supervisors will assist teachers with creating activities and lessons that incorporate these standards.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Instructional Supervisors/teachers will model activities and lessons that incorporate these standards and strategies.</li> </ul>	
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3: Essential Resources		
PL Goal No.	Resources	Other Implementation Considerations
<b>1</b>	<b>Integrating Staff and Student use of Technology</b> <ul style="list-style-type: none"> <li>➤ Engaged Instruction</li> <li>➤ LinkIt!</li> <li>➤ Professional Learning Communities</li> <li>➤ Coaching</li> <li>➤ Peer Observations</li> <li>➤ SIS</li> <li>➤ Additional in-house professional development opportunities</li> <li>➤ IXL Analytics</li> <li>➤ Pearson Realize-Bridge</li> <li>➤ Classworks</li> </ul>	<b>Possible additional outside professional resources include</b> <ul style="list-style-type: none"> <li>➤ Camden County Curriculum Consortium</li> <li>➤ OnCourse</li> <li>➤ College of Professional and Continuing Education, Rowan University</li> <li>➤ NJ Department of Education List of Providers</li> <li>➤ Google Platform Training</li> </ul>
<b>2</b>	<b>Differentiated Instruction</b> <ul style="list-style-type: none"> <li>➤ LinkIt!</li> <li>➤ Engaged Instruction</li> <li>➤ Professional Learning Communities</li> <li>➤ Coaching</li> <li>➤ Peer Observations</li> <li>➤ Mentoring</li> <li>➤ Additional in-house professional development opportunities</li> <li>➤ Wilson Reading</li> <li>➤ Pearson Realize-Bridge</li> <li>➤ Classworks</li> </ul>	<b>Possible additional outside professional resources include</b> <ul style="list-style-type: none"> <li>➤ Camden County Curriculum Consortium</li> <li>➤ OnCourse</li> <li>➤ College of Professional and Continuing Education, Rowan University</li> <li>➤ NJ Department of Education List of Providers</li> </ul>
<b>3</b>	<b>Data Analysis and Assessments</b> <ul style="list-style-type: none"> <li>➤ LinkIt!</li> <li>➤ SIS</li> <li>➤ Professional Learning Communities</li> <li>➤ Coaching</li> <li>➤ Engaged Instruction</li> <li>➤ Additional in-house professional development opportunities</li> <li>➤ District wide Book TBD</li> <li>➤ Pearson Realize-Bridge</li> <li>➤ Classworks</li> <li>➤ WIDA- ACCESS</li> </ul>	<b>Possible additional outside professional resources include</b> <ul style="list-style-type: none"> <li>➤ Camden County Curriculum Consortium</li> <li>➤ OnCourse</li> <li>➤ College of Professional and Continuing Education, Rowan University</li> <li>➤ NJ Department of Education List of Providers</li> </ul>
<b>4</b>	<b>STEM/MATHEMATICS</b> <ul style="list-style-type: none"> <li>➤ Engaged Instruction</li> <li>➤ Professional Learning Communities</li> <li>➤ Coaching</li> <li>➤ Peer Observations</li> <li>➤ Mentoring</li> <li>➤ Additional in-house professional development opportunities</li> </ul>	<b>Possible additional outside professional resources include</b> <ul style="list-style-type: none"> <li>➤ LinkIt!</li> <li>➤ Camden County Curriculum Consortium</li> <li>➤ OnCourse</li> <li>➤ College of Professional and Continuing Education, Rowan University</li> <li>➤ NJ Department of Education List of Providers</li> <li>➤ IXL</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Pearson Realize-Bridge</li> <li>➤ Project Lead the Way</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classworks</li> </ul>
<b>5</b>	<b>New Jersey Student Learning Standards (NJSL) and Global Awareness</b> <ul style="list-style-type: none"> <li>➤ Engaged Instruction</li> <li>➤ Professional Learning Communities</li> <li>➤ Coaching</li> <li>➤ Peer Observations</li> <li>➤ Mentoring</li> <li>➤ Additional in-house professional development opportunities</li> <li>➤ Consultants from Wilson Reading</li> <li>➤ AVID</li> <li>➤ Albert</li> </ul>	<b>Possible additional outside professional resources include</b> <ul style="list-style-type: none"> <li>➤ Camden County Curriculum Consortium</li> <li>➤ College of Professional and Continuing Education, Rowan University</li> <li>➤ LinkIt!</li> <li>➤ NJ Department of Education List of Providers</li> <li>➤ OnCourse</li> <li>➤ Wilson Reading</li> </ul>

<b>4: Progress Summary</b>		
<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
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2		
3		
4		
5		

Signature: Sean Gorman  
Principal Signature

7/23/21  
Date